



## REPORT

To: Services Committee

12 February 2009

From: Head of Schools

### BLUEPRINT FOR EDUCATION IN SHETLAND

#### 1. Introduction

- 1.1 This report is to provide members with a technical analysis of the findings from the consultation period on the Blueprint. It proposes principles for education in Shetland for the next ten years, and which will form the basis of action plans, to be reported next cycle for approval.

#### 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 that 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 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 best quality 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.
- 3.2 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.
- 3.3 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).
- 3.4 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.
- 3.5 The Blueprint member-officer 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.
- 3.6 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.
- 3.7 The specific issues here are:
- The increase in hours within the entitlement to pre-school education;
  - *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 closed 31 October 2008, with outcomes expected in the first half of 2009.

3.8 At Services Committee in August 2008 a report was presented for approval which set out the key issues from the three sub-groups, Pre-School/Primary, Secondary/Further/Higher and Additional Support Needs.

3.9 At Services Committee on 9 October 2008 a report was presented for approval on the proposed methods of consultation with each stakeholder group and the format for the key issues. This formed the questionnaire which was widely distributed across Shetland.

## **4. Current Position**

### **4.1 Demographics**

4.1.1 The demographics for Shetland currently show that there are falling pupil rolls in primary and secondary. The primary school roll has been falling steadily since 1997. According to General Register Office Scotland (GROS) population projections, the number of children between the ages of 3 and 16 in Shetland will fall from 3,910 in 2007, to 3,533 in 2017 (a decrease of 9%) and to 3,047 in 2027 (a decrease of 22%). Some areas within Shetland do have increasing rolls and there are pressures on some central areas.

4.1.2 The Schools Service is having difficulty in recruiting staff to all positions in particular Head Teacher posts.

### **4.2 Financial Information**

4.2.1 In September 2008 The Head of Finance put forward a report to Shetland Islands Council which set out the Long Term Financial Planning – Council Reserves and Budget strategy, 2009/10 and beyond.

4.2.2 The current strategy for the General Fund revenue budget is to continue to reduce the demand upon the reserves year on year. The specific targets are to reduce the demand on Reserves to £3 million in 2009/10, and to steadily reduce the demand thereafter, achieving zero in 2012/13.

4.2.3 The current strategy for the General Fund Capital Programme is to limit the drawings upon Reserves to £20 million per annum, for as long as can be sustainably supported. Current forecasts suggest that ongoing Capital Programme funding should come down to £15 million per annum from 2010/11.

- 4.3 The condition survey of the school buildings shows that the school estate is in a relatively good state of repair. Plans are in place to deal with those buildings which require investment.
- 4.4 The current Council budget strategy is to ask Budget Responsible Officers to prepare budgets with these targets in view, with any need to increase spending in one area to be met by a corresponding decrease in another area. Any reductions which can be achieved on General Fund revenue or the Reserve Fund programmes would minimise the long term reduction in resources for the General Fund Capital Programme.
- 4.5 The Concordat, an agreement between the Scottish Government and local authorities, places commitments on the education sector in Shetland which will have revenue implications. Significantly these include:
- the increase in hours from August 2010 within the entitlement to pre-school education;
  - the entitlement for all P1, P2 and P3 pupils to a free school meal from August 2010;
  - the requirement to move towards a maximum class size for P1, P2 and P3 pupils of 18.
- 4.6 The revenue implications for these commitments and the continuing no-growth budget position mean that there will be continuing pressures on the Schools Service budgets should there be no change to the delivery of service. The current model of delivery is no longer affordable.
- 4.7 Curriculum for Excellence
- 4.7.1 In *Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching* (The Scottish Government – June 2008) it states that every child and young person is entitled to expect their education to provide them with:
- A curriculum which is coherent from 3 to 18;
  - A broad general education, including well-planned experiences and outcomes across all the curriculum areas from early years through to S3;
  - A senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities;
  - Opportunities to develop skills for learning, skills for life and skills for work (including career-planning skills) with a continuous focus on literacy, numeracy and health and wellbeing;
  - Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide;



- Support in moving into positive and sustained destinations beyond school.

4.7.2 It is the responsibility of the education sector and its partners to bring the experiences and outcomes together and apply these entitlements to produce programmes for learning across a broad curriculum.

#### 4.8 Blueprint Consultation

4.8.1 The Blueprint Consultation period closed on 19 December 2008. A total of 1,286 individual questionnaires was returned. Eighteen community meetings were held throughout Shetland and 458 people attended these meetings. Eighty local agencies and management teams responded with the views of 435 people.

4.8.2 All the information from the completed Blueprint questionnaires and group consultation meetings, with summaries of the most commonly-voiced comments, have been technically analysed and compiled into a report which is attached as Appendix 1. This report will be made public on the website, in schools, Shetland College, Community Work Offices, Leisure Centres, Partner Providers, Learning Centres, libraries and distributed to all stakeholders and agencies. It will be sent to all Pupil Councils, Parent Councils and Community Councils.

4.8.3 Responses to each of the 11 statements have been summarised and common themes from the additional comments box have been reported. Feedback from the area group meetings has been summarised to detail any issues specific to each local area.

4.8.4 The analysis of the consultation process has helped to inform the proposed principles.

### 5. Proposals

5.1 Shetland Islands Council asked that the key drivers for the Blueprint should be to provide the best-quality educational opportunities and best-quality learning environment for all. In doing so, the opportunity to bring budgets to a sustainable level must be addressed. The consultation exercise has ensured that views from across Shetland have been gathered. Taking all of this into account, our broad educational mission is to develop principles based on equality, entitlement, access and quality of delivery to take forward education in Shetland over the next ten years within budget. The proposed principles are as follows:

5.1.1 To ensure strategic planning, effective leadership and quality assurance to bring about improvement;

- 5.1.2 To ensure effective partnership working;
  - 5.1.3 To ensure that all families have access to quality early education and childcare provision;
  - 5.1.4 To ensure all schools deliver Curriculum for Excellence, specifically, a broad curriculum, a breadth of experience, social interaction and learning experiences;
  - 5.1.5 To ensure all learners experience smooth transitions between stages of learning, supported by the highest possible professional standards;
  - 5.1.6 To ensure all learners in Shetland have equal opportunity throughout their educational experience to enable them to achieve their full potential;
  - 5.1.7 To ensure that these principles are delivered within the Council's Budget.
- 5.2 It is proposed that action plans be prepared for each of the following areas based on these principles. Where there is a review of staffing provision, the appropriate staff and trade unions will be consulted. These action plans will be presented to Services Committee. The proposals will take into account demographics, financial information, Curriculum for Excellence and feedback from the Blueprint Consultation exercise as detailed in Section 4 above.
- 5.3 **Early Years Action Plan** - This will include:
- 5.3.1 National drivers
    - (a) *The Scottish Government's Early Years Framework;*
    - (b) *Skills for Scotland, A Lifelong Skills Strategy;*
    - (c) The requirement for provision for pre-school places for all three and four year olds to be 3 hours from 2010;
    - (d) *Curriculum for Excellence, Building the Curriculum 3, A Framework for Learning and Teaching;*
    - (e) Scottish Social Services Council requirements for registration.
  - 5.3.2 Local factors
    - (f) A review of the staffing provision for nursery classes;
    - (g) Out-of-school and after-school-childcare.
    - (h) Distance pre-school children have to travel to access provision.
- 5.4 **Primary Action Plan** – This will include:
- 5.4.1 National drivers
    - (a) *The Scottish Government's Early Years Framework;*
    - (b) *Curriculum for Excellence, Building the Curriculum 3, A Framework for Learning and Teaching;*
    - (c) *Skills for Scotland, A Lifelong Skills Strategy;*
    - (d) The commitment in the Concordat to move towards a maximum class size of 18 for all P1, P2 and P3 pupils;
    - (e) *Safeguarding our rural schools.*
  - 5.4.2 Local factors

- (f) Taking account of Scottish Government guidelines, consideration will be given to amalgamation and consolidation of schools with long-term pupil roll projections of fewer than 20 pupils;
- (g) Continuation of composite classes;
- (h) The position of teaching head teachers;
- (i) A review of teaching staff provision including peripatetic, and support staff in Primary.

## 5.5 **Secondary / Further / Higher** – This will include:

### 5.5.1 National drivers

- (a) *Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching*;
- (b) *Skills for Scotland, A Lifelong Skills Strategy*;
- (c) Results of the National Qualifications Framework in Scotland consultation exercise;
- (d) *Safeguarding our rural schools*;
- (e) More Choices More Chances.

### 5.5.2 Local factors

- (f) Existing scheme of provision for learners and possible amalgamation taking account of long-term pupil projections;
- (g) Provision in Shetland for 12-18 year-olds;
- (h) Recruitment and retention of teaching staff;
- (i) A review of teaching staff provision including peripatetic, and support staff in Secondary;
- (j) Development of vocational opportunities and qualifications;
- (k) Potential of Information Communication Technology to deliver elements of the curriculum;
- (l) Residential accommodation for learners.

## 5.6 **Additional Support Needs** - This will include:

### 5.6.1 National drivers

- (a) *Additional Support for Learning (Scotland) Act 2004*;
- (b) *Getting it Right for Every Child*.

### 5.6.2 Local factors

- (c) Effective partnership working;
- (d) A review of the teaching staff provision and support staff provision for Additional Support Needs;
- (e) The rollout of the Integrated Assessment Framework;
- (f) Job re-design as part of single status.

## 5.7 **Internal Management** - This will include:

### 5.7.1 National drivers

- (a) *Improving Scottish Education*;
- (b) *Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching*;

- (c) *Skills for Scotland, A Lifelong Skills Strategy*;
- (d) *The Crerar Review*.

#### 5.7.2 Local factors

- (e) Scheme of provision;
- (f) A review of the roles and responsibilities of central staff and how they work with schools;
- (g) Quality Assurance and Continuous Improvement;
  
- (h) Partnership working within the department to ensure that all staff are fully aware of their individual and collective roles and responsibilities.

## 6. Financial information

- 6.1 The costs of the Consultation exercise to date is £13,516. These costs include the printing of the questionnaires to all households across Shetland, travel to meetings. This is not the final cost as there will be printing of feedback to the communities and some overtime for evening meetings still to be included.

## 7. Policy and Delegated Authority

- 7.1 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.

## 8. Recommendation

I recommend that Services Committee:

- 8.1 agree the principles which are proposed in 5.1,
- 8.2 agree to the Education and Social Care Department taking forward the action plans as proposed in 5.3, 5.4, 5.5, 5.6 and 5.7, and
- 8.3 agree to a timetable for action plans being presented to Services Committee on 12 March 2009.

January 2009

Our Ref: HB/sm

Report No: ED-01-F

## Shetland Islands Council



Education and Social Care  
Schools Service



# Consultation: Analysis Report

January 2009



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## APPENDICES – BACKGROUND INFORMATION

Appendix A	Consultation questionnaire used for individuals and group meetings.
Appendix B	Background information presented at group consultation meetings.
B1	Numbers of Pupils and Teachers 1995-2007
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# INTRODUCTION

This analysis report was commissioned by Schools Service after the completion of the Blueprint for Education consultation on the 19th December 2008. This report provides a technical analysis of the information submitted from completed Blueprint questionnaires and from group consultation meetings, with summaries of the most commonly voiced comments highlighted in each section.

This analysis is presented in **two parts**;

From **Page 5** are the collated results from **all** questionnaires returned – from households, on the website and from the forms distributed at group meetings.

From **Page 29** are the results of the group meetings and 'stakeholder' agency responses, these are presented separately for two reasons. Firstly, these are effectively a 'subset' of the main data as respondents included in these meetings may also have completed an individual questionnaire. Secondly, comments were provided as a summary of the local meeting as opposed to an individual form from which comments can be quantified. These have been summarised separately by educational 'cluster' area to reflect varying degree of opinion between communities.

The results of this analysis will be presented to Shetland Islands Council along with a report from the Head of Service on 12 February 2009 to provide Members with an insight on community opinion.

Once finalised, the consultation will contribute to the final "Blueprint for Education", which will determine how education services are delivered across Shetland over the next 10 years. This report does not provide any recommendations or 'principles' but provides a technical breakdown on the information sought by Council through the Blueprint consultation exercise.

Should anyone wish to view a more detailed summary of any of the group meetings or more details on comments submitted against particular statements, they should contact the Schools Service for further details, contact details are at the end of this report.

*Dougie Shearer  
Evaluation, Research & Development Officer  
SIC Social Care*



## BACKGROUND

In October 2008, Shetland Islands Council asked Schools Service to lead a consultation with the population of Shetland on the provision of education services within the islands. Changes in the demography of Shetland, national changes to the curriculum and financial constraints will present Shetland with some serious challenges over the years ahead.

A series of key statements were drafted by Council Members, which they felt represented particular areas where community opinion would be valued. They then requested Schools Services to undertake a consultation process, based on these statements, to inform the principles of the Blueprint for Education.

A consultation questionnaire was then drafted by an Officer / Member Working Group based on the key statements, a copy of this questionnaire is attached at **Appendix A**. The forms were distributed in late November and were also available for completion on-line. The deadline for submission of forms was 19th December 2008 and by this date a total of **1,286** individual forms had been recorded. These forms were keyed into a web-based database ([www.keysurvey.com](http://www.keysurvey.com)) as they were received and this analysis was undertaken based on the data received from Schools Service on this database.

The public consultation group meetings were held in every Shetland community between the dates of 27 November 2008 and 12 December 2008 allowing people to voice their opinion and discuss common areas of interest. Further to the open public meetings held, community groups with an interest in education issues were encouraged to meet and submit collective responses. Responses were received from organisations such as parent/teacher councils, community councils, voluntary organisations and schools staff.

At each of the group consultation meetings a presentation was made providing attendees with a background of influential factors locally and nationally, which will drive the way education services will be delivered over the coming years. A copy of the information presented can be seen at **Appendix B**.

During November and December 2008, Schools Services consulted the people of Shetland in a number of different ways:

- Questionnaire – forms were circulated to every household in Shetland and **1,286** were returned (77 of which were completed on-line through a link at [www.shetland.gov.uk/educationblueprint/default.asp](http://www.shetland.gov.uk/educationblueprint/default.asp))
- Local community group meetings – a total of **18** meetings were held in communities, these were attended by a total of **458** people;
- Local agencies and management teams were also invited to respond to the questionnaire – **80** teams responded with the views of **435** people.

# LIMITATIONS

This analysis provides Members with aggregated detail as returned on the questionnaires received and also from the recorded group meeting notes. However, these figures need to be qualified with the summary of comments received for each statement, and for some statements there will not be a definitive outcome.

Therefore, a degree of caution should be taken when interpreting the data provided for the following reasons;

## QUESTIONNAIRE

- The questionnaire does not provide a box to tick where there is neutral opinion or the respondent would like to indicate that further information is required before they could make a decision.
- A number of respondents felt that statements were 'leading'.
- A number of respondents felt that a few of the statements were 'lacking clarity' or were 'ambiguous'.
- Anyone without knowledge of proposed changes in the education system may have been asked to make an uninformed decision on some of the questions.

Despite these issues there is, however, ample space for respondents to provide written comment in the twelve 'free text' areas on the questionnaire. The volume of comments and the diverse nature of responses make the collation of comments difficult but these have been summarised on the most often quoted.

## CONSULTATION PROCESS

A number of respondents were critical of the consultation, partly it seems, through experience of the previous Best Value review and were sceptical that the results would be used appropriately. However, the consultation was robust and thorough with every household in Shetland receiving a questionnaire and every rural area holding a meeting, enabling the public to discuss relative issues. The meetings were advertised comprehensively and notes were taken in agreement with those present.

## RESPONSE

Comments received from respondents give a diverse and often extreme range of opinions. For some issues there will clearly be no outcome that will be to the satisfaction of the entire community.

## OUTCOME

Public opinion will provide Members with a gauge of expectations and requirements but policy will ultimately be driven by a balance of public opinion, government policy, demographic changes and local finance. These factors will be outlined in more detail in the accompanying report to Council.

# FEEDBACK: ALL QUESTIONNAIRES

## ALL REPLIES – FEEDBACK FOR EACH STATEMENT

Overall, there were **1,286** questionnaires completed by individuals and households, the responses are shown on the following pages.

Of the 1,286 forms completed;

- 627 (49%) were from members of the public,
- 553 (43%) were from parents/carers,
- 91 (7%) were from education staff, and
- 15 (1%) were from young persons.

With the high volume of replies returned, this analysis has been undertaken to show responses from all of the above groups collectively. Where the opinion of one of the above groups deviates significantly from the collective response, this has been noted against the relevant statement.

In total, there were **5,133** separate comments received within the forms. Every comment received on every form has been read and collated. A note of the most often used comments have been recorded within each section, both in agreement with, or against, the relevant statement along with any common themes also mentioned.

The detail shown in this section of the analysis **does not include** the group consultation meetings held in each community or responses from agencies and management teams, these will be detailed separately from page **29** onwards.

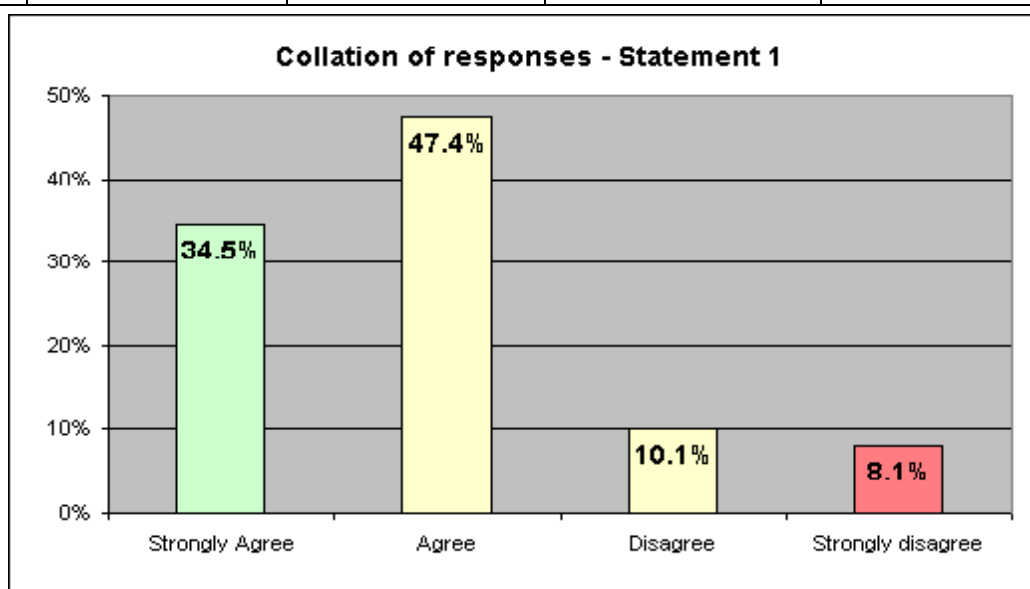
## ALL QUESTIONNAIRES: STATEMENT 1

***Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.***

**1,229** responses to this statement

**383** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>424</b>	<b>582</b>	<b>124</b>	<b>99</b>
<b>%</b>	<b>34.5%</b>	<b>47.4%</b>	<b>10.1%</b>	<b>8.1%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>"Makes for an easier transition", "Children already familiar with surroundings", "provides continuity"</i>	<b>52</b>	<i>"Geographical location / transition arrangements more important than distance between pre-school and school"</i>	<b>39</b>
<i>"Where possible or practical, if financially achievable"</i>	<b>38</b>	<i>"As long as Schools have transition days to help children cope with the changes"</i>	<b>37</b>
<i>"Nursery should be part of the school if possible", "Should be as near as possible"</i>	<b>32</b>	<i>"Children need changes to make them feel grown up and prepare them for the future"</i>	<b>14</b>
<i>"Agree - but not vital", "Children can adapt quickly", "visits to schools will help"</i>	<b>17</b>	<i>"Did not cause any problems in our area"</i>	<b>10</b>
<i>"Agree - but not at the risk of losing small schools/nurseries"</i>	<b>12</b>	<i>"Some children are adaptable and like change", "Should not be a bad thing if handled correctly"</i>	<b>9</b>

## ALL QUESTIONNAIRES: STATEMENT 1

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Should be closer to children's homes not schools"</i>	<i>14</i>
<i>"Not possible in rural areas or small communities"</i>	<i>10</i>
<i>"Loaded question", "poorly worded", "more information required"</i>	<i>9</i>
<i>"Location not as important as the transition/quality"</i>	<i>5</i>
<i>"Children more concerned about being, and moving, with friends at that age"</i>	<i>5</i>

## SUMMARY

Most respondents, **81.9%**, either 'Agreed' or 'Strongly agreed' with this statement.

Whilst there was a general feeling that this would make for an easier transition and provide continuity for the child, it was also recognised that other, localised factors may need to be taken into account such as distance that pre-school locations were from the child's home, transport arrangements and financial constraints.

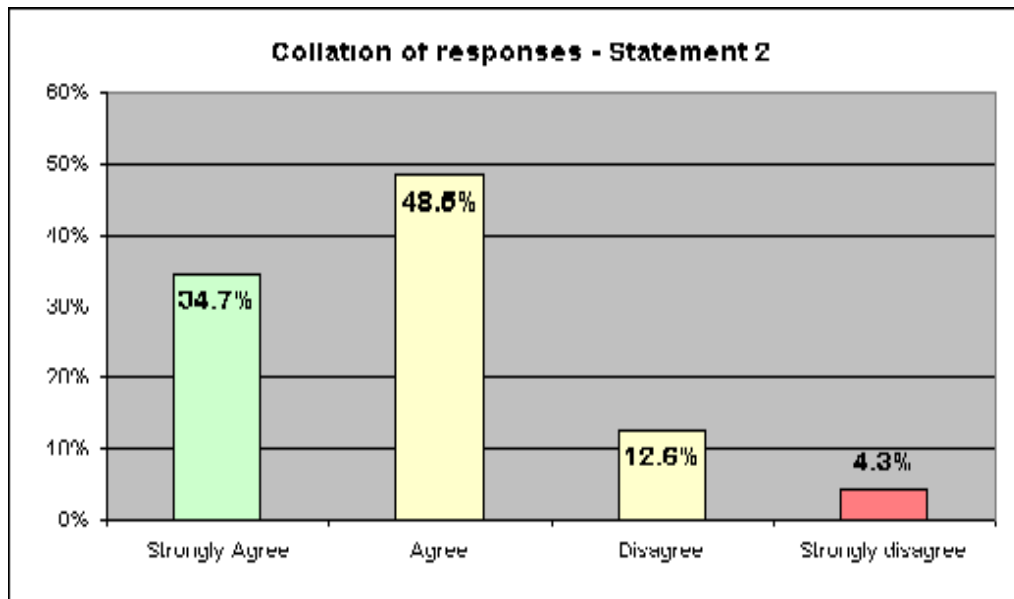
Those who did not agree with the statement felt that the distance between pre-school and school locations was not as important as effective transition or quality of service provided.

## ALL QUESTIONNAIRES: STATEMENT 2

***The number of transfers that a child has in the course of their education should be kept as few as possible.***

**1,240** responses to this statement  
**364** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>430</b>	<b>601</b>	<b>156</b>	<b>53</b>
<b>%</b>	<b>34.7%</b>	<b>48.5%</b>	<b>12.6%</b>	<b>4.3%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>"Generally agree - but feel that a few transfers can be healthy"</i>	<b>35</b>	<i>"It is healthy for children to experience change", "helps them adapt in later life", "transition is a part of life"</i>	<b>74</b>
<i>"Provides continuity for the child", "builds confidence"</i>	<b>15</b>	<i>"Should not be a problem if managed properly"</i>	<b>19</b>
<i>"Agree - unless it is unavoidable"</i>	<b>13</b>	<i>"Shouldn't be a problem if teachers are good" "not the number of changes, but the quality"</i>	<b>12</b>
<i>"Particularly in primary years"</i>	<b>12</b>	<i>"Transfers shouldn't be seen as negative"</i>	<b>7</b>
<i>"Too many changes can be detrimental to a child's education"</i>	<b>12</b>	<i>"Children are more resilient than you would think" "children learn to adjust and adapt"</i>	<b>5</b>

## ALL QUESTIONNAIRES: STATEMENT 2

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Children should learn to cope with some change"</i>	<i>21</i>
<i>"Moves should be kept to a minimum"</i>	<i>18</i>
<i>"The question is unclear/badly written/loaded"</i>	<i>14</i>
<i>"Depends on individual/family circumstances"</i>	<i>13</i>
<i>"Depends where you live"</i>	<i>11</i>

### SUMMARY

Again there was a general consensus, **83.2%**, that 'Agreed' or 'Strongly agreed' with this statement. However, from the comments received it was also acknowledged that although transfers should be kept to a minimum, "some" transfers are inevitable and unavoidable and can also depend on the child's home location.

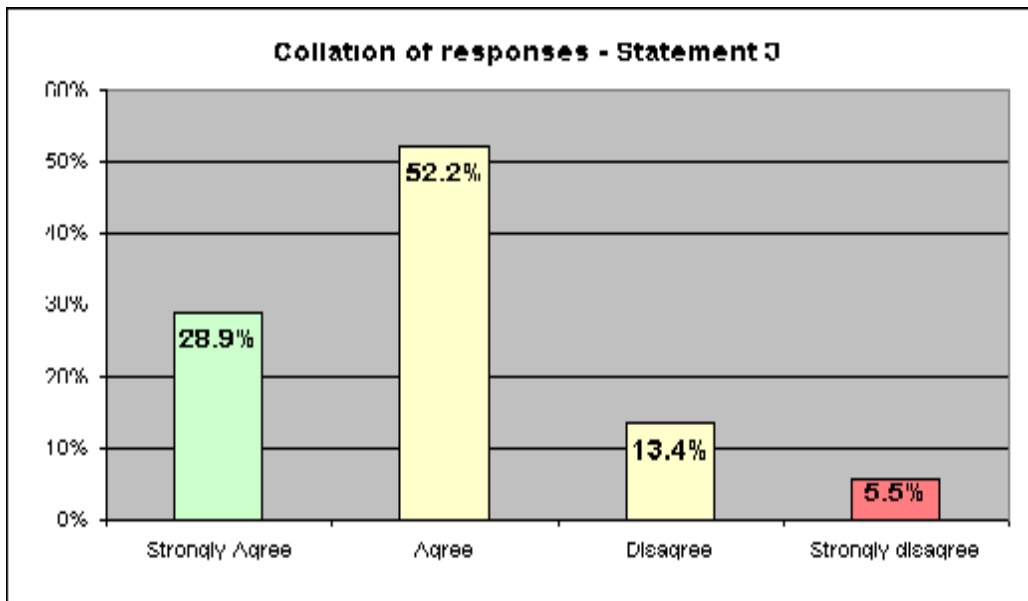
Of those who disagreed with this statement, there was a feeling that some change would "help children adapt in later life" and that it was often "healthy" for them to experience change.

