



Council

**Shetland
Islands**

REPORT

To: Special Services Committee

25 October 2004

From: Head of Education

BEST VALUE SERVICE REVIEW - A LONG TERM STRATEGY FOR SECONDARY EDUCATION IN SHETLAND

1. Introduction

~~1.1~~ 1.1 This report is the latest of a series of reports to Services Committee regarding the Best Value Service Review of the Education Service, namely:

20 June 2001	The Audit Report
24 October 2001	Progress Report on Working Groups and Initial Options for Change for the Scheme of Provision
28 January 2002	Progress Report
8 November 2002	A Long-term Strategy for Education in Shetland Report
4 December 2003	Report on Remit of Best Value Service Review Member/Officer Working Group (BVSRMOWG)
3 February 2004	Report on the Option Appraisal Process
24 June 2004	Report to Special Services Committee
25 October 2004	Report to Special Services Committee

1.2 The purpose of this report is to present options on a long-term strategy for the future direction of Secondary Education in Shetland. This work has been developed over a period of time by the Best Value Service Review Member/Officer Working Group (BVSRMOWG) and has included a period of consultation with appropriate stakeholders. This is another challenging report, which makes proposals for changing the nature of how Secondary Education is delivered in Shetland.

- 1.3 The report presents proposals on the shape of the service, the number of schools and local service delivery. The focus at this point is to build a framework, which achieves the best possible education for pupils. It may impact on how the priorities in the Corporate Plan are achieved and how the Community Planning process is developed. It will also have an impact on how teachers and support staff are deployed within our schools.

2. Background

~~1.4~~2.1 Key National Drivers for Change

The report is set within the framework of the key drivers for change at a national level. These are:

2.1.1 The National Priorities in Education

~~-~~• Assessment and Achievement

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy to achieve better levels in national measures of achievement, including examination results.

~~-~~• Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

~~-~~• Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard to pupils with disabilities and additional support needs, and to Gaelic and other lesser used languages.

~~-~~• Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and teach them the duties and responsibilities of citizenship in a democratic society.

~~-~~• Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

-These priorities also underpin the Education Service Improvement Plan.

2.1.2 **Better Integrated Children's Services (BICS)** The Scottish Executive report, "For Scotland's Children", proposes that agencies work together effectively to provide services to children. Its aim is that the integration of services working for children will make better use of existing resources, thus resulting in better services, and better outcomes for children and families. The Scottish

Executive's determination to deliver on this agenda is clear from its proposals that from December 2004 all strands of service planning for children will require to be integrated by each local authority into one Integrated Children's Services Plan. HM Inspectorate of Education (HMIe) are moving towards one overall inspection framework which will encompass services for children and young people, building on existing national standards.

- 2.1.3 **-Integrated Community Schools** By 2007 the Scottish Executive expects all schools to be Integrated Community Schools. This policy is fundamental to the government's twin strategies of raising educational attainment and promoting social inclusion. This will require education, social work, community development, health and other professionals to work together, with the school as a focus, in engaging with pupils, their families and the wider community to ensure that pupils reach their full potential. This means taking cognisance of other key community initiatives such as Community Health Partnerships and Community Learning Development Strategies. One fundamental element of this is the development of community use of schools. This means ensuring that school premises and resources are made available to everyone in the community.
- 2.1.4 **A Teaching Profession for the 21st Century (The McCrone Agreement)** This agreement provides for an enhanced teaching profession through a streamlined career structure, a commitment to continuing professional development, revised duties and the introduction of a wide range of additional support staff in schools. Revised duties for promoted post holders reflect a commitment to quality assurance and continuous improvement.
- 2.1.5 **Education Maintenance Allowance** This Executive initiative is an allowance aimed at pupils aged sixteen and over to support their continued education at school. The amount is means tested and individuals can receive up to £30 per week. This is likely to encourage more 16 year olds to continue at school.
- 2.1.6 **Relaxation of Age and Stage Restrictions** The Executive allows schools to present pupils to undertake external examinations when they are able. This means that pupils younger than sixteen can take Standard Grade exams and exams within the "Higher Still" framework. In Shetland there are already pupils starting Higher Still courses in S4 in their Junior High School.

- 2.1.7 Flexibility in the Curriculum Related to their Promotion of Achievement** The Scottish Executive and the HMle are now promoting the development of a more flexible choice of academic and vocational courses in order to provide opportunities for all pupils to reach their full potential.

