



**Education and Families Committee
Executive Committee**

**29 February 2012
12 March 2012**

Children's Services (Schools) Policy for Quality Assurance and Continuous Improvement

Report Number: CS-03-12 – F

Report Presented by Executive Manager

**Quality Improvement
Children's Services Department**

1.0 Summary

- 1.1 The purpose of this report is to seek approval from Members for a revised policy for Quality Assurance and Continuous Improvement for schools (Appendix A).

2.0 Decision required

- 2.1 I recommend that the Education and Families Committee resolves to approve the revised policy for Quality Assurance and Continuous Improvement (Appendix A).

3.0 Details

- 3.1 The Children's Service Policy for Quality Assurance and Continuous Improvement is set within the legislative framework of the Standards in Scotland's Schools etc. Act 2000.
- 3.2 The Standards in Scotland's Schools etc Act 2000 established a new improvement framework for Scottish education and outlines clearly how standards should be raised:

"An education authority shall endeavour to secure improvement in the quality of school education which is provided in schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education" (Standards in Scotland's Schools etc Act 2000).

- 3.3 The policy on Quality Assurance and Continuous Improvement encapsulates Children's Services approach to securing it fulfils this statutory duty with respect to its schools.
- 3.4 The original policy on Quality Assurance and Continuous Improvement was approved by Services Committee on 18 September 2002 (Min Ref: SC 102/02) and a revised policy was approved on 1 December 2005 (Min Ref: SC 71/05).
- 3.5 Due to continuing changes within Education Scotland's approach to inspecting schools, and with the advent of Curriculum for Excellence, a further revision of the policy was required.
- 3.6 As with previous policies on quality assurance, this document and its supporting appendices have been developed by a Working Group. The membership of the Quality Assurance Working Group was comprised of representation from Children's Services Management Team, senior managers from schools, including a representative group of head teachers. A place on the Group was also given to a representative of the teachers' professional associations.
- 3.7 Head Teachers have been consulted widely on all aspects of the policy during its development. Although, not a devolved matter, for the Local Negotiating Committee for Teachers, this policy has also been agreed there.
- 3.8 The policy for Quality Assurance and Continuous Improvement sets out the Vision, Rationale and Principles of quality assurance in schools; and its appendices describe how these will be realised through:
- The legislative and planning framework
 - The six entitlements laid out in Curriculum for Excellence
 - Planning for improvement: the school improvement plan and the school standards and quality report
 - The cycle of annual focussed quality assurance visits by Quality Improvement Officers
 - Improvement Team Visits
 - Roles and Responsibilities of school staff and central staff during Quality Improvement Visits
 - Complaints and complaints monitoring
 - Professional Review and Development for Teaching Staff

4.0 Implications

Strategic

- 4.1 Delivery on Corporate Priorities – this report helps to achieve the Sustainable Society – Smarter - area of the Corporate Plan.
- 4.2 Community / Stakeholder issues – the proposed policy on Quality Assurance and Continuous Improvement has been fully consulted with relevant school staff and their professional associations. Feedback from these consultations has been incorporated into the policy.

- 4.3 Policy and/or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. The Committee also has authority to ensure achievement of the Council's key outcomes in accordance with the approved Planning and Performance Management Framework. This report is related to the function of an education authority.
- 4.4 Risk Management – there are no major risks associated with the recommendations in this report for the Council. However if the proposed policy for Quality Assurance and Continuous Improvement is not approved, it could become difficult for the Council to meet its statutory duty to secure improvement in the quality of education it provides..
- 4.5 Equalities, Health and Human Rights – the proposed policy will help to ensure all pupils in Shetland receive the same level of high quality education provision.
- 4.6 Environmental - None

Resources

- 4.7 Financial – the work required through the implementation of this policy is budgeted for within existing budgets, as this statutory duty has been part of the delivery of education since 2000.
- 4.8 Legal – The policy relates directly to the Council's duties within the Standards in Scotland's Schools etc. Act 2000.
- 4.9 Human Resources - None
- 4.10 Assets and Property - None

5.0 Conclusions

The adoption of the policy for Quality Assurance and Continuous Improvement will enable the Council to achieve its statutory duties for improvement in school education and ensure it continuously improves the quality of education it provides to the children in Shetland.

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List of Appendices

Policy for Quality Assurance and Continuous Improvement – Appendix A

Shetland Islands Council



Children's Services

Policy for Quality Assurance and Continuous Improvement

Children's Service (Schools)
Approach
February 2012

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1. Introduction

The Children's Service (schools) Quality Assurance Policy is set within the legislative framework (Standards in Scotland's Schools etc. Act 2000), with the purpose of assuring that the Service is achieving its aims.

Children's Service's (schools) vision and aims are:

2. Vision: Outstanding Outcomes for All

3 Aims

To be **responsible** for the creation and promotion of policy and direction for the whole Service, which takes into account local and global culture and values.

To provide opportunities for staff and pupils to learn continuously, and to become **confident** in their work.

To provide vigorous, **effective** Quality Assurance, which acknowledges and encourages self-evaluation, with a commitment to improvement.

To work together as a Service, and in partnership with other organisations, to be **successful** and effective, thus ensuring outstanding outcomes for all.

4. Rationale

All staff and service users share a responsibility for Quality Assurance and continuous improvement.

This policy briefly outlines the principles of Quality Assurance. The detail of Quality Assurance practice is described in the appendices.

5. Principles of Quality Assurance and Continuous Improvement

The following statements outline the principles that underpin quality assurance and continuous improvement:

1. That any quality assurance processes are manageable and proportionate.
2. That quality assurance focuses on our delivery of the six entitlements for all children and young people as appropriate to the stage of the school.
3. That quality assurance is embedded in schools' own self-evaluation, valuing staff working together to support improvement.
4. That quality assurance processes from outwith the school are thorough and rigorous and contribute to the school's self evaluation and school improvement.
5. That quality assurance at a local level reflects the thinking of education at a national level, with all parties being up to date with information found on the HMIE website: <http://www.hmie.gov.uk/AboutUs/InspectionResources/>.

6. Appendices:

1. Legislative and Planning framework (quote from Standards in Schools Act and Single Outcome Agreement).
2. Curriculum for Excellence Entitlements: Building the Curriculum 3: a framework for learning and teaching.
3. Planning for Improvement: The School Improvement Plan and the School Standards and Quality Report.
4. Quality Assurance Visits by Quality Improvement Officers (description of Attainment, Self Evaluation, Improvement Planning and Focussed Visits and a brief description of reporting on these and feedback).
5. Improvement Team Visits.
- 5a Monitoring Proforma.
6. Roles and Responsibilities of school staff and central staff during Quality Improvement Visits.
7. Complaints.
8. Operational Guidelines for the Professional Review and Development of Teaching Staff.

Legislative and Planning Framework

The duties of a local education authority in respect of assuring quality in its schools and its other educational establishments are part of the Standards in Scotland's Schools etc Act 2000, which sets out the following relevant legislative requirements of a local authority and the schools it manages.

The Local Authority must:

- endeavour to secure improvement in the quality of school education with a view to raising standards of education;
- prepare and publish (after consultation) an “annual statement of education improvement objectives”. This should include (a) the ways in which the authority will seek to involve parents (b) the ways in which they will encourage equal opportunities;
- ensure that each school has a development plan which takes account of the objectives in the authority’s annual statement of education improvement objectives, shows wide consultation and sets objectives for the school;
- ensure that there is a report as to what was done, during those twelve months, in implementation of the plan;
- define and publish measures and standards of performance for the schools managed by them;
- from time to time review the quality of education which its schools provides;
- take such steps as appear to be appropriate to remedy a matter if it concludes in a review that a school is not performing satisfactorily.

Planning Framework

Shetland’s Community Planning Framework is now an integral part of Shetland’s Single Outcome Agreement. The Single Outcome Agreement encapsulates Shetland’s response to the commitments in the Concordat (the partnership agreement with the Scottish Government) and includes the policy development work to be undertaken by all lead agencies. This, in turn, is reflected in Shetland Islands Council’s Corporate Plan and the Children’s Services Improvement Plan.

Key priorities and targets for Children’s Services are now determined through the indicators within the Single Outcome Agreement.

The shared vision statement in Shetland’s Single Outcome Agreement is that:

“We shall work together for a future that’s better and brighter. In particular we aim to create a secure livelihood, look after our stunning environment and care well for our people and our culture.”

The agreed shared national and local outcomes are:

- **Wealthier and Fairer** – Enable businesses and people to increase their wealth and more people to share fairly in that.
- **Smarter** – Expand opportunities for Scots to succeed from nurture through to lifelong learning ensuring higher and more widely shared achievements.
- **Healthier** – Help people sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care.
- **Safer and Stronger** – Help local communities to flourish, becoming stronger, safer places to live, offering improved opportunities and a better quality of life.
- **Greener** – Improve Scotland's natural and built environment and the sustainable use and enjoyment of it.

Annually schools are advised by Children's Services, which of these priorities they should take account of in determining the priorities for their School Improvement Plan.

Curriculum for Excellence: Entitlements

Children's Services, in its aims, is committed to providing quality assurance which evaluates the standards of Children's Services delivery and drives continuous improvement.

The focus of this work in education should be on improving the experience of the learner, and ensuring the highest quality learning and teaching for all. In this respect the Children's Service's (schools) policy on quality assurance also takes account of the national entitlements for all learners in Curriculum for Excellence, Building the Curriculum 3: A Framework for Learning and Teaching:

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18;
2. Every child and young person is entitled to experience a broad general education;
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications;
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing;
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide;
6. Every young person is entitled to support in moving into a positive and sustained destination.

Rigorous, evidenced, self-evaluation using appropriate quality indicators is at the heart of directing and securing such improvement. Evaluative judgements about the quality of education provided should be based on evidence of outcomes, qualitative as well as quantitative. Self-evaluation must involve gathering the views of all stakeholders and involving them in the process of improvement to ensure their needs are met.

Improvement is most effective when it is part of a shared enterprise, with agreement about targets and outcomes, and expectations that improvement work will directly impact on the quality of learning and teaching in the classroom which in turn impacts upon the attainment and achievements of the pupils in the school.

Planning for Improvement: The School Improvement Plan and the School Standards and Quality Report

Deadline for Submission and Format

The final Improvement Plan and the Standards and Quality Report should be ready by 30 September each year. A copy of each should be submitted to Children's Services by that date. They may be presented as separate documents or as one single document.

The Improvement Plan

The guidance which follows is drawn from Part Four of 'Journey to Excellence' (HMIe 2007), which is entitled 'Planning For Improvement'. This document provides clear guidance on the content of a School Improvement Plan. The guidance below is taken either directly from, or is written in, the spirit of the document.

The School Improvement Plan is the key driver for all development activity being undertaken by a school. It will be for schools to decide exactly how developments are taken forward however there is an expectation that the contents of the plan be achieved within the timescales stated in within the plan.

Schools are likely to have a planning pro forma in place for recording the outcomes of their planning discussions and their plans for improvement. If this documentation works, there may be no reason to change it. If it is too lengthy, detailed or complicated you should slim it down and limit it to the essential elements. Two sample School Improvement Plan templates are attached.

Essential Elements of an Improvement Plan

- The school's clearly stated and aspirational vision and values, developed by, and shared with, children and young people, parents and those with whom the school works in partnership.
- A small number of improvement priorities, informed by facts, intelligence or research and expressed as outcomes for learners. The priorities will have been identified through the school's self-evaluation process. The number of priorities must be realistic and achievable.
- Outcomes which focus on learning and achievement, are based on evidence and data, and are observable and, if possible, measurable. Anticipated impact for pupils should be clearly identified within the plan.
- Clearly identified responsibilities for implementation linked to named individuals and/or teams.
- Details of resources requirements, staff time, estimated costs, specialist support etc.
- Clear timescales extending to more than one school session, as necessary, and with milestones and deadlines.
- Measures of success which include performance data, quality indicators and stakeholders' views.

The planning process goes from the high strategic level – the improvement plan itself – all the way to the professional development plans for individual staff.

Ensuring Impact

After you have taken the action you have planned, you will need to evaluate its overall success, using the relevant quality indicators. In this way you can measure progress. Evaluation involves analysing performance data, sampling people's views and observing directly the quality of practice to determine what difference you have made.

The outcomes evaluated will be outcomes for children. These activities are likely to be in detailed action plans, and are means to more important ends: improvements in the learning and achievements of pupils.

Evaluation is a dynamic process which goes on throughout the year, not at set times. If you notice difficulties, you will need to take appropriate action, if necessary adjusting your plan.

The 'maintenance agenda'

The 'maintenance agenda' is the normal work of the school, your school's important day-to-day business. Sustaining the improvements already made will become the job of named members of staff or teams, and be built into their remits and ongoing responsibilities. Your arrangements for staff review and your ongoing self evaluation will keep a check on whether quality is maintained.

Whilst work or tasks considered as maintenance are clearly essential to the smooth running of the school these should not feature in the improvement plan. It is important however that time and resources required for such maintenance should be considered when deciding whether the improvement plan priorities are achievable.

Two blank sample School Improvement Action Plans are attached here. Further completed Plans can be found on Glow and on the Shetland Islands Council Education webpage.

The Standards and Quality Report

The key national advisory document in this area is again Part Four in HMle's series of publications 'Journey to Excellence', entitled 'Planning for Improvement'. This document does not refer specifically to the Standards and Quality Report in the same way that it does the Improvement Plan. However it does emphasise the approach that is required in order to produce an effective standards and quality report. That approach should be an **evaluative** one. Evaluation should be carried out using the relevant quality indicators from *How Good Is Our School?* and should be based on valid evidence.

Gathering valid evidence will involve: "analysing performance data, sampling people's views and observing directly the quality of practice to determine what difference you have made." (Journey to Excellence, Part 4) In terms of how the evidence can be gathered systematically, *How Good Is Our School?* (Appendix 6) suggests that the individual activities involved in routine monitoring are linked to quality indicators, thus making it simpler to pick out evidence for the report.

'Planning For Improvement' goes on to emphasise that: "The outcomes evaluated will be outcomes for children. They will not relate to the writing of policies or the production of teaching materials."

The following paragraphs provide more detail on how the Standards and Quality Report should be constructed. They draw on advice from HMle given in their publication 'Advice for schools and education authorities on school-based standards and quality reports' (HMle, 1999).

Purpose

Standards and Quality Reports allow a school to report its performance briefly and succinctly and to evaluatively report to a range of audiences such as:

- parents;
- the Parent Council;
- staff;
- pupils;
- the local community;
- the education authority;
- others, including HMle.

Criteria

In writing Standards and Quality Reports, the following criteria should be borne in mind. Standards and quality reports should be:

- part of the process of self-evaluation and planning for improvement;
- periodic and in line with the development planning cycle, linked to appropriate self-evaluation of all the key areas over a three-year cycle;
- concise - perhaps no more than 2500 words;
- easy to read - appropriate for a wide audience;
- well laid out;
- consistently evaluative;
- descriptive when necessary;
- informative about trends in performance;
- written to provide brief details of the school's context;
- focused on evaluations of performance in the nine key areas: key performance outcomes; impact on learners; impact on staff; impact on the community; delivery of education; policy development and planning; management and support of staff; partnerships and resources; and leadership.

Structure

This section outlines a recommended structure for a full standards and quality report which would ensure that it meets the criteria specified above:

- background information;
- statement of school aims;
- priorities and targets from previous report;
- how evidence was gathered;
- key performance outcomes;
- impact on learners;
- impact on staff;
- impact on the community;
- delivery of education;
- policy development and planning;
- management and support of staff; partnerships and resources;

- leadership;
- other achievements;
- priorities and targets for the coming session.

It is important that the evaluations in the report should be concise. The overall length of the report should not normally exceed 2500 words.

Content

It is important that statements about performance in the nine key areas are consistently evaluative and only descriptive when necessary.

Photos contained in the Standards and Quality Report should be saved in jpg format. This makes it easier to make use of them in the authority Standards and Quality Report.

??? Primary School				Session: 2009/10		Start Date: 05.09		Completion Date: 04.10	
Plan Number	1	National Priorities	All	Local Improvement Objectives	Yes	School Aim(s)	All	Q.I.(s)	1.1, 1.2, 2.1, 2.2, 3.1, 5.1, 5.2, 5.3, 5.4, 5.7, 8.4, 9.3, 9.4
HMIe Rec.	1								
Specific developments		a. b.							
Criteria for Success		a. b. c. d.							
EPD 1-6	How		When	Who	Resources/ Costings	Code	Evaluation and Evidence		EAD 1-6
									6
Management Strategies Code		FP=Forward Plans; D=Documentation; R=Resources; PJ=Professional Judgement; C=Consultation; MCP=Monitoring Classroom Practice; CO=Classroom Observation; PA=Pupil Assessment; M=Monitoring							

To view worked up examples of this format please go to: <http://intranet.shetland.gov.uk/services/community.asp>

ACTION PLAN NO DEVELOPMENT AREA:				
LOCAL IMPROVEMENT PLAN:				
HGIOS 3 SUCCESSES AND ACHIEVEMENTS		HGIOS 3 WORK & LIFE OF THE SCHOOL	HGIOS 3 VISION & LEADERSHIP	
QIs:		QIs:	QIs:	
SPECIFIC TARGET				COST:
OUTCOME	IMPACT	ACTION	TIMESCALE	RESOURCES
MONITORING				

To view worked up examples of this format please go to: <http://intranet.shetland.gov.uk/services/community.asp>

Quality Assurance Visits

A programme of Quality Assurance visits to schools will be agreed and arranged by Children's Services (schools) and Head Teachers. Quality Assurance of the work of Shetland's Schools is a joint responsibility and will build upon good professional relationships and a commitment to systematic self-evaluation.

Quality Assurance Visits to schools will consist of two types:

- 1) Focussed visits by individual Quality Improvement Officers to their allocated schools;
- 2) Quality Assurance Team Visits to individual schools.

The purposes of these visits are to:

- moderate collaboratively the schools' own approaches to self-evaluation and, where appropriate, to enhance their capacity to improve;
- identify and disseminate good practice;
- identify and address development needs;
- audit specific aspects of the work of schools across the local authority;
- monitor the implementation and impact of Shetland Islands Council policy;
- inform policy making across Children's Services;
- foster good two-way communication between schools and the central staff of Children's Services.

Members of the Quality Improvement team will keep in close touch with schools to promote good practice and collaborative working. Prior to each focussed visit, an appropriate schedule of activities will be agreed. Information gathered during the visit will help over time to build a profile of each school.

Focussed Visits

The school's Quality Improvement Officer will carry out four Quality Assurance visits to their schools each year. Each term a circular with guidance will be issued on the particular aspect of the visit. These will cover the following topics:

- Term 1 – A focus identified as relevant to Children's Services
- Term 2 – Attainment and Achievement
- Term 3 – Self-evaluation
- Term 4 – Improvement Planning

Focussed Visits will be a standing item on the agenda of Head Teachers' meetings. This will be to:

- agree the theme for the focussed visit in the first term;
- share good practice arising from visits;
- discuss the action points from the outcomes of visits;
- report progress on action points from previous visits.

Almost all of the visits will involve the Quality Improvement Officers meeting with groups of staff and pupils and familiarising themselves with learning and teaching. Head Teachers will be expected to liaise with their Quality Improvement Officer to facilitate this.

The Quality Improvement Officer and the Head Teacher will share the responsibility to record the findings from the visit on a predetermined visit form. This may be in the form of a template (the themed visit) or a visit form which records good practice and points for action. In all cases consideration of appropriate reflective questions that are adapted from “How Good is Our School?” Part 3 will provide the basis for the visit. In each case a summary of good practice and pertinent action points will be shared with all Head Teachers.

Term 2. Focussed Support Visit

QI 1.1: Improvements in Performance

Each year during Term 2 Quality Improvement Officers will visit schools to consider the range of evidence that supports QI 1.1: Improvements in Performance. They will consider attainment and achievement, with an emphasis on tracking of pupil progress.

Quality Improvement Officers will view the evidence that demonstrates how schools are improving performance in pupils’ attainment and achievement both in the Broad General Education and in the Senior Phase.

There will be an expectation that the school has **robust procedures** for:

- tracking the **coverage** of outcomes and experiences;
- tracking individual **pupil progression** of assessment of the outcomes and experiences;
- setting individual targets in and monitoring progression in **literacy and numeracy and health and wellbeing**;
- **individual learning planning** which demonstrate progression;
- **pupil profiles** at P7 and S3;
- **moderating activities** which demonstrate **impact** on future learning and teaching
- appropriately using **standardised testing** (optional: a decision for each school), for example, PIPS at P1, P3, P5 and P7, to provide additional comparative information;
- collecting and recording evidence of **wider achievement** of pupils individually and as a school.

Quality Improvement Officers will also discuss statistical information with regard to pupil achievement in national qualifications in the Senior Phase.

Term 3: Focussed Support Visit

QI 5.9: Improvement through Self Evaluation

Each year during Term 3 Quality Improvement Officers will visit schools to consider the range of evidence that supports QI 5.9 “Improvement through self evaluation”.

Quality Improvement Officers will view the evidence that demonstrates how schools are using self-evaluation to decide the priorities for school improvement on a rolling three year basis.

They will discuss a range of evidence related to self-evaluation in the following areas:

- feedback from parents;
- staff views;
- views of pupils;
- feedback from partners;
- school Quality Assurance processes;
- data, for example standardised testing, qualifications;
- previous Improvement Plan priorities;
- feedback from Quality Improvement Officers (focussed and team visits).

Term 4: Focussed Support Visit

QI 6.3: Planning for Improvement

Each year during Term 4 Quality Improvement Officers will visit schools to consider the range of evidence that supports 6.3: “Planning for Improvement.”

Quality Improvement Officers will discuss the following areas:

- progress towards the current session’s priorities;
- impact of the developments;
- priorities for next session’s improvement plan, based on self-evaluation discussed during last term’s visit;
- the structure of the improvement plan;
- the involvement of school staff and partner organisations in writing the action plans.

At the end of each visit a summary of the main findings will be produced highlighting good practice and agreed points for action.

Please also see Appendix 3 Planning for Improvement: The School Improvement Plan and the School Standards and Quality Report.

Improvement Team Visits

Purpose

To validate a school's self evaluation, through support and challenge, in order to assist the school to secure continuous improvement.

Process

The Quality Improvement Team will identify schools to visit. The main considerations will be proportionality and support for schools.

Personnel

The lead officer will be the Quality Improvement Officer for the school, who will identify the appropriateness of, and the number of, team members (the Quality Assurance team). These will be drawn from managers within the service and will nearly always include a Head Teacher or Depute Head Teacher.

Activities Prior To The Visit

All members of the team will read and discuss the following documentation prior to the visit:

- current and previous year's School Improvement Plans;
- current and previous year's Standards and Quality Reports;
- details about the school's stages of education, pupil numbers and staff from the annual return;
- any other relevant information.

From their discussions the team members will identify possible areas of focus and activities which will allow the team to find evidence of performance.

The Quality Improvement Officer will discuss and agree these with the Head Teacher. Where possible, arrangements will be made to give staff the opportunity to meet the team and ask questions about the process prior to the visit.

Activities During The Visit

Activities will be proportionate to each school and are likely to include:

- discussions with the Head Teacher, management team and staff focussed on the school's self evaluation;
- engaging with pupils;
- talking with the Parent Council Chair and/or a group of parents;
- familiarisation with learning and teaching;
- reading relevant documentation;
- professional dialogue.

Familiarisation with learning and teaching could include the following:

- assemblies;
- cross-curricular activities;
- outdoor education;
- group work;
- extra-curricular activities;
- classroom visits;
- classroom observations;
- and any other suitable activity agreed with the head teacher.

In the event of a classroom observation the following principles will apply:

- It will be within the context of teaching and learning;
- The purpose, method and timing of the observation will be agreed between the classroom teacher, head teacher and observer before any observation takes place;
- An agreement will be reached beforehand regarding when the feedback will be provided and in what form;
- Any notes taken or records of the observation made will be shared with the classroom teacher as previously agreed and will not form part of the written report;
- Observers will be selected from the Quality Improvement Team; they will be currently employed in a school and qualified in the sector they are observing, i.e. nursery, primary or secondary. This will normally be a head teacher or depute-head teacher of a school that includes the sector being observed.

Framework for Evaluations

The following Quality Indicators (from HGIOS 3) are used as a framework for evaluations, but are not considered in isolation. They will be cross-referenced to each other according to the evidence.

- 1.1 Improvements in performance.
- 2.1 Learners' experiences.
- 5.1 Curriculum.
- 5.3 Meeting learners' needs.
- 5.9 Improvement through self evaluation.

All visits should consider collegiality, Continuing Professional Development and its impact, assessment and moderation within and across schools and clusters.

Feedback

Detailed verbal feedback on findings followed up by a one-page feedback which bullet-points the strengths and main points for action.

The written report should be sent to the school within two weeks of the visit.

Follow-Up

The Quality Improvement Officer will make a follow-up visit to the school one year later to view and discuss evidence of improvements as a result of the visit.

Monitoring Proforma

Class :	Teacher :	Time and Date :
	Observer:	

Focus :

Prompts: learning climate and teaching approaches, curriculum content, teacher-pupil interaction, clarity and purposefulness of dialogue, judgements made in the course of teaching, equality and fairness, lesson aims shared with pupils, explanations and instructions, skilled use of questions, pace, resources, praise and feedback, use of ICT, expectations of staff and pupils, pupil involvement in learning/decision making, behaviour and motivation of pupils, homework, pupil responsibility, independent learning skills, group/collaborative working.

Seven principles: breadth, depth, personalisation and choice, progression, relevance, coherence, challenge and enjoyment.

Description: I observed...

Questions asked of the teacher during post-class discussion:

Responses to the questions:

Impact:

Roles and Responsibilities of School Staff and Central Staff during Quality Improvement Visits

Quality Assurance is the responsibility of all within the service, and a collegiate approach is always encouraged. For the sake of clarity, the roles and responsibilities of the following staff or groups of staff are outlined. The points are not exhaustive or prescriptive, but provide an indication of where responsibilities lie.