## ALL QUESTIONNAIRES: STATEMENT 3

***The Council could have a role in supporting out of school and after school childcare.***

**1,227** responses to this statement  
**390** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>355</b>	<b>640</b>	<b>164</b>	<b>68</b>
<b>%</b>	<b>28.9%</b>	<b>52.2%</b>	<b>13.4%</b>	<b>5.5%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>"There is currently under-provision of childcare", "families lose out because of lack of child care", would provide vital support"</i>	<b>66</b>	<i>"Parents should be responsible for looking after their own children out of school"</i>	<b>33</b>
<i>"Agree – but only if another vital area doesn't suffer financially to support it"</i>	<b>36</b>	<i>"Not the responsibility of the Council", "Council should provide what they legally have to, within budget"</i>	<b>17</b>
<i>"The Council should support all communities in any way that will provide opportunities for life long learning"</i>	<b>30</b>	<i>"Parents should pay for this", "Council already spends enough on education"</i>	<b>8</b>
<i>"Particularly in rural areas", "support fragile communities"</i>	<b>20</b>	<i>"Too much expense and should not come at the cost of school closures", "should not be a priority over education"</i>	<b>6</b>
<i>"Assistance to out of school clubs. Council should not run these organisations, just facilitate them"</i>	<b>19</b>		



## ALL QUESTIONNAIRES: STATEMENT 3

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Parents still need to make some financial contribution"</i>	11
<i>"Question is ambiguous / unclear"</i>	9
<i>"Funding will be a major issue", "depends on funds available"</i>	6

## SUMMARY

Most people, **81.1%**, either 'Agreed' or 'Strongly agreed' with this statement. The most common theme of those agreeing was that there was "currently an under-provision" of childcare in Shetland and that "families lose out" or "cannot go back to work" because of this, although there was also a recognition that parents may need to contribute to this financially and that Council funding should not necessarily be redirected to provide this.

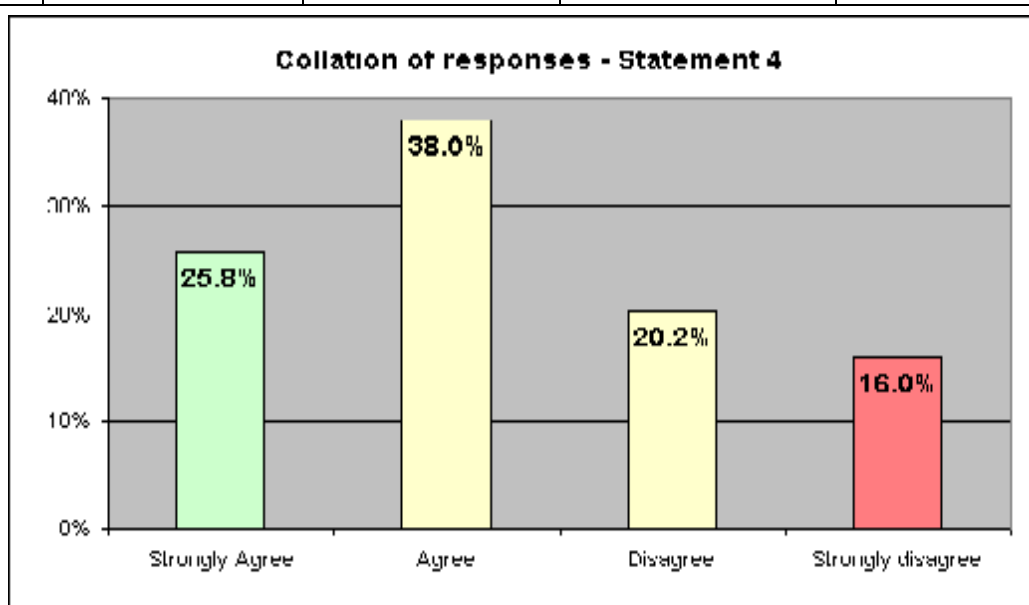
Of those disagreeing with the statement, some people felt that "parents should be responsible for looking after their own children" outwith school.

## ALL QUESTIONNAIRES: STATEMENT 4

***A minimum pupil roll of 20 allows for the most effective educational and service delivery.***

**1,194** responses to this statement  
**483** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>308</b>	<b>454</b>	<b>241</b>	<b>191</b>
<b>%</b>	<b>25.8%</b>	<b>38.0%</b>	<b>20.2%</b>	<b>16.0%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
"Lower numbers will cause educational / social disadvantages"	<b>46</b>	"Why 20?", "There is no evidence that this is the most effective figure"	<b>55</b>
"Will enhance child's education"	<b>29</b>	"Smaller classes benefit the child"	<b>40</b>
"Geography and transport issues should be considered"	<b>14</b>	"Depends on community, population and geographical issues"	<b>37</b>
"Class sizes/ school roll could be greater"	<b>10</b>	"Depends on leadership and abilities of individual teachers"	<b>17</b>
"Agree – but dependent on quality/ability of teacher"	<b>10</b>	"Rural schools should be retained"	<b>14</b>

## ALL QUESTIONNAIRES: STATEMENT 4

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Question is unclear", "loaded", "leading question"</i>	13
<i>"Not enough information to decide"</i>	9
<i>"School roll should not be decisive factor"</i>	5
<i>"Future numbers in community must be considered"</i>	5

## SUMMARY

This statement provoked more discussion than most of the others with the majority, **63.8%**, either 'Agreeing' or 'Strongly agreeing' with this statement. From the comments received, most people agreeing with the statement felt that school rolls lower than 20 would cause "educational or social disadvantages".

However, more comments were received from those who disagreed, with several people feeling that "smaller classes benefit the child" or that there was "no evidence that 20 was the most effective number".

Several people also stated that other factors such as geography, transport, population and communities should be taken into account.

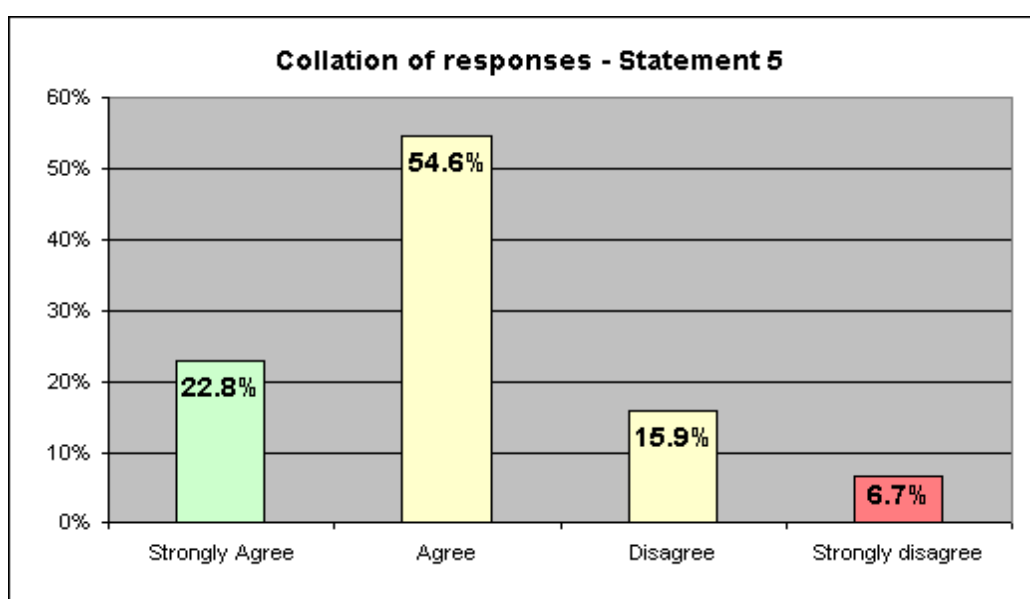
There also appear to have been stronger feeling about this question from areas with smaller schools for varying reasons, the geographical summary for each area puts this into context.

## ALL QUESTIONNAIRES: STATEMENT 5

***Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?***

**1,225** responses to this statement  
**571** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>279</b>	<b>669</b>	<b>195</b>	<b>82</b>
<b>%</b>	<b>22.8%</b>	<b>54.6%</b>	<b>15.9%</b>	<b>6.7%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>"Gives children more experience in life / social skills", "encourages mentoring"</i>	<b>131</b>	<i>"Children should be taught in their own age groups", "especially at younger ages"</i>	<b>58</b>
<i>"Unavoidable in smaller schools", "Inevitable in rural areas"</i>	<b>105</b>	<i>"Difficult for children, when others in class are being taught differently", "Teacher cannot tend to all ages at the same time"</i>	<b>21</b>
<i>"No evidence that this is detrimental to a child's education"</i>	<b>48</b>	<i>"Too wide age groups are undesirable"</i>	<b>20</b>
<i>"As long as classes are not too large"</i>	<b>43</b>	<i>"Can be stressful for teachers"</i>	<b>15</b>
<i>"Education should be based on ability &amp; development - not age"</i>	<b>42</b>	<i>"Not in larger schools"</i>	<b>10</b>

## ALL QUESTIONNAIRES: STATEMENT 5

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Can be dependent on quality of teacher"</i>	34
<i>"No real alternative"</i>	22
<i>"Poorly worded question"</i>	12
<i>"Important that teachers are trained appropriately to do this effectively"</i>	9
<i>"Depends entirely on the school in question"</i>	8

## SUMMARY

Most respondents, **77.4%**, 'Agreed' or 'Strongly agreed' with this statement. The most common reason being that this "gives children more experience in life skills and social skills", while others felt that this was "unavoidable in smaller schools and rural areas" and that it has worked for previous generations and there is "no evidence that it is detrimental to a child's education".

Of those disagreeing, most felt that "children should be taught in their own age groups"

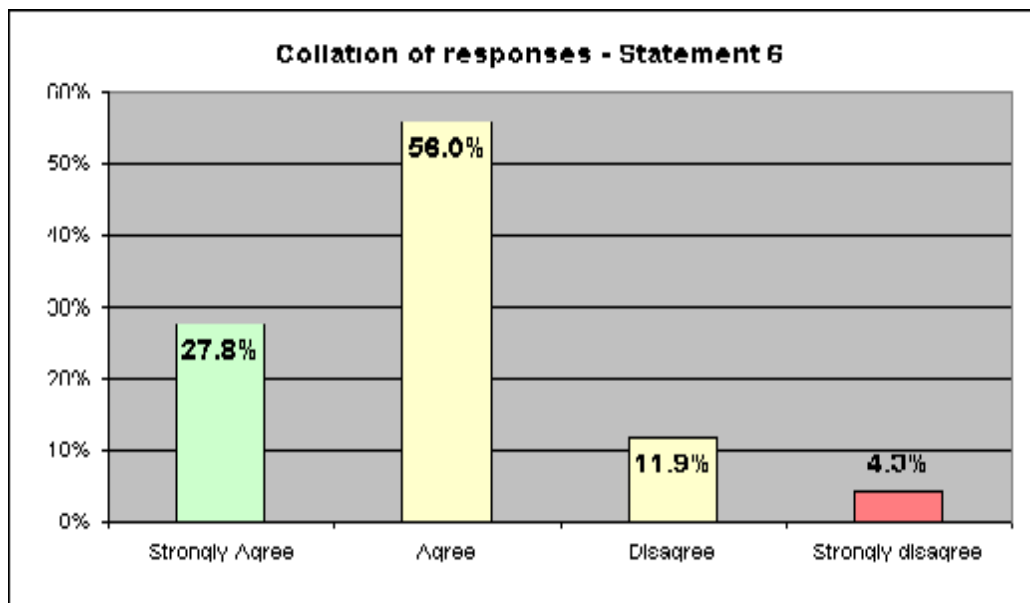
## ALL QUESTIONNAIRES: STATEMENT 6

***Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?***

**1,204** responses to this statement

**525** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>335</b>	<b>674</b>	<b>143</b>	<b>52</b>
<b>%</b>	<b>27.8%</b>	<b>56.0%</b>	<b>11.9%</b>	<b>4.3%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
"Keeps Heads in touch with the children", "Heads need regular contact with the children"	<b>143</b>	"Heads need to run the whole school, not teach"	<b>20</b>
"Some admin roles could be removed from Heads", "More support would allow them to teach"	<b>58</b>	"Admin demands make this unrealistic", "They have enough to do already"	<b>15</b>
"This has been proven to work well in Shetland"	<b>30</b>	"Not desirable but practical given the constraints"	<b>8</b>
"Fills time in smaller schools", "Would otherwise require shared Heads"	<b>16</b>	"Head Teacher should be teaching all the time"	<b>5</b>
"Good for the children to be taught by the Head Teacher"	<b>16</b>		

## ALL QUESTIONNAIRES: STATEMENT 6

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Depends on the needs / size of the school"</i>	26
<i>"Depends on workload, teaching staff and support"</i>	22
<i>"Don't know", ""No opinion"</i>	7
<i>"Shared Headships do not work"</i>	5
<i>"Also a role for shared heads"</i>	5

### SUMMARY

Most respondents, **83.8%**, either 'Agreed' or 'Strongly agreed' with this statement with most people feeling that this "keeps the Head in touch with children" or that "they need regular contact with the children" and that this method has served Shetland well, others also felt that "admin roles should be removed from the Head to enable them to teach".

Of those who disagreed, several thought that "Heads need to run the whole school, not teach".

General comments received stated that this would depend on the needs and size of the school with staffing, workload and support being other contributory factors.

## ALL QUESTIONNAIRES: STATEMENT 7

***As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.***

There was no tick box option for this question with people being asked for an opinion on a proposed new structure for secondary education. **707** people made a comment on this statement. The most often quoted comments are shown below.

The most often stated comments used in <b><u>support</u></b> of this statement are;	<b>236</b>	The most often stated comments used to <b><u>disagree</u></b> with this statement are;	<b>146</b>
"Will give pupils an extra year to decide", "they would be more mature", "Current age is too young to make such a big decision"	<b>80</b>	"No need for change", "Current systems work well"	<b>47</b>
"I agree with this proposed change", "This would be a change for the better"	<b>67</b>	"Will damage Junior High Schools", "Junior Highs currently deliver a good standard of education"	<b>40</b>
"A broader education would benefit those in S1-3", "Would increase subject choice"	<b>19</b>	"Will hold back those who know the subjects they wish to study", "Decisions on specific subjects will be made too late", "S2 is sufficient time to make choice"	<b>26</b>
"Agree - this worked well in the past", "This works well in England"	<b>17</b>	"Will make study more difficult / rushed for pupils", "More pressure on pupils to achieve exam results in less time", "Transfers in S4 would make transition difficult"	<b>16</b>
"Agree, as long as there is adequate transition / support and choices for pupils"	<b>17</b>	"Against this idea" (no further reason provided)	<b>8</b>

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
"Need more information before deciding", "parents should be consulted on local issues"	82
"No opinion", "undecided"	39
"Question / statement is unclear"	30
"Need to train more skilled trades", "Increase vocational and traditional subjects"	26
"Would need to determine S4 content and implications/exam results for school leavers", "School leaving age may need to be increased"	25
"Course subjects and choices should be flexible", "Some pupils may excel while others need more time"	24
"May mean that we need another/more 6th year schools"	21
"Need to determine the role of Junior High Schools", "Current structure of Junior High Schools/AHS need to be reviewed"	20



## ALL QUESTIONNAIRES: STATEMENT 7

### SUMMARY

Of the **1,286** forms returned, **707** comments were received. There were more positive statements received than negative ones with **33%** of all comments (236) stating that this would be a positive step towards better secondary education, most of these comments stated that an extra year would provide pupils with a better understanding of subjects with more time to make important decisions on their future. Many people cited personal experience of having made the wrong choice at a young age. However, many of the neutral comments stated that there would need to be important decisions made on;

- the role of Junior High Schools;
- subject content of Secondary 4;
- the length of study time towards Standard and Higher exams; and
- how any new structure would affect the school leaving age.

**21%** of respondents (146) felt that any change would be detrimental to delivery of good quality secondary education with most comments stating that current systems work well. Some people also felt that a delay in choosing subjects would be damaging to those who knew which subject they would study and would hold them back while there was also a strong feeling that any changes would be damaging to Junior High Schools.

A further **12%** of respondents (82) felt that insufficient information was available to make an informed decision and that this required more detailed consultation with a further **10%** (69) stating that they were unsure or that they felt the question to be unclear.

The remaining **174** people (25%) submitted comments which neither agreed nor disagreed with the statement but provided details on issues they felt were important to the delivery of good quality education services in Shetland and any changes.

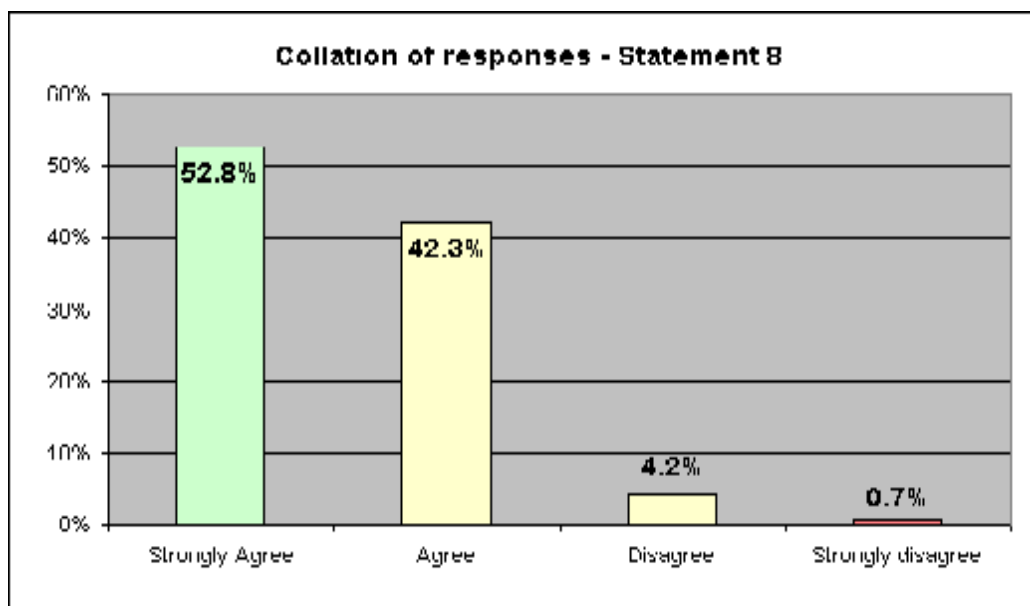
It is also clear however, that further detail on curriculum change needs to be investigated in conjunction with local issues such as the role of Junior High Schools and Anderson High School.

## ALL QUESTIONNAIRES: STATEMENT 8

***All secondary pupils in Shetland should have equal opportunities in their educational subject choice.***

**1,220** responses to this statement  
**430** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>644</b>	<b>516</b>	<b>51</b>	<b>9</b>
<b>%</b>	<b>52.8%</b>	<b>42.3%</b>	<b>4.2%</b>	<b>0.7%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
"Increase use of technology and innovative teaching techniques"	<b>77</b>	"Impossible to cover all subjects at all schools"	<b>21</b>
"Should be equal opportunities in all schools"	<b>51</b>	"This cannot happen successfully in smaller areas"	<b>14</b>
"Agree - but there are financial and geographical constraints"	<b>46</b>	"Larger schools will have more specialist teachers", "not economically viable for JHS to provide specialist education"	<b>13</b>
"There should be greater opportunities to attend different schools"	<b>31</b>	"We don't want only one or two secondary schools"	<b>11</b>
"Improving the guidance available to students and parents"	<b>28</b>	"The system currently favours students following an academic route and ill serves students who are less gifted"	<b>8</b>

## ALL QUESTIONNAIRES: STATEMENT 8

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>There should be less than four secondary schools</i>	<i>11</i>
<i>"Not sure", "Need more information", "Vague question"</i>	<i>11</i>
<i>We like the current arrangements in Shetland</i>	<i>8</i>
<i>AHS has better resources and facilities than other schools</i>	<i>7</i>
<i>Close Skerries Secondary Department.</i>	<i>6</i>

## SUMMARY

Almost all, **95.1%**, respondents either 'Agreed' or 'Strongly agreed' with this statement. The most often quoted comment was that an "increased use of technology and innovative teaching techniques" would be a way of providing further opportunities for children, particularly in rural areas. Others felt that there "should be equal opportunities in all schools" with some people also recognising that "there had to be financial constraints".

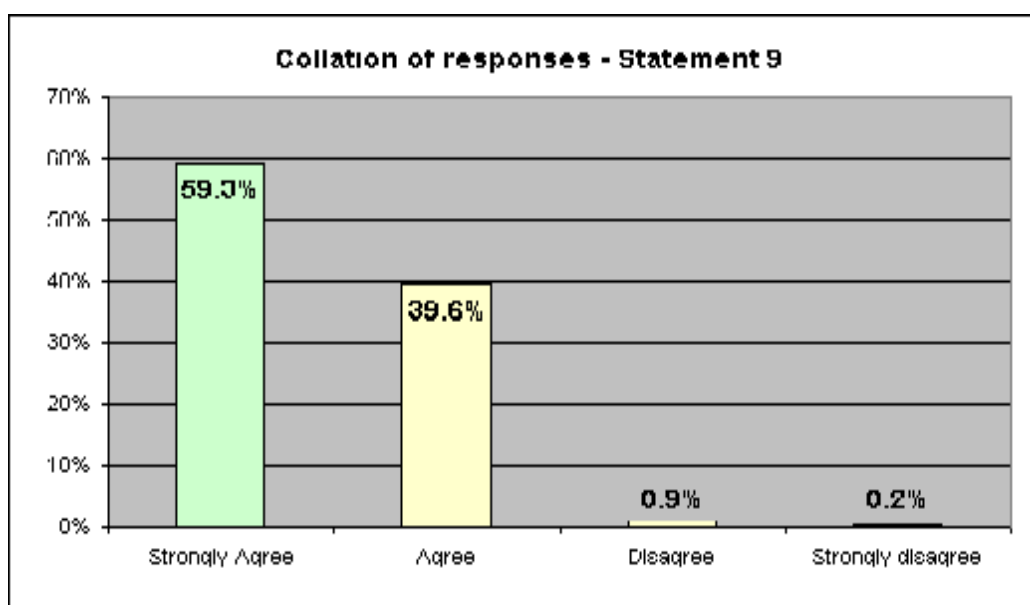
Those who disagreed with the statement felt that it would "impossible to cover all subjects at all schools", particularly smaller schools.

## ALL QUESTIONNAIRES: STATEMENT 9

***The established links between schools and further and higher education should continue to develop to allow choice for all young people.***

**1,244** responses to this statement  
**220** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>738</b>	<b>493</b>	<b>11</b>	<b>2</b>
<b>%</b>	<b>59.3%</b>	<b>39.6%</b>	<b>0.9%</b>	<b>0.2%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>Especially for pupils from the isles</i>	<b>25</b>	<i>No specific comments were mentioned more than once in this statement.</i>	
<i>"It is essential"</i>	<b>21</b>		
<i>"Including vocational qualifications", lead to apprenticeships"</i>	<b>20</b>		
<i>"Important to give a much choice as possible"</i>	<b>17</b>		
<i>"Improved links between educational establishments"</i>	<b>15</b>		

## ALL QUESTIONNAIRES: STATEMENT 9

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
"Not sure", "Question is unclear"	11
"Support links need to be improved to ensure adequate choices for school leavers of all abilities"	8

### SUMMARY

Almost all, **98.9%**, respondents 'Agreed' or 'Strongly agreed' with this statement. Less people (220) made comment on this statement than any other on the questionnaire.

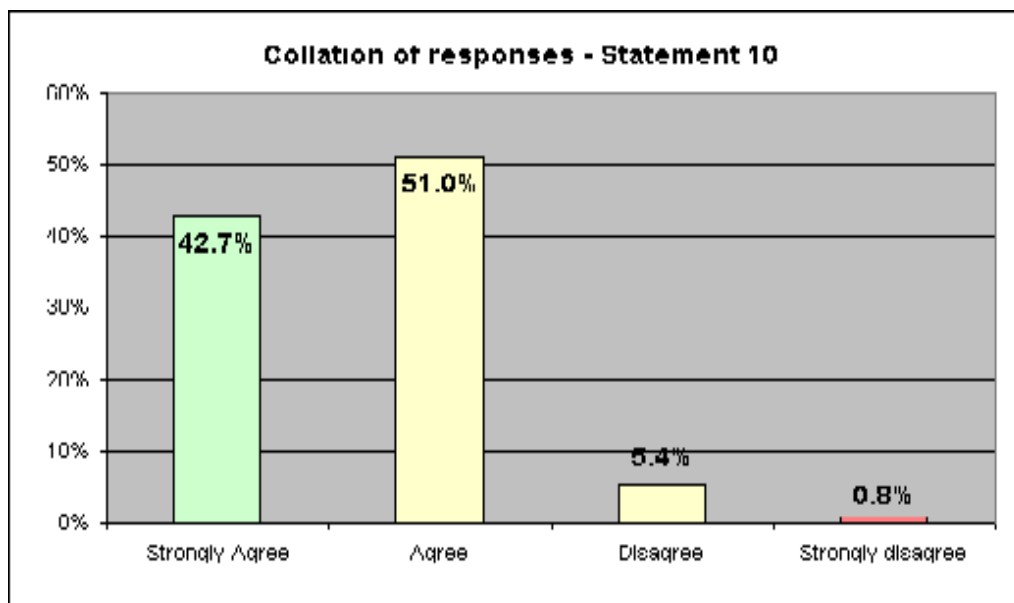
Generally, the statement is difficult to disagree with as this would appear to be a desirable outcome. From the comments received, several people stated that this was especially the case for those from the isles or rural areas.

## ALL QUESTIONNAIRES: STATEMENT 10

***Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.***

**1,219** responses to this statement  
**346** people made a comment on this statement.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>521</b>	<b>622</b>	<b>66</b>	<b>10</b>
<b>%</b>	<b>42.7%</b>	<b>51.0%</b>	<b>5.4%</b>	<b>0.8%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
"Students should not be disadvantaged because of where they live", "All pupils should be able to access this"	<b>71</b>	"Depends on Council funding", "not priority in current financial climate"	<b>13</b>
"Agree - great benefit for young people in Shetland"	<b>48</b>	"Students should make their own way", "provides students with life skills"	<b>9</b>
"Agree - but within financial constraints"	<b>45</b>	"Accommodation arrangements in Shetland should be no different to those on mainland"	<b>8</b>
"Public Transport should be improved"	<b>27</b>	"Only for isles students"	<b>6</b>
"Where accommodation is well supervised"	<b>19</b>	"Should be parents responsibilities"	<b>5</b>

## ALL QUESTIONNAIRES: STATEMENT 10

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Should not be free of charge"</i>	<i>21</i>
<i>"Need more information before commenting"</i>	<i>19</i>
<i>"Should have separate accommodation for younger &amp; older students"</i>	<i>10</i>
<i>"Depends on geography and transport facilities"</i>	<i>10</i>
<i>"Distance Learning should be available"</i>	<i>9</i>

## SUMMARY

Almost all, **93.7%**, respondents either 'Agreed' or 'Strongly agreed' with this statement.