2.2 Local Context

~~4.5~~ The proposals contained in the report reflect the agreed vision and aims of the Education Service which are:

2.2.1 Education Service Vision Statement

To create and maintain a framework and culture in which individual learners can strive to realise their full potential.

2.2.2 Aims of the Education Service

- Policy and Planning
To develop, maintain, promote and gain agreement to the vision, culture and strategic direction of our Education Service.
- Improving Standards
To provide Quality Assurance which evaluates standards of Education Service delivery and drives continuous improvement.
- Service Provision
To contribute to the development, delivery and evaluation of an efficient Education Service, in partnership, and alone, which meets the needs of learners, stakeholders and the community.
- Management and Administration
To manage and evaluate systems and resources to provide an efficient and on-going education service according to the principles of Best Value.

~~2.2~~ 2.3 Further Information

2.3.1 A folder containing all information which has been gathered from the Secondary consultation meetings during the consultation period has been sent to each Member.

2.4 Current Model of Provision in Shetland

2.4.1 ~~2.2~~ —The Shetland Islands Council currently delivers its Secondary Education responsibilities through a comprehensive model of education based on a network of nine schools. At present the model seeks to ensure that, as far as possible, pupils remain in their local Junior High School until S4, and then continue at Brae High School or transfer to the Anderson High School for S5 and S6.

2.4.2 Secondary Education in Shetland is delivered in:

- Baltasound Junior High School
- Mid Yell Junior High School
- Whalsay School
- Skerries School
- Brae High School
- Aith Junior High School
- Scalloway Junior High School
- Anderson High School
- Sandwick Junior High School

2.5 **Secondary Education in Shetland**

2.5.1 Junior High School secondary departments at present offer a wide range of courses at Standard Grade. Some schools offer Intermediate 1 and Intermediate 2 courses and a limited range of vocational courses.

2.5.2 Developing Junior High Schools as secondary schools which can also provide Higher courses and a wider menu of vocational courses is one practical way of pupils receiving all their secondary education in their local school setting. Head Teachers can also strengthen and improve links to further education using the new vocational pathways initiative.

3. **Quality Education**

3.1 As stated in the initial Audit Report, the fundamental objective of the Best Value Service Review is to improve the service and focus on providing the best possible education for the pupils of Shetland. This is also a legislative requirement. As a result of the Standards in Scotland's Schools etc Act 2000, the local education authority has a duty to secure improvement and raise standards in all our schools.

3.2 The objectives of the review supports the Corporate Plan 2004 - 2008 in a number of important ways:

3.2.1 **Strengthening Rural Communities**

It is key to the overall economic health of Shetland to develop the economy of rural areas, so that rural communities remain and/or become places where people can live and work with good career prospects.

3.2.2 **Equal Opportunities**

Shetland will benefit from everyone having the same chances to make their fullest contribution in every field.

3.2.3 Social Justice

As a caring community we want to know that public resources are fairly allocated and help to reduce inequalities and injustice.

3.2.4 Achieving Potential

Shetland has much to gain economically, socially and culturally from all individuals being able to make the most of themselves and their talents. We recognise that for the future of Shetland this is particularly important for our young people.

~~3.3~~3.3 The key purpose of a school is to provide the best possible educational experience for all its pupils within existing resources. In consultation with our Head Teachers, the Education Service has produced these overarching principles for Shetland Education. Best Value Education will be achieved in our community through adhering to the following principles:

- Capacity to deliver the National Priorities in Education
- Inclusion of young people with additional support needs
- High quality learning and teaching
- High quality premises and resources
- Effective links in the community in partnership with parents
- Effective leadership and management
- Capacity to provide a broad, balanced and flexible curriculum delivered by specialist staff, sharing staff where appropriate

These principles resemble very closely the Scottish Executive key features for an Integrated Community School.

Shetland Islands Council <u>Overarching Principles for Effective Schools</u>	Scottish Executive <u>Integrated Community School Key Features</u>
Capacity to deliver National Priorities	Deliver the National Priorities for Education
Inclusion of pupils with additional support needs	A focus on the needs of all pupils
High Quality Learning and Teaching	Improved attainment in learning / varied teaching styles
Effective links in the Community	Engagement with wider community
Partnership with Parents	Engagement with Families
Effective leadership and management	Commitment and Leadership
Broad, balanced, flexible curriculum	An appropriate and stimulating curriculum
Specialist / Shared staff where	Multi-disciplinary staff working to

appropriate	common goals
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4.04. The Process to Date