Executive Manager, Quality Improvement

Focussed Visits:

- To work with the central Quality Improvement Team and Head Teachers to decide the focus of the officer visit during Term 1;
- To consider the feedback from the four focussed visits per year and agree verbal and written feedback;
- To agree channels to communicate the summary of findings and action points to Head Teachers.

Improvement Visits:

- To work with the central Quality Improvement Team to decide the schools that will be visited each session;
- To agree the team members for each visit;
- To support the officers when required at any stage of the visit.

General:

To maintain an overall picture of school improvement and feed points for action into the Children's Service's annual cycle of self evaluation and improvement planning.

Quality Improvement Officers

Focussed Visits:

- To work with Head Teachers to identify suitable times and dates for focussed visits;
- To plan the nature of the visits and involvement of school staff and pupils with the Head Teacher;
- To discuss, agree and record findings and points for action;
- To provide an overall summary of general findings and points for action for the schools that they visit;
- To discuss channels to communicate the summary of findings and action points to Head Teachers.

Improvement Visits:

- To work with the central Quality Improvement Team to decide the schools that will be visited each session;
- To agree the team members for each visit;

- To work with Head Teachers and the team members to identify suitable times, dates and a schedule of activities for the team visit, planning the involvement of school staff, pupils and parents with the Head Teacher;
- To ensure that their team members have appropriate pre-reading documents;
- To discuss, agree and record findings and points for action with Head Teachers.

Head Teachers, Deputes, School Management Teams and Principal Teachers

The collegiate approach should encourage a culture where central staff work with school staff to identify areas within the school's self-evaluation that they would like to share with the team.

Head Teachers, Deputes and School Management Teams have a responsibility to work with the staff, pupils and parents in their school to communicate the aims and activities of the focussed visits and the team visits.

Where class visits are planned these may be joint visits between a member of the school management team and a member of the quality team.

They also have a responsibility to make themselves available, where possible, to discuss evidence with the team members.

Each focussed visit and each team visit will be different, depending on the agreed focus. However, it will have similar features of practice. (see Appendix 5 Improvement Team Visits).

Teachers

Teachers have a responsibility to share their practice and demonstrate pupil learning during focussed and team visits. In this way teachers are able to demonstrate a philosophy where quality assurance is a shared responsibility, and self evaluation is the key to quality improvement.

Support Staff

Support staff in schools may be asked to assist with support services for the visiting team, and may be asked to take part in group discussions. For the most part they will be expected to carry out their normal duties. They should be aware of the visits and any improvements that may involve them.

Pupils

Pupils may be required to take part in observed group work and in group discussions. They may be asked to show some of their work to team members.

Parents

The Parent Council Chair, members of the Parent Council and members of the Parent Forum may be asked to meet with a team member in order to discuss parental involvement and the work of the Parent Council and any other points that arise.

Complaints

Introduction

This policy is the complaints procedure for any concerns raised about a school and the delivery of school education by Children's Services.

It is essential that all complaints are dealt with promptly and courteously and that complainants are listened to.

The aim of the complaints procedure is to deal with parental concerns informally and at the earliest possible stage.

Roles and Responsibilities

In order for Children's Services (schools) to deal with complaints effectively, it is essential that everyone involved understands their roles and responsibilities within the Complaints Procedure.

When a complaint is received by the central Children's Services (schools), whether by telephone, in writing, e-mail or verbally, the details should be passed to the Quality Improvement Officer (QIO) who is linked with that school as soon as possible.

The QIO should always direct the complainant to the Head Teacher in the first instance, who should always be the first point of contact for parental concerns and complaints.

1. Head Teacher

The Head Teacher, as manager of the school, is responsible for the effective running of the school. As such, he/she has the responsibility for dealing with parental concerns – this will usually involve, for example, explaining reasons for decisions. There may be occasions when a parent will disagree with the school and will wish to take their concerns further. In such cases the Head Teacher should ensure that the parent understands the Complaints Procedure and encourage the parent to contact the school's Quality Improvement Officer to discuss the matter. The Head Teacher will assist them with contact details.

2. Quality Improvement Officer

The overall role of the QIO is to support and challenge schools – this extends to all areas of school life and their role within this procedure is to try to deal with parental concerns at an informal level that maintains good relationships.

When a concern is referred to the QIO, he/she should contact both the parent and the Head Teacher to try to find a way to resolve the situation to the satisfaction of all parties.

The QIO ensures that the Children's Services (schools) complaints log is completed.

If this approach is unsuccessful, and the complaint remains unresolved, the complainant will be asked if they wish the complaint to become formal. A formal complaint needs to be in writing to the QIO and will only be accepted provided that the matter has firstly been

raised with the relevant school but has not been resolved to the satisfaction of the complainant.

The QIO will then write a short account of actions taken so far. This account, along with the complaint itself will be presented to the Executive Manager, Quality Improvement, who will consider what options are available to achieve a resolution.

3. Executive Manager – Quality Improvement

Upon receipt of an unresolved complaint relating to a school, the Executive Manager, Quality Improvement, in consultation with the QIO will consider what options are available to achieve a resolution.

These may include one or more of the following:

- Further internal investigation by the QIO;
- An investigation by the Executive Manager, Schools;
- The offer of mediation.

This list is not exhaustive, as each case is different, and there may be different ways of seeking resolution.

Should the Executive Manager, Quality Improvement directly receive a complaint in writing about a school, the details will normally be passed to the appropriate QIO to try to seek a resolution at an informal level (as above).

If however, the complaint is of a serious nature and concerns a potential breach of a separate Shetland Islands Council Policy, the Executive Manager, Quality Improvement may arrange for an investigating officer to be appointed. The outcome of the investigation and any action taken as a result would normally be explained to the parents at a meeting.

4. Strategic Director of Children's Services

If the complainant is still dissatisfied with the outcome, he/she may write to the Strategic Director of Children's Services who will deal with the complaint under Shetland Islands Council Complaints Procedure. This will be at the Formal Complaints – Stage Two part of this procedure. More information about the Shetland Islands Council Complaints Procedure can be found at www.shetland.gov.uk.

5. Local Government Ombudsman

Complainants may take a complaint to the Local Government Ombudsman at any time, who has to give Shetland Islands Council an opportunity to seek a local solution within a reasonable time period.

6 Care Inspectorate

If the complaint is about nursery or residential accommodation, complainants may take a complaint to the Care Inspectorate at any time. They will also normally give Shetland Islands Council an opportunity to seek a local solution within a reasonable time period.

7. Other Information

Some Links to other relevant SIC policies and legislation (this is not an exhaustive list):

- The Shetland Island's Council's Complaints Procedure;
- Code of Conduct for Employees;
- Disciplinary Procedures Policy;
- Training and Development Policy;
- Child Protection Guidance for Managers;
- Scottish Schools (Parental Involvement) Act 2006;
- The Education (Additional Support for Learning) Act 2004;
- Shetland Children's Services Managing Inclusion Guidelines.

The Executive Manager, Quality Improvement monitors the Children's Service (schools) complaints log on an annual basis to identify possible training needs or policy review.

It is good practice for those staff who have been involved in handling the complaint to meet to discuss ways of improving the service where relevant.

This Complaints Procedure about schools is supported by a leaflet for parents/carers. The text of this leaflet follows here.

Parents' Leaflet Text

Introduction

Most concerns and complaints can be dealt with by talking to your child's teacher or the Head Teacher at an early stage and at an informal level. However, if you are not able to resolve the matter in this way, you may want to use this complaints procedure.

Children's Services in Shetland strives to provide a very high standard of education for all children and young people in Shetland. We value feedback and complaints as an opportunity to improve our service.

We are aware that we can only achieve this by working closely in partnership with parents and carers.

Nevertheless we appreciate that there may be occasions when parents/carers will be dissatisfied with particular aspects of the service offered. Hopefully, following the procedures outlined in this document will help to resolve any difficulties as quickly and effectively as possible.

What is a Complaint?

A complaint, however made, is an expression of dissatisfaction, and is when a parent/carer feels that a school has in some way failed to meet his or her expectations. It is not a routine enquiry, for example about a pupil's progress or a school's approach to a particular curricular or similar area, such as reading or homework. Such enquiries should usually be made by simply contacting your child's school.

It is easier for complaints to be dealt with and rectified as near to the time when the dissatisfaction occurred as possible. If you wait for months or years to pass it will be very difficult to conduct an investigation satisfactorily.

Please note that Children's Services is unable to investigate anonymous complaints.

Making a Complaint

The contacts for complaining are:

1. Head Teacher at your child's school;
2. Quality Improvement Officer at Children's Services (tel 01595 744000);

Local Government Ombudsman Advice Line: 0800 37773300

Care Inspectorate in the case of pre-school: 0845 6030890

1. Head Teacher: Informal Process

Inform the Head Teacher of your concern. He or she will do their best to address any issues and should be given the opportunity to do so. The vast majority of issues are best resolved informally, and locally. In almost all cases, if the Head Teacher has not been given the opportunity to address any issues, parents or carers will be referred to the school before any further steps are taken. The school will take a note of complaints in a complaints log, which is monitored on an annual basis for any patterns of overall dissatisfaction so that improvements can be considered.

2. Quality Improvement Officer (QIO): Informal Process

If the Head Teacher has been unable to address your concerns, you may wish to involve the QIO with responsibility for the school. The QIO can be contacted at Hayfield House, tel 01595 744000. Inform the member of staff who answers your call that you wish to make a complaint, and tell them which school is involved. This approach means that your concerns can be dealt with at a reasonably informal level, and will usually involve a discussion with the QIO and the Head Teacher. Your complaint will be logged for reasons stated above. If the issue continues to remain unresolved you may choose to make your complaint formal.

3. Formal Process

If you remain dissatisfied, the complaint should be formalised in writing, to Children's Services, Hayfield House. Your complaint will be discussed by the Executive Manager Quality Improvement and the relevant Quality Improvement Officer, who will consider the actions already taken and will arrange for you to be contacted to discuss the options for finding a resolution, which may include:

- Further internal investigation by the QIO;
- An investigation by the Executive Manager, Schools;
- The offer of mediation.

If the complaint is of a serious nature and concerns a potential breach of a separate Shetland Islands Council policy, the Executive Manager Quality Improvement may arrange

for an officer from a different Shetland Islands Council department to investigate the complaint.

4. Strategic Director of Children's Services

If you remain dissatisfied with the outcome of an investigation, you may write to the Strategic Director of Children's Services who will deal with your complaint under the Shetland Islands Council Corporate Complaints Procedure. This will be at Stage Two of that process. Copies of the Corporate Complaints Procedure can be found at www.shetland.gov.uk

5. Local Government Ombudsman and Care Inspectorate.

Complainants may take a complaint to the Local Government Ombudsman at any time, who has to give Shetland Islands Council an opportunity to seek a local solution within a reasonable time period.

In the case of pre-school provision complaints can also be taken to the Care Inspectorate.

Principles of the Complaints Procedure

The complaints procedure is built upon the following principles:

- Confidentiality for all involved;
- Fairness;
- Openness;
- Partnership;
- Recognition of Legal Rights;
- No fear of repercussions/discrimination as a result of making a complaint.

These principles are embodied in the Children's Services Complaints System. They demonstrate our commitment to high standards of public service, and protect the interests of all concerned. All complaints and concerns will be investigated and appropriate action will be taken as a result.

Who else can help?

Most schools have a Parent Council. The chair or members of the Parent Council may be able to offer advice. They may be able to raise an issue at a Parent Council meeting if your point is a general one, but are unable to discuss individual complaints.

Information about Scottish Education can be found on the Parentzone website: www.parentzonescotland.gov.uk

Access to Complaints Procedure

Copies of this leaflet and of Shetland Islands Council's Complaints Procedure are available at all schools and offices, The Town Hall, local libraries and on the Shetland Island Council's Website, as well as at The Welcome Point, via Adult Services at The Old Library Centre, Hillhead, Lerwick.

A translation service and support is available for service users with English as a second language and for those with additional support needs. Large print copies and Braille copies are also available on request.

If you have any queries about this process, please contact Hayfield House Reception on 01595 744000 and ask for a representative from Children's Services.

Shetland Islands Council



Children's Services

Operational Guidelines for the Professional Review and Development of Teaching Staff

Updated February 2012

1 INTRODUCTION

- 1.1 Continuing professional development is fully recognised as an essential element within Children's Services (Schools) to ensure outstanding outcomes for all. It enables the continuing development of knowledge and skills for all staff at all stages in their career. It will enhance confidence and motivation to impact positively on children and young people's learning. Ongoing developments such as curriculum changes, changes in approaches to learning and teaching, developments in technology and the constantly evolving role of schools in our society mean that staff competences and knowledge will benefit from frequent review and development.
- 1.2 Professional review and development is a crucial element to achieving successful continuing professional development. The professional review and development process identifies and agrees staff development and training needs in relation to current practice, the requirements of the school or authority development plan and the wider and longer term needs of the schools service and national priorities.
- 1.3 Professional review and development is one of a range of quality improvement strategies used in schools. It is central to raising achievement and improving the effectiveness of teaching and learning.
- 1.4 The national agreement "A Teaching Profession in the 21st Century" requires that 'teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development; and that 'every teacher will be required to maintain an individual Continuing Professional Development record'. In addition, 'teachers (will be) expected to meet the full commitment of an additional 35 hours per annum for Continuing Professional Development'. Head teachers have a responsibility to 'promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs'.
- 2.3 Shetland Islands Council, Children's Services (Schools) believes that these guidelines for professional review and development should apply to all school based, peripatetic and centrally employed staff.

2 PRINCIPLES

- 2.1 Professional review and development will be most effective if the following principles apply:
 - Professional review and development is a supportive, responsive and positive process whereby the purpose is clear to everyone involved.
 - The process is a high quality and meaningful experience where staff feel valued and trust is a key feature
 - Professional expertise is built on and maintained for all staff throughout each stage of their career
 - Learning is ongoing and sustainable

- The arrangements are simple with a focus on professional dialogue, improvement and celebrating success
- Staff lead their own learning, ensuring their development needs are met and that this impacts positively on their professional practice and pupil learning
- The process incorporates ongoing self-evaluation and personal reflection (to assist this process staff may wish to give due consideration to the appropriate nationally agreed standard)
- The professionalism and commitment of all staff is recognised and acknowledged
- The process and resulting continuing professional development activities are effectively evaluated in relation to individual practice and young people's learning and progress

2.2 The professional review and development process should aim to support these principles by:

- Encouraging and supporting both reflective and collegiate working practices as appropriate
- Promoting and supporting professional progression, career development and job satisfaction
- Recognising and building upon existing skills, knowledge and expertise as appropriate
- Encouraging the use of coaching and mentoring as appropriate
- Promoting and supporting professional learning communities as appropriate
- Encouraging a range of strategies to support sharing practice as appropriate
- Promoting and supporting partnership working with other agencies as appropriate

3 THE PROCESS FOR PROFESSIONAL REVIEW AND DEVELOPMENT

3.1 Identification of Reviewers

3.1.1 The head of establishment is responsible for having an overview of the Professional Review and Development Process. However, all promoted staff in each establishment are responsible for conducting the annual review of members of staff whom they line manage. This ensures that the reviewer has detailed knowledge of the reviewee's work and job remit.

3.1.2 In the event of a reviewee objecting to their line manager undertaking the review meeting, the reviewer's line manager or other agreed manager will then become responsible for the review arrangements.

3.2 Time & Venue

3.2.1 Time allocated to the preparation for the review can be either:

- included in the school's 35-hour working week agreement;

- ❑ or counted against the reviewee's 35 hours Continuing Professional Development time.

Time allocated for the review meeting should be included in the school's 35-hour working week agreement.

- 3.2.2 The venue for the meeting should be private and free from possible interruption for the duration of the meeting. It is important that this time should be focussed exclusively on the interaction between reviewee and reviewer.

3.3 Stages in the Process

There are four stages in the review process

- Preparation for review through self evaluation
- The review meeting and formulation of an agreed Continuing Professional Development Plan based on strengths, needs and agreed targets
- The Review Record with agreed targets and Continuing Professional Development Outcomes
- Implementing and monitoring the CPD Plan

3.3.1 Preparation for Review

- As a guide, to the professional review and development process, prior to the review meeting the reviewee should undertake a self-evaluation process. Ideally this should be two weeks in advance of the review. However, the reviewee should consider self-evaluation as an ongoing continuous process throughout their career. The self-evaluation method utilised is for the reviewee to decide. The Education Service suggest one of the following:
 - ❑ CPD Reflect;
 - ❑ Education Service self evaluation proforma (appendix 1);
 - ❑ Schools may wish to design their own mechanism;
 - ❑ Individual staff may wish to design their own mechanism;
 - ❑ A combination of some of the above.
- It important that the reviewee is comfortable with the mechanism utilised whilst also offering clarity to the reviewer. The reviewee, at the end of the meeting, should retain all self evaluation documentation used in the review meeting.
- Not less than one week in advance of the review, the self-evaluation documentation and the previous years Continuing Professional Development record (where appropriate) should be forwarded to the reviewer. This allows ample time for the reviewer to become fully familiar with all information to be discussed at the meeting.

3.3.2 The Review Meeting

The meeting should last for approximately one hour. A suggested agenda is:

- ❑ activities undertaken as part of the previous year's agreed Continuing Professional Development plan and their impact on practice;
- ❑ professional accomplishments from the previous year;
- ❑ areas of the job remit where any difficulties have been experienced;

- ❑ areas of job remit where difficulty is foreseen due to influence of departmental/school development plans, HMIE Action Plan, Schools Service improvement plan, National Priorities for Education or through staffing or resource difficulties;
- ❑ agreeing professional development needs for the forthcoming year;
- ❑ discussion of possible activities that could be undertaken to address the agreed development needs.

3.3.3 The Review Meeting Record

The record of the review meeting should comprise of:

- a note of the Continuing Professional Development activities undertaken in the previous year and the impact on practice;
- the agreed development needs;
- the Continuing Professional Development plan for the coming year.

The reviewee is responsible for providing a written version of these. The reviewee and reviewer both sign and retain a copy of all documents. In practice, however, it may be more practical for the reviewee to make notes during the meeting. These are subsequently transcribed and signed off by both parties. This should be completed within two weeks of the review meeting taking place. A review meeting record form (appendix 2) is attached to this document. Schools may wish to develop their own mechanism for recording these details.

3.3.4 Implementing and Monitoring the Continuing Professional Development Plan

- Capacity should be incorporated into all agreed Continuing Professional Development plans for unforeseen circumstances which may occur during the year. Prioritisation of agreed development needs will help this. Lower priority needs can be deferred if appropriate. Consideration may also be given to alternative methods of addressing development needs.
- Collated information on establishment staff development needs will be forwarded, as appropriate, to the school or service Training and Development Officer for inclusion in a school or Schools Service training plan (See appendix 3). Names of individual members of staff will not be included in this information.
- Once agreed, the Continuing Professional Development plan becomes part of the staff member's Continuing Professional Development profile and should be retained in the Continuing Professional Development portfolio. Amendments to the plan which are necessary because of changed priorities or new circumstances should be discussed with the reviewer when necessary throughout the year. Staff should be clear that ownership of the plan is personal, and that responsibility for meeting development needs and implementing agreed Continuing Professional Development activities is personal.

4 CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES

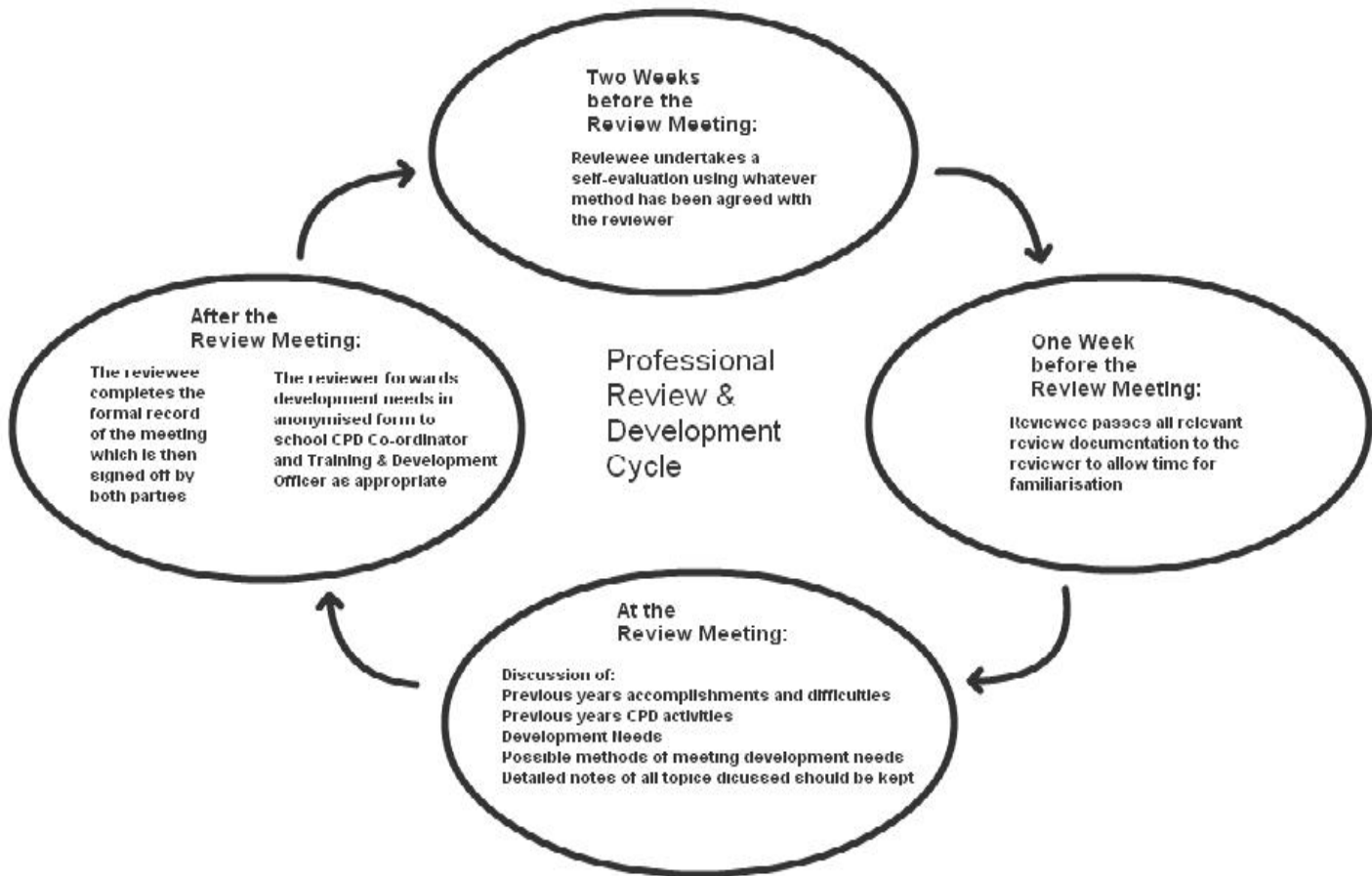
A range of Continuing Professional Development activities helps to maintain quality and diversity of skills. This can include:

- Work based learning

- Professional Activities
- Formal/Educational
- Self-directed learning

A Continuing Professional Development activity is anything that has progressed and teacher's existing skills or enhances her or his professionalism. This following list is intended for illustrative purposes and is not exhaustive.

Work Based Learning	Professional Activities
<ul style="list-style-type: none"> • Self-evaluation and personal reflection including preparation for the professional review and development meeting • Visits to and from colleagues in other schools/departments • Membership of school committees and working groups • Project work • Lesson observation and analysis • Secondments • Teacher placement • Learning by doing – trying out new practice and evaluating the impact in the classroom • Learning from experience-reflecting and changing practice if required • Management and leadership development opportunities • Working with parents/carers 	<ul style="list-style-type: none"> • Subject based activities including involvement with professional bodies and associations • Mentoring/supporting colleagues • Working with others, including as part of inter-agency teams involving colleagues from social work, health service, etc • Organising specialist groups/learning communities • Curricular planning/development
Formal/Educational	Self-directed Learning
<ul style="list-style-type: none"> • Attendance at in-service courses • Professional Research • Activities relating to achieving the standard for full registration • Activities relating to achieving the standard for chartered teachers • Activities relating to achieving the standard for headship • Attending conferences/seminars • Distance Learning • Going on courses accredited by a professional body • Developing school, local authority and national policies • Planning and delivering training 	<ul style="list-style-type: none"> • Reading and reviewing books and articles • Updating knowledge through the internet



Appendices

Appendix 1	Self-evaluation form
Appendix 2	Review meeting record
Appendix 3	School/Establishment staff development needs report

Appendix 1



Shetland Island Council Education Service Continuing Professional Development

Professional Review and Development Self Evaluation



Name Post

Before completing this form staff should note:

- details entered on this form should be brief;
- the details entered are intended to generate professional discussion not form a report.
- it is not necessary to complete all the grids, another form can be used if more space is required.

Main development activities undertaken in last year:	Impact on professional practice:

Areas of work where I have experienced personal success:	This is because:

Areas of work that I have found challenging:	This was because:

Appendix 2



Shetland Island Council Education Service Continuing Professional Development

Professional Review and Development Record of Review Meeting



Main development activities undertaken in last year:	Comment:

Successes:	Comment:

Agreed areas for professional development:	Suggested activities:

Reviewee..... Signature Date:

Reviewer Signature Date:

Second Reviewer..... Signature Date:

Appendix 3



Shetland Island Council Education Service
Continuing Professional Development

School/Establishment Staff Development Needs Report



School _____ Session _____

Completion of this form will aid meeting school staff development needs.

Page 2 should be copied as is required.

An electronic version of this form is available on the Schools Service CPD Glow Group.

The details should be completed prior to the consultation with the CPD Co-ordinator in June.

Topic refers to an identified development requirement that has been established at a PDR meeting.

Sector should be Nursery (**N**) Primary (**P**) Secondary (**S**) Additional Support Needs (**ASN**).

Number is the number of staff in the school/establishment who share similar development objectives.