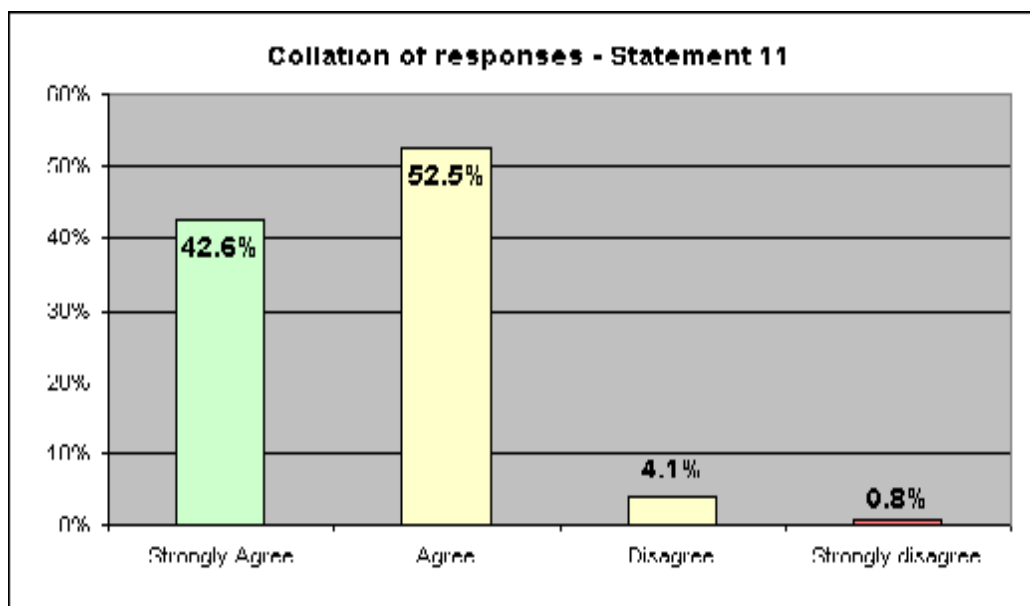
The most often quoted statement was that "students should not be disadvantaged because of where they live" or that "all pupils should be able to access this", while others agreed but that there "would be financial constraints". Several people also felt that "public transport should be improved" for those accessing further education courses.

## ALL QUESTIONNAIRES: STATEMENT 11

***The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.***

**1,185** responses to this statement  
**311** people made a comment on this statement

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	<b>505</b>	<b>622</b>	<b>48</b>	<b>10</b>
<b>%</b>	<b>42.6%</b>	<b>52.5%</b>	<b>4.1%</b>	<b>0.8%</b>



The most often stated comments used in <b><u>support</u></b> of this statement are;		The most often stated comments used to <b><u>disagree</u></b> with this statement are;	
<i>"There needs to be better inter-departmental links", "Access to all agencies"</i>	<b>26</b>	<i>They get plenty of support already!</i>	<b>15</b>
<i>"Facilities should be available so leavers can move in to an appropriate supported environment."</i>	<b>21</b>	<i>"Should be led by Social Work"</i>	<b>8</b>
<i>"Agree, but children can struggle when support at school stops", "Children are often left on their own once they leave school"</i>	<b>18</b>	<i>"Don't think this is the Council's duty"</i>	<b>6</b>
<i>"The Council needs to promote similar opportunities as COPE does"</i>	<b>14</b>		
<i>"Young people with ASN should be treated equally and given the same opportunities"</i>	<b>12</b>		



## ALL QUESTIONNAIRES: STATEMENT 11

The most often quoted ' <b>Neutral</b> ' or ' <b>General</b> ' comments received are as follows:	
<i>"Not sure", "Don't know", "Unable to comment"</i>	40
<i>"Everyone should work together for the benefit of all pupils, especially those with ASN."</i>	31
<i>"Services are already good - we need to maintain this level of support"</i>	24
<i>"Thought this happened already"</i>	7
<i>"COPE and Moving On provide vital support to these groups"</i>	7

## SUMMARY

Almost all, **95.1%**, respondents either 'Agreed' or 'Strongly agreed' with this statement.

Because of the specialist nature of additional support several people felt that they were "unable to comment" or that they didn't know enough about this to comment.

However, those agreeing with the statement felt that there needed to be better links across all agencies and departments to improve support or that the level of support provided should be "at least maintained".

## ALL QUESTIONNAIRES: 12. ADDITIONAL COMMENTS

**403** people took the opportunity to make additional comments on the questionnaire.

There was a varied, diverse and often extreme range of opinions submitted and below are the fifteen most often quoted themes.

The most often quoted comments received are as follows:-	
<i>Extensive criticism of the questionnaire, the wording of questions, the consultation process and its timing.</i>	105
<i>"We have too many small schools", "This is detrimental to the education of others", "We need to close small schools, including small secondaries".</i>	67
<i>"Shetland has a very good education system which it should be proud of".</i>	36
<i>"Shetland spends too much money on education", "The Council needs to reduce costs", "The system we have is not sustainable".</i>	34
<i>"Closing schools will be disastrous for rural areas".</i>	32
<i>"Councillors are afraid to make tough decisions to close schools", "They consider their own area, but should consider Shetland as a whole".</i>	31
<i>"Every child and young person should be entitled to an education in their own community".</i>	28
<i>There were a number of criticisms of the new AHS: the cost of the project, money spent so far and the chosen site.</i>	23
<i>The Council needs to adopt a "systematic", "cost effective approach" to the delivery of education in Shetland.</i>	21
<i>"The Council needs to adopt a more flexible approach to education", including "making use of new technologies and developing centres of excellence".</i>	17
<i>A number of respondents took the opportunity to criticise the Scottish education system (eg the starting age for primary, school leaving age, placing requests, teachers terms and the qualifications system).</i>	16
<i>"The Council needs to improve support for vulnerable pupils and adults and those with Additional Support Needs".</i>	14
<i>There were a number of criticisms of management at Hayfield, and a perceived waste of resources there.</i>	11
<i>"Small schools provide a good quality of education" and "are an asset to a community".</i>	9
<i>"The Junior High system works well and we shouldn't change it".</i>	9

## FEEDBACK FROM GROUP MEEETINGS: GEOGRAPHICAL SUMMARY

The following pages show a two-page summary based on the consultation group meetings and the responses from agencies and stakeholders within that geographical cluster area.

Other than the attended meetings, responses were received from Parent Council Meetings, Staff Groups and Primary School Pupil Groups, Secondary School Pupil Groups, Community Councils and other 'stakeholder' agencies.

- P29 Northern Isles** – covering all of the meetings and group responses from Unst, Yell and Fetlar.
- P31 North Mainland** – covering Northmavine, Mossbank, Brae, Voe, and Lunnasting.
- P33 West Mainland** – covering Aith, Walls, Skeld, Sandness, Foula and Papa Stour.
- P35 Central Mainland** – covering Scalloway, Burra, Tingwall, Whiteness, Nesting, Whalsay and Skerries.
- P37 Lerwick & Bressay** – covering Lerwick, Sound, Gulberwick and Bressay.
- P39 South Mainland** – covering Dunrossness, Sandwick, Cunningsburgh, Quarff and Fair Isle.
- P41 Shetland-wide agencies and teams** – covering agencies such as Shetland Childcare Partnership, Shetland College, Shetland Council of Social Services, Active Schools and Moving On Project.

For consistency, this section uses the following words to describe feedback in the narrative:

Almost all	over 90%
Most	75 – 90%
Majority	50 – 74%
Less than half	15 – 49%
Few	up to 15%

## GROUP RESPONSES - GEOGRAPHICAL SUMMARY: NORTH ISLES

### **1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

There was a wide range of comments – ranging from concerns about travel times to worries about socialising opportunities. However there was general agreement that the issue was about good links and practice rather than buildings and locations. Several people pointed out that Curriculum for Excellence does not refer to geographical location of provision. The main concerns for parents were quality of the learning experience and the need for close working links and good communication between establishments and staff.

### **2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

Comments included observations that the question was too vague – what was meant by transfers? Again the concerns related to how transfers were handled rather than whether or not they took place. Change can be good in certain circumstances, although any change can be difficult, whether between schools or from one teacher to another. The essential thing is to ensure good communication – transition can be made easier if it is well planned in advance.

### **3. The Council could have a role in supporting out of school and after school childcare.**

Almost all respondents were in favour of the idea of the Council supporting childcare. This appears to be a real issue for those in the North isles as there are very few opportunities currently available. It was recognised that there are budgetary issues that would need to be addressed, but comments that provision of childcare would allow parents to work in Yell and Unst and therefore sustain industry.

### **4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

Almost all of those who commented in the North Isles disagreed with the concept of a pupil roll of 20 being necessary for the most effective educational and service delivery. Comments reflected a degree of anger with the question – Why 20? – This is linked directly to school closures – What does effective mean? – Offensive to small schools? It was pointed out that there are advantages and disadvantages in small numbers. Some suggested the number of teachers was more important and several asked about the environmental impact of school closures and projected travel costs.

### **5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

Almost all agreed that composite classes are unavoidable in the Shetland context but pointed out that this was not necessarily a bad thing – composite classes allowed opportunities for individuals to develop and learn at their own rate, encouraged group and co-operative learning and can lead to other social and educational benefits.

### **6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

Although there was some debate as to the size of school that should have a teaching Head Teacher, most people felt that Heads should teach for at least part of the school week to help them to monitor and evaluate learning and teaching. Teaching Heads also tend to know their pupils and parents better in smaller schools. Obviously Heads need time to manage and lead their staff, but it was felt that they should be more than just managers. Comments included a common feeling that one size doesn't fit all, and that teaching Heads were a necessary fact of life in Shetland.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: NORTH ISLES**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

This topic stimulated a great deal of comment and concern. Almost all agreed that this has major implications for the North isles, especially with regard to the future of the Junior High Schools and their ability to deliver a broad curriculum. The question of transition points was at the heart of the debate – it was felt that three-year secondary schools were not practical, and that transfer at the end of 4<sup>th</sup> Year would not fit with the new examination structure. Comments suggested a desire for schools to expand to include at least 5<sup>th</sup> year. Questions included “What happens to pupils at the end of 3<sup>rd</sup> Year if they intend to leave at 16?” and “Can schools provide education for adults too?” The overwhelming response from pupils to the suggested model was unfavourable.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Most of those who responded were in favour of the premise that all pupils should have equal educational opportunities – but a recognition that such an ideal would not always be practical. Schools in remoter areas can never offer the same subject choice – but we can explore the flexibility offered by the use of ICT, Glow, and Rural Skills Courses as well as alternative models of delivery (e.g. sharing staff).

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

Typical comment was “Of course – how can you say no?” However, there was a wide range of suggestions about how the current model could be improved to benefit pupils from more remote communities e.g. Split placements rather than full-time in one place, closer school links with colleges and employers, more support and resources needed for vocational learning, more opportunities for young people to make informed choices about their future and the development of FE courses in rural areas.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

Almost all of those consulted wanted further opportunities for access to further and higher education (“Build halls before new schools”, “There is a need for safe secure accommodation as with school pupils”) but many people offered options to centralising provision e.g. Travel is a major obstacle – do we know the dropout rate due to the need for excessive travel? Brae should be considered as a viable option to Lerwick, but many people suggested expanding provision into the very north of Shetland – What about a branch of Shetland College in Unst?

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

Most people favoured improving moves into adult services, and suggestions of an extended transition period between school and adult services were made. Some people admitted a lack of knowledge, but many suggested closer links with employers such as COPE, and even a branch of COPE in the North Isles.

**Please add any additional comments that you feel are relevant.**

There was a great deal of concern evident in the additional comments provided. Many people considered the consultation process to be “just another attempt to close schools” or “another go at Best Value.” People said that the questions were ambiguous and woolly in order to elicit the response that the Schools Service wanted, but that “Councillors will do what they want anyway”. Concern was expressed about how the results of the consultation would be collated and analysed – several said that the “answers will be manipulated” to provide “reasons to shut schools.” Several people commented that a tick-box approach was not appropriate for such a serious debate. Others felt that the consultation process was about, “targeting small schools and teaching heads.” Hayfield House also came in for some criticism with several people feeling that “there are excessive numbers of office based staff that could be teaching” or that “the management structure could be cut back.”

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: NORTH MAINLAND****1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

Most respondents agreed or strongly agreed that pre-school settings and primary provision should be located as near each other as possible. This was reinforced through comments that this could aid transition, would allow for peer support amongst children and could help with transport difficulties. However it was also clear that respondents felt that the quality of staff and the organisation of transition was of more importance than geographical details. There were some suggestions that there should be an increase in early years staffing.

**2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

A majority of respondents agreed that the number of transfers should be kept to a minimum however a significant number, approximately a third of respondents disagreed. It was noted that it was the effective management of transfers that was of greater importance than the number; there were examples of good practice noted to support this. Some respondents commented that transfers between schools would offer good experience for pupils moving on to further and Higher education. Responses from pupil groups were more focussed on social aspects of the transfer.

**3. The Council could have a role in supporting out of school and after school childcare.**

The majority of respondents agreed that the council should be more supportive of out of school childcare. It was commented that this would give support for working parents and would require structure and good management. Whilst it was noted that there was more childcare required in the North Mainland and that this should be planned around local need it was clear that respondents thought that the council should not be funding this directly but alternatively should be more supportive of private providers.

**4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

Most respondents disagreed or strongly disagreed that a minimum number of 20 pupils allowed for the most effective educational service delivery. There were many comments received that disputed the terms of the question. It was very clear that respondents considered the quality of resources and teaching within the small school settings to be high and that the quality of education provided in smaller schools was better than in larger ones. Opportunities for peer learning; better knowledge of pupils as individuals and pupil attitudes were all cited as reasons for this.

**5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

The majority of respondents accept that pupils will continue to be taught in composite classes. The idea that there was no real alternative was noted. Some comments noted that there were benefits to be gained through peer support and how this helps pupils integrate in school. It was also regularly noted that large multi-composite classes could have an impact negatively on educational quality. Some even suggested that composites should be limited to two-year groups per class.

**6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

The majority of respondents felt that it was acceptable to retain teaching Head Teachers. Through the comments it was clear that there was a feeling that it was important that all Head Teachers should have a teaching commitment. However, they should also be given sufficient time to undertake the school management tasks. It was also commented that if the Head Teacher was non-teaching that it was important that they regularly engaged with pupils. Some negative comments were received around shared headships. Once more, it was clearly noted that it was the quality of the teacher that was paramount.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: NORTH MAINLAND**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

There were two main strands to the comments received to this. Many noted that at this stage there was not enough information available or clarity about the proposals for them to be able to comment. The other main comment was that there would be huge implications for the future of Junior High Schools in Shetland. There was a level of suspicion noted and several respondents felt that the current structure is working well.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Almost all respondents agreed or strongly agreed that all secondary age pupils should have access to equal opportunities in subject choice and that this should be provided locally if possible. Several respondents were of the opinion that all Shetland schools were able to offer all pupils equality in option choice. However others noted that this might not be possible in small school settings. It was commented regularly that information and communication technology should be further explored as a means of facilitating this.

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

All respondents agreed or strongly agreed that the links between schools and centres of further education should be enhanced. Whilst holding this view, comments recorded suggest that there could be issues around timetabling and transport that would need to be addressed if provision is to be widened. Some comments suggested that there would be a role for local employers in this process.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

Almost all respondents agreed or strongly agreed that accommodation should be made available for students. From the comments received there is a distinction between pupils in further education and those attending S5 and S6 at the Anderson High School. One suggestion received was that students could stay at the hostel until they are 18. Another suggested that the council could provide the accommodation but a charge should be made for this.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

All respondents agreed or strongly agreed that the council needed to improve its support for school leavers with additional support needs. Comments strongly suggested examination of current good practice e.g. COPE. Some comments queried where social work featured in this process and more suggested that the links between these services could be improved.

**Please add any additional comments that you feel are relevant.**

There was a wide range of further comments added which ranged from suggestions for improvement to direct criticisms of the service. The main theme to emerge was criticism of the Blueprint process and further criticism of the questionnaire in particular. Other comments suggested that councillors would be unlikely to make decisions. Some questioned the overall costs of the entire exercise. Concern was expressed that the higher population numbers in Lerwick and central Shetland could have an influence on the decision making process. Other comments questioned how the blueprint implementation would fit with the council's commitment to sustaining rural communities.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: WEST MAINLAND****1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

Almost all respondents agreed or strongly agreed. Few respondents strongly disagreed. Comments supported this as the children get to know each other when the nursery and primary are near one another but with a recognition that if transition is managed well there should be no difficulty for any child. There were comments about the choice parents have in where their child attends for pre-school education and some of the difficulties of childcare. Comments were made about transport and how parents need to provide their own transport, the cost of transport, the difficulties of transport and keeping it to a minimum. There was a comment that the island communities are an exception.

**2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

The majority of respondents agreed or strongly agreed. Less than half of the respondents disagreed. Comments were made on the quality of the transition and how it is the management of transition which is important and that each child is an individual. Local circumstances should determine structure of provision. There were some comments about the benefits of change and that as children get older a change can encourage independence. The pupils think it is good to change teachers fairly frequently.

**3. The Council could have a role in supporting out of school and after school childcare.**

Almost all respondents agreed or strongly agreed. Few respondents disagreed or strongly disagreed. Comments were in favour of Council involvement but the level of this varied from financial and quality support to encouraging community support and not taking responsibility away from the parents. There was a recognition that this is patchy across Shetland and there should be equity. The secondary pupils stated that they enjoy the after school clubs.

**4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

The majority of respondents agreed or strongly agreed. Less than half of respondents disagreed or strongly disagreed, although there were mixed views on this question. Comments suggested that the pupil roll is not the only factor and that it is the service and staff who can help to provide an effective education delivery. One teacher for seven years can be a positive experience but can also be a negative experience. There were some suggestions for the minimum pupil roll from 4 to 10. The cost of running small schools was mentioned and that it is the Councils responsibility to say that this is what we can afford – look to the future – and work in partnership with communities to maintain, perhaps new, ways of delivering education. There were comments about the uncertainty this can place on small schools and communities and that the morale of the pupils, parents and staff need to be considered. This was considered by some to be a leading question.

**5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

All respondents agreed or strongly agreed. Comments were very supportive of the composite class system and how it is the norm in rural schools. There was a recognition that there can be issues for criteria for the splits between classes. There was agreement that the teacher workload in planning is immense but there are many benefits for pupils.

**6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

Most respondents agreed or strongly agreed. Few respondents disagreed or strongly disagreed. Comments suggested that it is becoming more unrealistic for Head Teachers to teach and effectively manage the administrative demands of the job, that it depended on school size but also that it would be good to keep this where it is manageable. Comments cited shared management as a good model but it did not work for a remote isle. Some felt that Head Teachers should have some direct teaching input even if shared management. Good clerical support is necessary. Some felt that classes suffer through the Head Teacher being at meetings etc.



**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: WEST MAINLAND**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

Comments included concern about the impact on Junior High Schools as the current system of Junior Highs works well, no definite picture of what the exams and courses will look like and so many questions unanswered. There were worries about consistency of education at different schools for the S1 –S3 model, recruiting staff to a three year school, demotivated staff, parents choice in which school their child attends and what happens to pupils who would be going into S4 who do not want to take Highers. Comments also suggested that Junior Highs should either finish at 3<sup>rd</sup> year or carry on to 5<sup>th</sup> year. There is recognition of the good vocational education and that this should be developed. Some felt that making option choices at the end of S3 and not S2 could allow for pupils to mature, reflect and help them make sensible decisions. While others felt that S1 – S3 may lead to reduced motivation. There was a recognition that this does not work with our current Junior High system.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Almost all respondents agreed or strongly agreed. Few respondents disagreed or strongly disagreed. Although almost all respondents agreed or strongly agreed with this, comments went on to state that it was not realistic or practical in smaller schools to offer all subjects. It is an ideal, but parents do have the choice to move their children to schools where there is a wider subject choice. Technology can be used to offer some aspects of courses. The secondary pupils felt that they should have the opportunity to learn everything that people at Anderson High School do. It is not fair otherwise.

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

All respondents agreed or strongly agreed. Comments were very positive about how links are developing including the current system of vocational pathways. There are suggested developments with linking to the needs of local employers, integrating work experiences and encouraging entrepreneurs. There is a suggestion that this is a good idea if taking into account distance learning, internet courses and video conferencing too.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

All respondents agreed or strongly agreed. Comments, in principle, considered this to be a good idea but with implications for cost and availability. There was a recognition that there may be issue concerning mixing school children with FE students and mixing age groups. The Secondary pupils would not want to share a hostel with older adults. They suggest that another hostel should be build for Shetland College students. Comments were also made about the availability of residential accommodation and that this could encourage more young people to stay on into training or FE. In the past they might have had to seek employment – for financial reasons.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

Most of the respondents agreed or strongly agreed. Less than half of the respondents disagreed. Comments suggested that more provision was required for those with social and behavioural needs and finding employment. There is a perceived need for more integration between agencies but that there is a need to look at good provision in other places. Some felt unable to comment in detail on this question.

**Please add any additional comments that you feel are relevant.**

Several people felt that a number of questions were closed/leading/loading or that the wording of the questions were too inflexible, they directed participants towards a particular response. Other frequently used comments received were "Need to live within resources – financial climate realism needed", "School is the hub of the community". Some people also felt that Shetland offers an extremely good experience of education and that most young people go on to achieve well in the world. There was also some frustration at the lack of decisions coming from similar consultations and at a cost (economic, emotional, and school time), from this exercise.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: CENTRAL MAINLAND****1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

Most strongly agreed or agreed that wherever possible and where finance allows this should be the case to ease transition to school as children would be familiar with surroundings and teachers. Most thought in general that the less travel the better. Good facilities and how any transition was handled were more important to most and some felt more important than travel. Curriculum for Excellence includes Early Stages, Nursery and P1 together. A few people said that pre-school provision doesn't have to be provided by the local authority, that transport was a community issue and perhaps some assistance could be provided to help those who did have to travel. Social interaction and the size of settings were mentioned by a few people as a possible issue in some areas.

**2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

The majority of respondents strongly agreed or agreed with this statement including some school pupils. Some areas are not as affected by transfers as others. It also depends on local circumstances, quality of schools and parental choice. Fewer transitions were thought to be less stressful and offer more stability particularly to primary age children. Prefer not to have to transfer from Junior High to 5th and 6th year School. Some wondered about the possibility of Junior High Schools offering S5 and S6 options. Although some thought that moving with a group of their peers was better. Some people felt there was something underlying in this question. Junior High Schools have no choice but to transfer for S5 and S6. Well managed transitions are not harmful. Children are prepared to cope with change and sometimes change is beneficial especially if children are not thriving. Transitions can be traumatic and can result in a fall back in attainment. Some said timing of transitions can be tricky particularly socially e.g. S3 or S4 to S5. It takes time to move from a small school to a large school with strangers. Clarity needed on transfers and transitions.

**3. The Council could have a role in supporting out of school and after school childcare.**

Most respondents said that the council should support out of school and after school childcare, a few felt this is what the actual question should say. Opinions varied as to what that support would look like and where the funding would come from. Some felt that the SIC's role would be as a facilitator rather than through service delivery, offering support to other organisations. It was acknowledged that this sometimes placed high levels of responsibility on voluntary individuals/committees and that there should be room for the private sector in this area. Some were particularly concerned that this is an expensive provision and should not be at the expense of mainstream schooling and that no more pressure should be put on education budgets. A few felt that if it was a priority of the council to get parents back to work then the Council should have a role especially in areas out with Lerwick. A few strongly disagreed on the basis that costs should be met by parents or employers.

**4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

The majority of people either disagreed or strongly disagreed. Most had problems with the question and felt it was a loaded question and felt they would have needed more information/explanation before answering. Worried that by answering it would target some schools that had been threatened with closure before. Consideration should be given to local circumstances such as travel times and impact on community. How do you define 'effective'? Does 'effective' mean 'educationally' or 'financially'? Some commented there were more important things to consider in a school. Quality of teaching (and numbers of teachers) and composite make-up seen to be more important than size. A few disagreed with this statement as there is no research evidence to support the claim.

**5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

Almost all agreed or strongly agreed that composite classes are unavoidable in the Shetland context but pointed out that this was not necessarily a bad thing (as long as it is seen to be done fairly) – composite classes allowed opportunities for individuals to develop and learn at their own rate, encouraged group and co-operative learning and can lead to other social and educational benefits. While teaching classes with more than 2 age groups was challenging it could be very successful experience for pupils if well managed.

**6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

The majority of those asked agreed that this was desirable. Although comments included that this model was more suited to smaller schools. It also relied on how their admin support was organised, continuity for pupils when Head Teacher was out of class, and achieving a manageable work load for Head Teacher. It was agreed that a teaching Head Teacher keeps them in touch with classroom, pupils and curriculum. A few commented that this option was more desirable than shared headship as the Head Teacher was more accessible, identified more with school and is on site all the time.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: CENTRAL MAINLAND**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

As this area has two Junior High Schools it raised significant questions about the role of Junior High Schools in Shetland. There was a general concern about lack of details at this stage and that people were being asked to comment in a meaningful way. There was also a feeling that to go to S1-S3 Junior High Schools would be a backward step and would downgrade Junior Highs. Some people were also concerned that this would create staffing implications and a difficulty to recruit, that there would be social and economic implications for the area should Junior Highs cease to exist. There was also some concern at the prospect of a 3-year general education with children potentially transferring from outlying rural areas at the end of P7, this could result in people moving to the Central Mainland causing further depopulation in remoter areas. Some also felt that transition at S3 would mean pupils having to contend with moving to a new school, bigger classes and studying for their first exams at the same time. Some comments indicated support for Junior High Schools being extended to S5 developing into Centres of Excellence with Junior High Schools being in an ideal position to support the Curriculum for Excellence. Some also questioned the proposed size of the new Anderson High School.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Most of those who responded agreed or strongly agreed based on the premise that all pupils should have equal educational opportunities, but there was a recognition that such an ideal would not always be practical, and may be expensive to deliver. Some people felt that the use of technology, new teaching methods, pupils travelling to 'centres of excellence' as well as alternative models of delivery should be explored. There was also acknowledgement that "everyone cannot have everything". Some people stated that Equal Opportunities does not mean that all Young People go to Anderson High School. A few felt this question to be biased against smaller schools.