- 4.1 ~~4.12~~ The remit of the BVSRMOWG has been to examine proposals for the scheme of provision of Education across Shetland and make recommendations for revisions.
- 4.2 Through taking forward this remit, the BVSRMOWG have addressed all of the “Key Challenges” outlined in the original Audit Report of 20 June 2001.
- 4.3 ~~2.8~~ An Option Appraisal process for all Best Value Reviews, approved by Council, was used to examine all of the options. The results of this exercise helped to generate the report presented to Services Committee on 24 June 2004.
- 4.4 Members approved a three-month informal consultation period on the proposals within the June 2004 report. This consultation period was completed on 24 September 2004.
- 4.5 The BVSRMOWG have conducted a thorough consultation with all the secondary schools and have fully engaged staff, parents pupils and the School Boards. Information packs have been produced detailing all aspects of the consultation undertaken. Each Elected Member has been provided with the information pack.

5. Findings from the Informal Consultation Exercise on Secondary Provision

5.1 General Findings

- 5.1.1 Not all Secondary staff are ready to undertake progressing to Higher courses in their school at this time.
- 5.1.2 There are large differences in staff attitude in the individual schools visited.
- 5.1.3 At present not all parents can see the benefits of continued education to Higher level in rural secondary schools.
- 5.1.4 There are large differences in the parental attitudes in the different areas of Shetland visited.
- 5.1.5 Some parents are willing to investigate the need for new types of curricular provision.

- 5.1.6 There is acceptance of the need for offering Higher courses in rural secondary schools because of the removal of the Age and Stage Restrictions.

5.1.7 There is acceptance of the need for an increase in vocational course provision in rural secondary schools.

5.1.8 The Anderson High School Board consultation indicated a preference by their respondents for the status quo in Shetland Secondary Education.

5.2 Skerries Secondary Department

The report of 24 June 2004 recommended that the secondary department of Skerries School be closed and the secondary pupils from Skerries should be educated in the Anderson High School.

5.2.1 There has been further consultation with the Skerries School staff, the Skerries School Board and the public of Skerries. These meetings demonstrated a sincere and passionate desire by the residents of Skerries to maintain the status quo.

5.2.2 These meetings produced information which was already known, and had been used by the BVSRMOWG when they wrote their report of 24 June 2004.

5.2.3 The BVSRMOWG conclude that the recommendation made in the previous report was based on correct and relevant information and is therefore still valid. This recommendation provides the best possible educational and social opportunities for secondary pupils from Skerries.

5.3 Secondary Provision in Unst, Yell, Whalsay, Aith, Scalloway and Sandwick

5.3.1 The Education Service must continue to set policy and maintain the strategic direction of Education provision for Shetland schools.

5.3.2 The Education Service believes that the provision of Higher and vocational courses in our Junior High Schools is a valid proposal. This is the direction that Secondary Education within Shetland should follow.

5.3.3 If the Education Service through the Best Value report were to impose the progression to Higher courses in Junior High Schools, there would at present be resistance to this proposal and success would be difficult to guarantee.

- 5.3.4 Commitment to progress beyond current provision by an individual school must be demonstrated to the Education Service Management team. The school must meet a detailed set of conditions to be agreed (Implications 6.1 below) and demonstrate they have the support of their staff, parents, pupils and the School Board.

5.3.5 The school must further convince the Education Service that in taking on this new development it is committed to ensuring that it succeeds. The responsibility for the success of this project is therefore shared between Education Service management and the school staff.

5.3.6 This commitment by the school must initially be demonstrated by producing a detailed plan of how this new provision could be implemented in their school. This plan would require to be costed and include details of all requirements necessary to ensure the success of the new provision within their school setting.

6. Implications

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possible start in life. In addition, however, it is important to recognise that there may be economic, environmental and social implications from a change to the method of service delivery. A detailed set of criteria to be met by schools will be developed if the recommendations in this report are accepted.

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~~5.6.5~~ 6.3 There could be a consequent reduction in the number of pupils attending the Anderson High School and the number of pupils requiring accommodation in the Hall of Residence. The Anderson High School Project Team must consider this in relation to the proposed new Anderson High School and Hall of Residence. The Anderson High School will still be delivered within the set time frame.

6.4 The Education Service, Shetland College and the North Atlantic Fisheries College must work more closely to explore new ways of providing vocational courses.