Link is what area of planning that the requirement links to these should be noted as:

- Personal – (**P**)
- Departmental Development Plan – (**D**)
- School Development Plan – (**S**)
- Schools Service Improvement Plan – (**E**)

Priority details the level of urgency of the particular requirement and should be noted as **1** or **3**
Year

Topic	Sector	Number	Links to:	Priority
Example <i>Improve French language pronunciation.</i>	<i>P</i>	<i>3</i>	<i>P, S, E</i>	<i>1</i>

Head Teacher Signature.....



**Education Children and Families
Executive Committee**

**29 February 2012
12 March 2012**

Children's Services (Schools) Transfer Agreement for Teachers

Report number: CS-04-12 –F1

Report Presented by Executive Manager

**Quality Improvement
Children's Services**

1.0 Summary

- 1.1 The purpose of this report is to seek approval from Members for a new policy Transfer Agreement for Teachers (Appendix A).
- 1.2 This agreement would replace the existing Transfer Arrangements for Primary and Secondary Teachers.
- 1.3 Shetland Islands Council has confirmed its continued commitment to the review of education provision in Shetland through the Blueprint for Education. This includes a review of teacher staffing levels in primary and secondary schools in Shetland. This review is ongoing and requires clear and transparent agreement and procedures should the review of service result in a need to transfer a teacher.

2.0 Decision Required

- 2.1 That the Education and Families Committee recommends that the Executive Committee approves the new Transfer Agreement for Teachers. (Appendix A).

3.0 Detail

- 2.2 Agreement has been reached by the Shetland Local Negotiating Committee for Teachers (LNCT) on 25 January 2012 to replace the existing Transfer Arrangements for Primary and Secondary Teachers with the new policy Transfer Agreement for Teachers.
- 2.2 The Scottish Negotiating Committee for Teachers (SNCT) requires there to be a Local Negotiating Committee for Teachers (LNCT) in every council. LNCTs have been given the powers to vary certain

conditions of service and to reach agreement on a range of matters not subject to national bargaining.

- 2.3 Included within the devolved matters are appointment procedures and the transfer of temporary teachers to permanent staff, both of which are relevant to this agreement.
- 3.1 Agreement was sought from the Shetland LNCT for the new Transfer Agreement for Teachers in recognition that on occasions there will be a requirement to transfer teachers to another school. This will normally be a result of the following:
- Circumstances relating to falling school rolls
 - School closures and amalgamations
 - Rationalisation of staffing within schools
 - Circumstances relating to changing needs in service provision in particular establishments. For example the requirement to make effective use of resources to meet specific needs following the Children's Services annual Additional Support Needs Audit.
- 3.2 It is recognised that there may be exceptional circumstances where a teacher would transfer to another post for reasons other than those given above. These may relate to particular personal circumstances.
- 3.3 The procedures for undertaking transfers are set out in the agreement.
- 3.4 This agreement should be read in conjunction with the specific exit policies of the Shetland Islands Council and the relevant terms and conditions of teacher employment as set out in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (SNCT Handbook).
- 3.5 Shetland Islands Council's Redeployment Policy covering all staff will also apply to teachers in some circumstances, primarily where there is a transfer out with the profession, including as an alternative to ill health retirement; or ill health capability.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – this report helps to achieve the Sustainable Society – Smarter – area of the Corporate Plan.
- 4.2 Community /Stakeholder Issues – the proposed policy Transfer Agreement for Teachers has been fully consulted with relevant school staff, their professional associations and agreed through the Shetland LNCT. Feedback from these consultations has been incorporated into the policy.
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Shetland Islands Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit

which includes school education. The SNCT requires there to be a Local Negotiating Committee for Teachers (LNCT) in every council. LNCTs have been given the powers to vary certain conditions of service and to reach agreement on a range of matters not subject to national bargaining. This agreement does not seek to change matters that are subject to national bargaining but to provide clarification on local circumstances. The Executive Committee has delegated authority for all matters relating to organisational development and staffing. This report is related to the function of an education authority.

- 4.4 Risk Management – Without clarity on how transfers are to be handled there is a risk that employee relations may be damaged, as well as the possibility of inequalities and other standards against which the Shetland Islands Council might face challenge.
- 4.5 Equalities, Health And Human Rights – This agreement will assist in ensuring that teachers impacted by changing staffing requirements in schools will be treated fairly and consistently.
- 4.6 Environmental – None

Resources

- 4.7 Financial – The work required through the implementation of this agreement is budgeted for within existing budgets. The Agreement will support the agreed future overall financial strategy for Children's Services.
- 4.8 Legal – This agreement should be read in conjunction with the specific exit policies of the Shetland Islands Council and the relevant terms and conditions of teacher employment as set out in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (SNCT Handbook).
- 4.9 Human Resources – In the past informal consultation has taken place with teachers' side representatives and comments accommodated where possible. This agreement is required to ensure that there is clarity for teachers in terms of how transfers will be handled.
- 4.10 Assets And Property – None

5.0 Conclusions

- 5.1 This policy provides clear and transparent arrangements for the transfer of teachers wherever this may be required.

For further information please contact:

Audrey Edwards
Executive Manager – Quality Improvement
Tel. (01595) 743966

Email audrey.edwards@shetland.gov.uk

List of Appendices

Appendix A Transfer Agreement for Teachers

END

**Shetland Islands Council
Children's Services Department
Transfer Agreement for Teachers**

LNCT 25 January 2012

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1 INTRODUCTION

- 1.1 Shetland Islands Council and the Trade Unions recognise that in order to ensure that the efficiency of the services provided by Shetland Islands Council is maintained; on occasion it may become necessary to transfer teaching staff. When the transfer of teaching staff is required, it is an aim of this policy to ensure that this is carried out in a sensitive manner and minimises the impact on both the employee concerned and the Service.
- 1.2 It is also recognised that owing to the divergent circumstances in which transfers may be required, it is not possible to set out a prescriptive procedure for how these will be handled. However, the purpose of this policy is to outline certain key principles and approaches which should be applied when dealing with the situations where the transfer of teaching staff is most likely to occur, (set out in paragraph 3.4 below). Shetland Islands Council's Redeployment Policy covering all staff can apply to teachers in some circumstances, primarily where there is a transfer outwith the profession, including as an alternative to ill health retirement; ill health capability; or as one of a number of options for alternative employment where there is a reduction in numbers of teachers required.
- 1.3 Depending on the circumstances, this policy should be read in conjunction with the specific exit policies of the Council and the relevant terms and conditions of teacher employment as set out in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (SNCT Handbook).
- 1.4 Where there are proposals to restructure management arrangements across Shetland schools, discussions will be held with union representatives at an early stage.

2 SCOPE OF POLICY

- 2.1 The terms of this policy apply to all teaching staff employed by the authority in schools, including those on temporary contracts of employment.

3 TRANSFER OF STAFF

- 3.1 Teachers are employed by Shetland Islands Council as an Education Authority and may be transferred between schools within Shetland at the discretion of the Authority.
- 3.2 Unless there are teachers who have been designated surplus, any permanent teaching post will normally be advertised. This meets the

expectation on local authorities to promote open and fair recruitment, while balancing obligations to teachers impacted by changing requirements for teaching staff.

- 3.3 Therefore in normal circumstances, individual teachers do not have a right to ask for a voluntary transfer other than as defined in this policy. In the event that they wish to move school they would be required to apply for vacancies through the normal recruitment and selection procedures.
- 3.4 The requirement to move or transfer to another school will normally be the result of the following:
- Circumstances relating to falling school rolls
 - School closures and amalgamations
 - Rationalisation of staffing within schools
 - Circumstances relating to changing needs in service provision in particular establishments. For example the requirement to make effective use of resources to meet specific needs following the Schools Service annual Additional Support Needs Audit.
- 3.5 It is recognised by unions and management that there may be exceptional circumstances where a teacher would transfer to another post for reasons other than those given above. These may relate to personal circumstances or the breakdown of working relationships. Generally Children's Services would seek agreement from all involved i.e. unions, management and the teacher.
- 3.6 Written notice of any agreed transfer will normally be given to the teacher at least 4 weeks before the effective date of transfer.
- 3.7 When a teacher has been transferred, and incurs additional travelling expenses as a result, the employee may claim the additional mileage allowance, i.e. the difference between the mileage between home and the new place of work, and home and the old place of work, for a period of 4 years.
- 3.8 Within this policy, reference to continuous service refers to full and part time service and will include temporary service where there has been no break in service. The SNCT Handbook defines continuous service at section 7.100. In relation to a career break paragraph 6.2 of Appendix 2.15 of the SNCT Handbook applies.

- 3.9 In a job-share arrangement, the length of service will be determined by the length of continuous service of the longest serving teacher in the job share arrangement.

NB Where a job-share post is identified as surplus, then both job-sharers will require to transfer to another school in which a vacancy exists. The job-share situation will continue to apply in this context with the detailed arrangements being negotiated at school level.

4 CIRCUMSTANCES RELATING TO FALLING SCHOOL ROLLS

- 4.1 In line with the Authority's current staffing formulae and the projection for the roll of the school, a staffing complement will be determined annually for each school. From August 2012 Children's Services will set the staffing complement for each school in accordance with the Class Size Maxima as set out in Appendix 2.9 of the SNCT Handbook.
- 4.2 If this complement requires fewer teachers than the number of teachers currently based in the school or if, in a secondary school, the balance of unpromoted staff must change to meet, for example, changing curriculum needs, then it will be necessary, in line with the procedures described below, to identify a teacher or teachers to be transferred. This may also involve a teacher moving from teaching exclusively in one school, to spending part of the week in one or more other schools where a need has been identified. This will be undertaken on a voluntary or compulsory basis. Throughout this document references to transfer may be for whole or for part of a teachers' contracted hours, depending on the needs of the service.
- 4.3 Where it becomes necessary for a teacher to be transferred, Children's Services will first explore the possibility of a **voluntary transfer**.
- 4.4 In a primary school or department this will be done by arranging a meeting of the whole teaching staff with the Head Teacher and the Quality Improvement Officer for the school in attendance (or a substitute representative of the Schools Service).
- 4.5 In a secondary school or department the Head Teacher will:
- advise all teaching staff in respect of the need for a transfer of staff time due to the services needs and requirements; and

- b. invite all teaching staff in all subjects/areas in which a voluntary transfer is being sought to a meeting.
- 4.6 Ahead of a meeting with staff, Children's Services will have made the Head Teacher aware of any opportunities for transfer from current or anticipated vacant posts.
- 4.7 An individual meeting can be held at the request of any teacher potentially impacted by the need for transfer.
- 4.8 The Head Teacher should ask that any teacher who wishes to volunteer for transfer should inform him/her within five working days of the meetings outlined above (see paragraphs 4.4 and 4.5).
- 4.9. In all cases, Head Teachers must ensure that all absent teaching staff are made aware of the situation. This should normally be by phone call although agreed school methods for communication may be used.
- 4.10 If there are more volunteers than are required, the Head Teacher should discuss the position with the volunteers and endeavour to resolve the position by mutual agreement. If it is not possible to agree which volunteer will move in this way, then a selection process will take place, ring fenced to those who have volunteered to transfer.
- 4.11 If it is not possible to achieve a voluntary transfer, the Executive Manager- Quality Improvement/Director of Children's Services will determine which teacher should be selected for a **compulsory transfer**, taking account of the following factors:
- Length of continuous teaching service with Shetland Islands Council (paragraphs 3.8 and 3.9);
 - Circumstances of affected teachers that are relevant to transfer options, for example caring responsibilities that impact on ability to travel to available transfer opportunities;
 - Balance of experience, and skills, to best support delivery of curriculum in affected schools; for example in the secondary sector where a particular teacher is qualified in a number of subjects which may be more beneficial to the overall needs of the school. (In secondary schools and departments, each member of teaching staff must be designated as teaching in a given subject or specialist support area, such as Pupil Support and Additional Support Need.)
- 4.12 The teacher(s) identified by the process set out in paragraph 4.11 will then be compulsorily transferred to an available established vacancy for which

he/she is qualified.

- 4.13 If there is no suitable established vacancy available the teacher may be temporarily transferred to an alternative post, which may be temporary, without prejudice to his or her established employment status. When transferred on this basis, available established posts will continue to be sought whenever possible. The teacher will not be compulsorily transferred again until a suitable established post becomes available.
- 4.14 If no appropriate vacancy under paragraphs 4.12 and 4.13 above exists, the teacher will be informed that he/she will remain in their current post until a suitable vacancy or other such option is identified. In such circumstances, the teacher must be given a meaningful timetable until a transfer or other option is identified.
- 4.15 After a compulsory transfer, a teacher will not normally be similarly transferred again within a period of three years unless the compulsory transfer has been to a temporary post.
- 4.16 A teacher who is compulsorily transferred will have the first chance to transfer back to his/her former school, if a vacancy arises within that school within a calendar year of the original transfer, a request for a transfer back is received in writing and the teacher is qualified in that subject or specialist support area. Such a return revokes the right to freedom from transfer for a three year period from the date of the original transfer.
- 4.17 In the event that there is no suitable post arising as a transfer opportunity, other options may be considered as follows:
- Transfer to a suitable temporary teaching post, without prejudice to the teacher's established employment status.
 - Early retirement or voluntary redundancy for either the surplus teacher, or a teacher in the same subject area/sector can be explored within the requirements of the Council's policies on Early Retirement and Voluntary Redundancy;
 - Retraining for other subject areas/sectors in line with the GTC Framework for Professional Registration can be explored;
 - Alternative employment outwith teaching in line with the Council's Redeployment policy, (on the terms and conditions of the redeployed post)
- 4.18 Where promoted posts may no longer be required, due to circumstances relating to falling school rolls and agreed management restructuring,

Children's Services will identify suitable alternative employment which may include a suitable promoted post or a transfer to a class teacher post with conservation in accordance with the SNCT Handbook of Conditions of Service. This may be in the same school or a different school.

- 4.19 In circumstances that require the redeployment of Head Teachers / Depute Head Teachers, every effort will be made to identify opportunities for meaningful redeployment. This process will be conducted in accordance with the relevant appointment procedures.

5 SCHOOL CLOSURES

- 5.1 Normally school closures result from strategic decisions and following local consultation in line with statutory requirements. Once the decision has been made to close a school appropriate organisation, communication and direction will be undertaken by the Executive Manager- Quality Improvement and Quality Improvement Officer.
- 5.2 In relation to staff, the following procedures will apply to teachers from the closing school who are identified as surplus. One overarching principle will be that each member of staff at the closing school will be entitled to individual interview to establish her/his preferences.
- 5.3 Every effort will be made to transfer teachers to a suitable alternative post and, where possible, cognisance will be taken of preferences stated by staff.
- 5.4 Ahead of the meeting with affected teachers, the Executive Manager- Quality Improvement, or Quality Improvement Officer should have identified any opportunities for transfer from current or anticipated vacant posts.
- 5.5. It is important that open and open dialogue is maintained with teachers while the process goes forward, given that circumstances will change, for example new vacant posts may become available or preferences of individuals may change.
- 5.6. Consideration should be given to identifying a named contact within Children's Services and Human Resources so that there is good communication for affected teachers during this process.

5.7 In the event that there is no suitable post arising as a transfer opportunity, other options may be considered as follows:

- Transfer to a suitable Teaching temporary post, without prejudice to the teacher's established employment status;
- Early retirement or voluntary redundancy for either the surplus teacher, or a teacher in the same subject area/sector can be explored within the requirements of the Council's policies on Early Retirement and Voluntary Redundancy;
- Retraining for other subject areas/sectors in line with the GTC Framework for Professional Registration can be explored;
- Alternative employment outwith teaching in line with the Council's Redeployment policy, (on the terms and conditions of the redeployed post)

5.8 Where promoted posts may no longer be required, due to circumstances relating to school closures and amalgamations, the Schools Service will identify suitable alternative employment which may include a suitable promoted post or a transfer to a class teacher post with conservation in accordance with the SNCT Handbook of Conditions of Service.

5.9 In circumstances that require the redeployment of Head Teachers / Depute Head Teachers every effort will be made to identify opportunities for meaningful redeployment. This process will be conducted in accordance with the relevant appointment procedures, and subject to consultation with the relevant Parent council.

5.10 In addition Head Teachers / Depute Head Teachers may be given the following options, if appropriate: -

- a. Allocation on a management support basis to a temporary area of need.

At any given time there will be a need in a range of schools for input and support from an experienced Head Teacher. When this situation is no longer required other options listed here will be considered.

- b. Transfer to a class teacher position.

This would not affect any rights which the individual may have accrued in terms of conservation of salary. It should be noted that initially this could be to a temporary vacancy in anticipation of a future appropriate established vacancy. This would not require a selection process.

6 RATIONALISATION OF STAFFING WITHIN SCHOOLS

- 6.1 There are circumstances where a new school structure is required through management restructuring within school. As soon as it becomes apparent that the current structure does not meet changing needs within the School, the Head Teacher, taking advice from the relevant Quality Improvement Officer, or Executive Manager- Quality Improvement, will consult with Union representative and draw up a consultation plan.
- 6.2 The consultation plan will set out the timetable for meetings to engage with the teaching staff to seek views on the revised structure; and clarify how options will be appraised.
- 6.3 Where the revised structure results in a new promoted post, arrangements must be made to job size the post in line with the requirements of the SNCT Handbook, Appendix 2.2 and the local job sizing protocol.
- 6.4 If the revised structure results in fewer management posts, the Head Teacher, taking advice from the relevant Quality Improvement Officer, or Executive Manager- Quality Improvement, will meet with affected staff to look at all available options, which can include ring fenced interviews; a move to main grade teaching post with salary conservation in line with SNCT handbook at that school or another school; transfer to an equivalent promoted post in another school in line with this policy; or consideration of interest in early retirement or voluntary redundancy in line with Council policies in this area.
- 6.5 The provisions of the SNCT Handbook, paragraphs 1.63 to 1.71 on conservation will apply where there is a downgrading of the salary for a promoted post, or a transfer to a lower graded post takes effect.

7 CIRCUMSTANCES RELATING TO CHANGING NEEDS IN SERVICE PROVISION IN PARTICULAR ESTABLISHMENTS

Deployment of Additional Support Needs Teachers

- 7.1 An Additional Support Needs Teacher will be employed by Shetland Islands Council and assigned to a base school for travel and other defined purposes. As the teacher is not appointed to a specific school, he/she may be required to teach in this and in other schools as required by the Director of Children's Services in line with the annual Additional Support Needs Audit.

- 7.2 The deployment of the Additional Support Needs staff will be reviewed annually as part of the Additional Support Needs Audit and outcomes of such reviews may require Additional Support Needs Teachers to change school and/or change base school. This is an integral part of the annual audit of Additional Support Needs.
- 7.3 Where a review of Additional Support Needs provision demonstrates a shift in demand from currently allocated schools, an Additional Support Needs Teacher may be transferred for part or all of their contracted time. This change will be made in consultation with the teacher concerned. This will involve consideration of relevant personal circumstances and an opportunity for the member of staff to discuss the reasons for change. The move may involve changes to the amount of time spent in a particular school and changes to the number of schools allocated for teachers' contracted time.
- 7.4 Where an Additional Support Needs Teacher is required to teach in more than one school, travelling expenses will be paid in accordance with the current provisions.
- 7.5 Where a transfer of the base arises at the request of the visiting learning support teacher, the Schools Service will take this into account at the next review of allocation. In this case the member of staff must make this known at the time of the annual audit of Additional Support Needs.

8 DEPLOYMENT OF VISITING TEACHERS

- 8.1. A visiting teacher will be employed by Shetland Islands Council and assigned to a base for travel and other defined purposes. As the teacher is not appointed to a specific school he/she may be required to teach in this and in other schools as required by the Head of Schools.
- 8.2. The deployment of the visiting teachers will be regularly reviewed and outcomes of such reviews may require the visiting teacher to change school or change base. This is an integral part of the Visiting Teacher Service.
- 8.3. Where a review of the visiting teacher provision demonstrates a requirement to change the current base school, a visiting teacher may be transferred to a new base school. This change will be made in consultation with the teacher concerned. This will involve consideration of

relevant personal circumstances and an opportunity for the member of staff to discuss the reasons for change.

- 8.4 Where a visiting teacher is required to teach in more than one school, travelling expenses will be paid in accordance with the current provisions.
- 8.5. Where a transfer of the base arises at the request of the visiting teacher, the Service will take this into account at the next review of allocation. In this case the member of staff must let this be known prior to the review.



**Education and Families Committee
Executive Committee**

**29 February 2012
12 March 2012**

Childcare Strategy 2012-2015	
Report Number: CS-01-12 – F1	
Report Presented by Executive Manager	Children's Resources Children's Services Department

1.0 Summary

- 1.1 The purpose of this report is to present the refreshed Childcare Strategy 2012-2015 and seek Members approval for the strategy, including the actions required to ensure it is delivered.

2.0 Decision required

- 2.1 I recommend that the Education and Families Committee and the Executive Committee RECOMMENDS that the Council resolves to approve the Childcare Strategy 2012-2015.

3.0 Details

- 3.1 The proposed Childcare Strategy 2012-2015 (Appendix A) has been developed to achieve Shetland Islands Council's vision for childcare, which is 'to sustain and where necessary grow the number of childcare places' (Shetland's Single Outcome Agreement 2011-2012). The strategy will provide a framework for developing the provision of childcare in Shetland over the next three years.
- 3.2 The Strategy takes account of earlier decisions and pulls together the key areas which still require to be addressed in order for Shetland Islands Council to meet its objective.
- 3.2.1 In 2008, Services Committee agreed to the development of a local Childcare Strategy (Min Ref: 78/08). In February 2009, Services Committee then approved the emerging themes and principles for the Strategy, which had been developed following

consultation with interested parties. In June 2009, the finalised Childcare Strategy was approved (Min Ref: 63/09).

3.2.2 The Strategy (2009) addressed the issues at the time of Shetland Islands Council's role within the childcare sector, and set priorities to support the voluntary and private sector in developing sustainable childcare services. It also articulated the key principle of a presumption against Shetland Islands Council directly delivering any new childcare services, which remains central to the refreshed Strategy 2012-15.

3.2.3 As part of the Action Plan which was developed from this Strategy (2009), Schools Service in 2011 undertook an Audit of Childcare in Lerwick and then Shetland-wide. The summary reports from these audits are attached as Appendices B and C.

3.2.4 Both audits demonstrated that the key issues for Shetland in the delivery of childcare services are:

- cost (generally all services were considered to be too expensive);
- accessibility (there were issues around the availability of services generally, and specifically after school and during holidays) and,
- the significance of childcare in enabling parents who wish to work or who need to work, to do so.

3.2.5 These issues have all been captured in the refreshed Childcare Strategy which is presented as Appendix A to this report.

3.3 The key drivers informing the Childcare Strategy 2012-15 are:

- The Government's Early Years Framework
- Shetland's Single Outcome Agreement 2011-12
- Shetland Island's Corporate Plan 2010-12
- Shetland's Integrated Children and Young People's Services Plan 2011-14
- A Fairer Shetland – A Framework for Tackling Poverty, Disadvantage and Social Exclusion in Shetland 2012-13
- Schools Service Audit of Childcare (Lerwick and Shetland) 2011

3.4 The proposed strategy recognises the distinct roles of Shetland Islands Council and the Childcare Partnership in relation to the sustainable delivery of childcare in Shetland.

3.5 In developing the Strategy, consultation took place with Childcare Partnership members, the interagency Children and Young People's Forum and relevant council officers. The feedback obtained informed the final Strategy presented as Appendix A to this report.

- 3.6 The Childcare Strategy 2012-15 sets out six key themes:
- Accessibility: accessible good quality childcare for all families with children aged up to 14 who need it.
 - Affordability: families to be able to afford flexible, good quality childcare that is appropriate to their needs.
 - Capacity building: to build capacity within communities and across the voluntary and private sectors.
 - Quality: good quality childcare provided across Shetland.
 - Sustainability: to increase the sustainability of childcare.
 - Workforce development: a qualified and skilled workforce across the sectors.
- 3.7 The Strategy details how each theme will be achieved and concludes with an Action Plan setting out the main actions to be achieved with timescales.
- 3.8 The delivery of the Action Plan will be monitored by Shetland Islands Council officers and the Childcare Partnership consulting annually with childcare providers.

4.0 Implications

Strategic

- 4.1 Delivery on Corporate Priorities – This report helps to achieve the Childcare – Sustain and Grow area of the Corporate Plan.
- 4.2 Community / Stakeholder issues – The proposed Childcare Strategy 2012-15 has been fully consulted with relevant individuals and organisations across the public, private and voluntary sector. A Childcare Consultation event was held in January to discuss the proposed Strategy. The feedback provided has been fully considered in presenting the proposed Strategy.
- 4.3 Policy and/or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes childcare. The Childcare Strategy is a specific plan contained within the Council's Policy Framework set out in the Council's constitution (Part A - 3(2)) to be prepared and performance managed by the Education and Families Committee. Approving, adapting or amending any plan within the policy framework is reserved to full Council (Part A - 3(1)), taking advice from the Executive Committee, in accordance with Section 2.2.1 of the Council's Scheme of Administration and Delegations.
- 4.4 Risk Management – There are no major risks associated with the recommendations in this report for the Council. However if the

proposed Childcare Strategy 2012-15 is not approved, it could become difficult for the Shetland Islands Council to meet its objectives for childcare in Shetland.

4.5 Equalities, Health and Human Rights – The proposed Strategy will help to ensure accessible, affordable and sustainable good quality childcare across Shetland. Having access to good quality childcare should enable more parents and families to return to employment or training, and become more active in the community.

4.6 Environmental – None

Resources

4.7 Financial – The Children's Resources Childcare Strategy budget (GRG2017) for financial year 2012-13 is proposed to support the delivery of this Strategy.

4.8 Legal – None

4.9 Human Resources – None

4.10 Assets and Property – None

5.0 Conclusions

5.1 The adoption of the Childcare Strategy 2012-15 will enable Shetland Islands Council, in partnership with the Childcare Partnership, to achieve its objective to sustain and, where necessary, grow the number of childcare places in Shetland. It will do this by supporting building capacity within its communities and across the sectors, by supporting workforce development and ensuring that good quality care is affordable and accessible.