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

Almost all who answered strongly agreed. They felt that increasing links outwith school would be very positive. Comments suggested that better transition paths were needed into further education where young people felt they were treated more like adults and that all children who want Vocational courses should have access. Links with the colleges allow pupils to pursue a balanced mix of academic and vocational study. Increasing these links is very much in line with Curriculum for Excellence.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

Most people strongly agreed and would like to see provision of further opportunities to access further and higher education, also that accommodation should be available whatever the course/institution, and that this would be fairer to remote communities. A few people also felt that poor transport links were an issue or that accommodation should be available to students but that they should pay for it, although others felt that low cost accommodation should be provided. Use of current provision/new build or students staying with local families could boost the local economy and that accommodation could perhaps be provided outwith Lerwick.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

The majority strongly agreed or agreed although others felt they did not have enough knowledge or awareness of the current situation. It was thought important to meet the needs of ASN School leavers and while the work of Bridges, Independent Living Project and COPE were acknowledged as good examples it was felt that all agencies, in particular Social Work and Education should work together to look at all options and specific needs of young people. Financial constraints were also recognised and there were some concerns of a gap when pupils leave school with 100% support to practically nothing.

**Please add any additional comments that you feel are relevant.**

There was some criticism from groups regarding the design of the questionnaire and some people felt that some of the questions were deliberately misleading or ambiguous, some people also felt that there should have been an option to record 'No opinion'. Other comments were also critical of the consultation process while some people were concerned that their views would not be taken on board, some people also felt that they did not always take in to account the local context. There were also concern about the new Anderson High School as some people felt that it was "too expensive", "too large" or that it was a means to "centralise education" in Shetland. Other views suggested that budgetary cuts should "come from the top first" whilst others were critical of the role of management within Hayfield. Some comments also alluded to the financial constraints within the Council and that the exercise should also consider these issues. Comments also suggested that the role of Junior High Schools should be allowed to develop and flourish under Curriculum for Excellence guidelines.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: LERWICK & BRESSAY****1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

The majority agreed or strongly agreed, noting that that proximity should make transition easier and there could be wider benefits such as shared staff, facilities and transport, also that children would learn from older ones. Transport, in particular, could be a significant issue for some parents. A few emphasised the importance of pre-school education being retained within the local community and many said that the proximity was less important than good transition arrangements and good communication. A few people felt uncomfortable about the impact of this principle on smaller, rural schools and felt they should not comment because of lack of personal knowledge. There was acknowledgement of the lack of pre-school places in Lerwick.

**2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

The majority of staff and parents agreed that the number of transfers should be kept low, but also considered that transitions can be positive - provided they are managed well, acknowledging that young people have to learn to be able to cope with changes. A few noted that the age of the child makes a difference - and whether the move is made with friends, that this change can mean an improved experience.

**3. The Council could have a role in supporting out of school and after school childcare.**

There was clear majority in favour of the Council having a role in supporting childcare. Participants suggested various options: encouraging parents to gain qualifications; a council crèche; use of school premises in school in afternoons and holidays; more breakfast clubs; use of tax credits and more sports clubs. A few stated that children should have the same opportunities wherever they live, and highlighted the danger of facilities in Lerwick drawing families in from the country. Those who disagreed were mainly concerned about the cost of the council providing childcare, fearful that it might reduce funds for education

**4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

Although the majority agreed with the principle of setting a minimum school roll, citing the importance of social interaction (for staff as well as pupils), there were strong feelings about the good points of a small community experience, with mixed age groups and more 1:1 attention given to pupils to support their learning. Not all who agreed with the principle of a minimum school size agreed that 20 was appropriate and that this figure was arbitrary. However, Quarff and Haroldswick pupils moved to bigger schools, and also the Dunrossness situation showed that this could be a positive experience. However, a few emphasised that travel time and the geography of the area needed to be considered above the roll. A few pupils commented that bigger schools are "too crowded and scary". Suggestions for improving pupil experiences in small schools included stronger links with similarly sized schools, better use of ICT and shared headships.

**5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

The majority agreed with this statement and that this was effective where this kind of teaching was already established and where rolls were dropping. There was also a view that composite classes would not work in larger schools. Staff, community and pupil groups acknowledged that peer support was a strong feature in composite classes. A few noted the challenge for any teacher of coping with the support needs of a wide age range, although a few also felt that individual needs were better met in smaller schools. Some people emphasised that any composite arrangement should be carefully managed, as parents and pupils can find changes unsettling and resent the impression that their child is being "put back" by not moving up a class, or feel anxious that their child is going into a class with bigger pupils.

**6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

The majority agreed that teaching Head Teachers would have to continue, but the majority of the comments reflected concerns about the amount of administration required and a few noted the problem of interruptions to teaching because of this. A few pupils felt that having a non-teaching HT had been preferable although a few felt that a teaching arrangement could work well in a small setting and could be a good experience for the teacher allowing them to know the pupils better. Comments suggested that support for Head Teachers could be increased to assist them in their role. Shared management was suggested by a few who felt that the job of management and teaching was very different.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: LERWICK & BRESSAY**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

Community and staff groups noted concerns, in particular the danger of a vocational/academic divide and the negative impact on junior high schools of an S1 – 3 curriculum, which could result in parents choosing to send their children to all-through secondary schools, create staffing implications and a difficulty to recruit. They also commented about how staff would motivate pupils who are already disaffected in S2 and whether the new arrangement would allow sufficient teaching time for exams. A few felt that S3 could be used effectively to develop maturity and provide choices. Some pupils welcomed the idea of fewer teachers in the first three years, and more topic work (although not all). One group stated the need for a clear policy statement about transition points for parents, to avoid placement requests.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Almost all felt that this principle was correct but the majority outlined qualifications: that SIC could not afford to fund small schools to offer the full range of subjects; that pupils should expect to travel; that ICT and distance learning should have a role; that consideration should be given to centres of excellence or schools specialising in some subjects. Pupils who discussed this were overwhelmingly in favour, and a few noted the need for more vocational opportunities for all pupils.

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

Almost all agreed these links should continue - and build on current good practice such as vocational pathways. A few considered this should include S4 – 6 being able to attend college. Several noted the need for more real work opportunities as soon as possible, and others the need for more money for apprenticeships. Secondary pupils registered an unqualified yes to this principle. Areas of concern included the need for improved transport to the college; the difficulties involved in timetable to link with college courses; and the fact that courses are sometimes oversubscribed. A few suggested that schools should also offer vocational opportunities; the college should offer academic options; and that SIC should consult on local needs to ensure that Shetland young people could return the islands.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

Almost all agreed with this principle, and suggested ways that this could happen, such as using the college hostel, reintroducing the Bruce as a hostel, providing a bursary for digs, requiring employers to pay a percentage for apprentices, introducing supported self-catering shared accommodation for students. A few groups also stated that student accommodation should be separate from school pupils, to avoid possible conflict and disruption.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

Almost all agreed with this principle, some pointing out that Social Work should already be providing this support, noting that the SIC already provides effective support in a range of ways – supporting COPE, ILP, Bridges etc. A few felt that additional support could be provided for those with social, emotional and behavioural needs when they leave school and several suggested that the SIC should consider links with other industries (eg Blindcraft) and social enterprises, ensuring employers are considered as partners in providing support.

**Please add any additional comments that you feel are relevant.**

There was a running theme of dissatisfaction with the nature and wording of the questions and the background to the principles, some people stated that they would have replied differently when applying the principle to different schools. Several contributors felt uncomfortable commenting on small schools when they did not have experience of how they ran, and did not wish to be part of a suspected agenda to close or amalgamate schools. Some of the noted comments reflected on financial considerations, and there were some consistent strands in this area. For example, Lerwick community groups are anxious that the cost of maintaining rural schools may detract from the bigger schools; some feel that the extension of child care should not be at the cost of education; that spreading resources over 9 secondary schools was unrealistic and that the cost per pupil of secondary education in Shetland is too high and unsustainable. Another recurring theme was to urge the council to think creatively, and to ask more appropriate exploratory questions that reflect the current issues in Shetland. A few contributors regretted that councillors had previously baulked at taking decisions for Shetland's educational future. A few contributors welcomed the opportunity to express their views.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: SOUTH MAINLAND****1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

Most of the respondents either agreed or strongly agreed. Most comments focussed on the benefits to the child of familiarity with their primary school and peer group, ease of transition and ease for parents collecting primary aged children. Some children mentioned the advantage of being able to use school facilities, such as the gym and some mentioned that P1 & 2 children can use the nursery, which they enjoyed. However, there were comments that suggested that it is not the location that matters, but how the transition is managed that is important.

**2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

The majority of respondents agreed or strongly agreed. Less than half disagreed or did not wish to commit to agree or disagree. Some of the comments focussed on doing what was best for individual children, and some focussed on the importance of the quality of the transition experience. Others spoke about the benefits of transition, such as fresh starts, specialist teachers, change as a positive, and the fact that the transfer from S4 at Sandwick to S5 at AHS is positive. Most pupils found moving between classes and schools easy.

**3. The Council could have a role in supporting out of school and after school childcare.**

All respondents agreed or strongly agreed. Comments made were that it "helps to sustain rural communities", and "broadens the ethos of community schools". However, there was a number of comments recognising the costs of providing such a service, and questioned whether school transport could be arranged better. Some respondents questioned why there is no consistency of current provision across Shetland with regards to Breakfast Clubs and felt that more support could be offered to private providers.

**4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

The majority of respondents agree or strongly agree, and only a few disagree or strongly disagree. Some people did not wish to commit to these ratings. Comments included: "small schools may be better for the community", or that "the success is linked to the teacher". However, the majority of the comments focussed on issues such as the cost of keeping small schools, the absence of peer groups, the need to consider transport links and road conditions and difficulties of recruiting to single-teacher schools. There was comment that Dunrossness provides a better service than the five small schools it replaced, and also that schools amalgamating can be positive, citing Cunningsburgh & Quarff as an example. Pupils gave examples of difficulties for teachers in small schools, that they would have to explain things several times and that it could be quite stressful for the teacher.

**5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

The majority agreed or strongly agreed with this statement. The majority of comments showed that respondents understood that composite classes are essential in Shetland, but stressed that it is how they are decided that is important, with some feeling that year groups should not be split, that there should be continuity of approach, that there should be discussions with parents. The pupils felt that they are good for learning together and learning in a bigger class.

**6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

Less than half respondents agree or strongly agree. And less than half disagree or strongly disagree. The majority of the comments, however, focussed on the difficulty of being a teaching HT, such as the amount of admin and meetings, huge workload, pressure, recruitment, disruption to children. Many respondents offered solutions such as the shared HT model, centralisation of some management tasks, a non-teaching head still providing supply cover. Pupils recognised how difficult it was for a Head Teacher to also teach.

**GROUP RESPONSES - GEOGRAPHICAL SUMMARY: SOUTH MAINLAND**

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

Comments included concerns of Sandwick becoming S1 –S3 that there would be a 2-term dash to standard grades, that teacher recruitment would be difficult and that a 2-tier system with opportunities would only be available in Lerwick. Parents might choose to put children to AHS instead from S1. Other comments suggested that choosing at S2 is better than waiting till S3, but that 1 year is not enough to gain a SG qualification, and a greater need for recognition of pupils' achievements in S1 - S3. Several comments called for a decision to be made about the whole of the school estate model, the infrastructure and the management, and some were concerned about the government's reasons for the proposal and the effect on delivering vocational qualifications. Most of the comments appeared to be negative and showed concern about the future of Sandwick JHS and the proposed change. Pupils felt that the present S2 is boring and becomes more interesting at S3.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

The majority of respondents agree or strongly agree, with only a few disagreeing. However, the comments reflect an awareness of the costs of providing equal opportunities and there were some suggestions as to how that can be accomplished, such as children joining classes in other schools, video conferencing, global classrooms and creative delivery. Some felt that equality should relate to access to a full curriculum of subjects. Some comments strongly suggested that Skerries secondary dept is not educationally, socially or financially viable and is a waste of resources. Pupils would like to see Drama as a subject and short courses offered in all schools.

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

Most respondents agreed or strongly agreed. None disagreed. All of the comments wanted greater links, more training opportunities, wider vocational pathways, more school/college open days and links with careers. Other comments mentioned some of the problems that need to be addressed such as holidays, provision of transport, streamlining timetables and sharing resources. Pupils would like to see more links in S1 & S2 as well as the current S3.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

The majority of respondents agreed or strongly agreed, no respondents disagreed. However, there was a mix of feelings about how this could be managed. Most felt that the hostel should accommodate students between the ages of 16 & 18, regardless of whether they are school or college students. Some felt that accommodation for college students should be on a different site and perhaps self-catering. Parents from Fair Isle were concerned about the age range at the hostel (11 to 18), which created a difficult mix of maturity and social lives. Pupils suggested the idea of closing small secondary schools in remoter areas to help provide all subjects in bigger schools.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

The majority of respondents agreed or strongly agreed, with only a few disagreeing. There were some suggestions on how to improve support such as, more use of local learning centres, better liaison with Social Work, supported employment opportunities, continuing support post-school, more college and partnership provision (such as NHS, COPE, Bridges, etc). Other comments suggested that transition and resources are key factors

**Please add any additional comments that you feel are relevant.**

Some stated that this was a difficult time to make these decisions before the national picture is clear. Others felt that the design and wording of the questionnaire was poor and also felt that this consultation should not focus just on small schools. Pupils said that they really appreciated being asked these questions and enjoyed the discussions. Other respondents said that there was not enough information on secondary subjects to form an opinion. Comments from groups indicated a need for improved transport (particularly Fair Isle), improved facilities at the hostel and resource issues in increase of pre-school provision.

## GROUP RESPONSES - GEOGRAPHICAL SUMMARY: **AGENCIES & MANAGEMENT TEAMS**

### **1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.**

Almost all those who responded agreed with the concept that closeness allows for an integrated early years model and accessibility for pupils. However, a majority pointed out that the process and the quality of experience was far more important than buildings. Some people pointed out that transition from pre-school to primary is not always bad – indeed it can be a positive experience if carefully planned and sympathetically implemented. A main issue for consideration should be the times and distances that young pupils have to travel.

### **2. The number of transfers that a child has in the course of their education should be kept as few as possible.**

This question produced a more varied response. A small majority agreed that transfers or transitions should be kept to a minimum, especially for younger pupils. Most people recognised that change was a fact of life, especially in rural communities, but several commented on the need to strike a balance between continuity and appropriate change. There was also recognition that individual pupils respond differently to change and that should be a consideration.

### **3. The Council could have a role in supporting out of school and after school childcare.**

Almost all respondents agreed that there was an important role for out of school activities – however, the question of resources was raised and a majority agreed that the Council should support rather than deliver this aspect. This support could come from the use of Council buildings and continued support for the Childcare Partnership. There was disagreement as to whether or not school premises and school staff should be used. It was noted that there is already good practice (eg at Aith and Dunrossness) and the majority agreed that there needed to be a consistent approach across Shetland.

### **4. A minimum pupil roll of 20 allows for the most effective educational and service delivery. [This cannot apply to the remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]**

This question produced a wide range of response. Some felt that this was a loaded question, and questioned why the number was 20. Some comments suggested that small schools shouldn't be closed, and that schools are a major part of the community. However, a majority recognised that smaller schools gave less opportunities for a broad curriculum and for social and emotional development. However, the critical thing that most people identified was the quality of teaching – staffing is more important than the size of the school – our priorities should be quality and sustainability. Several people commented that single teacher schools were vulnerable in that their success depends on one teacher's skills. A few people observed that school closure can be beneficial eg Quarff

### **5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?**

Almost all respondents recognised this as a fact of life in Shetland but that it can be a positive experience if properly administered – follow guidelines, change groupings throughout school, avoid splitting classes where possible, composite as few year groups as possible.

### **6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?**

A majority agreed that this was both desirable and necessary. However, teaching Head Teachers need appropriate admin and janitorial support to allow them to teach uninterrupted. Teaching keeps Heads in touch with pupils and staff. Shared management was suggested as a tool to allow teaching and management to be separated.



## GROUP RESPONSES - GEOGRAPHICAL SUMMARY: AGENCIES & MANAGEMENT TEAMS

**7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.**

There was a degree of confusion surrounding this topic – people stated that it was difficult to comment on the future model until it had been more clearly defined. However, there was a realisation that this would drastically alter the model of provision across Shetland. There were positive and negative views expressed – typical comments were that “Choices in 3<sup>rd</sup> year may be advantageous as pupils will be more settled and mature – they will make more informed choices but will have less time to achieve their goals.” There is undoubtedly a deal of disquiet surrounding our Junior High School model – comments suggested that S1-S3 schools could not recruit qualified staff or prepare pupils for “one year standard grades.” Some felt there was therefore a need for the model to be fully explained, avoiding a blind rush to centralisation. However, several observations suggested that core skills would improve, students would have more opportunities and more vocational qualifications would become accessible.

**8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.**

Almost all of those who responded recognised this as an ideal that would be difficult to achieve. However, there was agreement that we should try to make opportunities available to all our young people through the use of different teaching strategies, including the use of IT, video conferencing and sharing staff along with a greater commitment to alternatives to mainstream such as More Choices More Chances (MCMC), Bridges Project, Club XL, ASDAN. A few observed that true equality of opportunity “doesn’t really exist anywhere.”

**9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.**

Everyone who responded agreed that links between schools and further higher education should be fully developed. This will provide more opportunities for vocational education and will encourage Skills for Work training in the Senior Phase on education. Some observed that links should extend beyond Shetland to the mainland. The question of how we will monitor pupils’ progress was raised.

**10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.**

A majority agreed that this would be desirable – however, there were some reservations such as an upper age limit of 18, support for first year only to match student life elsewhere and the difficulties of expense, time and distance for transport. Several people observed that rather than everyone come to Lerwick, College courses could be delivered elsewhere.

**11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.**

Almost all agreed with the need to improve support – it was pointed out that this is a statutory requirement and that Social Work is part of the Council, not a partner as such. However, it was recognised that the Council commitment was key to developing good practice in this area. A key factor should be the needs of individuals rather than their age. Several groups suggested greater involvement of the College and the Voluntary sector – as well as parents, employers, SIC and MCMC. Particular areas for concern were the capacity of COPE to deal with the increased demands for their services and the projected end to the funding for the Moving On Project.

**Please add any additional comments that you feel are relevant.**

Some people felt that the questions were ambiguous and did not target the key issues such as the building of the new Anderson High School. Some felt that questions should have referred directly to the school estate as discussed in Council. Several people thought this process was dealt with too quickly and that there was a general feeling that the public felt that it was a case of “here we go again”, that the Schools Service would once again be seen as the villains if Councillors decided not to act on the recommendations of the report. It was recognised that the consultation process was a huge piece of work and that the challenge was to distil the mass of data and produce an acceptable summary that will inform future planning.

## OVERALL SUMMARY

This report provides a technical analysis of the data provided from the responses to the Blueprint consultation, it does not make any subsequent recommendations on any of the issues covered. The contents of this report will be considered alongside the report from Head of Schools Service and any subsequent recommendations will be made thereafter by Council.

There was generally a good response to the consultation and contributors gave comments on topics where they felt relevant. Questionnaires were delivered to every household and there were 1,286 individual replies. The area group meetings were well publicised, well attended and provoked a wide range of discussion, 458 people attended these meetings with 80 'stakeholder' groups also submitting responses.

As with any consultation, there are limitations to what conclusions a public survey questionnaire can bring. These are detailed on Page 3, but the most concerning is the number of people critical of the questionnaire and the consultation process, this is also a theme raised in the 'Additional Comments' box and from the group summaries. More time could have been spent in the design and wording of the questionnaire and improvements could have been made prior to issue with more background information made available. It may also have been beneficial to have run a small pilot scheme prior to full consultation to identify any such difficulties. Despite these issues, there were enough 'free text' fields for comments to be entered against each statement. Whilst this makes the collation of data difficult it does not compromise the validity of the information received from respondents and it provides Council with the gauge of public opinion that it requested.

## **FURTHER INFORMATION AND CONTACT DETAILS**

If you would like to obtain further information on specific group meetings or to look in more detail at the collated responses for each statement, please contact:

- by phone - Schools Service on 01595 744000,
- by e-mail - [education.and.social.services@shetland.gov.uk](mailto:education.and.social.services@shetland.gov.uk)
- by writing to - Schools Service, Hayfield House, Hayfield Lane, Lerwick ZE1 0QD
- or by visiting the SIC Education website at [www.shetland.gov.uk/educationblueprint/default.asp](http://www.shetland.gov.uk/educationblueprint/default.asp)



# Blueprint for Education

## Consultation Questionnaire:



Name \_\_\_\_\_

Member of Public	Parent/Carer	Staff Member	Young Person
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*Please delete as appropriate*

Date : \_\_\_\_\_

**Please consider each statement, tick the box that most closely represents your view and note any supporting comments.**

### Pre-School / Primary

1. Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

2. The number of transfers that a child has in the course of their education should be kept as few as possible.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

3. The Council could have a role in supporting out of school and after school childcare.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

4. A minimum pupil roll of 20 allows for the most effective educational and service delivery.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

[This cannot apply to the remote isles - Fair Isle, Foula, Fetlar, Skerries and Papa Stour.]

5. Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. Is it acceptable that this continues?

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

6. Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

### **Secondary/Further and Higher:**

7. As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.

Comments:

8. All secondary pupils in Shetland should have equal opportunities in their educational subject choice.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

9. The established links between schools and further and higher education should continue to develop to allow choice for all young people.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

10. Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

#### **Additional Support Needs:**

11. The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social work.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Comments:

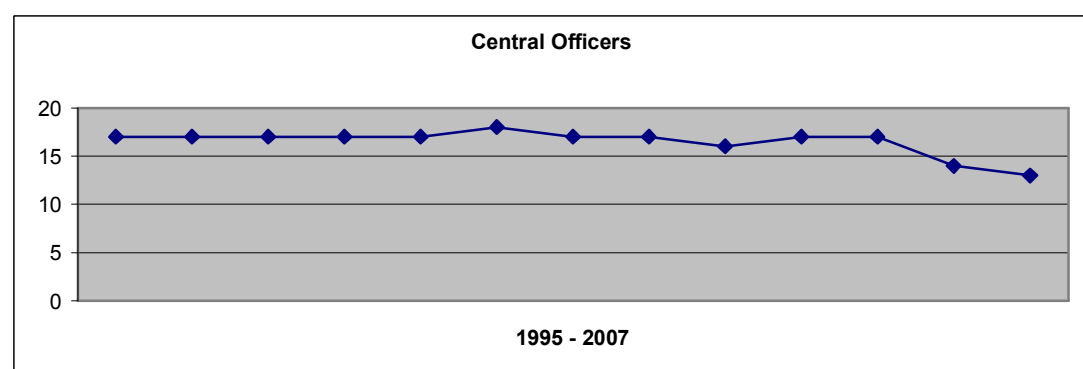
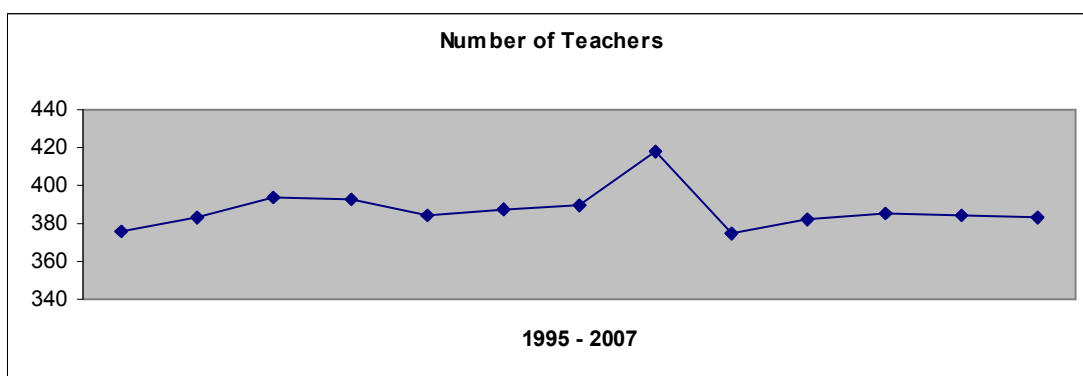
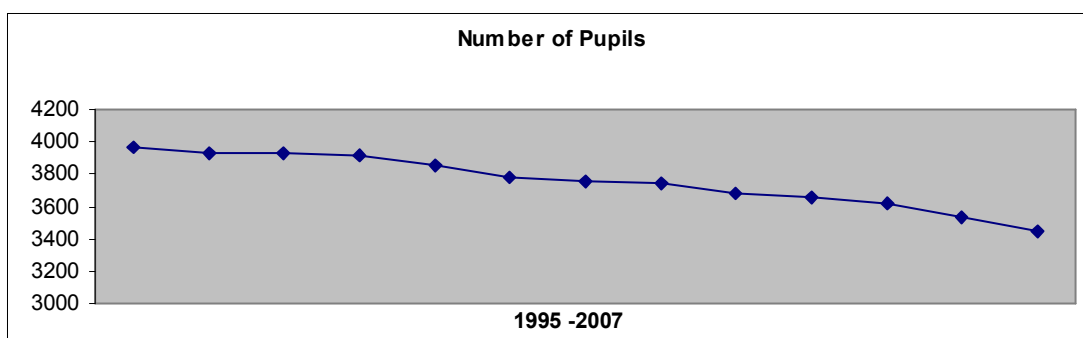
Please add any additional comments that you feel are relevant. Please continue overleaf if you wish:

All responses should be returned to School Service, Hayfield House, Hayfield Lane, Lerwick, ZE1 0QD by **Friday 19 December 2008**.