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The provision of specialist staff for secondary schools

6.6 Over a period of time as proposals are implemented there will be changes to the number of employees required by the Education Service in Shetland. This will provide an opportunity to implement new staffing arrangements using the McCrone Agreement as a suitable framework.

6.7 The Education Service has started a Secondary staffing review and must see this task through to completion in as short a period of time as possible.

- 6.8 If there are any proposals which result in reducing members of staff in any establishment, full consultation will take place with employees and their Unions. For teachers this will be within the terms of the National Conditions of Service (Yellow Book). For all other categories of staff this will be within the terms of the Council's Redeployment and Redundancy Policy. Shetland Islands Council will ensure that no compulsory redundancies result from these proposals.

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The delivery of education is changing with time and pupils to study highly specialised subjects in different locations. The Education Service must continue to invest in these technologies.

~~6.27.~~ Financial Implications

7.1 Capital

- 7.1.1 At present capital investment is planned at a number of schools. This will need to be re-evaluated to take account of any secondary departments that wish to commit to moving to Higher provision. Any re-evaluation of capital projects will be carried out using the approved capital methodology.
- 7.1.2 A complete refurbishment of Mid Yell Junior High School is at present being planned, and is included in capital estimates.
- 7.1.3 Agreement to the proposals in this report could change the specification for the new Anderson High School and Hall of Residence. This will have a significant impact on the capital programme currently agreed by Council.
- 7.1.4 The maximum estimated saving to the capital programme can be £11,000,000. This is based on the reduction in cost of the Anderson High School and Hall of Residence should all secondary departments decide to progress to offering Higher courses.
- 7.1.5 The Anderson High School project is not scheduled for completion until 2011 and therefore the complete capital spend would not be incurred before that date.
- 7.1.6 The design phase of the Hall of Residence is not scheduled to start before 2009 giving adequate time for an accurate projection of the number of pupils it will require to accommodate.

- 7.1.7 The Hall of Residence project is not scheduled for completion until 2012 and therefore the complete capital spend would not be incurred before that date.

~~6.3~~ 7.2 Revenue

- 7.2.1 The closure of the Skerries Secondary Department will result in a revenue saving of £102,000 and an estimated increase of £10,000 in pupil transport costs, giving a net saving of £92,000 per annum.

- 7.2.2 The detailed plans provided by schools when proposing to provide Higher courses must include revenue implications. Any increase in revenue expenditure must be detailed in the school proposals. Every effort will be made to balance any indicated revenue increase by revenue savings elsewhere.

8. ~~7.0~~ **Policy** and **Delegated Authority**

- 8.1 All education issues stand referred to the Services Committee (Min Ref: SIC 70/03). However, the Committee only has delegated authority to make decision on matters within approved policy, and for which there is a budget.
- 8.2 ~~Approval~~ Approval of Best Value Service Reviews rests with the Council, based on a recommendation from the relevant Service Committee.

9. ~~8.0~~ **Proposals**

- 9.1 ~~8.1~~ This report presents Members with a long-term strategy for a scheme of provision for secondary school education in Shetland. The recommendations which follow in this report, have arisen from the work done for the report of 24 June 2004 and the information gained from the three-month informal consultation process just completed.
- 9.2 The scheme of provision will be implemented based on developing all schools as Integrated Community Schools. This will enhance the provision of education and other services in each area.

10. ~~9.0~~ Recommendations |

~~9.1~~ I recommend that the Services Committee recommend to the Council that:

- 10.1 the secondary departments in Unst, Yell, Whalsay, Aith, Scalloway, and Sandwick, be permitted to retain pupils at their school beyond the age of 16, when criteria 5.3.4, 5.3.5, and 5.3.6 are met;
- 10.2 formal consultation (in terms of the Education (Publication and Consultation etc) (Scotland) Regulations 1981, as amended) be undertaken on the proposal that the secondary department at Skerries School is closed with the transfer of the secondary pupils from Skerries to the Anderson High School.

October 2004

Our Ref: AJ/ME
ED-27-F

Report No:



Council

**Shetland
Islands**

REPORT

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1. Introduction

1.1 This report is the latest of a series of reports to Services Committee regarding the Best Value Service Review of the Education Service, namely:

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1.2 The purpose of this report is to present options on a long-term strategy for the future direction of education in Shetland. This work has been developed over a period of time by the Best Value Service Review Member/Officer Working Group (BVSRMOWG) and has included a period of consultation with appropriate stakeholders. It is a challenging report, which makes proposals for changing the nature of how education is delivered in Shetland.