5.2 The Childcare Sector continues to play an important role in the local community. Good quality childcare provision ensures children are cared for in a safe and stimulating environment. It also enables parents and families to consider returning to work or training, and therefore play a more active role in the community.

For further information please contact:

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Report Finalised: 16 February 2012 – F1

List of Appendices

Appendix A – Childcare Strategy 2012-2015

Appendix B – Schools Service Audit of Childcare 2011 (Lerwick)

Appendix C – Schools Service Audit of Childcare 2011 (Shetland wide)

Background Documents

Childcare Strategy 2009:

www.shetland.gov.uk/coins/viewDoc.asp?c=e%97%9Db%93r%7E%8E

Childcare Strategy 2012-2015

1 Introduction

Shetland Islands Council's vision for childcare is to 'sustain and where necessary grow the number of childcare places'. In this document, childcare relates to registered services.

The national care standards for childcare cover services for children and young people up to the age of 16 years which require to be regulated under the Regulation of Care (Scotland) Act 2001. They apply equally to services operating in the public, private and voluntary sectors, and in domestic or non-domestic premises which provide services for over two hours a day and for six days or more each year. The range of services covered include: nursery classes, crèches, childminders, after school clubs and playgroups.

This strategy provides a framework for developing the provision of childcare in Shetland over the next three years. It begins by setting out the role of Shetland Islands Council and Shetland Childcare Partnership and then summarises the key drivers which inform the strategy. It then goes on to describe the key themes and priorities and concludes with an action plan.

2 Duties and Role of Shetland Islands Council

- Shetland Islands Council has a statutory duty to provide pre-school education places for all three and four year olds for 475 hours per school session. It achieves this through the provision of nursery classes in schools and by commissioning places with partner providers.
- Shetland Islands Council has no statutory duty to provide registered childcare, however it acknowledges it has a key role in supporting the development of this sector locally.
- Shetland Islands Council has a responsibility to agree the priority childcare has in line with other services it must deliver, including the allocation of appropriate financial resources.

3 Role of Shetland Childcare Partnership

- Shetland Childcare Partnership comprises representatives of the voluntary, private and public sector.
- Shetland Childcare Partnership's role is to identify local childcare needs and to help plan the development of childcare services.
- Shetland Childcare Partnership has no statutory duty to provide services.
- Shetland Childcare Partnership has a role in providing support to childcare providers, particularly the voluntary and private sector.

The Shetland Islands Council and Shetland Childcare Partnership have distinct roles and responsibilities in relation to the sustainable delivery of childcare in Shetland. There are strong links between Shetland Islands Council and Shetland Childcare Partnership but the importance of the Partnership as an independent entity is recognised and should be strengthened.

It is Shetland Childcare Partnership's intention to have an annual general meeting in May 2012 to elect a chair and vice chair for the next session and to set dates for the next two full Shetland Childcare Partnership meetings. It is proposed that Shetland's Childcare Partnership constitution will be refreshed at that time.

4 Key Drivers

The key drivers informing this strategy are:

4.1 Scottish Government's Early Years Framework 2008

Within the area of childcare the Early Years Framework highlights the need for local authorities to support:

- the planning and delivery of services to ensure they are accessible and affordable
- workforce developments
- models of joint delivery of childcare (e.g. by private and third sector providers)
- positive parenting, including a culture of family learning
- childcare as offering high quality learning experiences, not just supporting the labour market
- the integration of childcare and pre-school education
- access to information about services
- the part childcare services play in implementing Curriculum for Excellence and Getting it Right for Every Child (GIRFEC)

4.2 Shetland's Single Outcome Agreement 2011-12

Shetland's Single Outcome Agreement commits partners in Shetland to:

- sustain and, where necessary, grow the number of childcare places, to meet identified needs
- securing premises for North Isles Childcare in Yell and Unst
- working towards sustainable childcare services in Lerwick
- the implementation of Development's Financial Support for Childcare Scheme
- reduced levels and impact of poverty deprivation and social inclusion in Shetland

4.3 Shetland Islands Council's Corporate Plan 2010-12

Shetland Islands Council's current Corporate Plan reiterates those priorities in the Single Outcome Agreement. In addition, it commits Shetland Islands Council to:

- improving access to Shetland Islands Council buildings for childcare providers who wish to use them to deliver services from
- narrowing the gap between charges levied by Shetland Islands Council for childcare services they provide and those delivered by the private voluntary sector

4.4 Shetland's Integrated Children and Young People's Services Plan 2011-14

Shetland's Integrated Children and Young People's Plan commits services to ensuring:

- they are focussed on early intervention
- Getting it Right for Every Child is fully implemented
- the Parenting Strategy is implemented

4.5 Schools Service Audits of Childcare (Lerwick and Shetland) 2011

These demonstrated, again, that the key issues for Shetland in the delivery of childcare services are:

- cost (generally all services were considered to be too expensive, and there is a low uptake of the childcare voucher scheme;
- accessibility (there were issues around the availability of services generally, and specifically after school and during holidays); and,
- the significance of childcare in enabling parents who wish to work or who need to work, to do so.

5 Key Themes and Priorities

5.1 Accessibility: accessible good quality care for all families with children aged up to 14 who need it

This will be achieved through the following means:

- Childcare provision should continue to be built around centres of population and centres of employment in line with need.
- Where appropriate, Shetland Islands Council will make council owned premises (predominately schools) available to support out of school clubs and wrap around childcare at no/minimum cost.
- Sustaining and growing, where necessary, the number of places, to meet identified need, including increased flexibility around holiday times and work patterns.

- Continue to identify cost effective solutions to access transport.

5.2 Affordability: families to be able to afford flexible, good quality childcare that is appropriate to their needs

This will be achieved through the following means:

- Shetland Islands Council will work with Shetland Childcare Partnership to meet childcare needs in Shetland by supporting sustainable models of childcare provision which balance quality of service with affordability.
- Shetland Islands Council and Shetland Childcare Partnership will continue to encourage employers to participate in the Childcare Voucher Scheme and continue to promote the use of Childcare Vouchers.
- Shetland Islands Council will monitor on an annual basis the grant awarded for commissioned places, in line with Shetland Islands Council's approved budgetary strategy.

5.3 Capacity Building: to build capacity within communities and across the voluntary and private sector

This will be achieved through the following means:

- Shetland Islands Council and Shetland Childcare Partnership will support programmes which will help build the capacity of parents in line with the Parenting Strategy 2011-14.
- Shetland Islands Council and Shetland Childcare Partnership will seek to ensure easily accessible information is available for families, which will help parents and carers make independent decisions about how to bring up their children.
- Shetland Islands Council and Shetland Childcare Partnership will work together to support childcare partners to develop their capacity to successfully manage their own childcare services.

5.4 Quality: good quality childcare provided across Shetland

This will be achieved through the following means:

- The highest priority will be given by all agencies and organisations to ensure children are safe and protected from harm. The welfare and interests of children will remain the paramount consideration in all decisions that concern them.
- Building on the work already in progress through Getting it Right for Every Child and Curriculum for Excellence, Shetland Islands Council and Shetland Childcare Partnership together will seek to ensure the provision of child-centred, inclusive and outcome-focussed services.

- All service providers will be supported by Shetland Islands Council and Shetland Childcare Partnership to achieve and maintain good quality services.

5.5 Sustainability: to increase the sustainability of childcare

This will be achieved through the following means:

- There is a presumption towards facilitating the private and voluntary sector to sustain and/or expand childcare provision where this is necessary.
- There is a presumption against Shetland Islands Council providing more childcare services.
- Shetland Islands Council will equalise childcare fees across local authority provision over the next two years, as a step towards narrowing the gap between public and voluntary/private sectors.
- Shetland Islands Council will continue to work with childcare providers to develop a more equitable framework of fees.
- Where appropriate, Shetland Islands Council will make council owned premises (predominately schools) available to support out of school clubs and wrap around childcare at no/minimum cost.
- Shetland Islands Council will work with partners to secure more integrated and flexible services that meet local need. In doing so, it will take account of best value principles for all.
- Shetland Islands Council will continue to make grants available to help develop and improve childcare service providers.

5.6 Workforce Development: a qualified and skilled childcare workforce across the sectors

This will be achieved through the following means:

- Shetland Islands Council will support the workforce by providing core essential training free of charge or at minimal cost to the childcare workforce.
- Shetland Islands Council with Shetland Childcare Partnership will support the childcare workforce in achieving required qualifications in line with SSSC registration requirements.
- Shetland Islands Council will ensure that information about all appropriate training opportunities is made available to private and voluntary childcare providers.
- Shetland Islands Council will jointly with Shetland Childcare Partnership provide an annual specialist training event to all childcare providers, from existing budgets.

6 Action Plan

The main actions required to ensure the Childcare Strategy 2012-2015 is delivered are:

	Action	Lead Responsibility	Timescale
A	Shetland Childcare Partnership Annual General Meeting	Shetland Childcare Partnership	May 2012
B	Refresh Shetland Childcare Partnership Constitution	Shetland Childcare Partnership	May 2012
C	Develop better integrated childcare across Shetland	Shetland Islands Council and Partners	March 2015
D	Develop better integrated childcare/preschool services in Lerwick	Shetland Islands Council and Partners	March 2014
E	Consider additional support needs provision as part of Additional Support Needs Review	Shetland Islands Council	March 2015
F	Raise awareness about Childcare Voucher Scheme	Shetland Islands Council and Shetland Childcare Partnership	Ongoing
G	Equalise childcare fees across Shetland Islands Council provision	Shetland Islands Council	March 2014
H	Develop a more equitable framework for fees	Shetland Islands Council	March 2015
I	Develop information directory for families and childcare providers	Shetland Childcare Partnership	December 2012
J	Implement improved administration of grants	Shetland Islands Council	April 2012
K	Support childcare workforce training across all sectors	Shetland Islands Council and Shetland Childcare Partnership	Childcare workforce trained in line with SSSC registration deadlines
L	Annual specialist training event	Shetland Islands Council and Shetland Childcare Partnership	2012
M	Annual consultation on progress of action plan	Shetland Islands Council and Shetland Childcare Partnership	Annually

Shetland Islands Council and Shetland Childcare Partnership will consult with childcare providers annually on progress of action plan.



Shetland Islands Council

SCHOOLS SERVICE

SURVEY:

Child Care provision in Lerwick

May 2011

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1. Background

In September 2010 , Schools Service undertook a consultation to identify issues regarding access and availability of child care provision in Lerwick.

A questionnaire was distributed to parents who access child care services in Lerwick and there was a total of **224** responses. By area, these responses were received from;

AREA	No of responses
Bressay	8
Central Mainland	10
Lerwick / Gulberwick	172
North Mainland	3
Not provided	11
South Mainland	10
West Mainland	9
Whalsay / Skerries	1
TOTAL	224

Although some of these respondents lived outwith Lerwick, a separate questionnaire was issued to parents who accessed child care outside Lerwick. These findings will be included in a separate report.

The number of children, in each age group, covered within these responses were as follows;

Age group	Number of children
0 - 2	58
3 - 5	111
6 - 12	232

2. Summary of key points

The key issues which appear to indicate a certain level of demand, pressure on families or socio-economic restrictions have been highlighted below. More detailed information is available in Appendix A and further analysis can be provided where requested.

a) EMPLOYMENT AND CHILD CARE VOUCHERS

- Of the 224 responses, **208** people stated that they, or their partner, were in employment, this is **92.9%** of respondents.
 - Of those **208** people, only **23** are *already in receipt* of Childcare Vouchers through their employer, **11.1%**.
 - Of the remaining **185** families in employment but not in receipt of Childcare Vouchers, **68** *have never heard of the scheme*, **36.8%**.
- **82** respondents (**28.6%**) said that the lack of accessible childcare affected the amount of hours that either they, or their partner, were able to work.
- Across all areas, **19** families stated that one of them had to stop work and **80** stated they had to work reduced hours, to be at home to look after children. **88** responded that they are able to work flexible hours.
- **123** of respondents who replied (**54.9%**), state that they have to ask family or friends to look after their child(ren) at certain times in order to continue in employment.

b) ACCESSING APPROPRIATE CHILDCARE / PRE-SCHOOL

16 of 29 respondents (**55.1%**) who access childcare for under 3's, stated that they found it 'very difficult' or 'fairly difficult' to access appropriate childcare.

15 of 100 respondents (**15%**) stated that they did not get their first choice of pre-school setting or that they found it 'very difficult' or 'fairly difficult' to get their first choice.

24 of 86 respondents (**27.9%**) who accessed childcare outside school hours stated that they found it 'very difficult' or 'fairly difficult' to access appropriate childcare.

134 of 202 respondents (**66.3%**) stated that childcare being 'too costly' prevented them from accessing further childcare. Other reasons preventing people from accessing further childcare were as follows;

Reason	No of responses (%)
Poor Quality	10 (5%)
Distance / Transport	14 (6.9%)
High Demand	43 (21.3%)
Other children to look after	42 (20.8%)
Lack of flexibility / times availability	88 (43.6%)

c) **ADDITIONAL REQUIREMENTS**

214 (95.5%) families stated that they would access further childcare at particular times if they were available;

Time	No of responses
Before 9am	42
9am – 1pm	29
1pm – 5pm	105
After 5pm	48
Weekends	32
School Holidays	116

Of the **82** respondents that said the lack of accessible childcare affected the amount of hours that either they, or their partner, were able to work, **71** stated that, on average, an additional **9.9** hours per week childcare would be required (a total of 701 hours per week).

- This is slightly higher for parents with pre-school children (**11.4** hours per week).

Age Group	No of families	Average hours per week required	Total Hours
0 – 2	12	10.3	123
3 – 5	28	11.4	318
6 – 12	31	8.4	260
Total	71	9.9	701

d) **FAMILY PRESSURES**

136 respondents stated that family or friends look after their child(ren) at least once a week, for an average of **7.46** hours each week, although this rate is much higher for under 3's:

Age Group	No of families	Average hours per week required	Total Hours
0 – 2	28	13.04	365
3 – 5	35	6.57	230
6 – 12	73	5.74	419
Total	136	7.46	1,014

Other services accessed by families were as follows;

- 19 families use a registered childminder at least once a week at an average of 7.68 hours per week (146 hours each week).
- 30 families use a private childcare provider at least once a week at an average of 15.8 hours per week (475 hours each week).
- 28 families access an out-of-school / breakfast club at least once a week at an average of 7.04 hours per week (197 hours each week)

Some of the compromises that families had to make in order to continue in employment and access childcare were stated as follows;

Reasons	No of families	Response %
Work reduced hours	80	44.9%
Work flexible hours	88	49.4%
One of us had to give up work	19	10.7%
Have to ask family / friends to look after child(ren)	123	69.1%
Have to take leave during holiday periods to look after child(ren)	91	51.1%
Have to travel to access childcare	15	8.4%
Other	2	1.1%

3 Findings

The following outcomes of the survey are highlighted in order to point out areas of service delivery that may need to be addressed by Schools Service management;-

1. Only 23 people, 11.1%, have made use of the Child Care Voucher scheme, meaning that 185 respondents to the survey are not benefitting from getting tax relief on their child care payments.
2. Of those 185 respondents, 68 (36.8%) had never even heard of the scheme. There clearly needs to be further promotion and discussion between child care providers and employers to encourage usage of the scheme.
3. 82 people stated that the lack of accessible child care affected the amount of hours they worked. 19 stated that either they, or their partner, had to stop work while 80 worked reduced hours to be at home to look after children, 88 were able to work flexible hours.
4. 66.3% of respondents (134 of 202) stated that they did not access further childcare because it was 'too costly'. 55.1% of respondents (16 of 29) said they found it 'very difficult' or 'fairly difficult' to access appropriate child care for under 3's.
5. 214 respondents (95.5%) stated that they would access further child care at particular times if it were available, primarily in afternoons and school holidays. Of those who stated a figure (71), they would require an average of 9.9 hours per week.



Shetland Islands Council

SCHOOLS SERVICE

SURVEY:

Child Care provision in Shetland

May 2011

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1. Background

In January 2011, Schools Service undertook a consultation to identify issues regarding access and availability of child care provision across Shetland.

A questionnaire was distributed to parents at all child care settings outwith Lerwick and there was a total of **436** responses. By area, these responses were received from;

AREA	No of responses
Bressay	4
Central Mainland	75
Lerwick / Gulberwick	48
North Mainland	62
Not provided	13
South Mainland	91
Unst	14
West Mainland	78
Whalsay / Skerries	24
Yell / Fetlar	27
TOTAL	436

Although some of these respondents live in Lerwick, a separate questionnaire was issued to parents accessing child care provision in Lerwick. These findings will be included in a separate report.

The number of children, in each age group, covered within these responses were as follows;

AREA	0 - 2	3 - 5	6 - 12
Bressay	0	3	4
Central Mainland	25	38	69
Lerwick / Gulberwick	17	26	35
North Mainland	15	30	61
Not provided	5	9	9
South Mainland	33	50	92
Unst	4	9	12
West Mainland	29	38	82
Whalsay / Skerries	8	14	28
Yell / Fetlar	9	20	24
Grand Total	145	237	416

2. Summary of key points

The key issues which appear to indicate a certain level of demand, pressure on families or socio-economic restrictions have been highlighted below. More detailed information is available in Appendix A and further analysis can be provided where requested.

a) EMPLOYMENT AND CHILD CARE VOUCHERS

- Of the 436 responses, **412** people stated that they, or their partner, were in employment, this is **94.5%** of respondents.
 - Of those **412** people, only **48** are *already in receipt* of Childcare Vouchers through their employer, **11.7%**.
 - Of the remaining **364** families in employment but not in receipt of Childcare Vouchers, **144** *have never heard of the scheme*, **39.6%**.
- Geographically, the areas with the lowest take-up of Childcare Vouchers are;
 - North Mainland (**8%**)
 - West Mainland (**5%**)
 - Whalsay / Skerries (**0%**)
 - Yell / Fetlar (**0%**)
- Across all age groups **176** responses (**31.4%**) said that the lack of accessible childcare affected the amount of hours that either they, or their partner, were able to work.
- Across all areas, **59** families stated that one of them had to stop work and **143** stated they had to work reduced hours, to be at home to look after children. **157** responded that they are able to work flexible hours.
- **242** of respondents who replied (**55.5%**), state that they have to ask family or friends to look after their child(ren) at certain times in order to continue in employment, this percentage is higher for parents with children between the ages of 6 and 12 (**63.6%**).

b) ACCESSING APPROPRIATE CHILDCARE / PRE-SCHOOL

32 of 93 respondents (**34.4%**) who access childcare for under 3's, stated that they found it 'very difficult' or 'fairly difficult' to access appropriate childcare.

9 of 203 respondents (**4.4%**) stated that they did not get their first choice of pre-school setting or that they found it 'very difficult' or 'fairly difficult' to get their first choice.

97 of 178 respondents (57.7%) who accessed childcare outside school hours stated that they found it 'very difficult' or 'fairly difficult' to access appropriate childcare.

199 of 395 respondents (50.4%) stated that childcare being 'too costly' prevented them from accessing further childcare. Other reasons preventing people from accessing further childcare were as follows;

Reason	No of responses (%)
Poor Quality	16 (4.1%)
Distance / Transport	22 (30.9%)
High Demand	57 (14.3%)
Other children to look after	72 (18.2%)
Lack of flexibility / times availability	141 (35.7%)

c) **ADDITIONAL REQUIREMENTS**

296 (67.9%) families stated that they would access further childcare at particular times if they were available;

Time	No of responses
Before 9am	133
9am – 1pm	103
1pm – 5pm	221
After 5pm	103
Weekends	53
School Holidays	199

Of the 176 respondents that said the lack of accessible childcare affected the amount of hours that either they, or their partner, were able to work, 115 stated that, on average, an additional 10.9 hours per week childcare would be required (a total of 1255 hours per week across Shetland).

- This is slightly higher for parents with children under 3 (13.4 hours per week).
- This figure is higher for Yell / Fetlar (15.75 hours per week) and for the West Mainland (12.45 hours per week)

Age Group	No of families	Average hours per week required	Total Hours
0 – 2	22	13.4	295

3 – 5	43	11.6	500
6 – 12	50	9.2	460
Total	115	10.9	1,255

d) **FAMILY PRESSURES**

268 respondents stated that family or friends look after their child(ren) at least once a week, for an average of 7.86 hours each week;

Age Group	No of families	Average hours per week required	Total Hours
0 – 2	63	9.52	600
3 – 5	66	8.94	590
6 – 12	139	6.60	917
Total	268	7.86	2,107

This is highest in Whalsay / Skerries, where it averages at 11.06 hours per week.

Other services accessed by families were as follows;

- 58 families use a registered childminder at least once a week at an average of 11.28 hours per week (654 hours each week).
- 56 families use a private childcare provider at least once a week at an average of 13.73 hours per week (769 hours each week).
- 43 families access an out-of-school / breakfast club at least once a week at an average of 5.12 hours per week (220 hours each week)

Some of the compromises that families had to make in order to continue in employment and access childcare were stated as follows;

Reasons	No of families	Response %
Work reduced hours	143	32.8%
Work flexible hours	157	36.0%
One of us had to give up work	59	13.5%
Have to ask family / friends to look after child(ren)	242	55.5%
Have to take leave during holiday periods to look after child(ren)	160	36.7%
Have to travel to access childcare	63	14.4%
Other	24	5.5%

3. Findings

The following outcomes of the survey are highlighted in order to point out areas of service delivery that may need to be addressed by Schools Service management;-

1. Only 48 people, 11.7%, have made use of the Child Care Voucher scheme, meaning that 364 respondents to the survey are not benefitting from getting tax relief on their child care payments.
2. Of those 364 respondents, 144 (39.6%) had never even heard of the scheme. There clearly needs to be further promotion and discussion between child care providers and employers to encourage usage of the scheme, particularly in the north and west mainland and the northern isles.
3. 176 people stated that the lack of accessible child care affected the amount of hours they worked. 59 stated that either they, or their partner, had to stop work while 143 worked reduced hours to be at home to look after children.
4. 50.4% of respondents (199 of 395) stated that they did not access further childcare because it was 'too costly'. 57.7% of respondents (97 of 178) said they found it 'very difficult' or 'fairly difficult' to access appropriate child care outside school hours.
5. 296 respondents (67.9%) stated that they would access further child care at particular times if it were available, primarily in afternoons and school holidays. Of those who stated a figure (176), they would require an average of 10.9 hours per week, although this figure is higher in the west mainland and Yell / Fetlar.



**Education and Families Committee
Executive Committee**

**29 February 2012
12 March 2012**

Review of Grant Aid to the Childcare Sector

CS-02-12 – F

Report Presented by Executive Manager

**Children's Resources
Children's Services Department**

1.0 Summary

- 1.1 The purpose of this report is to present the findings of the recent review of the Children's Services Department's Revenue Grant Aid Schemes and seek Members approval for the proposals that have emerged from this review.

2.0 Decision required

- 2.1 The Education and Families Committee RECOMMENDS that the Executive Committee resolves:
- 2.1.1 To the introduction of the Childminders Grant Aid Scheme with effect from 1 April 2012;
 - 2.1.2 To the introduction of the Childcare Fund with effect from 1 April 2012;
 - 2.1.3 That the existing grant schemes be removed with effect from 31 March 2012;
 - 2.1.4 That authority for both grant aid schemes is delegated to the Executive Manager – Children's Resources Services.

3.0 Details

- 3.1 Shetland Islands Council and Shetland Childcare Partnership (SCP) have jointly administered and monitored grants to the local childcare sector for a number of years. This arrangement worked with the Council providing the budget and administration of the schemes while the SCP was mainly involved in decision making process.

- 3.2 Grants were awarded to childminders, community groups and childcare providers for a mixture of one off projects and ongoing running costs at the discretion of the SCP finance sub group.
- 3.3 Following the Council restructuring last year an internal desk top review of the existing Childcare grant aid schemes was carried out by Council officers.
- 3.4 During this review officers identified several types of childcare that had been historically supported by the childcare grant schemes.
- Parent & Toddler Groups, Under Five Clubs;
 - Private registered childminders;
 - Private and voluntary childcare organisations registered to deliver day care and out of school club care;
 - Partner providers.
- 3.5 Members should note that the Council's Children's Services directly provides nursery classes in schools and operates Breakfast and Out of Schools Clubs. Children's Services also funds local partner providers with Commissioned places monies. The Council's Economic Development Unit also currently provides annual financial assistance to North Isles Childcare.
- 3.6 The review of Childcare grants also identified that Parent & Toddler Groups and Under Five Clubs could access financial assistance from the Council's existing Development and Support Schemes administered by the Grants Unit, within Community Planning & Development.
- 3.7 Officers identified several areas where the Childcare schemes could be improved. It was identified that the number of existing schemes should be rationalised with more transparent and effective criteria put in place.
- 3.8 During the autumn of 2011 draft proposals were developed detailing possible changes to the grant schemes.
- 3.9 A number of consultation meetings were held during January 2012 with local voluntary and private sector providers where these draft proposals were presented for consideration. Childminders were also contacted individually and consulted on the proposals.
- 3.10 Members should note that the consultation resulted in unanimous support for the proposed changes.
- 3.11 The proposed changes are summarised as follows:
- Support under the proposed Childcare Fund will no longer be available for informal childcare groups such as Parent and Toddler and Under Five Clubs.

Reason - These community groups can access financial support via the Council's existing Development and Support Grant Aid Schemes. This will remove the potential of double funding groups.

- A new grant aid scheme is introduced and targeted at local registered childminders. This scheme is designed to support both start up costs and small support grants. It will also be able to consider financial support to one off development projects. The proposed Childcare Scheme guidelines are attached as Appendix A.

Reason – it is recognised that individual childminders require support to get started and ongoing support. Childminding is an important service, especially in rural settings, but is often vulnerable to changes in demand.

- A new grant aid scheme is introduced and targeted at partner providers and voluntary/private sector organisations that are registered to deliver day care and/or out of school care services. This scheme is designed to consider financial support to one off development projects. The proposed Childcare Fund Scheme guidelines are attached as Appendix B.

Reason – it is recognised that registered voluntary and private childcare providers generally operate with limited budgets and often find it difficult to raise additional funds for one off projects. Access to this scheme should help close the gap with direct public sector provision.