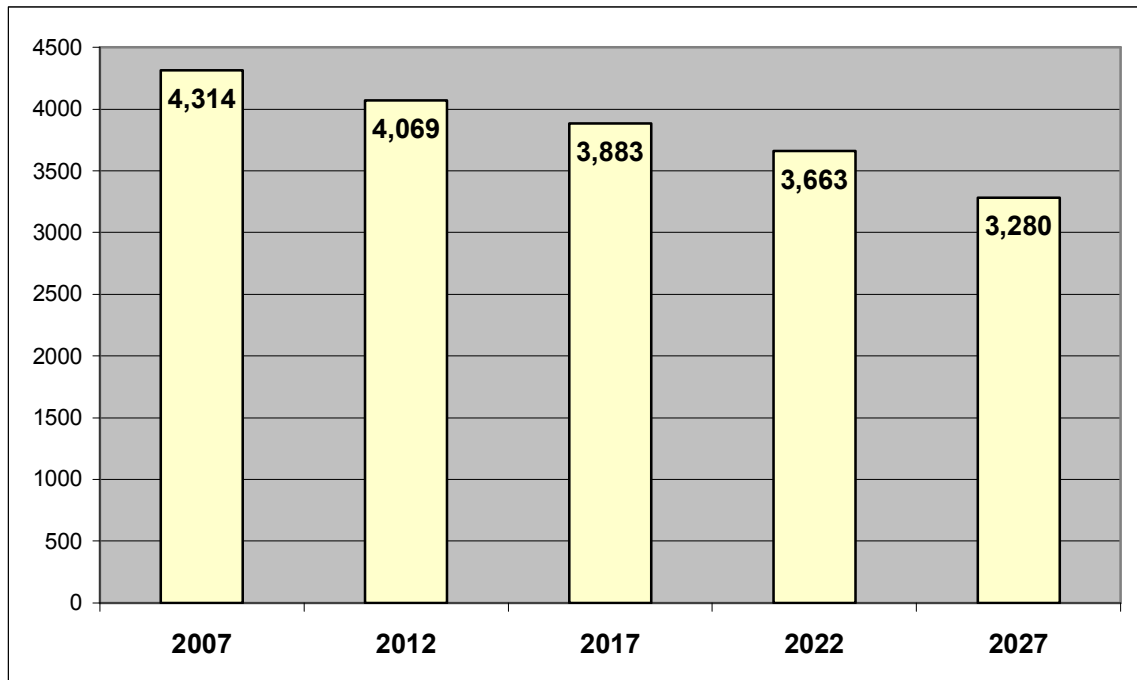


## Number of Pupils and Teachers In Shetland Schools 1995 - 2007



	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Teachers</b>													
Primary	178	182	184	182	178	180	176	200	180	189	187	186	192
Secondary	198	201	210	211	201	201	206	218	195	193	198	198	191
Special	0	0	0	0	5	6	7	0	0	0	0	0	0
<b>Total</b>	<b>376</b>	<b>383</b>	<b>394</b>	<b>393</b>	<b>384</b>	<b>387</b>	<b>389</b>	<b>418</b>	<b>375</b>	<b>382</b>	<b>385</b>	<b>384</b>	<b>383</b>
<b>Pupils</b>													
Primary	2286	2304	2335	2315	2215	2120	2097	2069	2010	1987	1944	1867	1849
Secondary	1681	1626	1594	1603	1621	1641	1624	1671	1669	1668	1673	1660	1592
Special	0	0	0	0	22	24	30	0	0	0	0	0	0
<b>Total</b>	<b>3967</b>	<b>3930</b>	<b>3929</b>	<b>3918</b>	<b>3858</b>	<b>3785</b>	<b>3751</b>	<b>3740</b>	<b>3679</b>	<b>3655</b>	<b>3617</b>	<b>3527</b>	<b>3441</b>

**Population projections :  
0 to 15 year-olds in Shetland 2007 - 2027**



*Source - General Register Office Scotland, 2007 population estimates*

School Rolls in Shetland - September 2008

DRAFT

Appendix B3

School	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	Secondary Dept	Primary Dept	Nursery Dept	ASN Dept	Total
Anderson High								106	101	132	115	215	117	786			35	791
Brae High	15	15	15	13	26	9	14	49	44	44	47	22	26	232	107	22		361
Aith Junior High	7	6	8	8	12	9	20	21	28	24	31	1		105	70	13		188
Baltasound Junior High	4	3	0	2	3	4	9	4	5	8	8	1		26	25	7		58
Mid Yell Junior High	2	8	7	9	6	6	10	5	12	13	6	3		39	48	20		107
Sandwick Junior High	14	12	8	15	16	18	17	48	40	43	50	3		184	100	19		303
Scalloway Junior High	14	12	12	18	19	17	15	30	27	30	25	0		112	107	36		255
Whalsay	8	14	16	13	15	15	19	15	15	13	17	0		60	100	6		166
Skerries	1	1	0	0	2	0	1	1	0	1	0	0		2	5	1		8
Bell's Brae Primary	47	42	48	34	43	44	53								311	55	13	346
Bressay Primary	0	3	3	2	4	3	5								20	5		25
Burravoe Primary	4	1	1	3	1	0	4								14			14
Cullivoe Primary	2	2	3	2	2	3	1								15			15
Cunningsburgh Primary	10	13	10	8	7	8	8								64	27		91
Dunrossness Primary	15	10	17	18	17	21	14								112	19		131
Fair Isle Primary	3	1	2	0	2	0	0								8	1		9
Fetlar Primary	0	0	0	0	0	1	1								2			2
Foula Primary	0	0	1	0	0	0	1								2	1		3
Hamnavoe Primary	4	8	6	5	9	8	11								51			51
Happyhansel Primary	9	6	4	6	8	12	7								52	7		59
Lunnasting Primary	2	2	3	4	5	1	3								20			20
Mossbank Primary	7	4	3	6	8	9	10								47	12		59
Nesting Primary	5	3	3	3	8	3	2								27			27
North Roe Primary	2	2	0	1	2	2	1								10			10
Ollaberry Primary	4	0	3	1	2	2	4								16			16
Olnefirth Primary	5	5	3	1	4	5	4								27			27
Sandness Primary	0	0	2	1	2	0	0								5			5
Skeld Primary	4	4	4	3	2	5	3								25	5		30
Sound Primary	40	36	37	42	46	35	41								277	59		336
Tingwall Primary	14	11	7	4	6	11	4								57			57
Urafirth Primary	1	2	3	2	1	4	2								15	4		19
Uyeasound Primary	0	3	1	1	2	2	0								9			9
Whiteness Primary	10	11	11	10	13	12	16								83	19		102
<b>Totals</b>	<b>253</b>	<b>240</b>	<b>241</b>	<b>235</b>	<b>293</b>	<b>269</b>	<b>300</b>	<b>279</b>	<b>272</b>	<b>308</b>	<b>299</b>	<b>245</b>	<b>143</b>	<b>1546</b>	<b>1831</b>	<b>338</b>	<b>48</b>	<b>3763</b>

Please note: Nursery figures are still in draft  
ASN pupils are counted in with their year group

# Appendix B4

## PROJECTED PRIMARY SCHOOL NUMBERS 2009/10 & 2010/11

Jan-08

2009/2010

School Name	Mainstream									Total
	N - 3	N - 4	P1	P2	P3	P4	P5	P6	P7	
Aith Junior High School	11	6	8	7	6	8	8	12	9	58
Baltasound Junior High School	9	3	5	4	3	0	2	3	4	21
Bell's Brae Primary School	*	*	46	47	42	48	34	43	44	304
Brae High School	15	15	14	15	15	15	13	26	9	107
Bressay Primary School	5	3	3	0	3	3	2	4	3	18
Burravoe Primary School			2	4	1	1	3	1	0	12
Cullivoe Primary School	2	3	4	3	2	3	2	2	3	19
Cunningsburgh Primary School		14	12	10	13	10	8	7	8	68
Dunrossness Primary School	12	13	13	15	10	17	18	17	21	111
Fair Isle Primary School		1	1	3	1	2	0	2	0	9
Fetlar Primary School				0	0	0	0	0	1	1
Foula Primary School		1		0	0	1	0	0	0	1
Hamnavoe Primary School	*	8	6	4	8	6	5	9	8	46
Happyhansel Primary School	6	9	3	9	6	4	6	8	12	48
Lunnasting Primary School			3	2	2	3	4	5	1	20
Mid Yell Junior High School	6	11	10	2	8	7	9	6	6	48
Mossbank Primary School	7	7	7	7	4	3	6	8	9	44
Nesting Primary School			1	5	3	3	3	8	3	26
North Roe Primary School		1		2	2	0	1	2	2	9
Ollaberry Primary School			4	4	0	3	1	2	2	16
Olnefirth Primary School			5	5	5	3	1	4	5	28
Papa Stour Primary School										0
Sandness Primary School			1	0	0	2	1	2	0	6
Sandwick Junior High School	8	14	7	14	12	8	15	16	18	90
Scalloway Junior High School	*	*	16	14	12	12	18	19	17	108
Skeld Primary School	4	1	4	4	4	4	3	2	5	26
Skerries School		1		1	1	0	0	2	0	4
Sound Primary School	*	*	50	40	36	37	42	46	35	286
Tingwall Primary School			6	14	11	7	4	6	11	59
Urafirth Primary School	4	6	2	1	2	3	2	1	4	15
Uyeasound Primary School			3	0	3	1	1	3	2	13
Whalsay School	17	17	2	8	14	16	13	15	15	83
Whiteness Primary School	16	9	13	10	11	11	10	13	12	80
	122	143	251	254	240	241	235	294	269	1784

\* Roll unknown

2010/2011

School Name	Mainstream									Total
	N - 3	N - 4	P1	P2	P3	P4	P5	P6	P7	
Aith Junior High School	*	11	6	8	7	6	8	8	12	55
Baltasound Junior High School	10	9	3	5	4	3	0	2	3	20
Bell's Brae Primary School	*	*	*	46	47	42	48	34	43	260
Brae High School	15	15	15	14	15	15	15	13	26	113
Bressay Primary School	7	5	3	3	0	3	3	2	4	18
Burravoe Primary School				2	4	1	1	3	1	12
Cullivoe Primary School	7	2	3	4	3	2	3	2	2	19
Cunningsburgh Primary School			14	12	10	13	10	8	7	74
Dunrossness Primary School	*	12	13	13	15	10	17	18	17	103
Fair Isle Primary School			1	1	3	1	2	0	2	10
Fetlar Primary School					0	0	0	0	0	0
Foula Primary School			1		0	0	1	0	0	2
Hamnavoe Primary School	*	*	8	6	4	8	6	5	9	46
Happyhansel Primary School	6	6	9	3	9	6	4	6	8	45
Lunnasting Primary School			5	3	2	2	3	4	5	24
Mid Yell Junior High School	11	6	11	10	2	8	7	9	6	53
Mossbank Primary School	7	7	7	7	7	4	3	6	8	42
Nesting Primary School			5	1	5	3	3	3	8	28
North Roe Primary School	1		1		2	2	0	1	2	8
Ollaberry Primary School				4	4	0	3	1	2	14
Olnefirth Primary School				5	5	5	3	1	4	23
Papa Stour Primary School										0
Sandness Primary School				1	0	0	2	1	2	6
Sandwick Junior High School	11	8	14	7	14	12	8	15	16	86
Scalloway Junior High School	*	*	*	16	14	12	12	18	19	91
Skeld Primary School	5	4	1	4	4	4	4	3	2	22
Skerries School			1		1	1	0	0	2	5
Sound Primary School	*	*	*	50	40	36	37	42	46	251
Tingwall Primary School			6	6	14	11	7	4	6	54
Urafirth Primary School	6	4	6	2	1	2	3	2	1	17
Uyeasound Primary School				3	0	3	1	1	3	11
Whalsay School		17	17	2	8	14	16	13	15	85
Whiteness Primary School	*	16	9	13	10	11	11	10	13	77
	86	122	159	251	254	240	241	235	294	1674

PROJECTED SECONDARY SCHOOL NUMBERS 2009/10 & 2010/11

	2009/2010							2010/2011						
				Mainstream							Mainstream			
School Name	S1	S2	S3	S4	S5	S6	Total	S1	S2	S3	S4	S5	S6	Total
Aith Junior High School	30	21	28	24			103	26	30	21	28			105
Anderson High School	103	106	101	132	252	139	833	83	103	106	101	264	115	772
Baltasound Junior High School	9	4	5	8	1		27	6	9	4	5			24
Brae High School	38	49	44	44	47	22	244	35	38	49	44	22	47	235
Mid Yell Junior High School	15	5	12	13			45	9	15	5	12			41
Sandwick Junior High School	39	48	40	43			170	47	39	48	40			174
Scalloway Junior High School	48	30	27	30			135	51	44	30	27			152
Skerries School	1	1		1			3		1	1				2
Whalsay School	19	15	15	13			62	15	19	15	15			64
	302	279	272	308	300	161	1622	272	298	279	272	286	162	1569

Figures in *italics* are estimates owing unknown parental placing requests



## Appendix B6

### Comparisons with other Local Authority areas (2006-07 statistics)

#### Pupils

	Primary			
	Primary Schools/ Departments	Primary Pupils	% primary pupils taught in composite classes	Gross costs per pupil- Primary
Shetland	32	1,849	49.9	<b>£6,695</b>
Clackmananshire	19	3,931	15.9	<b>£4,141</b>
Dumfries and Galloway	106	10,666	44.1	<b>£4,697</b>
Moray	46	7,038	32.1	<b>£3,979</b>
Orkney	21	1,462	32.9	<b>£6,952</b>
Scottish Borders	65	8,377	44.9	<b>£4,274</b>
Western Isles	38	1,963	80.9	<b>£8,205</b>
National	2,167	375,485	26.0	<b>£4,403</b>

Secondary		
Secondary Schools/ Departments	Secondary Pupils	Gross costs per pupil- Secondary
9	1,592	<b>£10,484</b>
3	3,000	<b>£5,630</b>
16	9,615	<b>£6,420</b>
8	5,964	<b>£5,437</b>
6	1,467	<b>£7,671</b>
9	7,023	<b>£5,967</b>
11	1,870	<b>£9,595</b>
377	308,974	<b>£6,120</b>

#### Staff

	Primary							
	Teaching		Support Staff					
	Teachers	Pupil / teacher ratio	ASN Auxiliary	Classroom assistant	Other in-class support	Other non-classroom support	Total support staff	Ratio of pupil / support staff
Shetland	192	<b>8.9</b>	51	12	28	59	150	<b>12.3</b>
Clackmananshire	236	<b>13.4</b>	52	45	10	51	158	<b>24.9</b>
Dumfries & Galloway	642	<b>12.7</b>	114	110	54	149	427	<b>25.0</b>
Moray	428	<b>16.4</b>	114	132	19	81	346	<b>20.3</b>
Orkney	124	<b>11.1</b>	9	17	13	21	60	<b>24.4</b>
Scottish Borders	516	<b>16.2</b>	86	43	9	83	221	<b>37.9</b>
Western Isles	198	<b>9.4</b>	49	22	9	42	122	<b>16.1</b>
National	23,482	<b>13.1</b>	3,370	4,460	1,214	4,204	13,248	<b>28.3</b>

Secondary							
Teaching		Support Staff					
Teachers	Pupil / teacher ratio	ASN Auxiliary	Classroom assistant	Other in-class support	Other non-classroom support	Total support staff	Ratio of pupil / support staff
191	<b>8.3</b>	35	5	13	40	93	<b>17.1</b>
245	<b>12.2</b>	29	18	0	42	89	<b>33.7</b>
838	<b>11.5</b>	54	33	3	200	290	<b>33.2</b>
506	<b>11.8</b>	85	7	3	120	215	<b>27.7</b>
137	<b>10.7</b>	2	15	3	27	47	<b>31.2</b>
603	<b>11.7</b>	60	1	1	92	154	<b>45.6</b>
205	<b>9.1</b>	24	11	3	41	79	<b>23.7</b>
26,307	<b>10.2</b>	1,670	914	342	4,715	7,641	<b>40.4</b>

# Primary School Staffing Levels



	Numbers of Pupils		
Number of Teachers	National	18%	Current level in Shetland
1	1 - 19	1 - 16	1 - 18
2	20 – 47	17 - 39	19 - 44
3	48 - 71	40 - 58	45 - 67
4	72 - 96	59 - 79	68 - 90
5	97 - 120	80 - 98	91 - 113
6	121 - 145	99 - 119	114 - 136
7	146 - 171	120 - 140	137 - 161
13	307 - 333	252 - 273	289 - 313
14	334 - 360	274 - 295	314 - 338



## **Explanatory notes re Pre-School Provision including increase in hours**



Standards in Scotland etc Act 2000

- Requirement for all education authorities to provide a free pre-school place for all 3 and all 4 year-olds
- No compulsion for parents to send their children to pre-school education

Local authorities provide these places through a mixed model of having nursery classes in schools, and by making use of partner providers and 'buying' places from them.

There is a specific curricular guidance for pre-school education, and pre-school education will also be part of the new Curriculum for Excellence.

All pre-school settings (nursery classes and partner providers) are subject to registration with the Care Commission and are inspected regularly by them, and by HMle.

Until August 2007, the Government funded 412.5 hours of pre-school education which is 5 x 2.5 hour sessions, for 33 weeks.

Most local authorities topped this up and nurseries were open for all of the 38 weeks of the school year.

From August 2007, the Government has begun funding all of the 38 weeks which is 475 hours per year. They also now frame the 475 hours as an entitlement and local authorities have to ensure that parents, where they wish to, can take up their full entitlement.

From August 2010, the Government will require local authorities to provide 570 hours per year of pre-school education. This is 5 x 3 hour sessions for 38 weeks, and from August 2011, 618.75 hours which is 5 x 3 and a quarter hour sessions for 38 weeks.

There is no additional money being provided by the Government to achieve this target.

There is no requirement to provide transport to pre-school education.

There are no 'catchment' areas for pre-school education, which is why demand for pre-school places in Lerwick is so high and why not all of our primary schools have nurseries.

We staff all our nursery classes with teachers, but not all local authorities do this. Some provide an element of teacher input each week to support planning and assessment of children's progress.

Partner providers are staffed by play leaders and play workers.

All our pre-school settings consistently achieve excellent inspection outcomes from the Care Commission and HMle.

Pre-school education will be covered by the Scottish Social Services Council qualifications framework. This will provide us with huge challenges in Shetland in ensuring all our settings have all the appropriate staff with all the required qualifications within the required time.

# Summary of Curriculum for Excellence (CfE)



## **Building the Curriculum 3 (BtC 3): A Framework for Learning and Teaching**

### **Latest Scottish Government document on Curriculum for Excellence**

#### **Key Changes:**

These take effect to the timescale: Planning: 2008 – 2010. Implementation: 2010-2011, but the new qualifications will affect pupils who will be in P6 in 2009/10.

Children are currently usually assessed at levels A – E by using test papers.

Under CfE teachers will judge if pupils have achieved the experiences and outcomes that are described within levels.

***Existing guidance on the 3 – 5 curriculum, 5 – 14 curriculum, and curriculum design in secondary will be replaced by the following:***

Level	Experiences and outcomes for most children or young people: <u>Primary:</u>
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
	Experiences and outcomes for most children or young people: <u>Secondary:</u>
Third	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Fourth	
Senior	S4-S6 and college or other means of study  This will be the phase within which young people will have the opportunity to take a portfolio of qualifications that are most appropriate to them.  The detail is subject to “a consultation on the next generation of national qualifications in Scotland” : published 10 <sup>th</sup> June 2008.

It is proposed that all young people will take a compulsory numeracy and literacy exam at S3 or S4, and that they will then have a choice of levels of qualifications in S4: More academic students may move straight to undertake programmes of study at Higher award level, without having first taken Standard Grade exams.

- Access 3, Higher and Advanced Higher awards will stay.
- Consultations apply to the design of Standard Grades, Intermediate 1 and Intermediate 2 courses.
- All young people are entitled to 2 hours of quality physical education per week.

### **Structural Implications of this framework:**

#### **Nursery and Primary:**

1. It would be advantageous for children's learning if 3 – 5 education were delivered in close proximity to the primary school in order for ease of delivery for the Early Level and to ensure collaborative approaches.

#### **Secondary:**

2. We currently have 2 High Schools that offer secondary education from S1 – S6. Although there is considerable work to be done to change to a structure that delivers a broad general education in S1 to S3, and a qualifications phase from S4 to S6, the building and staffing arrangements theoretically mean that they could do this.
3. We currently have 7 schools that have secondary departments that deliver education, including qualifications at S4, from S1 to S4. Under BtC3 how would pupils access the range of qualifications that they are entitled to during the senior phase (S4 – S6)?
4. In S1 to S3 there will be a focus on delivery of curriculum areas and subjects, interdisciplinary learning and personal achievement, outdoor learning, work-related activities, out of school hours learning, experiences in college, in the work-place or in the voluntary sector should be an integral part of the curriculum.
5. Curriculum planning should be done in partnership with, for example, further education colleges, Careers Scotland, youth work staff, health professionals, voluntary sector providers, training providers, children's services staff, parents, employers, community learning and development staff.
6. All pupils are entitled to develop skills for learning, skills for life and skills for work, including the development of pre-vocational, enterprising and employability skills by understanding the workplace, experience of enterprising activities and have access to Skills for Work courses or vocationally relevant qualifications. Planning should involve all partners.
7. 16 + Learning Choices: all young people completing compulsory education have an offer of a suitable place in post-16 learning, with a particular emphasis on providing more choices and chances for those who need them.

# Summary of proposals on changes to secondary qualifications



In the early 1990s Standard Grade examinations were introduced to replace the O Grade examinations. The pupils sit these exams at the end of the fourth year in Secondary Schools throughout Shetland.

There was some flexibility introduced with the relaxation of the age and stage restrictions in 2000, which allowed pupils to sit these exams earlier if the schools felt they were ready and prepared. A few pupils in Shetland / Scotland have done this but the majority of pupils continue to sit these exams at the end of fourth year.

The current Higher Still framework was introduced from 2000. This saw a wider range of courses being available to post 16 pupils at Access and Intermediate levels.

The Scottish Government has reflected on the current shape of qualifications and found that in general the existing system works well for many young people. However, they wish to look at how the qualifications system can best meet the needs of Scotland in the 21<sup>st</sup> century.

### Consultation

The consultation focuses on the following proposals:

- Introduction of new awards in literacy and numeracy
- Introduction of a new qualification to be offered at SCQF levels 4 and 5, which will replace Standard Grade (General and Credit) and Intermediate 1 and 2 whilst reflecting the best features of the current arrangements
- Review of the content of National Qualifications at all levels to ensure that qualifications reinforce the values, purposes and principles of *Curriculum for Excellence*
- Investigation of ways to increase flexibility and meet the needs of young people more effectively.

Head Teachers have encouraged individual staff members to respond in addition to responses being sent from individual schools.

All learning partners can submit their individual responses to the Scottish Government.

The current arrangements for Secondary Education in Shetland would need to be reviewed if the consultation results in the proposed changes go ahead. This is being considered as part of the Blueprint for Education.

## Summary of Skills for Scotland



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.”

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”.

## **Summary of proposals on presumption against rural school closures**



### **Matters to which authorities must 'have regard' when considering a rural closure**

The Government proposes that the legislation should specify four matters to which authorities must have regard when considering proposing the closure of a rural school. These are set out below, with reasons.

#### **Alternatives to the closure of the school**

The intention is to ensure that the decision to propose and consult on closure is a decision of last resort, taken only after all alternatives to closure have been thoroughly considered - this could include actions to explore community regeneration, improve the school's viability (how education is delivered, the school roll etc) or to maximise use of the premises and facilities by expanding community use or other educational use (e.g. by adult learners, nursery provision etc). A requirement to have regard to alternatives to closure, and to set out the alternatives considered prior to reaching the decision to propose and consult on closure, will oblige authorities to indicate how the closure proposal originated and what other options were considered along the way.

#### **Likely overall impact of the school's closure on the communities which it serves**

The lead across here to rural development plans and policies is critical - both those of the authority and of other agencies. Authorities would in effect be required to carry out a 'community impact assessment' focusing on the likely impact of the school's closure on the future sustainability and viability of the community in which the school is located and the wider area it serves. For instance closure may lead to families moving out of an area, which in turn could affect the viability of other services within the community (whether or not delivered through the school) and of community groups and activities more widely. Closure of Gaelic-medium provision may have a particular impact in a Gaelic speaking area. Authorities should look holistically at the implications of the proposed closure, balancing potential resource savings (time, effort, services, as well as financial) against additional time, effort, services and funds which could be required to support that community's future and viability, were the school to close.

**The likely impact of closure specifically on the community's subsequent use of the school's buildings, facilities and grounds**

Authorities would be required to consider the impact of possible options for the disposal and/or future use of the school's buildings, facilities and grounds. In particular the authority would need to examine the extent to which the community uses the school now and whether such use would or could continue after closure. As with each of these 'have regard' matters, there is a significant element of prediction and intent which has to form part of the consideration. The authority, even as owner of the school buildings, does not have total control over their future. For example the Land Reform (Scotland) Act 2003 sets out a 'community right to buy', which could be exercised in the event of a rural school closure.

**The likely impact that new travel to school patterns and arrangements would have on pupils and other school users and on the environment**

Here the focus is on looking ahead at the likely changed patterns and modes of transport from home to the alternative school, both for pupils and staff, or to alternative premises providing community facilities, for other community users. There could be consequences for pupils' access to out-of-school activities both before and after the 'normal school day'. As well as accessibility and convenience, there may be potential health implications for pupils as a result of the lost opportunity for them to walk or cycle to school. Moreover, it would also be appropriate to consider any impact of changed travel patterns and modes of transport on both the environment (such as carbon emissions and impact) and on the wider local community (such as road safety issues and public transport requirements and patterns).







## REPORT

To: Services Committee

5 February 2009

From: Executive Director of Education and Social Care

### **New Anderson High School Capital Project: Approval to Proceed with Submission of Planning Application**

#### **1. Introduction and Key Decisions**

- 1.1 The new Anderson High School capital project is one of the most significant capital investment decisions for this Council. Over the past 9 months, the project has been redeveloped, taking into account constraints on size and cost. Broadly speaking, the project needs to fulfil three tests in order that the Council can determine the viability of the project - on educational, technical and financial grounds. This Report is critical to the sequence of events in building a new Anderson High School on the Knab site, in that it asks Services Committee to agree that the Project Team can submit a Planning Application in March 2009. This Report will draw together the work done to date, in order that Members may make a judgement as to the way forward for this project.
- 1.2 I will be proposing that the project meets the three tests laid down by the Council and will be asking for the agreement of Services Committee to submit the project for planning approval.
- 1.3 I have not re-presented detailed information which has already been provided to Services Committee but I have, for completeness, included summary data or key documents which support this stage of the process. The following Appendices therefore provide supporting detail for this Report:

Appendix 1	Decision of Shetland Islands Council – June 2008
Appendix 2	Revised Brief
Appendix 3	Phasing of Construction, including Decant and Demolition
Appendix 4	Site Appraisal: Summary and Recommendations
Appendix 5	Summary of Traffic Management Arrangements
Appendix 6	Detailed Design
Appendix 7	Condition Survey of Existing School

## **2. Links to Council Priorities**

- 2.1 The Council's Corporate Plan includes a commitment to, "improve our teaching facilities by completing the new Anderson High School....".

## **3. Background**

- 3.1 A summary of the decision taken by Council in June 2008 is set out below and included in full at Appendix 1.

- 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:
  - o the overall design size; and
  - o the revised brief and accommodation schedule; and
  - o 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
  - o 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:
  - o appointing a dedicated project manager with a proven record of successfully managing large capital projects;
  - o investigating and reporting on whether Early Contractor Involvement (ECI) remains the best option for the SIC in relation to this particular project;
  - o investigating what advice and assistance Scottish Government experts can contribute to this process.

- 3.2 In August 2008, Members considered reports on the site appraisal and confirmed that the Early Contractor Involvement arrangements are the most appropriate, given the stage of the project and the circumstances of the construction industry (minute reference 67/08).

- 3.3 In October 2008, Members requested that the concept designs be shared with Members and that consideration be given to the Anderson Educational Institute becoming an integral part of the final design (minute reference 84/08).
- 3.4 In November 2008, the educational impact assessment of the proposed school was reported to Members (minute reference 102/08).
- 3.5 A Project Manager was appointed in the first week of December 2008.
- 3.6 All the tasks, which were requested of the Project Team by the Council in June 2008, are now complete and the information required to take a decision on the way forward for this project is available.