- 1.3 The report presents proposals on the shape of the service, the number of schools and local service delivery. The focus at this point is to build a framework which achieves the best possible education for pupils. It is, and has been, widely recognised that changing the number and location of schools will have much wider social, economic and environmental implications. It may impact on how the priorities in the Corporate Plan are achieved and how the Community Planning process is developed. It will also have an impact on how teachers and support staff are deployed within our schools.

2. Background

~~1.4~~2.1 Key National Drivers for Change

The report is set within the framework of the key drivers for change at a national level. These are:

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-These priorities also underpin the Education Service Improvement Plan.

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~~4.5~~ The proposals contained in the report reflect the agreed vision and aims of the Education Service which are:

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To create and maintain a framework and culture in which individual learners can strive to realise their full potential.

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To develop, maintain, promote and gain agreement to the vision, culture and strategic direction of our Education Service.
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To provide Quality Assurance which evaluates standards of Education Service delivery and drives continuous improvement.
- Service Provision
To contribute to the development, delivery and evaluation of an efficient Education Service, in partnership, and alone, which meets the needs of learners, stakeholders and the community.
- Management and Administration
To manage and evaluate systems and resources to provide an efficient and on-going education service according to the principles of Best Value.

~~2.2~~ 2.3 Further Information

2.3.1 A folder containing all information which has been gathered during the consultation period has been sent to each Member.

2.4 Current Model of Provision in Shetland

2.4.1 ~~2.2~~ The Shetland Islands Council currently delivers its education responsibilities through a comprehensive model of education based on a network of thirty-four schools.

2.4.2 Education in Shetland is delivered in:

- one six year secondary school
- one school with nursery, primary and six year secondary departments

- seven schools with nursery, primary and four year secondary departments
- twenty-five primary schools, thirteen with nursery departments. Fifteen of these schools are staffed by one or two teachers. This model results in high costs per pupil.

2.5 Primary Education in Shetland

2.5.1 In twenty of our small primary schools the Head Teacher has a teaching commitment as well as their Head Teacher responsibilities. In the Junior High Schools the Depute Head Teacher also has a teaching commitment.

2.5.2 The implementation of “A Teaching Profession for the 21st Century” means a teaching Head Teacher is required to undertake all of the duties of a Head Teacher and all of the duties of a class teacher.

2.5.3 For all teaching Head Teachers in primary this must also be delivered in a multi-composite class where several classes of primary pupils are taught together.

~~2.5.4~~ ~~4.9~~ The long-term strategy for primary schools in Shetland is to have Head Teachers who have no class commitment but it is recognised that this cannot be achieved in the short term.

2.5.5 The Best Value Service Review Report presented on 8 November 2002 approved the following with regard to the closure of small schools (Min Ref: SIC 166/02 and SC 116/02):

“The closure of small primary schools could be considered under the following circumstances:

Prime Consideration

- *It is deemed to be of educational benefit to the pupils.*

Secondary Considerations

- *When a school building is being considered for major refurbishment or new build.*
- *There has been a significant reduction in the school roll over a number of years and future trends indicate that this is unlikely to change.*
- *When the community makes a request through their school board.”*

2.5.6 The key purpose of a school is to provide the best possible educational experience for all its pupils within

existing resources. In consultation with Head Teachers, the Education Service agrees that this is best achieved in our community through adhering to the principles listed. These principles embody the approved considerations for quality provision in Shetland schools. Therefore these are the new criteria for consideration for continuation of primary schools.

- Capacity to deliver the National Priorities in Education
- Inclusion of young people with additional support needs
- High quality learning and teaching
- High quality premises and resources
- Effective links in the community in partnership with parents
- Effective leadership and management
- Provision of pupils' nursery provision attached to their primary provision wherever practical
- Capacity to provide a broad, balanced and flexible curriculum delivered by specialist staff, sharing staff where appropriate

2.5.7 The additional national guidance on local authority proposals for the school estate, including school closures was issued on 30 September 2004 from the Scottish Executive. The guidance sets out a clear framework for decisions taken locally and is helpful in providing issues and factors which Councils have to take into account when considering closure.

2.5.8 Sharing staff will be considered when a Head Teacher leaves.

3. Quality Education

3.1 As stated in the initial Audit Report, the fundamental objective of the Best Value Service Review is to improve the service and focus on providing the best possible education for the pupils of Shetland. This is also a legislative requirement. As a result of the Standards in Scotland's Schools etc Act 2000, the local education authority has a duty to secure improvement and raise standards in all our schools.