- The new childcare grant schemes is administered by the Council's Grants Unit.

Reason – the Grants Unit has a proven track record of effectively administering grant aid schemes and funding on behalf of the Council and Shetland Charitable Trust. This will also provide a central point of access for childcare providers seeking financial support.

- Decision making on childcare grant applications be delegated to the Executive Manager – Children's Resources Services.

Reason – This will ensure consistent, timely and efficient decision making on grant applications.

- 3.12 Members should note at present there is approximately 20 registered childminders operating in Shetland. There are also 8 registered voluntary and private sector childcare services.

4.0 Implications

Strategic

- 4.1 Delivery on Corporate Priorities – this report helps to achieve the “*Childcare – Sustain and Grow*” area of the Corporate Plan. The proposed new grant schemes should help to sustain and increase childcare places locally. It should contribute to equalising costs between the public and private/voluntary sector. This report should also contribute towards following the public pound. Furthermore by placing the administration of the proposed new schemes with the Grants Unit it should help the Council with its drive for efficiencies by centralising the grant assessment function and avoiding a duplication of staff duties in other service areas. It should also enable the Grants Unit to have an overview of financial assistance to the Childcare groups, thereby removing the possibility of groups seeking funding from more than one area of the Council for the same project or activity.
- 4.2 Community / Stakeholder issues – the proposed new grant schemes have been fully consulted with the local childcare sector. A number of public meetings were held during January 2012 explaining the proposed changes to the grant schemes. The proposed changes have been fully endorsed by the organisations and individuals that participated in these consultation events.
- 4.3 Policy and/or Delegated Authority – In accordance with Section 2.3.1 of the Council’s Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes childcare. However, the Executive Committee has delegated authority to secure the proper control and management of the Council’s financial affairs.
- 4.4 Risk Management – The existing Childcare schemes are outdated and do not fully comply with following the public pound requirements due to the lack of criteria. Failure to replace these outdated grant schemes could be a risk to the Council in that the existing schemes may be open to challenge.

While there is no increase in the level of Council funding available from the proposed new grant schemes removing access to a possible source of financial assistance could lead to a reduction in childcare provision locally. Childminders and Childcare providers operate in a challenging environment and are often quite fragile, especially in rural areas. This potential situation could create a risk to the Council in that reduced childcare places may have an impact on the wider economy with families having less childcare options.

- 4.5 Equalities, Health and Human Rights – the proposed grant schemes will help to sustain and increase childcare places locally. This should enable childcare providers to develop and improve the quality of service, ensuring that children are looked after in safe and stimulating environment. Having access to good quality childcare should enable more parents and families to return to employment or training, and become more active in the community.
- 4.6 Environmental - None

Resources

- 4.7 Financial – the Children’s Resources Childcare Strategy budget (GRG2017 2400) for financial year 2012/13 is proposed for the Childminders scheme. The Children’s Resources Childcare Strategy budget (GRG2017 2402) for financial year 2012/13 is proposed for the Childcare Fund. Budgets for each scheme have been allocated as follows:

Childminders Scheme	-	£15,000
Childcare Fund	-	£18,000

- 4.8 Legal – None
- 4.9 Human Resources - None
- 4.10 Assets and Property - None

5.0 Conclusions

- 5.1 The review of Childcare grant aid schemes carried out during financial year 2011/12 identified that the existing schemes had a number of weaknesses and should be replaced.
- 5.2 The introduction of the proposed new grant aid schemes should ensure funding is targeted to help where it is most needed. The proposed schemes will contribute towards the ongoing development of local childcare services, whilst also helping to close the gap between public sector and private/voluntary sector childcare provision.
- 5.3 The proposed new schemes provide clarity on what they can and cannot fund, and provide more transparency for applicants and the general public. Transferring the administration of these schemes to the Grants Unit will create a central point for applicants seeking financial assistance and should also contribute to efficiencies as detailed in paragraph 4.1. Providing delegated authority to the Executive Manager – Children’s Resources will ensure a consistent and efficient decision making process.
- 5.4 The Childcare Sector continues to play an important role in the local community. Good quality childcare provision ensures children are cared for in a safe and stimulating environment. It also enables parents and families to consider returning to work or training, and therefore play a more active role in the community.

For further information please contact:

Martha Nicolson
Executive Manager – Children’s Resources
Tel. (01595) 744476
Email martha.nicolson@shetland.gov.uk

List of Appendices

Childminders Scheme guidelines – Appendix A

Childcare Fund guidelines – Appendix B

Childminders Scheme Guidelines

This Grant Aid scheme is funded by Shetland Islands Council and designed to support Childminding Services in Shetland.

This scheme can support a local Childminders to:

- ❑ Start up a Childminding service;
- ❑ Continue to provide a Childminding service;
- ❑ Develop and improve a Childminding Service;

We hope the scheme will help to maintain, grow, develop and improve the services of Shetland's Childminders.

1. What do we expect all applicants to demonstrate?

- ❑ That the Childminding Service is registered with the Care Inspectorate;
- ❑ That the Service will remain active for at least 12 months from the date of the offer letter;
- ❑ That the Childminding Service is working towards / have achieved Grade 4 or above inspection result;

2. Who can apply?

Only Childminders registered by the Care Inspectorate to deliver a Childminding Service in Shetland may apply to this scheme for grant aid.

3. When should you apply?

New Childminders should submit a support grant application during their registration process.

Established Childminders must submit grant applications **at least 4 weeks** prior to incurring expenditure.

Applications are available on the Shetland Islands Council's website at www.shetland.gov.uk/community/grantaid/ and can be submitted electronically.

Alternatively you can request or collect an application pack from the Grants Unit – see Contact Details on page 5.

You should also contact staff **at the earliest opportunity** to discuss your proposed project and to get assistance with completing the application form.

4. What can the scheme fund?

We will consider funding: –

Support Grant

Examples of eligible expenditure include:

- ❑ Public liability and car insurance;
- ❑ Membership of Scottish Childminding Association;
- ❑ Subscriptions to Childcare publications;
- ❑ Toy and outdoor resources
- ❑ IT equipment
- ❑ Printer ink and admin resources
- ❑ Car safety seats
- ❑ Fire safety resources
- ❑ Works and/or equipment to meet Health and Safety requirements
- ❑ Work to meet standards required by the Care Inspectorate
- ❑ Accountancy fees

Development Grant

Examples of eligible expenditure include:

- ❑ Works to improve Childminder's grading;
- ❑ Fencing upgrades, new gates;
- ❑ Safety and access improvements to pavements;
- ❑ Equipment to meet Care Inspectorate recommendations;
- ❑ Outdoor play equipment;
- ❑ Non statutory training.

We will not fund: –

- ❑ Wages;
- ❑ Travel costs;
- ❑ Legal costs;
- ❑ Personal items and general household costs;

5. How much can we apply for?

Childminders seeking to start or maintain a childminding service can apply for up to 100% of eligible costs up to a maximum grant of £250.

Childminders seeking to develop a childminding service can apply for up to 75% of eligible costs up to a maximum grant of £2,000.

You should also note that we will not award more than the amount you request in your application. If you are unsure about how much funding you can apply for please contact staff as detailed on page 5.

6. What is the application process?

Once you have completed your grant application, attached all the necessary documents and worked through the checklist you are ready to submit your grant application.

Applications can be submitted electronically or by post to the Grants Unit. See contact details on page 5.

- ❑ On receipt of your application we will check if it is complete and ensure all the necessary information has been enclosed.
- ❑ We will acknowledge receipt of your application **within 5 working days** and let you know what else is required.
- ❑ Your completed application will be assessed and you should be informed of the decision in writing **in no more than 6 weeks** of receiving the completed application.

New childminders must submit Support Grant applications during their registration process. Applicants that are new childminders should receive an “in principle” award that is conditional on successful registration with the Care Inspectorate.

Applications will be assessed by staff in the Shetland Islands Council’s Grants Unit. Decision making is the responsibility of the Executive Manager – Children’s Resource Service.

The Executive Manager – Children’s Resource Service reserves the right to consult with Shetland Childcare Partnership on grant applications, where necessary.

7. What happens if you are successful?

- ❑ Shetland Islands Council will send you a grant offer letter and acceptance docquet detailing the terms and conditions of your award;
- ❑ Once you have accepted the terms and conditions of the grant and returned the acceptance letter the grant award will be paid in full directly into your bank account;
- ❑ You must comply with grant conditions and use the grant only for the purpose set out in your application form;
- ❑ You must complete a Project Evaluation form and a certification of expenditure form together with details of all relevant expenditure within **12 months** of the date of the grant offer letter.

8. What happens if you are unsuccessful

We will tell you the main reasons why in a letter **within 6 weeks** of receiving the completed application. You may also find it useful to contact staff in the Grants Unit. Following receipt of the explanation you may wish you to revise your application and resubmit it or appeal the original decision.

If you want to appeal the decision to refuse your application, then a letter of appeal should be submitted to the Grants Unit within three months of the date that you were notified of this decision.

9. Protection of Vulnerable Groups requirements

Applicants seeking financial assistance from this grant aid scheme must comply with the Protection of Vulnerable Groups requirements – specifically child protection.

We recognise that Childminders will only achieve Registration with the Care Inspectorate if they have appropriate Child Protection Policy and Procedures in place and Enhanced Disclosure Checks have been carried out on all individuals in the household.

10. Data Protection Act 1998 / Freedom of Information (Scotland) Act 2002

The Shetland Islands Council is registered as a Data Controller in terms of the Data Protection Act 1998. The information provided by you will be stored by the Shetland Islands Council on a central electronic database and will be used in a number of ways by different departments of the Shetland Islands Council when processing any funding applications made by your organisation. The information will not be transferred out with the Shetland Islands Council without your explicit consent. Please contact us if you have any queries about how your information will be used.

The Freedom of Information (Scotland) Act 2002 gives members of the public the right to request any information that we hold. The Shetland Islands Council regularly releases information about grant awards and information regarding your application may be made available to the public. Any personal information provided will be processed in accordance with the Data Protection Act 1998.

11. Other considerations

- ❑ No applications can be considered for expenditure already incurred, except with prior agreement of the Director of Children's Services;
- ❑ All grant awards are subject to the Shetland Islands Council's approved grant conditions and availability of finance;
- ❑ Any grant assistance not spent within one year will be repaid to Shetland Islands Council unless the Director of Children's Services has agreed otherwise;
- ❑ You should acknowledge Shetland Islands Council funding on all publicity and marketing material, where appropriate;
- ❑ Applicants should seek other sources of funding prior to applying for a Childminders Scheme grant;
- ❑ No further grant applications can be considered until the previous grant award has been fully accounted for.

12. Service pledges

In order to improve service delivery of the department's various grant aid schemes we have the following service pledges:

- ❑ The Grants Unit will provide **accurate information** about its grant aid schemes and application procedures;
- ❑ All grant application forms requested will be sent out **within 2 working days**;
- ❑ All grant application forms received will be acknowledged **within 5 working days**;
- ❑ All organisations receive a decision on completed grant application forms **within 6 weeks**;
- ❑ All organisations that have had grant applications rejected will receive a **written explanation** of why it was unsuccessful;
- ❑ All organisations that have had a rejected grant application advised in writing have the **right to appeal** against the decision.

13. Contact details

Staff at the following offices is available to give advice and guidance on your project and with the completion of grant applications. You should contact staff at the earliest opportunity and prior to completing a grant application.

Grants Unit

Hayfield House
Hayfield Lane
Lerwick
ZE1 OQD
Tel. (01595) 743827 / 743828

Shetland Childcare Partnership

91-93 St. Olaf Street
Lerwick
Shetland
ZE1 OES
Tel. (01595) 745402

or email grants.unit@shetland.gov.uk

Childcare Fund Guidelines

This grant aid scheme is funded by Shetland Islands Council and is designed to support:

- ❑ Partner Providers delivering pre-school education Service;
- ❑ Voluntary and private sector organisations registered to provide Day Care and/or Out of School Care;

We hope this Grant Aid scheme will help to maintain, grow, develop and improve the services provided in this sector.

1. We expect all applicants to demonstrate that they –

- ❑ Are registered with the Care Inspectorate;
- ❑ Remain active for at least 12 months from the date of grant offer letter;
- ❑ Are working towards / have achieved a Grade 4 or above inspection result;

2. Who can apply?

Your organisation can apply for a Childcare Fund grant if: –

- ❑ You are based in Shetland;
- ❑ You are a childcare provider and registered by the Care Inspectorate to deliver a Pre-school Service, Day Care Service, Breakfast Club or Out of School Service;
- ❑ You have an open constitution or equivalent set of rules which clearly defines your organisation's aims, objectives and procedures *;
- ❑ You have a bank or building society account in the name of your organisation which requires at least 2 signatures on each cheque or withdrawal *;
- ❑ You can enclose your most recent annual accounts which have been certified as true by a person independent of your organisation;
- ❑ You spend the grant within a year.

* Exceptions may be considered for local registered Childcare providers who have different governance and/or banking arrangements

3. Who cannot apply?

- ❑ Public bodies;
- ❑ Individuals;
- ❑ Non childcare providers;
- ❑ Organisations out with Shetland.

4. When should you apply?

Applications to the Childcare Fund must be received by the Shetland Islands Council's Grants Unit **at least four weeks prior** to your project commencing.

Applications are available on the Shetland Islands Council's website at www.shetland.gov.uk/community/grantaid/ and can be submitted electronically.

Alternatively you can request or collect an application pack from the Grants Unit – see Contact Details on page 5.

You should also contact staff **at the earliest opportunity** to discuss your proposed project and to get assistance with completing the application form.

5. What can the scheme fund?

We will consider funding: –

- ❑ Car insurance and car safety seats – where a vehicle is used to deliver a childcare service;
- ❑ Learning materials and resources;
- ❑ Toys and outdoor equipment;
- ❑ Annual outings or planned activity days;
- ❑ Non statutory training;
- ❑ Works or equipment required to comply with Fire Safety, Health and Safety and/or Care Inspectorate recommendations;
- ❑ Other costs deemed appropriate to Childcare provision.

We will not fund: –

- ❑ General running costs such as wages, admin costs, energy costs, etc
- ❑ Snacks and refreshments;
- ❑ Projects that have already taken place;
- ❑ Fundraising expenses;
- ❑ Legal fees;
- ❑ Holidays;
- ❑ Items that only benefit an individual e.g. prizes, personal clothing, strips and personal equipment;
- ❑ Loan or endowment payments;
- ❑ Projects with no long-term sustainability;
- ❑ Other costs deemed inappropriate to Childcare provision.

6. How much can we apply for?

Organisations can apply for up to 75% of eligible costs up to a maximum grant of £2,000.

Applicants can submit multiple grant applications but the total awarded will not exceed the above limits per Council financial year.

You should also note that we will not award more than the amount you request in your application. If you are unsure about how much funding you can apply for please contact staff as detailed on page 5.

7. What is the application process?

Once you have completed your grant application, attached all the necessary documents and worked through the checklist you are ready to submit your grant application.

Applications can be submitted electronically or by post to the Grants Unit. See contact details on page 5.

- ❑ On receipt of your application we will check if it is complete and ensure all the necessary information has been enclosed.
- ❑ We will acknowledge receipt of your application **within 5 working days** and let you know what else is required.
- ❑ Your completed application will be assessed and you should be informed of the decision in writing **in no more than 6 weeks** of receiving the completed application.

Applications will be assessed by staff in the Council's Grants Unit. Decision making is the responsibility of the Executive Manager – Children's Resource Service.

Executive Manager – Children's Resource Service reserves the right to consult with Shetland Childcare Partnership on grant applications, where necessary.

8. What happens if you are successful?

- ❑ Successful applicants will be issued with a grant offer letter and acceptance docquet.
- ❑ Once your organisation has accepted the terms and conditions of the grant and returned the acceptance letter the grant award will be paid in full directly into your organisation's bank account.
- ❑ You must comply with grant conditions and use the grant only for the purpose set out in your application form.
- ❑ You must complete a Project Evaluation form and a certification of expenditure form together with details of all relevant expenditure within **12 months** of the date of the grant offer letter.

9. What happens if you are unsuccessful

We will tell you the main reasons why in a letter **within 6 weeks** of receiving the completed application. You may also find it useful to contact staff in the Grants Unit. Following receipt of the explanation you may wish you to revise your application and resubmit it or appeal the original decision.

If you want to appeal the decision to refuse your application, then a letter of appeal should be submitted to the Grants Unit within three months of the date that you were notified of this decision.

10. Protection of Vulnerable Groups requirements

From 1st April 2011, if your organisation is applying for grant assistance from this scheme, your group/ organisation will need to decide whether you have anyone (staff or volunteers) involved in 'Regulated Work' with children (and/or protected adults)*. If your organisation has individuals involved in Regulated Work then those individuals will need to apply to become a member of the PVG Scheme, and your group must also have policies and procedures in place that adequately cover child protection and welfare issues.

You will need to decide whether or not your group has individuals involved in 'Regulated Work' with children and young people under the age of 18, and/or 'Regulated Work' with protected adults (from the age of 16, generally, in receipt of specified services)*

If either of these conditions applies to your group, then you will need to ensure that you have in place **all** of the following: a Child Protection Policy and Child Protection Procedures; a Code of Conduct for staff and volunteers; an Equal Opportunities Policy. Templates for these documents are available from the Community Planning & Development Service or at www.shetland.gov.uk/childsafeshetland/Grantaidthemplate and must be approved and signed by committee members of your group. Your organisation must undertake a PVG Scheme Membership check when appointing staff, volunteers or helpers who are doing 'Regulated Work' to make sure they are not barred from working with children/protected adults and as part of checking their suitability for the particular post.

*There are various stages to go through to decide whether someone is doing 'Regulated Work.' The Child Safe Shetland website www.shetland.gov.uk/childsafeshetland includes links to sources of help in particular a self-assessment tool produced by Disclosure Scotland which will help you work through the various stages. http://www.disclosurescotland.co.uk/pvg_training/self-assessment/

In case of doubt, you may wish to seek further advice from either the Central Registered Body for Scotland (CRBS), on 01786 849777, or Disclosure Scotland on 0870 609 6006. Contact details for local support on this subject and more information are available on the ChildSafe Shetland website.

Help is also available from your local Community Work Office or from Voluntary Action Shetland, who undertake free checks for volunteers.

11. Data Protection Act 1998 / Freedom of Information (Scotland) Act 2002

The Shetland Islands Council is registered as a Data Controller in terms of the Data Protection Act 1998. The information provided by you will be stored by the Shetland Islands Council on a central electronic database and will be used in a number of ways by different departments of the Shetland Islands Council when processing any funding applications made by your organisation. The information will not be transferred out with the Shetland Islands Council without your explicit consent. Please contact us if you have any queries about how your information will be used.

The Freedom of Information (Scotland) Act 2002 gives members of the public the right to request any information that we hold. The Shetland Islands Council regularly releases information about grant awards and information regarding your application may be made available to the public. Any personal information provided will be processed in accordance with the Data Protection Act 1998.

12. Other considerations

- ❑ No applications can be considered for expenditure already incurred, except with prior agreement of the Director of Children's Services;
- ❑ All grant awards are subject to the Shetland Islands Council's approved grant conditions and availability of finance;
- ❑ Any grant assistance not spent within one year will be repaid to Shetland Islands Council unless the Director of Children's Services has agreed otherwise;
- ❑ Applicants with savings, reserves, cash or investments greater than £10,000 may not be considered for grant assistance if they are unable to confirm that these funds are restricted or designated funds for a specific purpose;
- ❑ Grant awards must be acknowledged on all publicity and marketing material;
- ❑ Applicants should seek other sources of funding prior to applying for a Childcare Fund Grant;
- ❑ Your organisation's contact details must be included in the Shetland Islands Council's online Shetland Community Directory and you will be responsible for making any changes to your organisation's details as necessary. If you have not joined the Community Directory please contact the Grants Unit for information, or look up the website at www.shetland.gov.uk/communitydirectory

13. Service pledges

In order to improve service delivery of the department's various grant aid schemes we have the following service pledges:

- ❑ The Grants Unit will provide **accurate information** about its grant aid schemes and application procedures;
- ❑ All grant application forms requested will be sent out **within 2 working days**;
- ❑ All grant application forms received will be acknowledged **within 5 working days**;
- ❑ All organisations receive a decision on completed grant application forms **within 6 weeks**;
- ❑ All organisations that have had grant applications rejected will receive a **written explanation** of why it was unsuccessful;
- ❑ All organisations that have had a rejected grant application advised in writing have the **right to appeal** against the decision.

14. Contact details

Staff at the following offices is available to give advice and guidance on your project and with the completion of grant applications. You should contact staff at the earliest opportunity and prior to completing a grant application.

Grants Unit

Hayfield House
Hayfield Lane
Lerwick
ZE1 OQD
Tel. (01595) 743827 / 743828

Shetland Childcare Partnership

91-93 St. Olaf Street
Lerwick
Shetland
ZE1 OES
Tel. (01595) 745402

or email grants.unit@shetland.gov.uk

**Education and Families Committee****29 February 2012****Performance Overview****Report No: CS-06-12-F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report summarises the activity and performance of the Children's Services Department for the 9 months up to December 2011 against the objectives approved by the Education and Families Services Committee in June 2011.

2.0 Decisions Required

- 2.1 Members are requested to discuss the contents of this report and comment on progress against priorities to inform activity for the remainder of this financial year, and to inform the planning process for next and future years.

3.0 Detail

- 3.1 Committees endorsed "service priority plans" in June 2011, to guide activity following the Council's governance changes and through the current management restructuring activity.
- 3.2 The Council's Planning and Performance Management Framework and the Council's constitutional arrangements require periodic reporting of activity and performance to functional committees.
- 3.3 Reporting of financial performance is a separate item on this agenda and reporting of Council wide measures such as staffing numbers, absence rates, employee review and development and insurance claims will be reported on an integrated basis to the next Executive Committee.
- 3.4 This report sets out the key actions, core performance measures and activities of the Department so that the Committee can understand how its priorities are being delivered.

- 3.5 Summaries of the most significant actions and measures are contained in Appendix A. The format is an interim one, which is based on the Schools Service Quality Improvement Plan, but this will be superseded by the Covalent performance management system which is currently being implemented.
- 3.6 Scottish Qualifications Authority exam performance by Shetland's schools and students, for 2011, is highlighted at Appendix B for Members' interest and information.
- 3.7 The Committee is asked to consider and discuss any aspect of the information provided.
- 3.8 Planning activity for next and subsequent years has already commenced, and the committee is invited to comment on any issues which they see as significant to sustaining and improving service delivery.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – Effective Planning and Performance Management are key features of the Councils Improvement Plan and part of the "Organising our Business" priority in the Councils Improvement Plan.

- 4.2 Community /Stakeholder Issues – None at present.

- 4.3 Policy And/Or Delegated Authority –

The Councils Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;

"Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –

- (a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.
- (b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus."

- 4.3 Risk Management – Embedding a culture of continuous improvement and customer focus are key aspects of the Councils improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.

We recognise that some work is required on the various elements of our Risk Registers to bring this information into line now following the Council wide management restructuring activity. That work will be done for the next presentation in June 2012.

4.4 Equalities, Health And Human Rights – NONE

4.5 Environmental – NONE

Resources

4.6 Financial – The actions and measures described in this report have been delivered within existing approved budgets.

4.7 Legal – NONE

4.8 Human Resources - NONE

4.9 Assets And Property – NONE

5.0 Conclusions

5.1 The Children's Services Department has delivered the actions in Appendix A which has resulted in the outcomes also contained there.

5.2 Appendix B details Shetland's schools and students' performance in the Scottish Qualifications Authority exams for 2011.

For further information please contact:

Helen Budge, Director of Children's Services
01595 744758 helen.budge@shetland.gov.uk

Report Finalised: 17 February 2012

Appendices

<u>Appendix A</u>	Key Actions Undertaken
<u>Appendix B</u>	Scottish Qualifications Authority Exam Performance 2011

SHETLAND ISLANDS COUNCIL CHILDREN'S SERVICES



SERVICE IMPROVEMENT PLAN – ACTION PLAN

February 2012

GLOSSARY

CPC	- Child Protection Committee
GIRFEC	- Getting It Right for Every Child
LAC	- Looked After Children
ASN	- Additional Support Needs
CfE	- Curriculum for Excellence
EPS	- Educational Psychological Services
ASD	- Autistic Spectrum Disorder

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Maintain positive child protection inspection reports.	Continue to improve practice and training for front line staff to improve standards in inspection.	Evaluation of at least good in the four key quality indicators.	Child Protection Committee (CPC)/ Children and Families Management.	The Joint Care Inspectorate / Education Scotland Child Protection Inspection achieved 2 quality indicators at very good, 2 at good.
All children on child protection register to have a Getting It Right For Every Child (GIRFEC).	To ensure that the multi-agency responsibilities are set out clearly.	To reduce risk and improve outcomes for children and young people on the register.	Ongoing.	All children on the Child Protection Register do have a multi-agency child protection plan.
All Looked After Children to have a GIRFEC.	To ensure that the multi-agency corporate responsibilities are set out clearly.	To improve attainment and experiences for children and young people Looked After.	Ongoing.	All children are subject to multi-agency GIRFEC planning.
Other agencies beginning to use GIRFEC when needed.	Early identification of need Multi-agency plans to be reviewed to establish if goals are being achieved and needs are being met.	Reduce number of children and young people.	Ongoing.	Excluding Social Work and Child Support Plans, 71 GIRFEC notifications have been made.
Develop and Implement Parenting Strategy.	Information to be available for parents in Shetland To have a consistent approach across agencies to parenting. To have parenting	Reduce number of Children and young people in need of higher level services. For parents to feel that support is	2011-2014	Strategy been approved at Children's Forum Now at implementation stage. Voluntary Sector obtained funding awaiting match funding from Local Authority.