#### **4. Project Review – Educationally Appropriate?**

- 4.1 The reason for considering the significant capital investment in the proposed new Anderson High School is based on the inadequacy of the current facilities. In particular, the current Anderson High School does not fully meet modern educational and building standards in the following areas:
- disabled access is restricted in some areas of the site
  - the maintenance liability is high, due to the lifespan and condition of the current building
  - dining room space is very limited
  - the Halls of Residence is used to provide meals at lunchtime and their dining room space is limited and operating at near capacity
  - circulation and gathering spaces (to acknowledge the local weather conditions) is insufficient and not suitable for pupil's needs
  - examples of recent school disruption include:
    - the school had to close unexpectedly as a result of health and safety issues concerning plumbing and electrical problems.
    - a partition wall was dismantled, over a weekend, to try to repair a burst pipe in a stairwell
    - the school experienced a burst heating pipe, flooding three floors
    - problems in external pipework have caused flooding and loss of heating to parts of the school
    - in the last few weeks, the school had to close for one day, in order to fix a burst heating pipe when very hot water from the corroded iron pipe ran into the main hall.
  - School closure causes disruption to the pupils' learning as well as transport and childcare difficulties. It also causes problems for the Halls of Residence, where the heating and electrical systems are linked to the school, and pupils are being sent to another building with the same problems as the school.
- 4.2 The proposed new school has comparable teaching spaces (c. 7,900 m<sup>2</sup>) to that available in the current school (c. 7,300 m<sup>2</sup>), but with enhanced dining and social spaces to meet the identified gaps in current provision.
- 4.3 The proposed new school will involve some decant and some phasing of work. The proposal will involve the demolition of the music block, with

decant of the music department into the New Bruce Hostel, and the demolition of the existing Games Hall. The provision for PE will be able to be made available for up to one year at alternative locations (such as the Clickimin Centre and the Gilbertson Park Games Hall) and discussions are progressing well between the school, Shetland Recreational Trust and Sport and Leisure Services to work out the programming in detail. There will be no demolition required of the CLASP blocks (the tiered part of the current school) until the new school is built. The decant arrangements have been kept to a minimum, in order to avoid disruption to the school. The project has been split into seven phases, which are set out at Appendix 3.

- 4.4 The description of what the new school is to achieve is set out in the Brief, which has been reported to Members regularly as it developed over the past months. In educational terms, the project seeks to deliver:

“A school to deliver secondary education from Secondary 1 (S1) to Secondary 6 (S6), for the pupils of Lerwick and the surrounding area, pupils transferring from the small islands and pupils transferring from junior high schools. Although to be built in Lerwick, it is a school which serves the needs of the whole Shetland community.

The space should meet the learning needs of all pupils at present and be flexible enough to accommodate learning needs of the future (through technological advances, changes to models of delivery such as the Curriculum for Excellence, etc). It should be fully compliant with the disabled access requirements.

The space should embrace the concept of community use and have the ability to serve pupils, parents, learners and other service users beyond the school day. Where possible spaces for community use should be located in areas which can be closed off from the rest of the building (for reasons of safety, security and supervision).”

- 4.5 There is obviously a balance to be struck between maintaining the educational integrity of the existing school and pupils’ learning during the construction phase and developing new facilities for future generations of pupils to enjoy. This has been uppermost in the minds of the staff from the Schools Service and the Anderson High School while the project has developed over the past months. The School and the Schools Service consider that the proposed new School meets the educational terms of the Brief, both in terms of the size of the school and the balance of learning and teaching and ancillary spaces. The Architect has worked up the designs with the Anderson High School staff. The Principal Teachers and other key staff have all signed off the detailed designs, within the last few weeks.
- 4.6 The School and the Schools Service consider that the decant and phasing options are workable.
- 4.7 The design and size of the new School has been developed to take account of possible changes to the education system in Shetland, in line with the emerging themes from the Education Blueprint such as: population changes and impact on school rolls; the high unit cost of providing the current service;

the changes to exam structure and the impact that may have on junior high schools; and the move towards more vocational educational opportunities.

4.8 There are some ideas and aspirations which it has not been possible to fully achieve through the current design proposals, namely:

- the Anderson Educational Institute does not yet have a use in the redesigned proposal (but there is still a will to retain the educational value of the building through an appropriate alternative use); and
- there is provision for a 35m x 50m Astroturf pitch on the site, which is not full size, but the new facility will be available for community use.

4.9 Otherwise, in my view, the design, scale and scope of the proposed new Anderson High School meets the test of being educationally appropriate.

## **5. Project Review – Technically Feasible?**

5.1 The technical aspects of the project include the site selection, the technical studies which make up the planning application and the design itself.

5.2 The selection of the Knab site as the preferred location was agreed most recently by the Council following a Notice of Motion in December 2007 (minute reference 172/07). In August 2008, Members received a Report through Services Committee on the site appraisal. That Report has been updated, and the conclusion is the same as previously reported in that the Knab site is considered to be, "...the preferred option (primarily because no alternative was unconstrained and proved clear benefits over the current site). A summary of the Report is set out in Appendix 4 and the key reasons for that judgement set out below:

- Planning Considerations: the Knab is currently zoned for educational development. Any change to current planning zones would be subject to a period of consultation.
- Cost:
  - 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, in time, to explore the possibility of refurbishing the Halls of Residence on the existing site
- Time: any change of site at this stage of the project could mean that detailed site surveys and design would need to be re-done and potential changes to planning zoning developed. I estimate that this would result in a delay of up to 18 months – 2 years. Meanwhile the maintenance issues at the existing Anderson High School would require to be addressed, so potentially involving significant expenditure for only short term benefit.

- Suitability: the Knab site is suitable in terms of accessibility and access to other services.
- Impact on Other Community Facilities: Building at Clickimin or Seafield would displace existing leisure facilities.

5.3 This Report does not present all the detailed studies which will form part of the Planning Application. I have, however, summarised some key elements, which are of relevance to an overview of the project. By way of background, the key documents which will make up the Planning Application are set out below:

- Detailed Drawings and Design Statement
- Movement Framework (traffic and pedestrian)
- Energy and Waste Management Statements
- Environmental Report (including landscaping, noise, vibration, etc)
- Traffic Impact Assessment
- Consultation Diary
- Health Impact Assessment

5.4 Members may recall that there were some potential concerns with the previous design, regarding the “dominance” of that design on an exposed site. The Project Team has worked through all the comments and potential objections which were raised from the previous design. A summary of findings when comparing the previous design to that now proposed is set out below.

- the school has been reduced in size and has been moved further down the slope into a more central location on the site, away from the existing corner of Knab Road and Gressy Loan, this will remove the risk of increased wind speeds on Gressy Loan;
- the significance of impact on visual impacts from the new school on properties near to the site are thought to be reduced;
- the school is now in a location that eliminates the need for building to the south of the houses on the Knab Road, thus reducing the potential loss of sunlight and privacy to these dwellings and reducing the potential for increased wind speeds in their locality;
- the school is sited further away from the cemetery so there would be no significant issues related to overlooking or loss of privacy;
- the revised design does not involve building to the south of the existing ASN Building. The loss of their existing garden is no longer an issue. Properties on Gressy Loan and the cemetery would not be overlooked by the school;
- the service yard/ skips etc have been moved from the boundary of houses to a central service yard which is away from any site boundaries and could be screened effectively;
- the position of the car park and pick up/ drop off area has been moved to the existing hard standing area on the Knab Road reducing the visual and noise impact on the properties;
- the proposed main outside area/ courtyard would be a brighter, lighter area for students than the original proposals as it is south facing;
- the main access to the school will remain on the Knab Road resulting in:

- no requirement for land take from the Knab Golf Course Local Protection Area;
  - the removal of concerns at Gressy Loan associated with an increase in traffic or issues associated with vehicles accessing the school during the dark;
  - a reduction in issues related to parking and traffic flow problems during funeral services at the cemetery; and
  - the visual impact of the school in the wider area would be less intrusive because of the more compact plan design form and the pitched roofs running at different angles will help to break up the skyline and ensure the school is in keeping with its surroundings.
- 5.5 I have asked the Council's planning consultant to make an assessment of the extent to which the project complies with the Council's policies on planning and sustainability. This assessment will, of course, be tested through the formal Planning Application process, should Members agree to proceed. The full assessment undertaken by the consultants will be included in the Environmental and Sustainability Reports which will be submitted with the planning application. The findings to date are that the proposals better comply with Council policies than the previous design but the outcomes of the detailed studies, which are ongoing (assessing carbon emissions, visual intrusion and effects on amenity etc) are required to confirm this. The team considers that it is likely that the school design will meet most, if not all, Council policies.
- 5.6 At a recent public meeting on 12 January 2009, key queries which were raised were the height of the proposed buildings; how account would be taken of Council design guidance and use of Shetland materials; positioning of proposed buildings on the site and costs. Key concerns related to construction and in particular access by construction traffic. Note has been taken of all issues raised and these are being followed up by the project team. Information will be included in the consultation diary and construction activities (including phasing) and the detailed proposals will be described and assessed in the Environmental Report. If Members agree today to progress to submission of a Planning Application, consultation events and public displays of the proposals will be arranged prior to submission of the detailed plans.
- 5.7 The impact of changes to traffic movements is an important consideration. The Traffic Impact Assessment and Movement Framework formally assess the changes to traffic and pedestrian movements before, during and after construction. Potential difficulties with the assumptions used in the study to date were raised at a recent public meeting. The consultants were asked to address those concerns, particularly with regard to likely movements of Heavy Goods Vehicles in the narrow roads around the site. The Roads Service has provided input to the study by way of local information on traffic movements. The overall conclusion of the studies is that the impact on the road network and flow of traffic to the area is manageable, through appropriate traffic management arrangements (additional parking, good planning of movement of goods to the site, traffic lights, etc). A summary of the Traffic Impact Assessment conclusions is set out in Appendix 5.

- 5.8 The management of the removal of asbestos has also been considered by the Project Team. The areas within the existing complex where the contractor is likely to encounter asbestos is known, but further detailed investigations will be carried out soon to better inform the contractor's planned programme of work.
- 5.9 Turning now to the design itself, I have included a number of drawings to show the detailed design proposals for the new school. It is "F" shape design, built around a central atrium which will form the social hub for the new school.
- The Overall Proposal is shown at Appendix 6(a)
  - The Phasing Diagrams at Appendix 6(b)
  - The Landscape Proposals at Appendix 6(c)
  - Sketch drawings of the outside of the new school (the entrance view) at Appendix 6(d)
  - Sketch drawings of the inside of the new school (the atrium space) at Appendix 6(e) and;
  - Site sections, to show height comparisons between the existing and proposed new school, at Appendix 6(f).
- 5.10 The design brief included requirements to deliver a high standard of design, in terms of siting, scale, colour, materials and form of the new buildings and to ensure the development is sympathetic to the landscape and built environment in which it will form a part. There is also a need to take account of the Council design principles and the six qualities considered by the Government to be at the heart of good design (distinctiveness and identity, safe and pleasant places, ease of movement, sense of welcome, adaptability and resource efficiency). The architect has designed the building to meet these principles and best integrate with its surroundings within the constraints of the site and the budget. As the detail of the building and its surrounds are worked up the architect and landscape architect will further develop the proposals to meet these design criteria.
- 5.11 It has been challenging to the Project Team to develop the detail of the project to the stage at which it is at, nearly ready to be submitted for consideration through the Planning process. However, all elements of the project are technically feasible and no major areas of concern have been raised by the Project Team at this stage. A construction programme has been drawn up, with the following key activities and dates.

Table 1: Programme

<b>Activity</b>	<b>Timescale</b>
Planning Application Submitted	mid-March 2009 (if approved today)
Planning Permission Secured	mid-June 2009
Notice to Proceed to Construction	June 2009
Start on site	Autumn 2009
Construction Complete	December 2012

## **6. Project Review – Value for Money and Affordability?**



- 6.1 In this Section, I shall set out an Option Appraisal and the cost elements and comparisons for the Project, in order to determine if the project can demonstrate value for money for the Council and community. In my view, having analysed all aspects of the project – the site, the proposed size and quality of build, the current estimated rates for construction and the likely timescales – I consider that the project as proposed does demonstrate value for money for this community.
- 6.2 In simple terms, the Options available to the Council include: refurbish the existing school; build the new school on an alternative site; or build the new school on the existing Knab site.
- 6.3 A Condition Survey has recently been carried out on the Anderson High School complex, commissioned by the Building Maintenance Service. The overall condition of the property is considered to be “Performing Adequately but showing minor deterioration”, the detail of which is included at Appendix 7. However, it should be said that the poor condition of some elements of the structure (particularly the pipework) has resulted in the school not being able to function and having to close. In June 2008, I reported that an estimate from the Building Maintenance Service for a complete refurbishment of the building would cost about £20m (at June 2008 prices). However, that would not provide the additional space required by the school, predominantly for social and dining room purposes. Any refurbishment proposal would, however, require to be done whilst the school remained operational so would require considerable decant arrangements and would take many years to complete (perhaps more than 10 years), as there would be constraints on the amount and value of work able to be done within any calendar year. In addition, the ICT infrastructure within the school may require to be upgraded, to ensure compatibility with Council and national standards. For example, the school currently does not have the ICT infrastructure to use the GLOW technology (a key learning tool for pupils). In my view, the degree of decant required, the lengthy timescales involved and the level of disruption to the school does not make this a practicable or value for money option.
- 6.4 If it were the case that the school could be build on an alternative site, the costs and savings of moving from the Knab would need to be considered. In August 2008, Services Committee considered the potential costs of developing other sites, as part of the site appraisal report. I have updated the estimates to take account of the current proposals, to aid comparison, and these are set out in Table 2 below. Members should be aware that these are “best estimates” based on current knowledge.

**Table 2: Estimated Cost to Develop Other Sites**

	<b>Clickimin £m</b>	<b>Clickimin LSH £m</b>	<b>Seafield £m</b>	<b>Sands of Sound £m</b>	<b>Ness of Sound £m</b>
<b>Fees</b>	2.0	2.0	2.0	2.0	2.0
<b>ASN</b>	2.5	2.5	2.5	2.5	2.5
<b>Road Improvements</b>	0.0	0.3	0.0	1.0	1.5
<b>Replacement pitch</b>	0.2	0.0	0.2	0.0	0.0
<b>Blasting Costs</b>	0.0	3.0	0.0	0.0	0.0
<b>Cost of buying land</b>	0.1	0.2	0.0	0.0	0.0

	<b>Clickimin</b> £m	<b>Clickimin LSH</b> £m	<b>Seafield</b> £m	<b>Sands of Sound</b> £m	<b>Ness of Sound</b> £m
<b>Estimated Cost</b>	<b>4.8</b>	<b>8.0</b>	<b>4.7</b>	<b>5.5</b>	<b>6.0</b>

- 6.5 It may be possible to sell part of the site at the Knab, or indeed any other of the sites under Council ownership, for alternative uses, perhaps for housing development. This would, of course, be subject to planning considerations and it may cost money to develop the sites to a stage suitable for development (through investment in infrastructure). It is estimated that the potential income generated from the sale of developed sites would be significantly less than the additional costs of developing alternative sites, as shown in the Table above.
- 6.6 The cheapest alternative sites would be Seafield or Clickimin, where it is estimated to cost in the region of an additional £4.7m or £4.8m. The additional costs are associated with having to build a new Additional Support Needs unit and for a replacement pitch. In addition, the fees spent on developing the existing proposal on the Knab site would be lost (estimated at approximately £3m). In my view, therefore, the Knab site remains the best value for the Council to develop and that location is not a significant driver of cost in the proposed scheme.
- 6.7 The elements which make up the cost of the new school are: size; quality; timescale and the cost of construction.
- 6.8 In terms of size, there are two elements which I would wish Members to consider. Firstly, the justification for the learning and teaching space within the school (which is greater than would normally be provided by other local authorities) and, secondly, the justification for proposing that the overall size of the school is greater than the 15,000 m<sup>2</sup> target set in June 2008 (at up to 16,400 m<sup>2</sup>).
- 6.9 In June 2008, when the framework for developing the new design was set, I set out the reasons to justify a school at 15,000 m<sup>2</sup>. I have updated the information considered at that time and now set out the justification for Shetland investing in this size of school.
- The level of teaching accommodation is consistent with other schools in Shetland.
  - The overall classroom sizes proposed are comparable with (and at times smaller than) national standards.
  - If it were the case that the proposed examination structure changes under the Curriculum for Excellence, resulting in secondary 4 pupils starting Higher grade courses earlier, this may change the point of transfer for pupils from junior high schools. Setting the size of the school to accommodate 1,000 pupils would mean that more pupils could be accommodated than at present, without an extension to facilities at an early stage in the life of the new school.
  - Where possible, space for one teacher to have a dedicated classroom has been provided (this is generally consistent with educational experience across Shetland). It is convenient for staff not having to transport resources between classes, which would result in wasted time.

- A higher than national percentage of pupils in Class 5/6. This means more small “higher” and “advanced higher” classes for university preparation, hence more classrooms to timetable.
- Designated social space to accommodate total pupil roll and cluster areas for year groups. The area needs to be able to accommodate the total school in bad weather.
- The science technician service which supports all Shetland Schools is based at Anderson High School.
- There is a requirement for room space for pupils who need additional support sitting exams.
- There is a requirement for a large range of subjects, at several different levels of presentation.
- Shetland has historically experienced large scale fluctuations in population and this school should have the capacity to deal with any future population changes for the next 60 years, or so.

6.10 The second aspect of the size of the school is the balance of teaching and learning space with other non-teaching ancillary space (such as corridors, social space, dining area, etc). The general philosophy of the redesign work over the past 9 months has been to maintain as far as is possible the teaching and learning space within the new school, so that there is no reduction in comparison to the teaching space available at the existing school. This has been achieved, with existing teaching space at c 7,300 m<sup>2</sup> and the proposed new school at c. 7,900 m<sup>2</sup>. An issue which was not well understood by me at June 2008 is the concept of “cheap space” and “expensive space”. Members may recall that I took an average rate of £2,700 per m<sup>2</sup> to work out the construction budget of £40.5m on a floor area of 15,000 m<sup>2</sup>. As the design has developed, the Project Team have put forward several proposals which increase the non-teaching space within the new school, but at a cheaper rate. Some examples of the increased non-teaching space are:

- corridor widths at 2.4m (compared to 2.1m as specified), to improve the flow of pupils and staff through the wings of the new school; and
- increased space within the social area by one “bay width”, which improves the natural ventilation within the building and reduces the external wall area

6.11 Intuitively, I would have said that increasing the overall area of the new school to up to 16,400 m<sup>2</sup> would increase the overall cost, but that is not always the case. The total additional cost of having an extra 1,400 m<sup>2</sup> of non-teaching space is approximately £110,000. The choices are set out below for the most significant elements, with the balancing item being explained by general circulation space due to the layout of the building.

Table 3: Additional Space Analysis

Element	Size M <sup>2</sup>	Estimated Cost £m	Impact
Corridor Widths	280	0.1	Wider space to ease circulation of pupils moving between classrooms (from 2.1m to

			2.4m). Simplifies external elevations.
Atrium Space	750	Cost Neutral	Simplification of ventilation system. Reduced area of external wall and glazing. Greater space for pupils to use during social time.

- 6.12 Conversely, understanding what the Project Team now know about the level of circulation space appropriate to this size of school, pairing the space back to the 15,000 m<sup>2</sup> target originally set would require me to remove about 15 classrooms from the proposed design. This solution would not meet the educational requirements of the school and, in my view, would not result in an educationally feasible proposal. The Project Team has understood the constraints on cost and has worked to come up with proposals which appropriately balance space and cost. One example of that is where the team identified “wasted space” in a lower floor, which has now been re-designated as teaching space with a corresponding removal of one section from the top of one of the sections of the school.
- 6.13 Were Members minded to retain the 15,000 m<sup>2</sup> target size as a driving factor for the new school, about 3 months of detailed redesign work would be required. This would delay the submission of the planning application and may delay the expected start on site date. The level of professional fees associated with further re-design work would be in the order of £250,000 - £300,000 (so, more than the estimated cost of the additional space).
- 6.14 In my view, the 15,000 m<sup>2</sup> target size does not now adequately reflect the space needs of the school, as expressed in the Brief. I consider that the additional space, taking the size of the school up to 16,400 m<sup>2</sup> represents good value for money, when weighing up: the overall cost savings; the potential for further delays and costs through any redesign work; and better flow of movement through the school, for an additional cost of £110,000.
- 6.15 The quality of the build is an important aspect of the cost of construction, and indeed ongoing maintenance over the life of the building. The project has been specified to current building standards, with specific considerations being given to the sustainability and maintainability of each of the elements of construction, in line with the Brief. In addition, the specification for the quality of the products, systems and finishes are being developed with the Council’s Building Maintenance Service, to ensure that it is possible to service the building in the long term using locally available products and people.
- 6.16 The phasing of the work over a longer period of time has added approximately £1m to the cost of the project. This is predominantly a question of cash flow and while the money remains in the Council’s bank accounts, it earns interest. Members agreed that an allowance could be built into the project for year on year inflation. Recent indications are that the construction industry is slowing, nationally, so I consider that the phasing of the work over a longer period is a minimum cost risk to the project.
- 6.17 The Council employs dedicated cost consultants, to ensure that the construction costs are fair and reasonable. In June 2008, the target rate

per square metre was set at £2,700 but it was hoped that this rate could be improved upon by simplifying the design and construction methods. The current economic downturn should also now result in keener prices from sub-contractors. The current cost estimates indicate that all these factors have had a positive impact on the likely construction costs and that the project will come in below the target rate per square metre. The Cost Consultants indicate that the latest cost plan compares favourably with current market prices/costs. Some detailed work still requires to be done on some elements of the likely costs, such as: the level of the preliminaries sum; the value of the Risk Allocation; whether or not the Council's insurers will require the installation of a sprinkler system, the amount of ICT, and Furniture Fixtures and Equipment which can be retained and what will need to be bought new; and some detailed aspects of the landscaping works.

- 6.18 In my view, having assessed all the elements of cost and quality, I consider that to build a school of up to 16,400 m<sup>2</sup> for an overall budget of £49m (at June 2008 prices) represents good value for money.
- 6.19 To assess the test of "affordability" Members will need to determine if they consider that the service gain is worth the overall cost and impact on the Council's long term financial planning policies. There is no doubt that the cost of the project is significant for this community and the impacts therefore need to be carefully assessed. In terms of the service benefits to Shetland, the cost needs to be weighed against having in place a modern, purpose built facility which will meet the educational needs of pupils in the long term, with the expected lifespan of the building being set at 50 years.
- 6.20 The proposal put forward previously by the Head of Finance suggested that the new Anderson High School project be funded outwith the normal capital programme expenditure limits, by way of a sale and leaseback arrangement with Shetland Charitable Trust. The capital outlay would be repaid over a number of years at an appropriate market rate (yet to be determined), the funding for which would be met by a year on year reduction in the Council's overall capital programme. At the moment, the Council's capital programme is set at £20m per annum, reducing to £15m per annum to retain the Council's policy on Sustainable Reserves. The repayment of the Anderson High Capital Project from reserves would further reduce the total capital programme to £10m per annum. The outcome of discussions with Shetland Charitable Trust will be reported back to the Council by the Head of Finance.
- 6.21 Discussions with the Scottish Government, including the Scottish Futures Trust, have not yielded any mechanism to secure external funding towards the capital cost of this project. The Head of Finance has confirmed that, in his view, the funding arrangement already proposed remains the best option for funding this project, when taking account of the Council's other capital investment aspirations.

## **7. Financial Implications**

- 7.1 At the moment, the Cost Plan indicates that the project can be met from within the overall budget approved by the Council of £49m (at June 2008 prices and subject to inflation year on year).

## **8. Proposals**

8.1 This is a key stage in the development of the new Anderson High School Capital project. The specific proposals for which approval is sought from Members at this stage involves an assessment of the overall viability of the project, weighing up all the benefits against the estimated costs. I therefore propose that Members:

8.1.1 consider and approve the phasing programme, including the demolition, decant and phasing options, set out at Appendix 3, in order to minimise disruption to the existing school; and

8.1.2 note that there is no reason on cost, timing or technical grounds to depart from the current Council policy that the Knab is the preferred site for the new Anderson High School; and

8.1.3 consider and approve the revised Brief and Accommodation Schedule totalling up to 16,400 m<sup>2</sup>, at Appendix 2; and

8.1.4 approve the designs, included at Appendix 6; and

8.1.5 note that current indications suggest that the project can be built within the approved budget, and that a final Cost Plan and Target Cost will be reported to Members at a later date; and

8.1.6 note that a series of consultation events will be held with interested parties over the next few weeks; and

8.1.7 approve the submission of a phasing planning application, generally on the basis of the information provided or referred to in this Report including the designs indicated at Appendix 6, with a target submission time of mid-March 2009.

## **9. Conclusions**

9.1 The Anderson High School does not meet modern educational standards, particularly with regard to disabled access, social spaces and dining room facilities. Investment in maintenance over the years has been reduced, on the understanding that a new school would be built, so resulting in some significant building related failures, for which the school has had to be closed and pupils' learning disrupted. The need to take decisions on the new school therefore needs to be balanced with the need to maintain the fabric of the current building, in order to ensure continuity of learning and teaching for the pupils attending the Anderson High School.

9.2 In June 2008, Members agreed to set some parameters for a redesign of the school, to meet certain size and cost constraints. This was in response to concerns about cost escalation and planning considerations. Since then, the Project Team has been working up the detail of the project, to determine if it is educationally viable, technically feasible and secures value for money for this community. All that information has now come together at the stage the project is now at, nearing the point at which it is ready to submit for planning approval.

- 9.3 Consultation with interested parties will continue, with a particular focus on the impact of the proposed new school on the surrounding area.
- 9.4 As with any project of this size, the proposed solution is not without compromise. From the school's perspective, it has not been possible to site a school of this size on the Knab site without requiring some disruption to the operation of the existing school through demolition and decant. Some of the school staff have practical experience of operating through a period of decant and construction, in previous employment. They have balanced the risks of noise and disruption to current pupils with the overall long term benefits of securing a new facility for future generations of pupils and they consider that the proposed scheme is workable. Formal procedures to address the Health and Safety aspects associated with the project are being developed by the Project Team, along with the Council's Coordinator, Construction, Design and Management. The construction period has been extended by one year, to better balance the continued operation of the school.
- 9.5 In terms of site selection, there is no "perfect" site, given the current land available within Lerwick and the current level of infrastructure to support new development. Changing the site may just move the same issues to another part of the Town.
- 9.6 In educational terms, the school has had to compromise to a small degree on their space requirements, to fit within the overall size and budget constraints. The proposal ensures that the teaching and learning space remains similar to that available in the current Anderson High School and I am satisfied that the educational aspects of the Brief can be secured through this proposal.
- 9.7 The project is technically feasible, in that all the studies required at this stage are nearing completion and work is in hand to finalise issues of detail. There are no major issues of concern at this stage with any of the technical studies (traffic, environmental, sustainability, health impact, etc).
- 9.8 The latest cost information from the Contractor and the Cost Consultants suggest that the project can be delivered within the overall budget set by the Council in June 2008, allowing for year on year inflation. More detailed work has yet to be done to firm up prices from sub-contractors, and marry the detailed design now proposed with individual cost estimates.