3.2 The objectives of the review supports the Corporate Plan 2004 - 2008 in a number of important ways:

3.2.1 Strengthening Rural Communities

It is key to the overall economic health of Shetland to develop the economy of rural areas, so that rural communities remain and/or become places where people can live and work with good career prospects.

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Shetland has much to gain economically, socially and culturally from all individuals being able to make the most of themselves and their talents. We recognise that for the future of Shetland this is particularly important for our young people.

~~4.04.~~ The Three-Month Informal Consultation Process

4.1 ~~4.12~~—The remit of the BVSRMOWG is to examine proposals for the scheme of provision of Education across Shetland and make recommendations for revisions.

4.2 Through taking forward this remit, the BVSRMOWG have addressed all of the “Key Challenges” outlined in the original Audit Report.

4.3 ~~2.8~~—The Option Appraisal process for all Best Value Reviews, approved by Full Council, has been used to examine all of the

options. The results of this exercise have been used to generate the proposals in the report of 24 June 2004.

- 4.4 The BVSRMOWG were asked to carry out a three-month informal consultation period for all the proposals in the report of 24 June 2004.
- 4.5 A number of meetings were held throughout Shetland with staff, parents, pupils and the school boards of the primary schools proposed for closure. Some of these meetings were closed and some were public. The school board chose how they wanted to be consulted.
- 4.6 Feedback forms were issued to anyone wishing to make comment on the proposals.
- 4.7 It was requested that primary provision for the Lerwick area be investigated. This work is being progressed and will come to a future Services Committee as a report.

5. Findings from the Informal Consultation Period

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- 5.1 ~~5.2~~ Any proposals for a possible start in life.
- 5.2 ~~5.1~~ Changing the model of service delivery will have a significant impact on management.
- 5.3 The meetings in the areas with staff and the school boards were well attended. During these meetings presentations were made to the representatives of the BVSRMOWG. These were made with passion and sincerity. The minutes of the meetings and the presentations have been sent to all Members.
- 5.4 The School Board of Olnafirth Primary School proposed that joint management by Brae High School was preferred to closure. Such a move would still require refurbishment of the Olnafirth Primary School, the cost of which has been queried by the School Board.
- 5.5 Due to the refurbishment at Mid Yell Junior High School, the timings and transfer of pupils from Burravoe Primary School and Cullivoe Primary School will have to be negotiated.
- 5.6 Baltasound Junior High School, Happyhansel Primary School and Brae High School can accommodate the schools suggested for closure.

- 5.7 The BVSRMOWG concluded that in Best Value terms the recommendations made in the previous report were based on correct and relevant information and are therefore still valid.
- 5.8 The proposals will result in transfer of staff. Full consultation will take place with employees and their Unions. For teachers this will be within the terms of the National Conditions of Service (Yellow Book). For all other categories of staff this will be within the terms of the Council's Redeployment and Redundancy Policy. The SIC will ensure that no compulsory redundancies result from these proposals.

6.26. Financial Implications

6.1 Capital

6.1.1 At the moment capital investment is planned at a number of schools and this will need to be re-evaluated. This re-evaluation is carried out using the approved capital methodology.

6.1.2 The estimated saving to the capital programme in primary is for the planned £680,000 spend at Olnafirth Primary School.

6.1.3 It is known that Uyeasound Primary School requires capital work to be carried out.

6.2 Revenue

6.2.1 As previously stated, the current model of education provision in Shetland is costly. The proposals for change will result in a more cost effective and efficient model of service delivery. The saving will be in the order of £463,000 net savings per annum.

7. 7.0 Policy and Delegated Authority

7.1 All education issues stand referred to the Services Committee (Min Ref: SIC 70/03). However, the Committee only has delegated authority to make decision on matters within approved policy, and for which there is a budget.

7.2 Approval of Best Value Service Reviews rests with the Council, based on a recommendation from the relevant Service Committee.

8. 9.0 Recommendations

9.1 I recommend that the Services Committee recommend to the Council

8.1 That formal consultation (in terms of the Education (Publication and Consultation etc) (Scotland) Regulations 1981, as amended) be undertaken on proposals to close the five primary schools, namely, Uyeasound, Olnafirth, Burravoe, Cullivoe and Sandness.

- 8.2 Should primary schools not meet the criteria in paragraph 2.5.6, their future existence will be considered;

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