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	<p>programmes available to meet need (staged model of intervention).</p> <p>To work with voluntary sector on delivering lower level parenting support programmes.</p>	<p>available for them.</p> <p>To have a range of services to meet varying levels of need.</p>		

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Children's Resources

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Continue to provide the best possible services to Looked After Children	<p>The views of children and young people are sought and regarded.</p> <p>Looked After Children (LAC) Strategic group has a role in promoting best practice</p>	<p>Children and young people report that the support they receive makes a difference</p> <p>Development of a LAC Strategy</p>	<p>All staff and partners</p> <p>Ongoing</p> <p>June 2012</p>	<p>All Looked After Children and young people have the opportunity to attend meetings about them and to record their views about the care they receive.</p> <p>Work in progress</p>
Maintain positive inspection reports	<p>Services are delivered in line with best practice</p> <p>Good practice is shared locally and nationally</p>	Care Inspectorate reports are good	Executive Manager Children's Resources and Team Leaders	All inspections across children's resources were graded good and very good in 2011.
Continue to support GIRFEC	Review children's plans	All LAC have had their needs assessed and a plan in place	Team Leaders and Partners	All LAC have a GIRFEC assessment and plan in place. An audit of children with Additional Support Needs (ASN) receiving a service from sort breaks is underway.
Continue to support transition planning	Children and young people experience smooth transitions in and out of all services	Planning and supporting moves in conjunction with parents/carers, children and young	All relevant staff Ongoing	Ongoing. Processes have been developed for Throughcare and Aftercare.

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
		people and partners.		
Children's Residential Services - move into the new house at Quoys		Smooth transition of service to Grodians	June 2012	Achieved
Progress refurbishment of Laburnum	Continue dialogue with relevant colleagues/partners across the directorates Refresh feasibility study	To ensure there is adequate space to meet the very wide range of needs children and young people present with, in line with Care Inspectorate requirements	Executive Manager Children's Resources, Team Leaders and Partners 2012/13	Budget reviews have indicated Laburnum refurbishment/new build does not have budget allocated. It remains aspirational. A review of the feasibility study required
Build capacity in staff and carers	Support initiatives e.g. innovative delivery of HNC/SVQ3 programme Develop skills in foster carers and adopters through more 1-1 training sessions	Skilled and confident workforce	Family Placement team September 2012	Programme is achieving positive outcomes Training plan to be developed
Embed improvement and quality assurance systems	Each service has its own self evaluation and service improvement plan in place	Quality is assured Service self	Executive Manager Children's	A children's social work quality improvement group has been established. First meeting planned March 2012.

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	in line with inspection requirements	evaluation and improvement plans are developed consistently across services	Resources and children and Families, Children's Services Improvement Officer and Team Leaders Ongoing	
Establish a Throughcare and Aftercare Service	Legislative requirement to ensure this service is available to young people who cease to be looked after	Staff team in place. Referral process in place All young people who cease to be looked after have access to this service, have an assessment of their needs and have a plan in place	Achieved 2011	Staff team in place (from within existing resources). Contracts still need to be made permanent to secure service. Referral process in place Assessment, planning and support services available for all young people who meet legislative requirements
Establish a 'Hub' project	Detailed project bid prepared	Increased range of supported accommodation options for young people moving on from care	April 2012	Bid to lottery successful (December 2011) On target to be fully operational April 2012 0.5 fte care staff still to be identified from within children's services (all other support staff will be

Children & Family Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
				funded by the lottery)
Continue to support the development of sustainable childcare across Shetland	Positive approaches with partners across sectors to achieve	<p>Accessible, affordable, good quality childcare</p> <p>Qualified and skilled workforce across sectors</p> <p>Build capacity</p> <p>Improved grant scheme processes</p>	Ongoing	<p>Childcare Strategy refreshed</p> <p>Review of Grant Aid to the Childcare Sector</p> <p>Papers on both of the above prepared for presentation to Education and Families Committee 29 Feb 2012</p>
Young carers	Young carers are supported	<p>Young carers are identified</p> <p>Ways to best support young carers are identified by consulting with them and relevant others</p>	Ongoing	<p>Research project completed.</p> <p>Attempts to establish as support group have been unsuccessful</p> <p>Multi agency group now agreed as a sub group of Children and Young People's Forum, to take forward the Young Carers agenda</p>

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Library Service

Library Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Review Staffing Structure	Investigate staffing needs taking account of changing technology, changes in school rolls and budget cuts. Look critically at all vacancies.	More flexible staffing, better geared to the needs of customers; reduced staffing budget.	Executive Manager; Young People's Services Manager Review complete February 2012, School library changes implemented by May 2012.	Seven posts in our central staffing have had hours cut, been downgraded or are working more flexibly. This has mainly been achieved by amending vacant posts. Three school library posts are to be made part-time to reflect the smaller rolls in these schools.
Review service delivery to schools in the light of Blueprint outcomes	Amend schools library provision according to Blueprint outcomes.	Appropriate staffing in school libraries.	Executive Manager; Young People's Services Manager June 2011 and ongoing.	Library assistant removed from Scalloway when secondary closed, transition assistance in place, remaining primary stock to be removed from Library system and transferred to school.
Maintain high quality services with reduced resources	Best value budgeting, flexible staffing, capitalize on external funding.	More efficient working practices. Avoid cuts in service to public where possible.	Executive Manager, Management Team, March 2012	Opening hours and all services maintained despite staffing cuts. Three projects ongoing after successful bids for external funding.
Capitalise on Scotland Excel	Contract with main book supplier part of Excel.	Reduced costs. Value for money.	Executive Manager,	Ongoing contract with Bertrams gives high discount and outsources most time-consuming

Library Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
contracts			March 2012	processing of stock. Allows Electronic Data Interchange automated ordering which saves staff time.
Examine potential transfer to an Open Source Library Management System	Keep in review development and implementation of 'Evergreen' Library Management System in other Scottish authorities.	A better value Library Management System.	Executive Manager, Systems Officer, March 2012 and kept under review	Evergreen project has been examined and at present does not offer mobile library functionality. A changeover at this stage would also not be cost-effective – the staffing and financial outlay would outstrip any savings. However, this will be kept under review.
Continue to work in partnership, exploring ways in which the library learning offer can be extended	Click Shetland project: drop-in help with computers. Partnership work with Adult Learning and college: introducing new users, English for Speakers of Other Languages events.	Extension of learning opportunities at the library – live and on-line.	Executive Manager, Systems Officer March 2012 and ongoing	Click Shetland project implemented, permanent computer drop-in established. All staff involved. Group induction tours of Library given. International event planned.
Promote awareness and uptake of the full range of Library and Information Services, particularly amongst hard to reach groups, e.g. through Shetland Times feature	Use all available local media to promote Library in a range of creative ways. Expand social networking. Outreach work with groups.	Increase uptake in targeted groups, e.g. IT learners, young parents, speakers of other languages.	Executive Manager, Management Team, March 2012 and ongoing	Reader in Residence project has done work with care homes, schools, groups and in the public library. Regular feature in Shetland Times established for residency. Click Shetland has attracted new computer users. Range of promotion and events appeals to wide audience. Regular Radio Shetland slots promote service. Facebook and Twitter users expanding.
Measure quality of	Regular customer surveys,	Culture of	Executive	Annual survey complete – 92% satisfaction

Library Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
library provision through self-assessment and customer satisfaction measures	both general and targeted. Evaluation of projects. Regular Public Library Quality Improvement Matrix inspections. Monitoring of lending statistics.	continuous improvement embedded.	Manager, Management Team, March 2012 and ongoing.	rating. E-book survey underway. Public Library Quality Improvement Matrix inspection due in Summer 2012. Click Shetland and Librarians on Loan evaluation underway.
Ensure all babies, early years children and families receive Library and Bookbug services	Partnership work with Health Centres and wider services for young children. Regular Bookbug sessions and training for providers.	All babies and families introduced to Bookbug and wider library services	Executive Manager, Young People's Services Manager March 2012 and ongoing	'Train the Trainer' undertaken by Young People's Services Librarian and cascaded to more staff. Very good uptake on Lerwick and outreach sessions. Additional work with Bruce Family Centre.
Undertake Outreach work, events, summer Reading Schemes and young people's groups, to engage the widest groups of young people possible, including the hard to reach	Young Writer, Summer Reading Scheme, programme of clubs and events, events in school libraries.	All children and young people have a positive library experience	Executive Manager, Young People's Services Manager March 2012	Extensive programme of events in schools organised by Reader in Residence. Book Craft club run for two terms at Public Library. Big uptake on Young Writer and Summer Reading Scheme.
Offer and publicise a broad range of events, projects and	Take part in national promotions and partnerships, and	Improved access and uptake of services, positive	Executive Manager, Customer	Strong programme of adult events and promotions delivered, including a partnership programme with Orkney funded by Scotland's

Library Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
opportunities for involvement for adults, to ensure the broadest appeal, particularly in respect of those hard to reach	introduce new and innovative local ideas. Continue to build on successful events, eg. open mic poetry.	Library image, strong presence in community.	Services Librarian. March 2012 and ongoing.	Islands. Reader in Residence has introduced new events and done valuable outreach work. Lesbian, Gay, Bisexual and Transgender resources reviewed and updated.
Provide more flexible space for library-based community activities (dependant on Lerwick Library re-development)	Progress plans for Old Library Centre redesign, or failing that, essential repairs to old museum.	Increased flexibility and access. (Lack of space the major negative consistently identified in annual customer surveys.)	Executive Manager, March 2012 Dependant on Capital programme and Asset Strategy.	No progress. Plans for refurbishment of Old Library Centre on hold and old museum space may become unusable. Wider Council accommodation moves have to be considered and we are now looking for short term solutions to preserve the activity space we have.

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Psychological Services

Psychological Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Support planning and initiatives to build capacity in staff, parents/carers, children/young people and their communities, promoting resilience and enabling models of service delivery.	Support the development of nurture groups in schools across the Authority through training, staff support.	All staff are aware of the importance of nurture in children's development. School staff are confident in running a nurture group.	Psychological Services Staff.	Training for school staff delivered.
	Encourage the development of nurture groups in the 2 Lerwick Primaries where need is significant.	Nurture groups are established in all schools where a need is identified.	Psychological Services Staff.	Nurture groups now established in 5 primary schools.
	Enable staff to evaluate and monitor outcomes through use of Boxall profiling.	Staff enabled to evaluate outcomes of nurture interventions without dependency on Educational Psychology Service.	Psychological Services Staff. Nov '11.	Training planned.
	Six monthly profiling to review progress and	Effective evaluation of the impact of	Psychological Services Staff.	

Psychological Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	outcomes of nurture interventions.	nurture interventions.		
	Support/training for Care staff in relation to creation of a nurturing care environment.	School staff aware of the programmes available and able to implement.	Psychological Services Staff.	Training in nurture for Social Work staff including staff at Grodians. Consultation with Social Work Resources management teams regarding ongoing EPS support.
	Educational Psychological Service (EPS) support for group work in schools to promote the development of emotional literacy and resilience. EPS support for Implementation of Triple P Parenting Programme.		Psychological Services Staff.. Psychological Services Staff	Significant increase in training delivered to schools staff on emotional literacy training. Increased use of programmes, such as, 'Cool in School' which can be independently run and evaluated by school staff. Positive evaluation outcomes to date. Educational Psychologist and Resource Workers trained.
	Production of a Bereavement Resource Support Pack for schools and partner agencies.	School staff and other agencies enabled to provide appropriate support to bereaved children.	Psychological Services Staff July 2011.	Bereavement Support Pack produced by EPS, in consultation with Young People, Children's services staff and agencies.
	Development of a system of Bereavement Support coordinators in Schools and other settings.	Clear key staff responsibility for communication and contact in the event of a bereavement of a pupil.	Psychological Services Staff December 2011.	Bereavement Support Coordinators identified in each school in Shetland, Care and other settings. Training delivered to them re use of the Resource Pack as well as their role in relation to pupils experiencing a bereavement.

Psychological Service's Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	EPS staff training in supporting children and young people through loss and change.	EPS staff are skilled in delivery of interventions in relation to loss and change.	Psychological Services Staff.	Resource Workers attended training in GUAB (Give us a Break) in South Lanarkshire, a solution focussed group work programme for bereaved children/YP.
	Completion of the Young Carers Research Project to identify current systems for identifying and supporting young carers in Shetland schools.	Improved understanding of the effectiveness of systems in place for identifying and supporting young carers in Shetland Schools.	Psychological Services Staff.	Project completed in July 2011, following difficulties in identifying young carers to participate and the delay in setting up the voluntary sector young carers group. List of recommendations made for improvements.
	EPS consultation on service planning and improvement in relation to LAC, with Social Work Resources Team Senior Manager and Unit Managers.	EPS planning to support Children/Young People who are LAC is advised by those staff operationally involved with LAC.	Psychological Services Staff.	Consultation completed with SW Resources staff which has led to the targets for action re LAC in the new service plan.
	Participation in the Autistic Spectrum Disorder (ASD) Working Group Participation in the 'Pathways' to identification of ASD.	Improved services to children and young people with ASD and their families/Carers.	Psychological Services Staff.	Pathway Group established and taking forward identification of Autistic Spectrum Disorder.

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Sport and Leisure Services

Sport and Leisure Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Along with partners develop an Active Lives Strategy for Shetland.	<ul style="list-style-type: none"> • Undertake consultation. • Research national perspective. • Develop strategy. 	Improved levels of physical activity in Shetland with consequential improvements in health and wellbeing.	NHS Shetland Heath Promotions Executive Manager – Sport and Leisure. May 2012.	<ul style="list-style-type: none"> • The strategy has been completed and will be reported to the Social services Committee in May 2012.
Along with partners develop a Sports Strategy for Shetland.	<ul style="list-style-type: none"> • Undertake consultation. • Research national perspective. • Develop strategy. 	Increased levels of participation in sport and improved performances in sport.	Executive Manager – Sport and Leisure Shetland Recreational Trust NHS Shetland Sportscotland May 2012.	<ul style="list-style-type: none"> • This strategy is substantially complete and will be reported to the Social Services Committee on May 2012.
Agree a service level agreement between the Shetland Recreational Trust (SRT) and the Council for PE and Community use of SRT facilities	<ul style="list-style-type: none"> • Facilitate consultation between SRT and head teachers/PE staff to establish PE requirements in SRT facilities. • Undertake consultation between SRT and Sport and Leisure for community use of SRT facilities. • Develop a plan for 	Shetland school children and the Shetland community have access to high quality sports facilities to participate in PE and sports activities.	Executive Manager – Sport and Leisure Executive Manager – Schools Head teachers and PE Staff General Manager – SRT March 2012.	<ul style="list-style-type: none"> • Meeting have been held with relevant head teachers and PE staff • PE requirements are being identified for the 2011 –12 and 2012-13 school years • Discussion are ongoing about the specification of service and funding of the Service Level Agreement.

Sport and Leisure Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	schools and community use of SRT facilities. • Finalise Service Level Agreement.			
Work with SRT and ICT to implement a centralised booking system and Smartcard system for all sport and leisure facilities in Shetland.	• Secure funding for project. • Tender project. • Implement project.	Improved customer services and provision of management information through the development of a single booking point for all sport and leisure facilities in Shetland.	Executive Manager – Sport and Leisure Executive Manager – ICT General Manager – SRT August 2012.	• A complete funding package has been secured for the project including EU funding of £77,500. • Tenders have been received from 3 companies for this project. • Tenders are currently being evaluated with a contract due to be completed by May 2012. • The new system should be operational from August 2012.
Support the Tall Ships – Lerwick event in 2011 by providing the sports programme for crewmembers and the provision of a Crew Centre at Islesburgh and accommodation for visitors to Shetland.	• Support the Tall Ship Organising Committee. • Develop sports programme for event. • Prepare Islesburgh CC for event requirements. • Undertake necessary work to provide additional accommodation options e.g. camp and caravan site at Seafield. • Deliver event.	That the Tall Ships are a successful event, enjoyed by locals and visitors to Shetland.	Executive Manager – Sport and Leisure. July 2011.	• The Tall Ship were organised to a high standard and enjoyed by all involved.

Sport and Leisure Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Explore further opportunities to work in partnership with external organisations such as Shetland Arts regarding the Shetland Box Office and the opening of Mareel.	<ul style="list-style-type: none"> Undertake discussions with Shetland Arts about joint working and development of Shetland Box Office. 	Partner organisations are working efficiently and effectively together to share resources and minimise duplication.	Executive Manager – Sport and Leisure Director, Shetland Arts Ongoing.	<ul style="list-style-type: none"> Shetland Box Office is continuing to develop with more tickets being sold through the box office and more groups using the service. Discussions are still ongoing regarding the future management of Shetland Box Office when Mareel is open.
Support a wide range of Council services being delivered from Islesburgh and the delivery of major events throughout the year i.e. Shetland Folk Festival.	<ul style="list-style-type: none"> Liaise with Council Services operating from Islesburgh to plan the year ahead e.g. Youth Services, Islesburgh pre-school group etc. Deliver services during the year. Liaise with partners and customers to schedule events happening during the year. Deliver programme of events happening during the year. 	<p>High quality facilities and services are provided to support the effective delivery of Council services.</p> <p>High quality facilities and services are delivered to support the delivery of community events e.g. Accordion and Fiddle Festival, Up Helly Aa etc.</p>	Executive Manager – Sport and Leisure Islesburgh Facilities Manger Ongoing.	<ul style="list-style-type: none"> Throughout 2011-12 Islesburgh staff and facilities have continued to support the efficient and effective delivery of a wide range of Council services to the community. Throughout 2011-12 Islesburgh staff and facilities have continued to support the efficient and effective delivery of a wide range of community events to the Shetland public.
Plan and deliver projects related to	<ul style="list-style-type: none"> Establish a multi-agency working group 	The London 2012 Olympic Torch	Executive Manager – Sport and Leisure	<ul style="list-style-type: none"> The working group has been meeting for a number of months and plans for the

Sport and Leisure Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
the Olympics and Commonwealth Games i.e. the Torch Relay project on Sunday 10 June 2012.	<p>to manage the London 2012 Olympic Torch Relay Project in Shetland</p> <ul style="list-style-type: none"> • In partnership with the London Organising Committee develop plans for the event in Shetland. • In partnership with local agencies, develop additional projects to support the London 2012 Olympics and the Torch Relay Project in Shetland e.g. educational and legacy projects • Deliver the event in June 2012. 	Relay project is delivered effectively in Shetland and is used a tool to inspire participation in sport and physical activity and as a means of promoting Shetland to the wider world.	<p>London 2012 Olympic Torch Relay Working Group</p> <p>June 2012.</p>	<p>event are taking shape.</p> <ul style="list-style-type: none"> • The date and location of the event has been published as Lerwick on 10 June 2012. • A total of 20 torchbearers are being selected for the event and will be announced over the next few months.
Continue the capital and revenue development of play areas throughout Shetland.	<ul style="list-style-type: none"> • Consult with communities. • Specify and tender the works. • Undertake the works. 	Children have the opportunity to participate in active play in a safe and fun environment.	<p>Executive Manager – Sport and Leisure</p> <p>Team Leader – Leisure Facilities</p> <p>March 2012.</p>	<ul style="list-style-type: none"> • The play Areas capital projects at Uyeasound and Skelladale have been completed. The Cullivoe capital project is being undertaken in two phases. Phase one for 20112 is complete i.e. purchase of equipment. Phase 2 will be undertaken in 2012-13.
Support the Council Healthy Working Lives Initiative with	<ul style="list-style-type: none"> • Liaise with Healthy Working Lives Group to agree programme of 	Staff are more physical active and healthier and	Executive Manager – Sport and Leisure	<ul style="list-style-type: none"> • Throughout 2011-12, 4 blocks of 8 week programmes of activities have been delivered to staff from across Shetland.

Sport and Leisure Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
physical activity programmes for Council staff.	activities for staff. • Contact instructors and book venues for each activity. • Advertise and deliver programme of activities.	therefore have less absences from work and are more productive at work.	Healthy working Lives Group HR Ongoing.	These have been in Pilates, Box Fit and Spinning. Over 300 participants have been recorded for these sessions.

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Schools Service

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Ensure that the needs of pupils with Social Emotional and Behavioural Needs (SEBN) are being met fully at school level and within specialist units.	<p>All school referral systems to be in line with the Getting It Right For Every Child (GIRFEC) process.</p> <p>Complete the review of the structure of Additional Support Needs (ASN) management.</p> <p>Review alternative curriculum provision across schools.</p> <p>Roll out restorative approaches across schools.</p>	<p>Reduced numbers of temporary exclusions.</p> <p>Increased numbers of young people achieving positive and sustained destinations beyond schools.</p> <p>Increased tariff score of the lowest attaining 20% of our pupils.</p> <p>Consistent approach across schools for tolerance levels, referrals and identification of pupils.</p> <p>Inter-agency approach to the needs of pupils with social, emotional and behavioural needs.</p> <p>Revised policy on exclusions.</p>	<p>Additional Support Needs Management Team.</p> <p>Behaviour Support Staff.</p> <p>Integrated Children's Services.</p> <p>Partner agencies.</p> <p>All developments by March 2012.</p>	<p>GIRFEC Outreach Group has been set up as a pilot to act as a single point of referrals for all concerns relating to social and emotional behavioural needs. It is a multi-agency group and meets fortnightly.</p> <p>Its impact will be evaluated as part of the GIRFEC review.</p> <p>Additional Support Needs Management Team's structure, remit and membership has been reviewed.</p> <p>The Principal Teacher, Additional Support Base has undertaken training in Restorative Practices and will support schools to implement this in their settings where appropriate.</p>

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Schools Service

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
<p>To support schools in their developments towards a Curriculum for Excellence.</p> <p>To fully implement all areas of Curriculum for Excellence in all schools by 2014.</p>	To identify where the Schools Service can support schools by leading, or facilitating, developments at a service level.	Each school to undertake appropriate development for Curriculum for Excellence relevant to their progress so far, through their improvement plan.	Quality Improvement Manager and Quality Improvement Officers.	A Quality Assurance focussed visit evidenced the progress that schools were making in the implementation of CfE. This information was used to identify in what areas schools need to further develop. For example, a centrally-led working group on moderation of assessment has supported school developments.
	To work with partners, such as Shetland College, North Atlantic Fisheries College Marine Centre, NHS, Skills development Scotland, Train Shetland etc, when identifying implementation strategies.	Shetland-wide Continuing Professional Development events and opportunities are offered to all staff.		16+Learning Choices has been implemented. Documentation has been developed including a recording system. There are currently ten vocational pathways courses offered to S3 and S4 pupils. Discussions are taking place with regard to progression opportunities.
	<p>To continue to work with the following groups in order to further direction and action for Shetland schools:</p> <ul style="list-style-type: none"> Numeracy Group Skills for Life Work and Learning (Building the 	<p>All staff have appropriate understanding of and are able to use the National Assessment Resource.</p> <p>A system of moderation and</p>	The Strategic Skills and Learning Partnership has been reconvened	<p><u>Numeracy</u>: the working group has developed into a group of secondary maths teachers, with the aim of supporting teachers of other subjects to encourage relevance and cross-curricular approaches to numeracy.</p> <p>The group is being supported by a Quality Improvement Officer and a representative from Education Scotland.</p>

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	<p>Curriculum 4)</p> <ul style="list-style-type: none"> • Head Teachers • Local Negotiation Committee for Teachers. • Moderation of Assessment Working Group • Planning for the hub model and curriculum mapping group • Any other relevant group. <p>To continue to support the implementation of Learning Outcomes across all stages.</p> <p>To support the implementation of Building the Curriculum 5 in all establishments, with a focus on assessment, moderation Recognition of Achievement and Reporting.</p> <p>To begin to work with secondary departments, schools and partners in</p>	<p>quality assurance is in place.</p> <p>All pupils, (up to S2) experience a Broad General Education based on the Learning Outcomes and Experiences from August 2011 onwards.</p> <p>That a P7 profile is in place by August 2012.</p> <p>All teachers understand the structure and implications of working with Learning Outcomes.</p> <p>That working groups provide guidance where relevant.</p> <p>All teachers to</p>		<p><u>Moderation of Assessment Working Group:</u> Nationally supported local developments for moderation are:</p> <ol style="list-style-type: none"> 1. All schools in the North Mainland are doing a moderation of writing trial 2. Shetland is participating in moderation of assessment between six authorities, using ICT solutions. 3. A circular to share Shetland examples of practice has been sent. 4. Several circulars have been sent to schools with advisory guidance on moderation. <p><u>Planning for the hub model and curriculum mapping group:</u> Every secondary Head Teacher took part in individual discussions and in meetings to discuss these areas.</p> <p>Bells Brae Primary School have developed an electronic model of Recognising Achievement with national support.</p>

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	learning with regard to the structure and provision of the Senior Phase.	undertake the Co-operative Learning Training.		
	<p>To support secondary departments/schools in the development of National 4 and National 5 courses and other revised qualifications as appropriate.</p> <p>To support further short-life working groups which have been established to inform direction in focussed areas.</p> <p>To decide on appropriate Continuing Professional Development relevant to Curriculum for Excellence developments.</p>	As many teachers as possible take part in Sustaining Assessment for Learning and Teacher Learning Communities, the Teaching for Understanding and the Leading for Understanding programmes, run by the Tapestry Partnership.		<p><u>Secondary and senior phase</u> principles have been agreed with Head Teachers. Several Visits to Shetland have been organised with Scottish Qualifications Association representatives. The Shetland representative has visited every secondary school/department and has plans to go again in February. She spoke with every subject panel at the October in-service. Every secondary teacher has therefore had the opportunity to hear from SQA directly by face to face meeting. Eight teachers have attended national conferences on qualifications.</p> <p><u>Target Outcomes:</u></p> <ol style="list-style-type: none"> 1. All schools have CfE on their development plans. 2. Shetland-wide CPD opportunities continue to be offered to all staff, i.e. literacy opportunities to primary and secondary staff. 3. Most staff have accessed the National Assessment Resource. 4. Guidance has been issued about the P7 profile, and all schools are developing their profile.