## **10 Policy and Delegated Authority**

- 10.1 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.
- 10.2 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.

10.3 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.

## **11. Recommendations**

11.1 I recommend that Services Committee recommend to the Council to:

- (a) consider and approve the phasing programme, including the demolition, decant and phasing options, set out at Appendix 3, in order to minimise disruption to the existing school; and
- (b) note that there is no reason on cost, timing or technical grounds to depart from the current Council policy that the Knab is the preferred site for the new Anderson High School; and
- (c) consider and approve the revised Brief and Accommodation Schedule totalling up to 16,400 m<sup>2</sup> at Appendix 2; and
- (d) approved the designs, included at Appendix 6; and
- (e) note that current indications suggest that the project can be built within the approved budget, and that a final Cost Plan and Target Cost will be reported to Members at a later date; and
- (f) note that a series of consultation events will be held with interested parties over the next few weeks; and
- (g) approve the submission of a planning application, generally on the basis of the information provided in this Report including the designs indicated at Appendix 6, with a target submission time of mid-March 2009.

Our Ref: HAS/sa

Report No: ESCD-66-F



**New Anderson High School Capital Project**

**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**

### **Revised Brief and Accommodation Schedule**

#### **Justification**

The current AHS does not fully meet modern educational and building standards in the following areas:

- disabled access is restricted in some areas of the site
- the maintenance liability is high, due to the lifespan and condition of the current building
- dining room space is very limited (so the school will have difficulty in meeting new healthy eating legislation)
- the Halls of Residence is used to provide meals at lunchtime and their dining room space is limited and operating at near capacity
- circulation and gathering spaces (to acknowledge the local weather conditions) is insufficient and not suitable for pupil's needs
- examples of recent school disruption include:
  - during the past winter, the school had to close unexpectedly as a result of health and safety issues concerning plumbing and electrical problems.
  - last session, a partition wall was dismantled, over a weekend, to try to repair a burst pipe in a stairwell
  - before the summer holidays, the school experienced a burst heating pipe, flooding three floors
  - problems in external pipework have caused flooding and loss of heating to parts of the school
- School closure causes disruption to the pupils' learning as well as transport and childcare difficulties. It also causes problems for the Halls of Residence, where the heating and electrical systems are linked to the school, and pupils are being sent to another building with the same problems as the school.

The overall purpose of the Anderson High School project set out below.

A school to deliver secondary education from Secondary 1 (S1) to Secondary 6 (S6), for the pupils of Lerwick and the surrounding area, pupils transferring from the small islands and pupils transferring from junior high schools. Although to be built in Lerwick, it is a school which serves the needs of the whole Shetland community.

The space should meet the learning needs of all pupils at present and be flexible enough to accommodate learning needs of the future (through technological advances, changes to models of delivery such as the Curriculum for Excellence, etc). It should be fully compliant with the disabled access requirements.

The space should embrace the concept of community use and have the ability to serve pupils, parents, learners and other service users beyond the school day. Where possible spaces for community use should be located in areas which can be closed off from the rest of the building (for reasons of safety, security and supervision).

When planning for future service needs, the following factors need to be addressed:

- Implementing the Curriculum for Excellence;
- The Additional Support for Learning Act;
- The forthcoming review of the structure of the curriculum and the qualifications framework in terms of what that might mean for pupils in Secondary 3 and Secondary 4 and how that might impact on the current Junior High School model (currently out to consultation by the Scottish Government); and
- A national drive to deliver more vocational learning opportunities.
- New developments in learning and teaching, and exam provision, using ICT
- This accommodation schedule allows for linking into the Gressy Loan Additional Support Needs Unit.

The recommendation is for a size of school to accommodate up to 1,000 pupils. If it were the case that the proposed examination structure changes under the Curriculum for Excellence, resulting in secondary 4 pupils starting Higher and Intermediate grade courses earlier, building to Advanced Higher and Baccalaureate courses, this may change the point of transfer for pupils from junior high schools. Setting the size of the school to accommodate 1,000 pupils will mean that more pupils can be accommodated than at present, without an extension to facilities at an early stage in the life of the new school. In addition, the reasons for the size set in the original brief remain valid and are set out below:

- One teacher – one classroom (this is generally consistent with educational experience across Shetland)
- A higher than national percentage of pupils in Class 5/6. This means more small “higher” and “advanced higher” classes for university preparation, hence more independent or small group learning situations
- Designated social space to accommodate total pupil roll. The area needs to be able to accommodate all year groups in bad weather
- Integration of the behavioural support base
- The science technician service which supports all Shetland Schools is based at Anderson High School
- Good practice in modern school design would suggest that each child benefits from having a secure locker space and a peg for outdoor clothing. Space for 1000 lockers and pegs is included within this accommodation schedule.

## **Capacity**

The school should have the capacity for up to 1,000 pupils.

The current school roll, and roll projections for the next 10 Years are set out in the table below. These are shown as the “status quo” and also what the numbers might be should all Secondary 4 (S4) pupils transfer earlier under the changes to exam structure through the Curriculum for Excellence developments.

#### Ten Year projection of AHS under three scenarios

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Status Quo	846	820	765	744	683	684	690	718	734
Curriculum for Excellence	977	948	880	881	823	846	829	848	864

#### Notes:

Status Quo - School estate remains unchanged with existing cluster primaries feeding existing high schools.

Curriculum for Excellence - Under Scottish Government Curriculum for Excellence all S4 pupils transfer to AHS.

For reasons of future planning, it is proposed to build in the capacity to accommodate Secondary 4 (S4) pupils who are currently educated in junior high schools, as it is likely that changes to the exam structure at a national level will mean that the current model of delivery will need to change.

The design should be flexible enough to accommodate future extensions to the building should the current pupil number trends significantly change (for example as a result of the Community Planning Board's aspirations to increase the population of Shetland).

The room sizes detailed in the accommodation schedule below may be varied/adjusted as necessary in order to fit rooms efficiently into the overall building envelope.

## Accommodation Schedule

	m2
<u>LEVEL -2:</u>	
CDT dept	731.6
PE dept	1,766.3
Plant	441.7
Janitors / Goods	48.9
Stair Cores / Toilets, etc	251.0
Other Circulation, etc.	292.7
<u>LEVEL -1:</u>	
General classroom	48.3
PE dept	307.6
ASN dept	546.7
Maths dept	554.4
Administration	129.6
Janitors, ICT Tech.ns etc.	395.7
Plant	172.2
Kitchen	160.1
Dining	418.5
Stair Cores	395.7
Other Circulation, etc.	589.6
<u>LEVEL 0:</u>	
HE dept	356.4
Music dept	516.6
Drama dept (inc multi purpose hall)	544.3
ICT dept	501.8
Administration	329.4
Atrium Social Space	412.5
Stair Cores	344.4
Other Circulation, etc	741.0
<u>LEVEL 1:</u>	
Music dept (additional area on Level 0)	16.6
English dept	556.0
General classrooms (additional area on level-1)	106.0
MFL dept	393.0
Social studies dept	601.0
Library	280.3
Administration	110.9
Stair Cores	248.4
Other Circulation, etc.	698.7
<u>LEVEL 2:</u>	
Science dept	1,302.5

A&D dept	496.1
Stair Cores	177.0
Other Circulation, etc.	395.9
<b>Total</b>	<b><u>16,379.4</u></b>

## **Requirements**

### **Design Criteria**

The Council wish to ensure that the new Anderson High School is designed to inspire pupils, in line with guidance provided by national agencies such as The Commission for Architecture and the Built Environment (CABE) and Architecture and Design Scotland (A+DS).

CABE has produced a design guide called, “*Creating excellent secondary schools*”

<http://www.cabe.org.uk/default.aspx?contentitemid=1935>

A+DS has produced a range of publications on School Design, Sustainability, Optimising the Internal Environment, and Building Excellence, which focuses on the implications of the Curriculum for Excellence for school design.

<http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/Design>

Case studies are available which highlight good practice in school design across Scotland, and includes plans, images, user views and information on the design features of 20 projects covering all sectors.

[www.scotland.gov.uk/schoolestate-casestudies](http://www.scotland.gov.uk/schoolestate-casestudies)

It is therefore a requirement of this brief:

- that the design has taken account of SIC policies relating to design including the size, scale and dominance of the building in relation to the site;
- that the design and the external finishes and building materials will help integrate the building successfully into the Lerwick skyline;
- that the design of the building integrates sympathetically with the existing buildings to be retained on the site,
- that appropriate access to the ASN building and for disabled visitors and pupils is in place;
- that the external surroundings of the school must be landscaped and planted in a manner the will enhance the aesthetic qualities of the site whilst ensuring that all areas can be easily maintained. External sheltered areas to be provided where possible;
- that the school design and grounds offer educational opportunities;
- that the landscape helps integrate the school into its surroundings and provides areas for encouraging physical activities;
- that hard play space is provided in the immediate vicinity of the building
- Ensure during construction, as well as operation, minimum inconvenience and disruption from breakdowns, repair and maintenance activities.

## **Access**

There should ideally be a single point of access to the building for both staff and pupils as well as for out-of-hours community use.

- Pedestrian Access
  - Safe pedestrian access required irrespective of direction of approach. Pedestrian access should be physically segregated from vehicle access wherever possible. Steps should be avoided wherever possible – ramps should be provided in line with the Council's integration aspirations.
- Vehicular Access and Parking
  - Vehicle access and parking layouts should facilitate free flow of traffic and avoid conflict between buses and car parking.
- Pupil Drop Off / Collection
  - Vehicles dropping-off or collecting pupils should be separated from the flow of traffic accessing the car park to avoid queues forming
- Deliveries Access
  - Delivery access should be by way of a service yard, well separated from staff/ pupil access

## **Community Use Requirements**

SIC believe that areas that provide for shared use can assist in connecting the school to the surrounding community and therefore welcome use of certain school facilities outwith the normal curriculum day. Existing community uses include:

- Evening classes
- Sport and leisure facilities
- Meeting spaces for community groups
- Social events

The new school must therefore:

- Be welcoming to the public
- Have a layout where community-used facilities and accommodation are easily accessed and clearly signposted
- Have a layout where community-used facilities and accommodation can easily be segregated from the rest of the school building
- Ensure that the security of the school is not compromised by community use
- Ensure that community use can be provided with the minimum of staffing and revenue costs

## **Design for Integration**

The new school should as far as possible be 'barrier free' for all disabilities. This should not only be for those people with physical impairment, but also for those with mental, visual, hearing and learning difficulties, and physical measures should be included in the design to address each of these areas.

The following points should be noted:

- Access for disabled persons must be available to all areas;
- Door thresholds should be kept flat as far as possible;



- There must be sufficient flexibility in the furniture and fittings so that it is suitable for use by persons with varying disabilities, as agreed with the Council. This may be achieved by the inclusion of variable height desks/ benching in designated teaching spaces;
- Toilet facilities suitably tailored for the use of persons of varying disabilities must be available in each toilet block as agreed with the Council.
- Overhead hoists may need to be fitted within toilet areas in consultation with SIC staff
- Shower facilities that are height adjustable and suitable for the use of disabled persons must be available in each shower block as agreed with the Council
- Moveable height or varying height benches or with knee spaces for wheelchair users in all classrooms and café areas;
- Reception desks with varying height counter top to account for disabled people both working in and visiting this area;
- Glazing at a lower level to provide wheelchair users with as much visibility as ambulant people both internally and externally – except where not possible due to health and safety reasons, for example, kitchen areas, etc.
- Glazed panels in all doors to ASN accommodation
- The inclusion of an induction loop or sound field system for people with hearing impairments throughout building;
- The use of appropriate visual tracking colour schemes, both inside and outside the building, to aid those people with visual impairments to circulate easily within the building. Particular attention to be paid to stairs and other areas representing a trip hazard, door furniture, electrical fittings, etc
- Visual/pictorial signage in addition to written signage;
- Braille signage in addition to written signage;
- Facilities are required for the safe evacuation of disabled persons in the event of a fire alarm or other incident;
- The building should incorporate a minimum of two lifts:
- Electronic locking to be fitted to all doors/ windows within ASN area
- Where possible, rooms within ASN area to have individual fire escape doors
- Handrails to be provided within corridors in ASN area
- Playground facilities must include arrangements for enabled access for all pupils;

- Vehicular access arrangements must ensure that disabled access is not hindered due to traffic congestion at peak times such as school opening and closing hours.

The table below sets out the electrical DDA requirements.

<b>Device</b>	<b>Areas included</b>	<b>Areas excluded</b>
Induction (hearing) loop	1 No. classroom per department. All ASN department rooms. Reception area. Waiting area.	Circulation spaces. Sports/ multi-purpose halls. General/ teaching spaces. Storage areas. Dining/ social spaces. Remaining classrooms of each department type.
Fire alarm beacon/ strobe	Accessible toilets. Faculty bases. Craft rooms with machinery.	General toilet areas. All general classrooms. Circulation spaces. Storage areas. Dining/ social spaces.
Fire alarm tactile devices (fixed)	None.	No services included (hearing impaired accompanied).
Fire alarm tactile devices (pagers)	None.	No services included (hearing impaired accompanied).
Toilet call system	Accessible toilets.	General toilet areas.
Disabled refuge call system	Staircore areas (each floor).	All other areas.
Voice projection (soundfield) system	None.	No devices included.
Lighting display boards (visually impaired)	None.	No devices included.
Automated disabled door opening	Main entrance. ASN link corridor entrance. Pupil entrance (level –1). Sports hall entrance.	Other fire escapes.
Panic attack facility	ASN classrooms. ASN pupil support rooms. Head teacher's office. Reception. Teacher/ parent meeting rooms (entrance area).	General classrooms. Circulation spaces. Sports hall. Dining/ social spaces. All other areas.
Visual impaired call facility (pagers)	None.	No services included (hearing impaired accompanied).

## **Designed Environment**

### **• Temperature/ Ventilation**

- The building must be of energy efficient design and must ensure thermal comfort during occupied hours for seasonal variations. Particular care shall be taken to ensure that ventilation air during cold weather does not cause discomfort, and that summertime temperatures are controlled by passive approaches such as fabric pre-cooling and adequate ventilation.
- The building should incorporate a natural ventilation system that is effective at average wind speeds of over 1.5 metres per second. At average wind speeds of less than 1.5 metres per second, opening windows must provide adequate ventilation and cooling.
- There are minimum daily average requirements for ventilation rates however given that classroom occupancy can be intermittent it is essential that close control of ventilation rates is provided on a room-by room basis. This could involve a degree of local control as mentioned above with continual monitoring by the BMS system.
- Given local wind conditions actual infiltration rates will be far higher than for an equivalent building built elsewhere. Particular attention should be paid to air tightness during the design and construction phases, and whole building or component air tightness testing is required.
- Where district heating is modelled as one of the heating options it is essential that an accurate emissions factor is used and this will be established in consultation with the Council's Waste Services section and Energy Unit. The same applies for a 'Shetland' electricity emissions factor.

### **• Acoustic Aspects**

- All rooms must be acoustically insulated to ensure that lessons are not disturbed by noise from adjoining rooms, external ambience, or circulation space in accordance with Building Bulletin 93 Acoustic Design of Schools, a Design Guide.
- Where appropriate, sound-absorbing materials must be provided on floors, walls and ceilings, taking into consideration the requirements of those pupils with hearing impairments. Sound Transmission Index (STI) values appropriate for hearing impaired pupils shall be used.
- Where retractable partitions are specified, the level of soundproofing must be to an agreed standard that will permit the areas on either side of the partition to be used simultaneously without sound transfer.
- Active, noisy areas such as music rooms, sports hall and the cafeteria must be acoustically separated from teaching or quiet study areas.

No undue disturbance shall occur to other occupants from air borne or structural noise transmission as other occupants open doors to move around the building.

- **Flexibility**

Responsiveness to an evolving curriculum is a key success factor for each school, and the accommodation must be designed to allow the greatest degree of flexibility to respond to change. Flexible learning spaces are therefore anticipated to be an important feature of the accommodation. The accommodation must meet the schools' requirements through:

- Flexible internal building structures where non-load bearing partitions can be removed without affecting the structural stability of the building
- Ability to accommodate new techniques, technologies and equipment and changes in operational policy with minimal structural or services modification
- Incorporating a layout that allows potential extension with the minimum of structural and services modification

### **Environmental Factors/ Sustainability**

The design should fully adopt the Council's environmental, sustainability and transport aspirations as set out in Appendix ??????. In summary, it is a requirement:

- that all aspects of the school have been designed to take account of national and local sustainability targets and responded to these (and where this has not been possible robust reasons for not meeting them)
- that whole life costs have been considered in the decision making process;
- that the building has been designed to minimise energy demand, and maximise energy efficiency (assessed against whole life costs);
- that environmental aspects have been addressed (identification of potential impacts; agreed mitigation; residual effects) and demonstration of Council commitments in the design (for example meeting the Council's Biodiversity Duty);
- that access to natural daylight is maximised with due consideration to heat gains and losses;
- that re-use of existing resources is maximised where possible and that SIC targets on recycled content are met
- that comments from SIC Roads Service regarding drainage arrangements are considered as part of the design ( see Appendix ???)

### **Affordability/ Value for Money**

Strategic long term investment and whole life cycle costing methods will be expected to be applied to key elements of the design, as applicable, to ensure that the new accommodation is economic, durable and adaptable, in both capital and revenue operational costs, and capable of coping with curriculum changes. These whole life cycle costing appraisals should include the implications for transport, bearing in mind predicted trends.

The building design shall address foreseeable legislative and environmental changes that would be more expensive to retrofit/ repair/ replace in service rather than install from new build.

The Council will expect to see evidence of the specification of high quality building materials, fixtures, furniture and equipment.

The school shall be designed and constructed of materials that maximise the level of Utilities efficiency, minimise heat loss, make the most appropriate use of solar gain and minimise expenditure on Utilities, whilst achieving an internal environment that complies with the statutory and operational requirements of the users

### **Integration with Existing Buildings**

The design should take account of the existing buildings that are to be retained on the site in terms of:

- Visual integration
- Potential uses within the new school
- Physical link to new building

### **Building Services**

Mechanical and electrical engineering service installations must be designed in accordance with good industry practice. All installations must be sustainable and have efficient, low maintenance operation with the latest technology applied to minimise running and replacement costs.

All mechanical and electrical systems and equipment must be specified and designed so that locally based companies can carry out routine maintenance, servicing and repairs.

The school must incorporate a Building Management System (BMS). The Contractor is required to liaise with the Council's Building Services Unit during design development to ensure correct specification and compatibility with current systems. This shall incorporate zoning of the building to ensure that only the areas required are heated e.g. night classes etc. Also consideration shall be given to zoning or de-centralisation of the existing buildings that are to remain.

General control in all areas, lighting, ventilation, heating etc should strike a balance between central and user control and as such dialogue will be required with Building Services, Energy Unit, the existing installer of the Council's BMS system and building users. A report "Controls for End Users – a Guide for Good Design and Implementation" is attached.

### **Maintainability**

The building should be designed so as to minimise wherever possible the need for regular cleaning and maintenance.

Where regular cleaning and maintenance are required this should be made as easy and safe as possible, with only minimal requirements for specialist equipment, mobile access arrangements or specialist staff.

These principles should also be applied to external landscaped and planted areas as well as to external site furniture, drainage arrangements, etc.

These aspects of the design should be developed in consultation with the Council's Building Services Unit.

### **Outside Space**

There is a requirement for the following outside PE and community use spaces:

- Floodlit all weather surface next to PE department 50m x 50m approx.
- Redeveloped multi court on site of Bruce Hostel tennis court. This should be carried out before or during construction.
- A 50m x 50m grassed area if affordable and practicable.

### **Security**

The security of the facilities is of the utmost importance to the Council and the schools should be designed with discrete forms of security in mind, in particular the number and location of entrances, the ability to monitor movements, location of car parking, lighting, etc.

The building must be designed in such a way as to encourage ease of access for legitimate use, whilst managing pupil and staff entrances to prevent unauthorised access. There is a need to provide an effective but unobtrusive security system to ensure the safety of pupils, staff, visitors, personal property, furniture, equipment, buildings and the site, 24 hours per day.

This must be achieved by using:

- A perimeter CCTV system that is capable of 24 hour recording.
- Controlled entry.
- Effective external illumination and control.
- Prevention of unauthorised access to the site outside school hours.
- Provision of secure storage for both pupils and staff.
- Landscaping and building design that, as far as possible, allows clear unobstructed views of the site and buildings.

The school building must be capable of being secured in separate zones at times of limited use.

Depending on design, there may be a requirement for lockable bollards to restrict access to some areas of the site.

Unauthorised access to areas with a high risk of theft, malicious damage, or possible hazard must be minimised through suitable security measures such as door access systems. Areas for consideration include:

- Changing/ locker areas
- ICT rooms, including the communications room
- Workshops
- Offices
- Plant rooms

Pupil access should be restricted to areas such as offices, stores and the staff room.

The security and safety of all school property from possible vandalism must be addressed. Vandal resistant finishes must be provided where appropriate.

## **Technology**

There is a requirement for up to date ICT infrastructure, to support modern learning methods.

The Contractor is required to provide a flexible infrastructure for ICT throughout the school buildings, the detail of which will be developed in association with the Council's ICT unit during the design development phase. The provision of ICT hardware and software will be excluded from the scope of the contract.

Regular upgrading of ICT provision is foreseen. The infrastructure must allow flexibility to ensure that additional equipment can be provided and any existing equipment upgraded without undue cost or disruption.

Wireless technology and availability of laptops, palms etc to pupils is a main factor in the future considerations. It is envisaged that each pupil will have access to personal computers readily within the next few years. This should mean the identification of wireless hub positions, communications room, and size of server. It would also be appropriate to ensure that cable routes for future wireless installations are identified and these routes are fitted with ducts or other safe cable conduits to facilitate future installations. This will be required within the design.

## **Furniture and Equipment**

The contractor shall provide all internal fixtures, fittings, furniture and equipment as set out in the Room Data Sheets.

In addition, the following should be noted.

- Moveable furniture and furniture to transfer to new school
  - Inventory to be prepared by Schools Service
- Estimated value of moveable furniture and equipment to be procured as part of this project is (£to be determined)
- Home Economics department do not intend to move any existing equipment into the new school. Fit out of this department must be included within the project budget. An inventory of required equipment will be prepared by Schools Service.
- Removal assumptions
  - The contractor will be expected to move all equipment and furniture into the new building
- Technical equipment and machinery within the science and CDT departments shall be transferred, fitted and recommissioned in the new school by the contractor. An inventory of CDT equipment to be transferred will be prepared by Schools Service. This will detail what equipment can be moved without modification and the nature of any upgrading to other machinery that may be required.

## **Lockers**

Lockers and coat pegs should be provided for each pupil. These should be located in a secure, clearly visible area.

## **Signage**

- The school name must be displayed on a sign at the main entrance and at an agreed external position on the school building
- The site and building must be clearly 'signed' to visitors;
- Visitors must be aware of the facilities on offer and their location;
- External signposting must identify speed restrictions and access routes. Signage must guide visitors directly to the main reception and other designated locations such as visitors parking areas.
- All floors must have a main orientation signboard detailing the rooms and their uses on the particular door.
- All rooms must be clearly identified by a sign either on the entrance door or on the wall beside the door.
- Signs indicating that the school is a no smoking environment must be placed at all entrance doors and other prominent locations.



- Information signs must be provided detailing emergency evacuation procedures and location of muster points.
- The entire building will be evacuated under emergency conditions. There is no requirement for zoning.

## **Demolition Assumptions/ Phasing**

Early demolitions as part of the phased construction are understood to include:

- Sports Hall
- Gym
- Admin area
- Dining hall and kitchens
- Home economics
- Pupil Support offices
- Music department
- Assembly hall

The upper two floors of the New Bruce Hostel are expected to be redeveloped as decant accommodation for the music department. This redevelopment will form part of the project.

The contractor is also required to demolish the following buildings within the site as part of this project.

- CLASP buildings
  - It is intended that the following CLASP buildings will be demolished as part of the contract. This includes
    - A, B and C Blocks
    - the New Bruce Hostel

**Note:** The extension to the Janet Courtney Hostel is excluded

- Huts
  - All timber hut accommodation to be demolished namely:
    - Train Shetland hut to the north of existing music department
    - 'Drums' hut to the north of existing music department
    - College hairdressing hut north of ASN
    - Store building north of ASN
    - English classroom to east of AEI
    - 'Seamanship' hut to east of AEI
- Block D (New Science Block) will not be demolished as part of this contract. The link to the existing CLASP blocks must be removed and the building made good at that point.

## **New Anderson High School Capital Project**

### **Construction Phases**

The scheme has been designed to address the previous issues of concern:

- School moved away from the Knab, into the middle of the site.
- The Service yard has been moved away from the boundary with neighbouring properties
- Everything has been built to the east of a line fronting the existing ASN building. It is hoped that this will remove the problems of increased wind and shadow casting on neighbouring properties
- Knab Road remains unchanged. There will be no loss of community amenity space and the public toilets will remain.
- Gressy Loan remains un-altered. All building work is to the north of the ASN building and there will be no loss of light, or increased wind speeds. The ASN garden remains unaltered. There will be no increased traffic on Gressy Loan.

#### **Phase 1 – Preparation for Construction**

- Contractor sets up his compound on Knab Road
- Temporary Accommodation is set-up for PE and Social Space
- New Bruce is converted to temporary classrooms for Music
- The existing Music Dept is demolished
- The existing Sports Hall is demolished

#### **Phase 2**

- School continues to operate as at present, with access off Lover's Loan
- The ASN continues to operate as at present with access off Gressy Loan
- School busses will drop-off and pick-up from the southern half of the hard standing on Knab Road
- Access to the school for pupils arriving by bus will be down the side of the ASN and into A-Block
- The new PE Dept will be the first part of the new school to be completed and operational
- A temporary link will be formed from the pupil support corridor to the new PE dept.

#### **Phase 3 – Part of the existing school will move into the new school.**

- The Contractor moves his compound and uses the Lover's Loan entrance for access.
- The main car-park and bus-park is completed
- The school will now be access from Knab Road
- There will be a temporary link provided between A Block and the new school
- The single storey accommodation; Admin, Dining, Assembly Hall and the Pupil Support Corridor and HE Dept will be demolished.