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
				5. All teachers are working with the Learning Outcomes.
To progress the Blueprint for Education as remitted by the Council.	<p>Formal consultation to take place in relation to one school.</p> <p>Consultation reports to be completed and submitted to Council in relation to four schools.</p> <p>Further development of the hub model for secondary.</p> <p>Implement transition for Scalloway Junior High School Secondary Department.</p> <p>Continue to develop proposals for joint working between the Schools Service and the Further Education sector.</p>	An appropriate, affordable and sustainable education service for the community of Shetland	<p>Director of Children's Services; Executive Managers; Central Staff; Head Teachers</p> <p>All timescales as published within the relevant Blueprint for Education documentation.</p>	<p>Formal consultation on the closure of Olnafirth Primary School has been delayed due to Shetland Islands Council supporting the moratorium of rural school closures. This consultation will commence in August 2012, pending the outcome of the Commission on Rural Education.</p> <p>Consultation reports on the proposed closure of Uyeasound, Burravoe, North Roe and Sandness Primary Schools were put to Council in 2011. Shetland Islands Council agreed to close Uyeasound and Burravoe. Both these decisions were then called in by the Scottish Government and the outcome was agreement to the closure of Uyeasound but not Burravoe. Uyeasound closed with effect from 21 December 2011.</p> <p>Regular monthly meetings are now in place with secondary head teachers to develop the Hub Model.</p> <p>Scalloway Junior High School secondary pupils have made their transition to the Anderson High School and this has gone extremely well.</p>

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
				<p>Shetland College, central staff from Children's Services and senior staff from secondaries have met together to map out what opportunities are provided to young people.</p> <p>The Bridges Project works in close partnership with schools to develop individualised programmes for vulnerable young people who leave school without a positive destination in place.</p>
Through the revised Quality Assurance policy, ensure consistency of delivery, and maximise the impact of the Quality Improvement Officer team to secure continuous improvement in Shetland's schools.	<p>Complete the revision of the Quality Assurance policy.</p> <p>Consult with all Head Teachers on revised policy.</p> <p>Seek approval at Committee for revised policy.</p> <p>Draft appendices for the policy to support implementation.</p> <p>Consult on draft policies and amend.</p>	<p>Strategic and operational roles are clear.</p> <p>Consistency of delivery by the Quality Improvement Officers at establishment level.</p> <p>Increased accountability.</p> <p>More effective use of time.</p> <p>Improved</p>	<p>Quality Improvement Manager All Quality Improvement Officers.</p> <p>December 2011.</p>	<p>Revised Quality Assurance policy for schools agreed at the Local Negotiating Committee for Teachers and will be presented to Education and Families on the 29 February 2012 for approval.</p>

Schools Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	Secure agreement, where applicable from Local Negotiating Committee for Teachers.	<p>attainment and achievement in schools.</p> <p>Improved Joint Care Inspectorate / Education Scotland inspection outcomes.</p> <p>Improved self-evaluation for establishments.</p>		

Action Plan on Main Priorities from Children's Service Priority Plans 2011 – 12 – Youth Services

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Confirm Youth Service staffing establishment.	Youth Work Team Leader – post reconfigured as part of Council wide reorganisation activity.	Post filled following internal advertisement.	Executive Manager – Schools. February/March 2012.	All Youth Development Workers have now been confirmed in post. Recruitment underway.
Youth participatory budgeting.	YouChoose empowers young people by engaging them in a democratic voting process. It increases their understanding of the choices that need to be made with finite resources in public budget setting processes. The YouChoose participatory budgeting project will enable anyone aged 12-25 living in Shetland to decide how a budget of £8,200 will be spent.	Shetland Islands Council was involved in a Scottish Government Participatory Budgeting (PB) Pilot in 2010 and the Council decided to continue PB with similar project for children and young people across Shetland.	Youth Development Workers.	<p>The Steering Group have received 14 applications totalling in excess of £17,000. The potential projects drawn up by young people include:</p> <ul style="list-style-type: none"> • A Transport project improving access to Lerwick from remote rural communities at weekends; • A youth café; • A Peer Education project from a young Mums Group; • Viral Video project about domestic abuse; • A Battle of the Rock Bands event; • Additional Youth Club nights; • Training weekend on Parkour; and • Funding towards a skate park. <p>Between 12th - 23rd March, a number of voting events will be held across Shetland to maximise access with a final voting day in Lerwick on 30th March 2012 when the results and the winning projects will be finally announced.</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Town Centre detached work (e.g. Viking Bus Station, Neighbourhood Support Workers.)	<p>2 staff x 6 hours x 52 weeks within existing resources.</p> <p>Working in partnership with Neighbourhood Support Workers, Police and anti social behaviour partnership.</p>	Reduction of incidents at the Viking Bus station. Engage and develop relationships with young people who do not currently access youth service provision.	Bridges Project Manager.	<p>Staff are in place and are established. Engaging and developing relationships with 20 – 30 young people weekly. Offering information and support to young people who do not access other youth provision. Supporting Viking bus station staff with behaviour management strategies.</p>
Ensure framework is in place to support and resource Activity Agreements through More Choices More Chances (MCMC) and Bridges				<p>16+ learning offers are now in place with all schools in Shetland. 16+ implementation officer in place and progressing Activity Agreements and 16+ agenda with Schools Service.</p> <p>Partnership working with SDS careers in place to develop, monitor and evaluate Activity Agreements.</p>
Further developing links to Curriculum for Excellence.	<p>To embed CfE in all planning and evaluation.</p> <p>YDW's to attend training and practice sharing opportunities to broaden understanding of CfE.</p>	Youth Development Workers to continue to develop work around CfE and embed CfE within planning, delivery and evaluation.	Youth Development Workers	<p>Youth Development Workers are all using Learning Evaluation and Planning and Illuminating practice frameworks to plan and evaluate all their work and embed CfE within these frameworks. YDW's have accessed a range of training opportunities throughout the year including; an HNC in working with communities, local CfE seminar and conferences, national events and workshops.</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	YDW's to deliver Workshops on CfE at national and local events.	YDW's to share good practice around CfE with partners and other agencies.		YDW's have shared good practice at both local and national events.
	<p>To deliver CfE workshop to all youth workers attending Annual Youth Workers Conference.</p> <p>Youth Workers begin planning using CfE outcomes and experiences.</p>	To begin training with Youth workers to increase their understanding of CfE and encourage them to embed CfE within their youth club plans.		<p>Youth Services Team organised and ran the Annual Youth Workers conference and every Youth worker who attended accessed a workshop on CfE and its links to Youth work.</p> <p>Youth Workers have begun to embed CfE in their planning with support from Youth Development Workers.</p>
Engaging hard to reach young people, those who do not attend youth centre/club provision.	Developing preventative services for those who are most in need of support.	Early intervention and prevention, working with vulnerable young people offering them opportunities to nurture their ambitions. Working in partnership with social work,	Bridges Project Manager.	<p>Young mums group established. 10 young people attending this group regularly.</p> <p>Working in partnership with other Community Learning and Development providers. Housing and Shetland College.</p> <p>Landrover club established working with NSW and environmental health workers to engage boys aged 15 – 19 who have complex behaviour needs.</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
		criminal justice, environment services, school, housing and Islesburgh staff.		<p>Club XL established in AHS with 2 year groups.</p> <p>Working with Islesburgh staff to engage large numbers of young people who congregate in the grounds of Islesburgh.</p> <p>Detached youth workers engaging young people on the streets who don't traditionally access youth provision.</p>
Co-ordination and broking of activity agreements.	<p>Scottish Government 16+ Learning Choices: Policy and Practice Framework.</p> <p>Bridges Coordinator to act as 16+ Coordinator. Focusing on the priority groups:</p> <ul style="list-style-type: none"> :Vulnerable young people or disengaged from compulsory education :young people who initially move into a positive destination but who do not sustain it. 	<p>Coordinate local provision so that young people can be appropriately referred into existing, or new opportunities that are commissioned in response to their needs.</p> <p>Role out Activity Agreements through the local authority area.</p>	Bridges Project Manager.	<p>Paper work and procedures in place.</p> <p>8 young people have an Activity Agreement in place. This is being monitored and will be reviewed in May 2012.</p>
Work with partners to identify and engage young people less likely to take part in learning, and to	GIRFEC approach enables Youth Service to work in partnership to support young people to reach their full potential.	Increased engagement with vulnerable and isolated young people.	Youth Development Workers.	<p>Anti Social Behaviour Group and More Choices More Chances group allow partners to work together to plan interventions. :</p> <p>Detached youth work / Landrover Club / Young mums group / Outdoor activities club / Ross Programme / Momentum /</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
provide a range of targeted learning activities which improve skills and confidence.	<p>16 + Learning Offers and Activity Agreements will inform practice.</p> <p>Allocate Resource to meet the needs of Young People in our community.</p> <p>Community Planning Partnership indicators about youth engagement. Tackling poverty and social exclusion. Poverty is Bad Lets Fix it – peer research group.</p>	<p>Develop and formalise partnership working within the local authority and third sector.</p> <p>Develop innovative and meaningful projects.</p> <p>Work with peer research group to develop and support initiatives.</p> <p>Deliver services that allow young people to make positive transitions into adulthood.</p>		Poverty is Bad Lets Fix It. Peer research group established, report finalised and hub working groups delivering on findings.
	Lunch time Drop In project at the Sandwick School, informative sessions on a variety of topics, working with CLW & Sandwick School. This incentive came from the Shetland South Learning Group a sub group of the South Mainland Learning Development Group.	<p>Raising awareness of health issues.</p> <p>Raising awareness of their community resources.</p> <p>Raising awareness of the environment.</p>	<p>Youth Development Workers.</p> <p>Youth Development Workers.</p>	Second year of Drop In sessions there has been positive evaluations from school staff, young people participating and the outside agencies. It is ongoing.

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	Shetland Youth Information Service have an Open peer education project dealing with Sex and drugs awareness these will be deliver in youth clubs with the aid of Youth Development Workers.	Raising awareness volunteering opportunities.		
	<p>IT intergenerational project Adult Learning in partnership with Youth Services indentified a lack of opportunities in Shetland for intergenerational learning.</p> <p>Music Development Project.</p> <p>Youth Service in partnership with Shetland Arts to support Music Development The Band Camp set up for developing a variety of musical skill in young people from all over Shetland.</p>	<p>Raising awareness of community Promoting opportunities through informal consultation finding out the issues that young people are concerned about in Shetland South. Providing opportunity for accreditation Developing IT skills Developing communication skills.</p>	Youth Development Workers.	<p>Second year of init project sessions there has been positive evaluations from the young people participating and the clients. It is ongoing.</p> <p>Continue to meet regularly to take forward future Rock Camps & musical events.</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
	Youth Services Music Development program.		Youth Development Workers.	On going development project for the winter months culminating in the Battle of the Bands in March.
	Supporting Shetland Young Promoters Group.	Developing the young people's skills in song writing, performing and sound engineering.	Youth Development Workers.	Weekly meeting with the young promoters to plan new projects and find funding.
	Youth Service working with the Safer Events committee to offer non alcohol gigs to young people.	Promote music development in an informal setting aided by professional musicians. Aiding young people in taking responsibility for musical events and gain accreditation. Providing young with the opportunity to work with hall committees to provide safer events.	Youth Development Workers.	Regular meetings to plan new events and share information.
Provide programmes that support young people to become	A number of young people approached Shetland Youth Service seeking guidance and support to	This has allowed them to apply for external funding to look at the long	Youth Development Workers.	The group utilises the 60 North Youth Club on Friday nights at the Anderson High School, for an indoor training environment. Young people from throughout Shetland use this space. This

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
<p>more active, develop healthier lifestyles and gain confidence.</p>	<p>develop Parkour in Shetland. We worked in partnership with the group and this has led to them becoming a constituted group, with the young people taken on office bearer roles including chair, vice-chair and secretary.</p> <p><u>Momentum</u> is a UK Youth accredited project that supports young people to learn about safe and responsible road use and vehicle maintenance. It is an informal education programme that uses young people's interest in cars as a starting point for learning.</p>	<p>term sustainability of the group.</p> <p>Designed to encourage young people to consider the issues surrounding driving and vehicle ownership.</p>		<p>was an important step as it allowed for an existing youth club to be better utilised.</p> <p>The group continues to work alongside other national groups, including Glasgow Parkour Coaching; through the national links, coaches have been to Shetland and have run a number of workshops in conjunction with Youth Services and Community Safety Partnership.</p> <p>The 30 hour programme began at the Brae Youth Centre and was open to 12 young people from 15 – 17. The course included input from youth workers, a qualified driving instructor and an experienced mechanic and involved representatives from Road Safety, the Police, the Fire Brigade and local businesses. Momentum encourages positive attitudes towards driving and aims to equip young people with the basic knowledge and practical skills they need to be safe drivers.</p>
<p>Engage and support young people to influence decision making in their community, including restructuring of Shetland Youth Voice and YouthBank</p>	<p>Shetland Youth Services continues to develop in partnership with young people actions to make sure that young people become involved in the decision making process.</p>	<p>Shetland Youth Voice attempts to hold monthly meetings.</p>	<p>Youth Development Workers.</p>	<p>Shetland's Members of the Scottish Youth Parliament continue to represent young people at a national level. This includes attending 3 national sittings a year. Emily Shaw was elected onto the Board of the Scottish Youth Parliament in June 2011. She continues to represent the Scottish Youth Parliament (SYP) and the young people of Scotland on the Commission for Rural Education. The Commission, chaired by Sheriff David Sutherland, is tasked with examining both</p>

Youth Services Service Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Progress
Shetland.				<p>how the delivery of rural education can maximise the attainment and life chances of young people in rural areas, and the link between rural education and rural communities.</p> <p>At the end of 2011, a peer research project took place in Shetland. Young people developed the research parameters, undertook the research, analysed the findings, and worked with service providers to develop actions to assist in addressing the key messages. Due to the success of the research (now called Poverty is Bad – Let's Fix It!!), a lot of sub-projects (or hubs) have developed, with young people and service providers working together to improve issues that were highlighted. The research is attracting a lot of attention, putting demands on the young people to give presentations, as well as to work on their projects.</p>

Scottish Qualifications Authority Exam Performance 2011

The 2011 exam results showed another good performance by Shetland's schools and students.

In Shetland 619 students sat a total of 3433 exams including 1777 Standard Grades, 803 Higher Grades and 91 Advanced Highers as well as Intermediate and Access level qualifications.

The very high standards of previous years continued to be maintained across all of the examination results for Shetland:

87% of Advanced Higher students achieved at least one C grade or better in at least one subject, a significant increase from 67% in 2010.

80% of Higher level students achieved at least one C grade or better in at least one subject, the same figure as last year.

The percentage of Higher candidates who achieved at least one A grade also remained the same, with 5% achieving the top grade.

60% of candidates sitting Standard Grades achieved a Credit grade (grade 1 or 2), compared with 58% in 2010.

84% of candidates sitting Intermediate 2 qualifications achieved a C grade or better in at least one subject, which was an increase of 2% from 2010. There was also a 4% increase in those achieving at least one A grade at Intermediate 2.

Standard Grade Attainment by the end of S4

	2004	2005	2006	2007	2008	2009	2010	2011
Eng and Maths	96	98	94	95	94	96	96	95
5+ Level 3	95	97	93	95	95	97	97	94
5+ Level 4	90	89	85	88	90	90	91	88
5+ Level 5	45	43	45	42	49	46	47	47

[Level 3 is Foundation Level at Standard Grade, Level 4 is General Level at Standard Grade and Level 5 is Credit Level at Standard Grade]

Higher Grade Attainment by the end of S5

	2004	2005	2006	2007	2008	2009	2010	2011
1+ Level 6	47	46	46	46	44	52	47	50
3+ Level 6	28	27	29	28	29	32	30	27
5+ Level 6	12	14	13	10	14	17	16	11

[Level 6 is a Higher Grade]

Higher and Advanced Higher Attainment by the end of S6

	2004	2005	2006	2007	2008	2009	2010	2011
3+ Level 6	44	38	34	38	38	35	43	39
5+ Level 6	29	26	23	26	26	26	29	27
1+ Level 7	15	15	12	13	15	17	13	16

[Level 7 is an Advanced Higher Grade]



**Education and Families Committee
Executive Committee**

**29 February 2012
12 March 2012**

A Brighter Future for all Children and Young People in Shetland: Shetland's Integrated Children and Young People's Services Plan 2011-2014: progress on actions.

Report Number: CS-05-12-F

Report Presented by Director of Children's Services

Children's Services

1.0 Summary

- 1.1 This report seeks approval of the three year Shetland's Integrated Children and Young People's Services Plan 2011- 2014 progress on actions against the work plan. (see Appendix 1)

2.0 Decision Required

- 2.1 The Education and Families Committee have to agree that the work plan are appropriate to the delivery of the Integrated Children and Young People's Services Plan.
- 2.2 It is recommended that the Education and Families Committee agree the Integrated Children and Young People's Services Plan work plan.

3.0 Detail

- 3.1 All local authorities have to produce an Integrated Children's Services Plan for a three year period. This plan follows the plan produced for 2008-2011, and is the third plan produced by Shetland Islands Council. In line with national guidance, this plan pulls together four previous plans: education, children's social work, child health and youth justice.
- 3.2 An Integrated Children and Young People's Services Plan is produced jointly across Community Planning Partners led by Shetland Islands Council, and the new plan was approved in August 2011.
- 3.3 The plan builds on existing provision, knowledge and experience gained from the current plan. The plan sets out our ambition for children and young people in Shetland: that all children have the right to a safe, nurtured, happy, healthy childhood, and opportunities to reach their potential.

- 3.4 The plan addresses key themes and challenges, which reflect national and local priorities:
- To shift from crisis intervention to prevention and early intervention
 - To shift from service provision, to building the capacity, resilience and wellbeing of children and young people, parents, families and communities
 - Genuine engagement with and respect for children and young people
 - To improve the life chances of vulnerable children and young people
 - To build capacity in our workforce and interagency processes.
- 3.5 The work plan was developed by the Children's Forum based on the action plan and the progress on the actions are included and attached as Appendix 1.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – The provision of services to children and young people contributes to the corporate priorities of Shetland Islands Council, NHS Shetland, Northern Constabulary and the Voluntary Sector in the following areas:
- Seek to create fulfilling well paid jobs for all
 - Nurture creativity, build skills and engage enterprise
 - Expand knowledge, extend opportunities and improve access
 - Encourage Shetland's people to be healthier
 - Promote Social Justice and equality
 - Keep Shetland's people safe
 - Everyone should be able to access the places, services and opportunities that they need to reach
 - People should live in well designed, sustainable homes and settlements
 - Take pride in our heritage
 - Cherish and promote our traditions and our values.
- 4.2 Community /Stakeholder Issues – The actions in the plan are consistent with the Council, NHS Shetland, Northern Constabulary and the Voluntary Sector's aims to provide high quality services in ways that are appropriate to the local context and sustainable for the future.
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.

4.4 Risk Management – All local authorities have to agree an Integrated Children's Services Plan. If this is not approved, then we will not fulfil our statutory duty.

4.5 Equalities, Health And Human Rights – NONE

4.6 Environmental – NONE

Resources

4.7 Financial – Costs will be met from within existing resources.

4.8 Legal – NONE

4.9 Human Resources – NONE

4.10 Assets And Property – NONE

5.0 Conclusions

5.1 The Children and Young People's Services Plan 2011- 2014 builds on inter-agency work already in place on a number of key strategic priorities relating to children and families: such as Child Protection, Early Years, integrated assessment through Getting it Right For Every Child, and focuses on those areas of work where we need to develop our responses and action is needed to further integrate our services and promote continuous improvement. The plan aims to be user friendly and to give a sense of direction that will inform individual service plans. The work plan sets out the actions and how they are being taken forward by the agencies working together.

For further information please contact:

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Report finalised: 15 February 2012

List of Appendices:

Appendix 1: Children's Services Work Plan 2011-2014 including progress on actions.

Background documents:

A Brighter Future for all Children and Young People in Shetland: Shetland's Integrated Children and Young People's Services Plan 2011-2014.

END

Fully implement GIRFEC: Lead Responsibility - Children's Services Improvement Officer				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
<p>Embed the GIRFEC ethos and values across agencies.</p> <p>Through the GIRFEC approach, all children and young people with an identified need for support have:</p> <ul style="list-style-type: none"> • an appropriate assessment of their needs • a plan put in place to meet their needs • access to the services they require • regular review of their needs 	<p>10% annual increase in the number of new GIRFEC plans established, across all agencies.</p>	<p>Pilot the GIRFEC Outreach Group as an advisory group, for six months.</p>	<p>August 2011 – January 2012.</p> <p>The GIRFEC Outreach Group will have regular fortnightly meetings.</p>	<p>Under way, target being exceeded. Currently 71 notifications to GIRFEC, but we need to evidence these are being converted into Plans as appropriate. Regular meetings being held</p>
	<p>Increased number of open GIRFEC assessments.</p>			
	<p>100% of children and young people with higher level needs, who require targeted support will have a Child's Plan.</p>			
	<p>All agencies participating in the GIRFEC process consistently to assess, support and plan for meeting needs.</p> <p>Internal referrals within NHS regarding Children and Young People, use the wellbeing indicators.</p>	<p>Evaluation of pilot by an independent professional.</p> <p>Consider evaluation and develop the way forward for GIRFEC Outreach Group.</p>	<p>Evaluate pilot, by April 2012.</p> <p>September 2012.</p>	<p>Start date of evaluation not agreed a. limited feedback exercise under consideration in the meantime.</p>
		<p>Pilot the use of the Early Years GIRFEC Outreach Group as an advisory group for early identification of needs for young people up to the age of five.</p>	<p>December 2011 – May 2012</p>	<p>Work on EYGG progressing, first meetings planned for February 2012. Health visitors are already beginning to use this route, and several notifications already received.</p>
		<p>Evaluation of pilot by an independent professional.</p>	<p>Evaluate pilot, by August 2012.</p>	

		<p>Consider evaluation and develop the way forward for GIRFEC Outreach Group.</p> <p>Establish a multi-agency implementation group with a clear remit which will include: Ensuring that children and young people in transition have the GIRFEC ethos applied and have a GIRFEC or WYFY plan in place.</p> <p>Provide clarification on how existing processes e.g. early years child development initiative can be taken forward using the GIRFEC model.</p>	<p>September 2012.</p> <p>December 2011.</p>	<p>EYGG need to function for a few months prior to evaluation</p> <p>Draft remit and membership of this group has been prepared. Need to clarify any other transition work ongoing to avoid duplication.</p> <p>Development of EYGG is helping clarify how GIRFEC and CDI mesh with each other.</p>
	100% front line staff trained in the GIRFEC process across all agencies.	Continue with the training programme for staff in the GIRFEC approach.	April 2011- March 2014.	To be discussed by the Implementation group

Implement the Parenting Strategy: Lead Responsibility - Service Manager, Children and Families				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
Provide a range of appropriate, accessible parenting support services which meet the needs of parents and carers of children of all ages. Provide targeted intensive support for vulnerable and high risk families.	<p>All parents identified as vulnerable have an assessment of their parenting needs.</p> <p>A reduction in the number adverse health outcomes: smoking at booking currently 18.1%, drinking to excess currently 1100:100,000.</p> <p>Establish a baseline of the number of vulnerable parents.</p> <p>Increase the number of parents who are identified as having parenting needs.</p>	<p>To develop services that focus on prevention and early intervention to support parents before they reach crisis.</p> <p>To enable parents and carers to have the information and knowledge they need to make informed, independent and confident decisions and choices about how to bring up their children.</p> <p>To ensure universal support is developed and delivered where there are currently recognised gaps in provision.</p> <p>To enable parents to have the skills and confidence to adopt healthy lifestyles and bring up their children in supportive, positive and health-promoting environments.</p> <p>To enable specialised and targeted support to be available at a local level to meet the needs of families facing additional difficulties.</p> <p>To ensure that services are accessible and there is no stigma associated with asking for help.</p> <p>Family Centre to co-ordinate a multi-agency approach to promoting positive parenting and to provide a focus for Early Years support.</p>	<p>Commencing September 2011.</p> <p>Commencing September 2011.</p> <p>March 2014.</p> <p>Commencing September 2011.</p> <p>Commencing September 2011.</p> <p>December 2011 – March 2014.</p>	<p>VAS has funding will advertise the co-ordinators post for the Parent Scotland Network. Funding has been secured and is being match funded by SIC.</p> <p>VAS and SIC devising a referral pathway process to ensure that the appropriate support is provided. There is 1 Triple P programmes for ages 2-6 and one about to start for 6-12 year olds. A more individualised programme is currently being delivered to a 0-2 higher level need. The programme has shown that it is not suitable for babies so we will need to address that in the strategy group. A pilot was run earlier in the year in Aith.</p> <p>The family directory of services available in Shetland due to be launched Feb 2012.</p> <p>There has been a difficulty in getting the trained staff to facilitate Triple P groups This is being addressed by writing to the specific managers highlighting the barriers that have arisen. A training need has been identified to have 2 more people trained in the individual session delivery of Triple P. Broader training is required for raising awareness in all agencies on a common approach and understanding of parenting.</p>

Ensure that vulnerable young people secure a positive and sustained destination post-school: Lead Responsibility - Skills Development Scotland				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
All Vulnerable young people secure a positive destination.	An increase in the percentage of young people in positive post school destination.	To complete a planning template detailing how the local authority and its partners will deliver Activity Agreements (AAs) in order to support vulnerable young people.	June 2011	<p>A draft framework for the delivery of Activity Agreements was presented to the MCMC group on 16/1/12. The group agreed to seek advice from the Lead Council Officers from Children's Services and Development Services respectively as to how this should be progressed to become council policy. SDS have made a total of 9 referrals to date using the draft so it is in effect underway</p> <p>Percentage of school leavers attaining positive destinations increased by 0.3% in 2010/11 from previous year. (Currently 90.9 %)</p> <p>Arrangements for "Trusted Professionals" remain under consideration</p> <p>Identification and referral process agreed at meeting of interested professionals on 2 November 2011</p> <p>More Choices More Chances Group scheduled to meet 23 January to consider this issue and make appropriate recommendations for consideration by Providers Group</p> <p>A draft framework for the delivery of Activity Agreements was presented to the MCMC group on 16/1/12.</p>
	The target is to reduce the number of homeless presentations of the age group 16 – 24 from females 44 to 40 and males 48 to 40.	To develop the trusted professional role.	June 2011.	
	A reduction in the number of young people presenting as homelessness.	To develop an approach to identifying young people likely to benefit from an Activity Agreement either through a targeted (e.g. particular catchment area/schools or universal approach).	Ongoing.	
	A reduction in the level of youth offending.	To ensure that processes are in place to both identify young people and their needs. To decide how to use "With you for you" and GIRFEC (Getting it right for every child), that ensures a multi-agency approach.	Ongoing.	
		To work with partners, to ensure provision is available to support those young people identified as benefiting from an Activity Agreement with emphasis on the support / processes necessary for addressing the needs of Looked After young people.		

Implement the Early Years Framework: Lead Responsibility - NHS Shetland				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
Early Years Framework fully implemented in practice by 2014.	To be developed from national set provided, once local audit is complete.	<p>Audit progress against Early Years Framework.</p> <p>Establish Multi-agency Steering Group to ensure clear vision and understanding of the importance of early years development across agencies.</p> <p>Multi-agency steering group will review and update early years action plan with actions relevant to each theme.</p> <p>Specific targets will be set as part of developing the action plan.</p>	<p>Initial audit complete by December 2011.</p> <p>By January 2012.</p> <p>Plan for addressing gaps identified to be in place by February 2012.</p>	<p>Initial audit currently in progress. Due Feb 2012</p> <p>Membership being agreed and will include representation from all multi-agency partners. Steering Group being established and action plan under development.</p> <p>Action Plan in place and progress reported to the Children and Young People's Forum quarterly.</p>
Children in Shetland have the best possible start in life. Vulnerable children and families receive the support required to break the cycle of poverty, inequality and poor outcomes in and through early years.	All identified vulnerable children receive additional support to assist with the achievement of a positive outcome (ongoing).	Implement new Health Visiting schedule from antenatal period through to 19 years, with targeted support for vulnerable families.	From 01 December 2011.	New Health Visiting Schedule to be implemented once current round of recruitment is complete.

	<p>Establish baseline data on number of young people (under 19 years) accessing Drop-In sexual health services (April 2011)</p> <p>Numbers of children and carers able to access appropriate and stimulating childcare.</p>	<p>Develop integrated “Children and Family Health Services” through implementation of the Clinical Strategy. Services involved Health Visiting, Child Health, Paediatric Services, Maternity Services, and Sexual Health Services.</p> <p>Identify gaps and, where needed, develop integrated, flexible services to provide effective learning and childcare for all children and families.</p> <p>Identify need for development of learning through play opportunities and active learning as integral parts of the Early Years service.</p>	<p>As per Clinical Strategy timescales.</p> <p>September 2012.</p>	<p>Clinical Strategy Implementation monitored through NHS Senior Management Team. Changes to Children’s services reported to Child Health Strategy Group and Children and Young People’s Forum.</p> <p>Childcare Strategy currently under review – meeting to progress 25th January 2012.</p>
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Promote multi-agency input to Curriculum for Excellence: Lead Responsibility- Director of Children's Services				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
<p>To work with partners, such as Shetland College, North Atlantic Fisheries College Marine Centre, NHS, Skills development Scotland, Train Shetland, Life Skills etc, to ensure Curriculum for Excellence is fully implemented by 2014.</p> <p>Key pieces of work are:</p> <ul style="list-style-type: none"> • The structure and provision of the Senior Phase (Secondary 4 to 6). • Development of Numeracy, literacy Health and Wellbeing. • Skills for Life Work and Learning (Building the Curriculum 4). • Moderation of Assessment • Planning for the hub model • Curriculum mapping to Learning outcomes. 	<p>All children and young people have access to a curriculum which meets their individual needs and embodies the principles and entitlements of Curriculum for Excellence.</p> <p>All Children and young people move on to positive and sustained destinations.</p>	<p>To build on the Recognition of Achievement partnership conference that was held on 11th Feb 2011 at which representatives from Shetland College/ NAFC Marine Centre, NHS, Skills development Scotland, Train Shetland and others attended and worked together.</p>	Ongoing.	<p>Schools are continually looking for new and appropriate ways to work with partners.</p>
		<p>To develop Personal Learning Planning and pupil profiles that recognise achievement of pupils that has been gained by young people's work with partners</p>		<p>Bells Brae Primary School have developed an electronic model with national support that will be an exemplar for the National Assessment Resource (NAR). This is being shared locally and nationally.</p>
		<p>To work with representatives from Shetland College/NAFC Marine Centre and Skills Development Scotland to develop appropriate mechanisms and strategies to implement the 16+ Learning Choices offers by way of a 16+LC co-ordinators group.</p>	By June 2012.	<p>16+ Learning Choices has been implemented. Documentation has been developed and recording is being done through SEEMIS. Partners as stated have been involved all along.</p>
		<p>To plan with Shetland College/NAFC Marine Centre to offer suitable vocational pathways that contribute to a mixed programme of learning for individual pupils.</p>	Ongoing.	<p>There are currently ten vocational pathways courses offered to S3 and S4 pupils. Discussions are taking place with regard to progression opportunities.</p>
		<p>Senior Phase: To work with secondary head teachers to consult on and develop secondary and Senior Phase principles.</p>	Ongoing.	<p>Secondary and senior phase principles have been agreed with Head Teachers.</p>

Work Plan 2011-2014

Appendix 1

<p>Use the flexibility provided through the curriculum for excellence to make extra curriculum arrangements to meet the sometimes complex needs of looked after children and young carers.</p>		<p>To work with a representative from the Scottish Qualifications Agency to enable managers and teachers to become familiar with developments towards the new qualifications, which will in turn inform our provision.</p>	By August 2013.	<p>Several Visits to Shetland have been organised with Scottish Qualifications Association representatives. The Shetland representative has visited every secondary school/department and has plans to go again in February. She spoke with every subject panel at the October in-service. Every secondary teacher has therefore had the opportunity to hear from SQA directly by face to face meeting. Eight teachers have attended national conferences on qualifications.</p>
		<p>Numeracy: To build on the work of the numeracy working group, which developed into a group of secondary maths teachers, to support teachers of other subjects to encourage relevance and cross-curricular approaches to numeracy.</p>	By August 2013.	<p>The group is being supported by a Quality Improvement Officer and Education Scotland and a representative from Education Scotland.</p>
		<p>To establish a multi agency working group to support the further development of 'Health and Wellbeing across Learning: the Responsibility of All'.</p>	Ongoing	<p>The new council structure is being developed. This group has yet to be formed.</p>
		<p>To decide how the previous Skills and Learning Partnership, and its working groups, will progress within the new council structure.</p>	February. 2012	<p>So far one meeting has taken place of the Skills and Learning Strategic Group. The lead department for this is now the Development Section of the council.</p>
		<p>To continue with the Moderation of Assessment working group and to facilitate communication from schools to inform eventual guidelines on moderation.</p>	By December 2011.	<p>This group continues to meet.</p>

		To engage with national projects that trial the implementation of moderation strategies	Ongoing.	Nationally supported local developments for moderation are: 1. All schools in the North Mainland are doing a moderation of writing trial 2. Shetland is participating in moderation of assessment between six authorities, using IT solutions.
		To meet with secondary Head Teachers to take forward plans to encourage the sharing of staff and resources within the hub model.	Ongoing.	All secondary Head teachers have been engaged in discussions. Every secondary Head Teacher took part in individual discussions and in meetings to discuss these areas.
		To encourage all Head teachers to have the implementation of Curriculum for Excellence on their school improvement plans so that teachers can map progress.		Every school has CfE on their development plans, and advice is given on an annual basis to encourage development in specific areas.
		To ensure that all schools are planning to deliver a curriculum that meets the learning outcomes at all stages of the Broad General education.	Ongoing	Quality Assurance visits by Quality Improvement Officers have identified that every school is delivering Learning Outcomes and Experiences of CfE. Next year will be the first year of implementation at S3.

Ensure the workforce in Shetland have the appropriate skills and experience to best meet children's needs: Lead Responsibility - Chair of Children and Young People's Strategic Planning Group				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
<p>National skills and competencies frameworks in use to inform staff training and development.</p> <p>Creative use of staff, volunteers, and the community to meet the needs of young people</p> <p>Integrated service provision, including information sharing through the GIRFEC Outreach Group, Early Years GIRFEC Group and the Additional Support Needs Management Team</p> <p>Appropriately skilled and trained staff to support children and young people with additional support needs.</p>	<p>An increase in the number of multi agency training opportunities linked to strategic planning priorities.</p> <p>Continuity of service provision.</p> <p>100% of staff have an annual review of their professional needs which informs training plans.</p> <p>GIRFEC ethos and values adopted by all agencies to respond appropriately and quickly to meet needs.</p>	<p>Regular supervision meetings to discuss progress on individual's training.</p> <p>Annual reviews held with all staff to identify training, and development programme of training which meet the skills required for posts.</p> <p>Improve co-ordination of training and Continuing Professional Development across agencies.</p> <p>Continuing Professional Development to be linked to identified priorities in the children's plan.</p> <p>Development of a flexible and skilled staff team who can support children and young people with challenging behaviour.</p> <p>Training in non-violent crisis intervention management.</p> <p>Establish a Workforce Development Strategy.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>March 2012.</p> <p>Ongoing.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum.</p> <p>Annual programme of In-Service Training is evaluated in order to continuously improve training opportunities.</p> <p>CPD Co-ordinator attends Shetland wide multi-agency training forum to share training opportunities.</p>
<p>An appropriately qualified workforce delivering services to children and young people, and their families.</p>	<p>100% staff in services registered with the Care Inspectorate are trained to meet Scottish Social Services Council requirements.</p>	<p>Develop flexible approaches to learning in the workplace in partnership with other agencies e.g. Shetland College, Train Shetland.</p>	<p>Ongoing.</p>	

Develop a Children and Young People participation framework to improve engagement with children and young people: Lead Responsibility – Executive Manager, Quality Improvement				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
<p>Children and young people's views are sought in a systematic way influence policy, planning and development of services.</p> <p>That their views are heard when decisions are being made about their lives.</p> <p>Children and Young people feel listened to and valued.</p>	Feedback from children and young people gathered in a systematic way.	Further develop approaches in collaboration with Youth Voice and other local young people representation.	Ongoing.	Shetland Youth Voice attempts to hold monthly meetings. Recent guests have included Maggie Dunne and Hazel Sutherland. The young people also had the opportunity to feed into the 'Have Your Say' consultation process about council cuts.
	Feedback to be given to children and young people about the difference their views have made to service planning.	Develop further the work of Youth Services in schools raise awareness of social issues which affect them, and to encourage empowerment.	Ongoing.	In discussions with some secondary schools to offer the V3 (Vote, Voice, Valued) pupil council training programme. The training assists practitioners support the successful operation of pupil councils by ensuring that elected representatives are able to learn the skills they'll need to perform their role.
	Specific changes made to services as a result of feedback from children and young people.			
	All children and young people have an opportunity to participate and have their views listened to when plans and decisions about them are being made.	<p>Continue to participate in national opportunities for young people:</p> <ul style="list-style-type: none"> • Youth Voice • Scottish Youth Parliament • A Right wee Blether. <p>Continue to develop the work of Pupil Councils in representing pupils' views e.g. rollout Rights Respecting Schools Award.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Shetland's Members of the Scottish Youth Parliament continue to represent young people at a national level. Our MSYP was elected onto the Board of the Scottish Youth Parliament in June 2011, and also represent the Scottish Youth Parliament (SYP) and the young people of Scotland on the Commission for Rural Education.</p> <p>Shetland Youth Services continues to develop in partnership with young people actions to make sure that young people become involved in the decision making process. It is hoped to hold a "Question Time" style debate featuring a panel of adults/professionals aimed at a youth audience.</p>

		Agree a process for collecting feedback and using this to monitor impact of service improvements.	By December 2011	Feedback from Children's Rights Officer to Looked After Children Interest Group re participation opportunities for children in need.
		Undertake research into effectiveness of early intervention strategies through peer research project with teenagers.	June 2012	At the end of 2011 a peer research project was undertaken. Young people developed the research parameters, undertook the research, analysed the findings, and worked with service providers to develop actions to assist in addressing the key messages. Following this(now called Poverty is Bad – Let's Fix It!!) many sub-projects have developed, with young people and service providers working together to improve issues highlighted.
		Secure participation of young people in community planning process.	June 2012	Shetland's young people took the opportunity to lead on a very successful Community Planning Partnership Summit in 2010 solely focused on young people and the issues facing their peers.
		Overarching Participation Strategy to be developed setting out core principles and expectations.	March 2012	Meeting planned with Children's Rights Officer/Youth Development Officer to map opportunities for all children and young people to participate in shaping services. Skills & Learning Strategic Partnership have developed plans to make sure young people have the support and opportunities to pursue careers in Shetland.

Develop a systematic approach to quality assure the services we provide to support delivery of the Children's and Young People's Services Plan: Lead Responsibility – Executive Manager, Quality Improvement				
Outcome	Indicators /Targets	Actions	Timescale	Progress at w/b 23.01.12
<p>A system in place to monitor the targets in the Children and Young people's Services Plan.</p> <p>A systematic approach to self evaluation developed to identify future priorities for the plan.</p>	<p>Monitor and audit implementation of specific programmes within the Children's Plan e.g. GIRFEC and the Parenting Strategy.</p> <p>Benchmarking information in place.</p> <p>Targets set for each priority.</p>	<p>Use benchmarking information to identify specific targets for each priority in the plan.</p> <p>Use benchmarking information to develop a cycle of validated self-evaluation using the quality indicators to monitor the impact of the Children and Young People's Plan.</p> <p>Continue to develop our continuous improvement at Quality Assurance Sub-committee by monitoring the reports from the Children's Services Improvement Officer.</p>	<p>Immediate – By November 2011.</p>	<p>Template for quarterly monitoring discussed at Forum in Dec 2011. Request for Forum members to consider which hard targets to be measured for next Forum meeting.</p>

**Education and Families Committee****29 February 2012****Management Accounts for Education and Families Committee: April – Dec 2011****F-017-F****Report Presented by Head of Finance****Corporate Services****1.0 Summary**

- 1.1 The purpose of this report is to enable the Education and Families Committee to monitor the financial performance of services within their remit, on the revenue and capital accounts, in order to determine that the expenditure levels and income generated will be delivered within the approved budget for the year. There are no specific actions to take, at this stage in the year beyond ensuring that the efficiency projects already identified in the year are implemented and savings secured, or alternative savings found.

2.0 Decision Required

- 2.1 The Education and Families Committee is asked to RESOLVE to:

- review the Revenue Management Accounts, from 1 April 2011 – 31 December 2011;
- review the Capital Management Accounts, from 1 April 2011 – 31 December 2011; and
- review the progress on securing savings and efficiencies in the year at Appendix 2;

3.0 Detail

- 3.1 This Report presents the third quarter's Management Accounts, for the 9-month period from 1 April 2011 to 31 December 2011. The Report shows the overall position on:

- the revenue account (which includes the General Fund, the Reserve Fund, the Support Services ledger and any rechargeable costs and the trading accounts);

- the capital programme.
- 3.2 The Report describes any changes to expenditure or income, which has occurred since the budget was set in February 2011.
- 3.3 The position is summarised in Table 1 below, showing the revised budget and a comparison of the actual spend and income against what was expected at the time the budget was set.

Table 1:
Revenue Account - Revenue Management Accounts for 9 Months
(April – Dec 2011)

Education and Families Functions

Description	Annual Budget 2011/12 £000	9 Months Budget 2011/12 £000	9 Months Actual 2011/12 £000	9 Months Variance 2011/12 £000	Estimated Outturn £000	Estimated Outturn Variance £000
Directorate	3,326	2,704	1,936	768	3,326	-
Children & Families	997	758	678	79	947	50
Children's Resources	4,109	3,092	2,828	263	4,009	100
Psychological Services	668	497	404	94	578	90
Schools/Quality Imp	36,144	27,277	26,310	967	36,144	-
Shetland Library	1,052	799	749	50	1,032	20
Community Planning & Development (part)	686	531	409	122	686	-
Train Shetland	586	540	394	146	539	47
TOTAL Controllable	47,567	36,198	33,707	2,491	47,260	307

- 3.4 All services are underspent against their 9 month budget. To date there is an overall underspend against budget of £2.5m (5.2%).
- 3.5 For services under the Education and Families Committee remit, there is a requirement to find savings of £2.9m, to date £2m has been achieved, and approximately £0.32m of additional savings is pending.
- 3.6 There are 8 remaining projects totalling £1.6m, however alternative savings of £0.7m have been identified as follows:
- Additional Recurring - £.7m found
 - One Off - £.018m found
- 3.7 The remaining savings projects are detailed in Appendix 2.

Work will be ongoing to identify alternative revenue savings across the service areas to reduce the shortfall in savings within the remit of Education and Families committee and across the Council.

- 3.8 For the services within the remit of the Education and Families Committee, the summary capital management accounts are set out in Table 2 below (more detail of which is included at Appendix 1).

Table 2:
Capital Management Accounts for 9 Months (April – Dec 2011)

Education and Families Functions

Description	Annual Budget 2011/12 £000	9 Months Actual 2011/12 £000	Estimated Outturn 2011/12 £000	Variance 2011/12 £000
Children's Resources	100	10	10	90
Schools/Quality Imp	2,630	615	623	2,007
Shetland College	885	166		885
TOTAL	3,615	791	633	2,982

- 3.9 All services are estimating underspends at the year end totalling £3m (82%). The main reasons for these large variances are as follows:
- Laburnum Refurbishment/Extension, £0.1m underspend – to be treated as slippage into 2012/13.
 - Anderson High School Replacement, £1.9m underspend – to be treated as slippage pending any decision on external funding.
 - Mid Yell School Phase 2, £0.1m underspend – savings achieved, no slippage into 2012/13.
 - Shetland College Extension, £0.9m underspend – spend to date allocated to ERDF and Scottish Funding Council (SFC) Capital Grant so budget will be treated as slippage into 2012/13. Leasing options are also currently being investigated with SLAP.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – There is a specific objective within the Corporate Improvement Action plan to ensure that, “the Council has established a rigorous process to ensure that its use of resources is on a footing consistent with implementing and sustaining its financial strategy, and demonstrate that it delivers services in a way which achieves Best Value”.
- 4.2 Community /Stakeholder Issues – None.
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to discharge the powers and duties of the Council within the functional areas stated in the Scheme and in accordance with the policies of the Council and its approved budgets. The Council approved a budget in February 2011 for the 2011/12 financial year. The Education and Families Committee has delegated authority to monitor and review the

financial performance of the services within its remit, and to discharge the powers and duties of the Council within its functional areas in accordance with the policies of the Council and the relevant provisions in its approved revenue and capital budgets.

4.4 Risk Management – There is a risk that the efficiency savings will not be delivered resulting in the need for an additional draw on reserves over that approved in February 2011.

4.5 Equalities, Health And Human Rights – None.

4.6 Environmental – None.

Resources

4.7 Financial – There is a need to secure all the savings across the Council to ensure spend is contained with the budget set in February 2011.

4.8 Legal – None.

4.9 Human Resources – None.

4.10 Assets And Property – None.

5.0 Conclusions

5.1 This report presents the Education and Families Committee's revenue and capital management accounts for the first 9 months of the year (1 April 2011 – 31 Dec 2011). On the Revenue Account, expenditure and income on the core budgets is underspent for the first 9 months. Progress has been made on identifying specific savings of £2.9m within the remit of the Committee. Executive Managers will need to find alternative savings to meet the shortfall where it has been determined that project savings will not be achieved this year on specific projects. On the Capital Account, for the first 9 months, spending is less than would be anticipated at 22% and has been estimated to underspend at the year end.

For further information please contact:

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17 February 2012

List of Appendices

Appendix 1 – Capital Management Accounts, 1 April 2011 – 31 December 2011, for Education and Families Functions

Appendix 2 – Education and Families Functions – Outstanding Savings / Efficiency Projects and Action Plan

Background documents:

Approved Budget Report, SIC February 2011

<http://www.shetland.gov.uk/coins/agenda.asp?meetingid=3195>

Financial Policy Report, SIC March 2011

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=11959>

Reserves Policy Update, October 2011

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=12580>

Strategic Budget Plan 2012/13 Onwards

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=12581>

Reserves Policy Update, December 2011

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=12839>

END

Capital Management Accounts

1 April 2011 – 31 December 2011 for Education and Families Functions

Cost Centre Description		Revised Budget	YTD Actual	Estimated Outturn	Est Year End Variance (Adv) / Fav	Actual Spend at % of Budget
		£	£	£	£	%
GCG0232	Leog Replacement	0	10,228	10,228	(10,228)	
GCG0233	Laburnum - Refurbishment/Ext	100,000	0	0	100,000	
Children's Resources		100,000	10,228	10,228	89,772	10%
GCE1171	Little Tikes	19,587	21,728	34,587	(15,000)	
GCE1304	Anderson High School Replcmnt	2,000,000	23,382	125,000	1,875,000	
GCE1315	Mid Yell Phase 2	460,000	226,101	363,406	96,594	
GCE1319	AHS Social Space Extension	100,000	95,423	100,000	0	
GCE1500	Educ Maintenance School Builds	50,000	248,859	0	50,000	
Schools/Quality Improvement		2,629,587	615,494	622,993	2,006,594	23%
UCL5203	Shetland College Extension	885,294	165,624	0	885,294	
Shetland College Projects		885,294	165,624	0	885,294	19%
Education and Families Projects		3,614,881	791,345	633,221	2,981,660	22%

Education & Families Functions – Outstanding Savings/Efficiency Projects and Action Plan

Position Summary

Approved Budget Reduction Totals	Not Deliverable	Under Consideration / To be Confirmed	Savings Actioned	% Savings confirmed for 11/12 (green & yellow)	Additional Savings identified in 2011/12	Pending Savings Identified in 2011/12 only
2,891,639	1,028,108	573,154	2,008,949	69%	18,000	320,000

Detail of Projects Outstanding

Service Area	Item	Y1 £	Financial Status - Year 1	Action Taken/Required
Children & Families/Children's Resources	Operational efficiencies in Children's Services	61,027	Budget on savings code - still to be found	No action - savings accounted for during estimates process in error.
Children & Families	Review of current arrangements for the Fostering and Adoption Service.	4,633	Budget on savings code - still to be found	Alternative savings found.
Schools/Quality Improvement	Primary National Staffing Levels (planned)	353,000	Budget on savings code - still to be found	To be implemented in August 2012.
Schools/Quality Improvement	Schools rationalisation - 2 Primary Schools (North Roe and Sandness)	396,448	Budget on savings code - still to be found	Closure decision not taken so requires to be found elsewhere.
Schools/Quality Improvement	Rationalisation of Cleaning Support Staff	213,000	Budget on savings code - still to be found	To be confirmed - quantification still to be completed.
Schools/Quality Improvement	Schools rationalisation - Skerries and Scalloway Secondary Departments	72,785	Budget on savings code - still to be found	Skerries savings found across the school estate and part year savings for Scalloway completed, leaving a balance to be found. Full year savings are in excess of closure estimate.
Schools/Quality Improvement	Schools rationalisation - 2 Primary Schools (Uyeasound & Burravoe)	443,052	Budget on savings code - still to be found	Uyeasound savings to be removed once information is available, and Burravoe not deliverable so required to be found elsewhere.
Community Planning & Development (part)	Community Work amalgamate management arrangements.	57,317	Alternative savings found in current year.	Superseded by management review.

**Education and Families Committee****29 February 2012****Scalloway Secondary Department void space feasibility study****Report No: CS-07-12 F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report seeks approval for a feasibility study to be undertaken on the Scalloway Secondary Department void space by Capital Projects.

2.0 Decision Required

- 2.1 The Education and Families Committee and Shetland Islands Council agreed to the closure of the Scalloway Junior High School Secondary department. This has left an empty space in a building which still contains primary and nursery classes.
- 2.2 It is recommended that the Education and Families Committee agree to a feasibility study being undertaken to consider options for the void space which became vacant when the secondary department of Scalloway Junior High School closed. The feasibility study will be reported back to this Committee at the next opportunity.

3.0 Detail

- 3.1 The secondary department of Scalloway Junior High School closed on Thursday 30 June 2011. The pupils had transferred to the Anderson High School during this term and the staff moved on by Monday 15 August 2011.
- 3.2 The secondary department has been empty since July 2011. It was recommended by the Director of Children's Services that the secondary department should remain empty until December 2011 to give those remaining in the school some time to get used to the change before any further change would occur.
- 3.3 There have been a number of suggestions which have been put forward as possible uses for the vacant space. These include

suggestions by NHS Shetland, NAFC, Scalloway Parent Council, other council departments, other areas of Children's Services and a childcare provider.

- 3.4 The Chief Executive and officers from Shetland Islands Council attended the Scalloway Community Council on 19 September 2011 and heard their views of suggestions which were being spoken about at that time.
- 3.5 The Chief Executive and officers visited Scalloway Junior High School on 6 December 2011 to view the use of space currently.
- 3.6 A feasibility study would consider the best use of the space taking into account that the building already accommodates primary and nursery classes.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – The provision of services to children and young people contributes to the corporate priorities of Shetland Islands Council, NHS Shetland, Northern Constabulary and the Voluntary Sector in the following areas:
- 4.2 Community /Stakeholder Issues – The feasibility study would consider options which have been put forward by the Community and others.
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets. This report is related to the function of an education authority.
- 4.4 Risk Management – There will have to be consideration of how the building could be separated as part of the feasibility study to ensure that the primary and nursery classes can continue to function.
- 4.5 Equalities, Health And Human Rights – NONE
- 4.6 Environmental – NONE

Resources

- 4.7 Financial – Any financial costs for the feasibility study will be met from within existing resources.
- 4.8 Legal – NONE
- 4.9 Human Resources – NONE

- 4.10 Assets And Property – This will need to be considered as part of the feasibility study.

5.0 Conclusions

- 5.1 The void space in Scalloway Junior High School has to be utilised. A feasibility study would ensure all options are considered in a balanced way, minimising revenue costs to the Council.

For further information please contact:

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Report finalised: 17 February 2012

Background documents: Scalloway report to Services Committee ESCD-32-F; Blueprint for Education in Shetland Decision on Scalloway School Secondary Department, 07 December 2010 and Shetland Islands Council on 08 December 2010.

END