#### Phase 4

- The remainder of the new school building is completed
- The link between the ASN and the new school is completed.

The remainder of the school moves into the new building

- Demolish New Bruce and Train Shetland Building
- Complete the Sports Pitch
- Complete the service yard

#### Phase 6

- The remainder of the existing school is demolished
- During this phase the contractor will have access off Gressy Loan
- The ASN will temporarily access their building from the new car-park.

#### Phase 7

- The areas where the existing buildings have been demolished will be landscaped and the new ASN Entrance will be completed.

#### Externals

- We will be creating a landscaped buffer zone between the new school building and the neighbouring properties. (20m to the rear of the new PE dept. and 10m to the north of the new pedestrian access off Knab Road
- The Main Entrance is on the Knab Road
- The Main Entrance is accessed via a wide (3-4m) pedestrian path
- The vehicular access to the school is located further south along Knab Road
- The external materials are rendered blockwork with high performance, double-glazed Aluminium windows
- The Roofs are pitched using a Standing seam “Zipped” Aluminium Roofing System
- The building will be very highly insulated, reducing heat loss and subsequent costs in use.
- The other main external space is the South-facing Courtyard. This is the main outdoor social / recreational space. This area will be attractively landscaped into a series of terraces that cascade down the slope.
- The demolition of the “New Bruce” and the Main Teaching Blocks beside the Anderson Institute will allow us to landscape these areas, greatly enhancing the setting of the two listed buildings
- The building has been designed to take advantage of the Natural Slopes on the site, being cut into the hillside to minimize the visual impact of the building.

#### Inside the School

- Throughout the process, one of the fundamental requirements of the school was the provision of High Quality Indoor Social / Recreational Space

- The Current Design provides a three storey central Atrium space with accommodation on two levels and teaching accommodation wrapped around three sides of it. The fourth side is a three storey glass wall.
- The central space spans three levels. On the lowest level is the Dining Hall, with seating capacity of up to approximately 400
- Splitting the Social Space over two levels has allowed us to provide a facility that is much more flexible in use than one large space
- At the main entrance level the social space links to the multi-purpose Hall. A folding, acoustic partition can be opened up to create a large space for full school and/or community functions. When this is open, the large, south-facing windows to the Hall will flood the space with light

## New Anderson High School Capital Project

### Site Appraisal: Summary and Recommendations (Extract of Report from Natural Capital, updated January 2009)

#### UPDATED FINDINGS (JANUARY 2009)

#### INTRODUCTION

Further work has been completed by the project team since September 2008 to take forward the recommendations which were made. In this section a commentary on the summary of findings is provided drawing on the further work which has been completed. The updated findings are presented in italics below.

#### SUMMARY OF UPDATED FINDINGS

- 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 ASN building can be integrated into the new school and the hostel continue to be used. Further work has indicated that use of the existing sports hall would not be cost effective and that demolition and rebuild would better facilitate the phased construction of the whole school and make better use of the site.*

- 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 decant of pupils to alternative premises during at least part of the construction period: *A decant programme has been developed which would result in minimum disruption to the school. Only the Music and PE departments would be affected and it has been agreed with the school that this would be acceptable.*

- Environmental impacts would not change significantly from the current situation if development was at the current school site: *This conclusion remains the same.*

- Alternative sites offer some potential opportunities but none are without constraints: *This conclusion remains the same.*

- 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: *This conclusion remains the same.*

- 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): ***This finding remains the same.***

- 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: ***This conclusion remains the same.***

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- 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): ***This conclusion remains the same.***

- 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): ***This conclusion remains the same.***

Some further work is recommended to confirm this:

- o research to better understand the effects of disrupting pupils at the school during construction; ***Only the Music and PE departments would be affected and it has been agreed with the school that this would be acceptable.***

- o the investigation into the level of contamination at Clickimin and how much this would cost to remediate; ***This has not been necessary because of an acceptable solution being found for the existing site.***

- o definition of the cost of rock blasting at Clickimin; ***This has not been necessary because of an acceptable solution being found for the existing site.***

- o 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; ***Clickimin Sports Centre has agreed to the temporary use of its sports centre and facilities by the school for a period of one year but does not have capacity for this in the longer term. Sports facilities on the school site during construction will consist of an existing gym and a temporary fitness suite. The currently disused tennis court in front of the Bruce Hostel will be reinstated.***

- o confirmation that use of the current hostel could continue with each site (to confirm costs at the alternative sites). ***The hostel could continue to be used.***

- 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: ***This has not been necessary because of an acceptable solution being found for the existing site which would not be unduly disruptive to the school.***

· If this were the case, development at Seafeld should be considered and an alternative site found for the existing sports facilities: ***This has not been necessary because of an acceptable solution being found for the existing site.***

**New Anderson High School Capital Project**

**Traffic Management Arrangements**

**Extract of Report by Faber Maunsell**

**Conclusions**

This report has considered the overall impacts of construction related traffic for the proposed replacement new build school. From information provided by the contractor the estimated number of vehicles associated with the construction are below the 10% threshold as set out by the IHT Guidelines for Traffic Impact Assessment (1994). However, the 30% threshold as set out by the IEA Guidelines for the Environmental Assessment of Road Traffic is exceeded for the increase in the number of HGV's at Lover's Loan, Lighthouse Road, Knab Road and Gressy Loan for some of the construction phases. Detailed traffic analysis has shown that the roads are capable of accommodating the additional construction traffic throughout the limited construction period.

Notwithstanding this a Construction Traffic Management Plan has been provided for the construction works to control traffic, minimise possible impacts and maintain road safety during construction.

Information compiled in this report may change during the design development of the project; any significant changes would therefore be reviewed later and considered with Shetland Islands Council Roads Service if required.



**New Anderson High School Capital Project**

**Detailed Drawings  
(See Separate File)**

## **New Anderson High School Capital Project**

### **Condition Survey of Existing Anderson High School**

Overall Condition **B**

#### **Overall condition of the property – Rated A – D**

A - Performing well and operating efficiently

B - Performing adequately but showing minor deterioration

C - Showing major defects and/or not operating adequately

D - Life expired and/or serious risk of imminent failure

#### **Building**

##### **Main Building**

The main building, which was built circa 1963 and includes the main entrance area, is a two-storey traditional cavity construction with liquid coated roofing felt to the main flat roof area and "Sarnafil" single-ply membrane to the high-level flat roof area. External elevations, which have a stone pointed finish, have benefited from the provision of new PVC-u double-glazed window sections, installed as part of a window replacement programme carried out over the last 7 years.

##### **Main Building (Blocks A, B & C)**

Blocks A, B and C, were built circa 1975 and provide further teaching space to the main building, these are steel framed with concrete infill panel wall construction. The flat roofs have "Sarnafil" single-ply membrane covering which were found to be in fair condition. The PVC-u double-glazed windows, which are in large PVC-u pod/sections, are generally in fair condition, although snapped hinges were noted in isolated window sections. The single glazed aluminium/PVC-u window sections to stairwells are now at the end of their economic lifespan and as such should be considered for replacement.

##### **Janet Courtney Block**

The main block of the Janet Courtney Hostel was built circa 1939 and is a listed building; major refurbishment works took place circa 1979. Having had the parapet walls removed circa 1992, the roof has a liquid coated felt covering, which was generally found to be in fair condition. The external walls have a wet-dash render finish, which is in fair condition. New timber double-glazed windows have been provided to the property as part of a window replacement programme carried out over the last six years.

Block's A and B of the Janet Courtney Hostel were built circa 1975 and provide additional accommodation and recreational spaces. The buildings have a steel frame structure, with dry-dash finished concrete panels to elevations and liquid coated mineral felt covering to flat roofs. In order to address an issue with water ingress, panel joints on affected

elevations have been filled with mastic. The roof coverings although generally found to be in fair condition, are now starting to show signs of age. The windows, which are primarily a combination of PVC-u and softwood timber double-glazed casement windows, were generally found to be in fair condition. The single-glazed PVC-u windows are however, now nearing the end of their economic lifespan. The singleglazed aluminium framed windows are now at the end of their economic lifespan and as such should be considered for renewal.

### **Games Hall**

The Games hall was built circa 1975 and is a steel framed structure with bitumen felt and chip coverings to low and intermediate roof levels. It was not possible to safely access the high-level roof at time of survey. The walls have a dry-dash render finish, which is now at the end of its economic lifespan with extensive damage in areas and should be considered for renewal. Windows and doors to the Games Hall were generally found to be in fair condition.

### **Science (Block D)**

The Science block has a pitched roof with metal profiled sheet covering, timber shiplap external wall cladding and timber doubleglazed windows. The Science block was constructed circa 1997 and as such is generally in fair condition.

### **Old English Department**

The Old English Department was built circa 1892 and is of traditional sandstone construction. The roof has a natural slate covering which requires only minor repair work to be carried out. The walls are of sandstone pointed finish, which are suffering from spalling to the face in isolated areas but are generally in fair condition. The Old English Department has single-glazed sash and case/fixed pane timber windows which are now at the end of their economic lifespan and as such should be considered for replacement.

### **Old Bruce Hostel**

The Old Bruce Hostel was built circa 1923 of traditional sandstone construction. The primary roof covering is of natural slate, which although in need of some repairs, is generally in fair condition along with the minor lead covering to internal courtyard and mineral felt to dormer windows. Failure has occurred within an element of the roof where full inspection of the covering was not possible at time of survey; it is therefore recommended that further investigation and remedial works are undertaken in this area.

The dry-dash render to external walls was generally found to be in fair condition. The windows are mainly timber double-glazed along with timber single-glazed decorative windows, which are in fair condition.

### **New Bruce Hostel**

The New Bruce Hotel was built circa 1979 and is primarily a threestorey property. The roof is Bitumen felt with mineral felt up stands and chip covering. The external walls are concrete infill panels with dry-dash

finish, and were found to be in fair condition. The property features a combination of aluminium and PVC-u single glazed windows, which are both now nearing the end of their economic lifespan and should be considered for replacement.

#### **Old F.E. College (ASN Building)**

The Old F.E College was built circa 1985 and benefited from extensive refurbishment work in 2005 and as such is in fair condition. The pitched roof is covered with asbestos cement tiles and should be managed in line with current asbestos regulations. All the major building components such as the dry-dash render wall finish and the softwood timber double-glazed doors/windows were found to be in fair condition.

#### **Blyde Haven Nursery**

The Blyde Haven Nursery was built circa 1963 and has since been refurbished circa 1986 and is a single-storey traditional cavity construction. The flat roof has a mineral felt covering, which along with the associated rainwater goods were found to be in fair condition. External walls have a dry-dash finish and the double-glazed timber casement windows were installed circa 2004 and as such are in fair condition.

#### **Chemical Stores**

The Chemical Stores were built circa 1975 and are concrete construction with a concrete roof slab. The dry-dash render to the walls is in fair condition although the timber flush doors have suffered from deterioration and should be considered for renewal.

#### **Class Base Hut**

The Class Base Hut was erected circa 1964 and was refurbished circa 2003. The roof is pitched profiled metal sheeting and is in fair condition; external walls are timber shiplap boarding which require some minor repairs. The PVC-U double-glazed casement windows are in fair condition.

#### **Drum Hut**

The Drum Hut was built circa 1975, the roof is pitched with a profiled metal sheet roof covering, and the windows are PVC-u double-glazed. External walls to the Drum Hut are timber shiplap, which although requiring repair in isolated areas, are along with all the major building components generally in fair condition.

#### **External Store**

The External store was erected circa 2005 in line with the refurbishment of the Old F.E College. The pitched roof has a covering of modern manufactured roof tile, which is in fair condition and as are the external walls of softwood timber.

#### **Galley Hut**

The Galley Hut was built circa 2004 and as such is generally in fair condition, the pitched roof has a metal profiled sheeting covering and

the external walls are timber shiplap boarding. The windows of the Galley Hut are timber/aluminium double-glazed.

### **Groundkeeper**

The Groundkeeper's office was built circa 1919 and benefitted from refurbishment work in 2006. The building is of traditional sandstone construction, the primary roof is timber framed pitched roof with natural slate covering which is in fair condition. The secondary covering to the Groundkeeper's garage roof is asbestos cement sheeting, which is in fair condition and should be managed in line with current asbestos regulations. The dry-dash render finish is in poor condition in areas and requires partial renewal. A number of the softwood timber single-glazed sash and case windows are no longer glazed and should be considered for repair. The metal garage door along with one number timber external door is in poor condition and as such should be considered for renewal.

### **Groundkeeper's Store**

The Groundkeeper's store is concrete in construction. The mineral felt and corrugated metal sheet roof coverings, together with the render finish to external walls are in poor condition and at the end of their economic lifespan, and as such should be considered for replacement.

### **Hairdressing Hut**

The Hairdressing Hut was built circa 1985 and was refurbished internally in 2006. The external pre-finished walls are in fair condition. The mineral felt roof covering, although suffering from slight ponding was generally found to be in fair condition as were the aluminium single-glazed windows.

### **Shed**

The Shed, erected circa 2003, is a timber frame construction with timber shiplap cladding and mineral felt roof covering. All were found to be in fair condition.

### **Train Shetland**

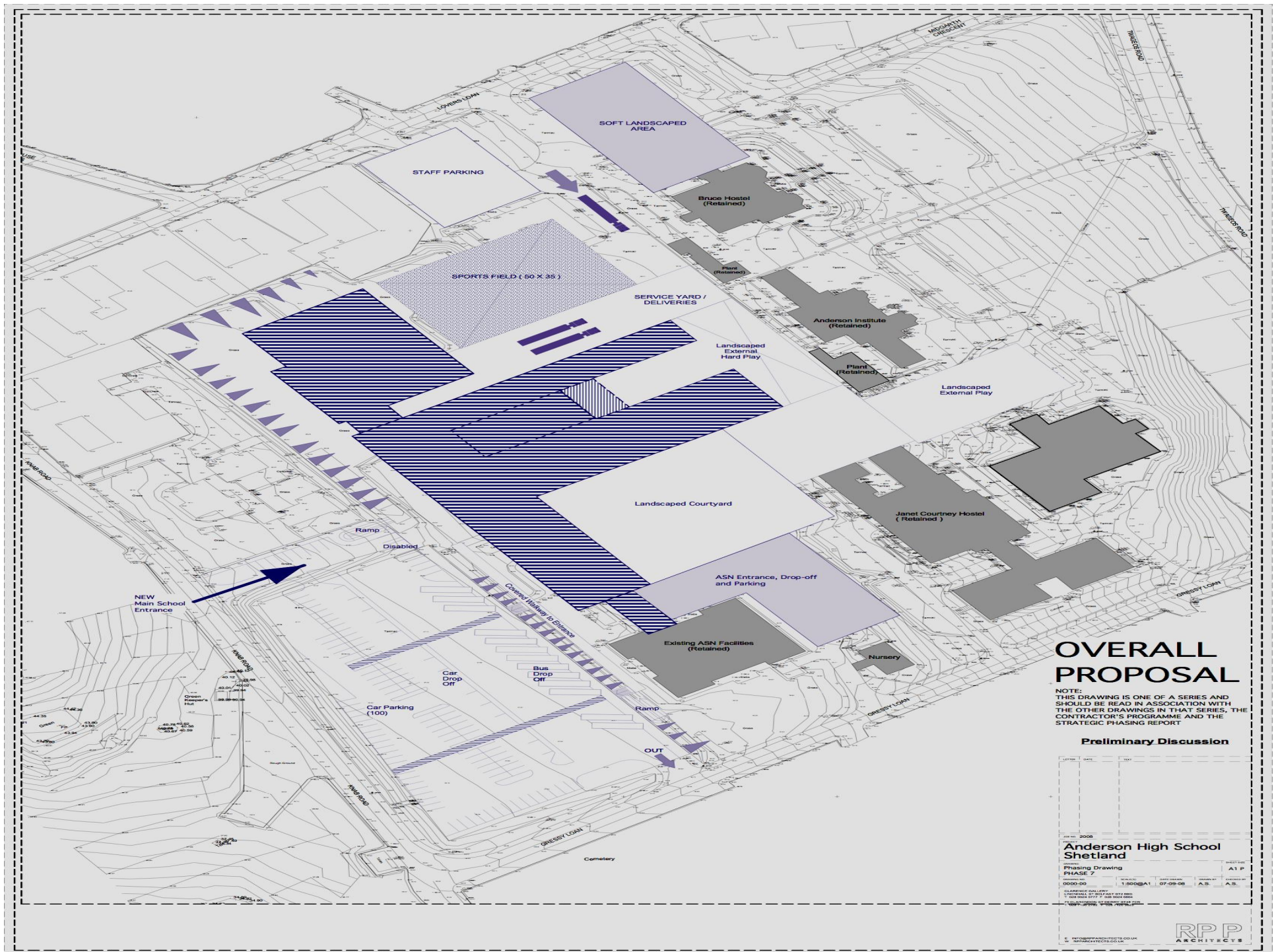
The Train Scotland building was built circa 1975 and was refurbished circa 1993. The pitched roof has a metal profiled sheet covering which is in fair condition. The external walls are timber shiplap boarding and the windows are PVC-u casement double-glazed which are all generally in fair condition.

In general the property was found to be in fair condition, consistent with its age and use.

### **M&E**

A previous stand-alone Mechanical and Electrical Survey Report, which was prepared by Dearle & Henderson has been delivered to the Council.













# Main Entrance Appendix 6d

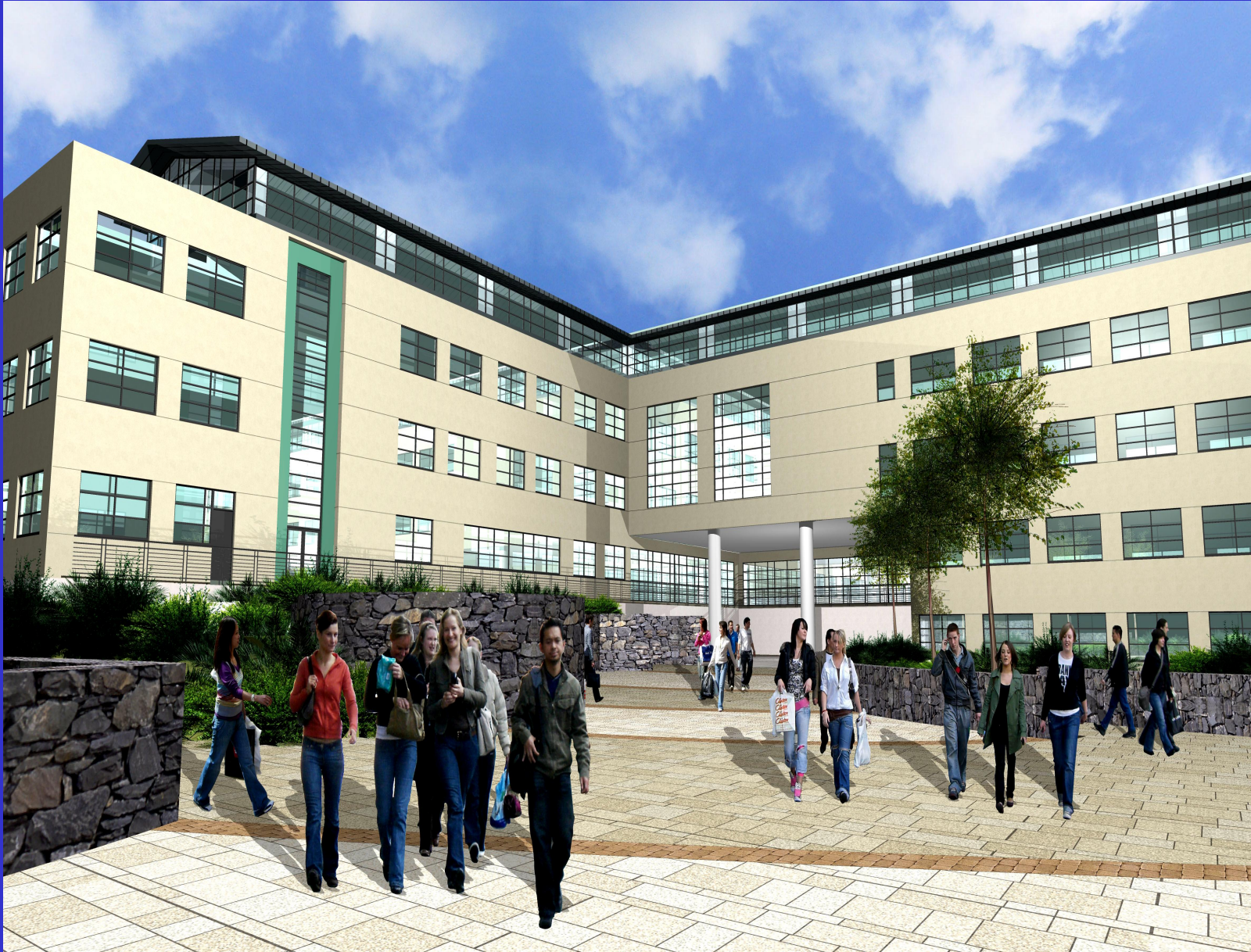




# Main Entrance Appendix 6d









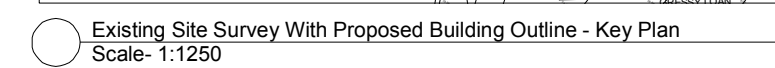
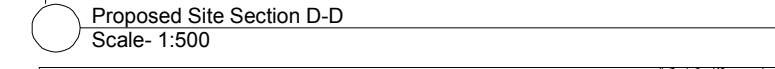






BUILDINGS OUTLINED IN RED DENOTE EXISTING SCHOOL BUILDINGS.

BUILDINGS OUTLINED IN RED DENOTE EXISTING SCHOOL BUILDINGS.



LETTER	DATE	TEXT
A	21/1/09	Proposed buildings amended to reflect changes to date. (KDw)

DRAWING <b>Concept Sketch</b> <b>Proposed Site Sections</b>					SHEET SIZE <b>A1 L</b>
DRAWING NO. <b>2008-AL-10-201</b>	SCALE(S) <b>1:500</b>	DATE DRAWN <b>Oct 2008</b>	DRAWN BY <b>KDW</b>	CHECKED BY <b>AS</b>	

CLARENCE GALLERY  
LINENHALL ST BELFAST BT2 8BG  
T 028 9024 5777 F 028 9024 6864

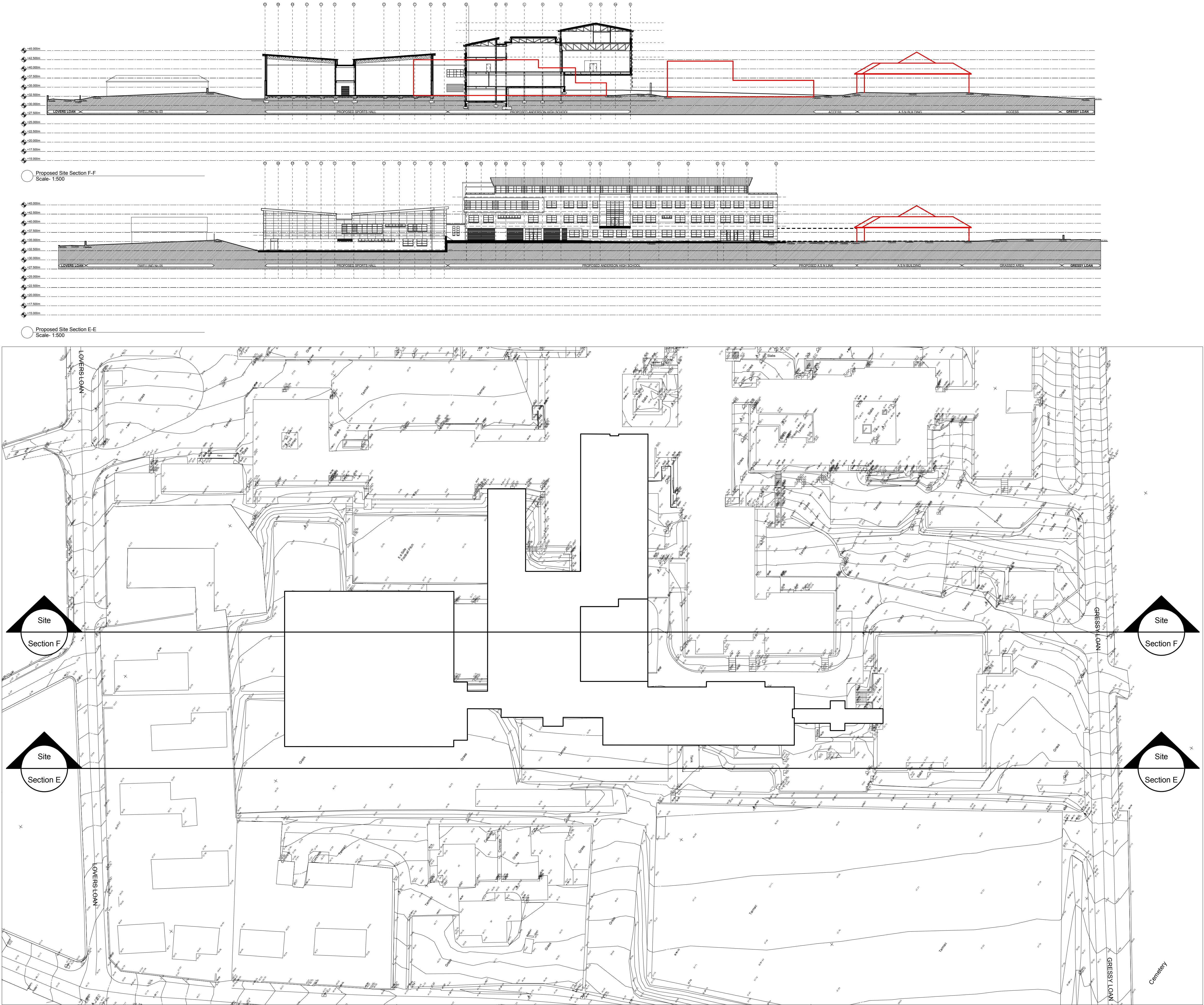
73 CLARENDON ST DERRY BT48 7ER  
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NOTES

BUILDINGS OUTLINED IN RED DENOTE EXISTING SCHOOL BUILDINGS.

PRELIMINARY

LETTER	DATE	TEXT
A	21/1/09	Drawings amended to reflect changes to date. (KDW)

JOB NO: 2008				
PROJECT				
Anderson High School Shetland				
DRAWING				SHEET SIZE
Concept Sketch				A1 L
Proposed Site Sections - Sheet 2				
DRAWING NO.	SCALE(S)	DATE DRAWN	DRAWN BY	CHECKED BY
2008-AL-10-203	1:500	Nov 2008	KDW	AS

CLARENCE GALLERY  
LINENHALL ST BELFAST BT2 8BG  
T 028 9024 5777 F 028 9024 6864  
73 CLARENDON ST DERRY BT40 7ER  
T 082 7136 2762 F 028 7136 9809