

**Education & Families Committee****29 August 2012****Management Accounts for Education & Families Committee:
2012/13 - Quarter 1 (April 2012 - June 2012)****F-034-D1****Report Presented by Executive Manager -
Finance****Corporate Services****1.0 Summary**

1.1 The purpose of this report is to enable the Education & Families Committee to monitor the financial performance of services within their remit to ensure that expenditure incurred and income generated has been delivered within the approved budget, so that timely action can be taken when required to mitigate projected overspends. The report reviews for the first quarter:-

- the projected outturn position for the year;
- the position on the approved recurring savings projects; and
- the revenue management accounts.

1.2 The projected outturn is for there to be an overspend of £0.020m. This overspend relates to a delay in the redeployment and retirement of staff members, resulting in a shortfall of approved recurring savings in 2012/13. Action is required to address this.

2.0 Decision Required

2.1 The Education & Families Committee is asked to RESOLVE to:

- review the Revenue Management Accounts, from 1 April 2012 – 30 June 2012, including the projected outturn position and savings in the year; and
- identify and/or instruct officers to bring forward alternative savings proposals to meet the projected overspend.

3.0 Detail

- 3.1 The budgeted expenditure and savings levels included in the services within the remit of the Education & Families Committee were approved by the Council on 9 February 2012. As such, they form part of the Council's objectives of reducing General Fund expenditure to £119.9m in 2012/13, which includes the requirement to make savings of £15.4m across the Council this year. This is necessary to move the Council towards a position of financial sustainability.

At present the Council's level of expenditure is not sustainable and if left unchecked will result in reserves becoming fully depleted by 2017/18.

Any instances whereby a budget is overspent, or savings targets are not being achieved, have a direct impact on the Council's reserves. It is therefore vital to the future economic wellbeing of the Council that its budget, incorporating that of the services within the remit of the Education & Families Committee, are delivered in full.

- 3.2 Appendix 1 shows the projected outturn position for the first quarter by service area along with explanations of the major variances. This appendix shows the most vital information indicating the likelihood of an additional draw on reserves being required, in breach of Council policy.
- 3.3 Appendix 2 shows the position on approved recurring savings projects for the first quarter by service area along with explanations of the major variances.
- 3.4 Appendix 3 shows the revenue management accounts for the first quarter by service area along with explanations of the major variances.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities
Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. 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
The Council approved a budget on 9 February 2012 for the 2012/13 financial year. This Report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets.

4.4 Risk Management

There is a risk that services will not be delivered within the approved 2012 budget resulting in an additional draw on reserves, which is unsustainable.

4.5 Equalities, Health And Human Rights – None.

4.6 Environmental – None.

Resources

4.7 Financial

The approved recurring savings projects are not likely to be achieved and there is a need to find one-off savings as a temporary substitute. At the end of quarter 1 the projected outturn is currently £0.020 over the approved budget.

4.8 Legal – None.

4.9 Human Resources – None.

4.10 Assets And Property – None.

5.0 Conclusions

5.1 The outturn position is projected to be over budget by £0.020, therefore alternative savings require to be found to ensure that an additional draw on reserves will not be required.

5.2 The position on approved recurring savings projects is that there is a projected annual shortfall of £0.020m.

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List of Appendices

Appendix 1 – Education & Families - Outturn Position for 2012/13

Appendix 2 – Education & Families - Approved Recurring Savings 2012/13

Appendix 3 – Education & Families - Revenue Management Accounts (April to June 2012)

Background documents:

Approved Budget Report, SIC 9 February 2012

<http://www.shetland.gov.uk/coins/Agenda.asp?meetingid=3449>

END

Education & Families

Projected Outturn 2012/13

Description	Annual Outturn 2011/12 £000	Annual Budget 2012/13 £000	Projected Outturn 2012/13 £000	Budget v Proj. Outturn Variance £000
Directorate	2,507	2,149	2,149	
Schools/Quality Improvement	35,437	36,278	36,278	
Children's Resources	3,789	3,993	4,003	(10)
Children & Families	955	1,061	1,071	(10)
Library	996	963	963	
Community Planning & Development (Part)	629	569	569	
Train Shetland	510	648	648	
Total Controllable Costs	44,822	45,661	45,681	(20)

Explanation of Projected Outturn Variances:

- **Children's Resources** – £0.010m overspend – This overspend is due to a delay in staff redeployment from April 2012 to July 2012.
- **Children & Families** – £0.010m overspend – This overspend is due to a delay in staff retirement from April 2012 to December 2012.

Education & Families**Approved Recurring Savings 2012/13**

Description	Approved Recurring Savings 2012/13 £000	Approved Recurring Savings Banked 2012/13 £000	Surplus/ (Shortfall) Year to Date 2012/13 £000	Projected Annual Surplus/ (Shortfall) 2012/13 £000
Directorate	167	167		
Schools/Quality Improvement	1,346	1,018	(328)	
Children's Resources	112	44	(68)	(10)
Children & Families	126	24	(102)	(10)
Library	99	71	(29)	
Community Planning & Development (Part)	10	45	35	
Train Shetland	83	83		
Total	1,943	1,451	(492)	(20)

As can be seen from the above table, the approved recurring savings under the remit of the Education & Families Committee totals £1.9m, of which £1.5m has been banked to date.

Explanations of Predicted Shortfall Variances:

- **Children's Resources** – £0.010m overspend – This overspend is due to a delay in staff retirement from April 2012 to July 2012.
- **Children & Families** – £0.010m overspend – This overspend is due to a delay in staff redeployment from April 2012 to December 2012.

If the overall shortfall in recurring savings of £0.020m cannot be met in the current year, an equivalent sum of additional recurring savings above the £14.4m already required in 2013/14 will need to be found to ensure ongoing reductions in expenditure.

Education & Families**Revenue Management Accounts (April 2012 – June 2012)**

Description	Quarter 1 Budget 2012/13 £000	Quarter 1 Actual 2012/13 £000	Quarter 1 Variance 2012/13 £000
Directorate	507	464	43
Schools/Quality Improvement	10,148	9,398	750
Children's Resources	1,015	966	49
Children & Families	278	224	54
Library	265	232	33
Community Planning & Development (Part)	147	144	3
Train Shetland	161	143	18
Total Controllable Cost	12,522	11,571	951

Explanations of Major Variances:**Real Variances****Schools/Quality Improvement (£750k under budget):**

- Underspend on Employee Costs (£0.215m) due to vacancies across the service. This is a real underspend against budget set, and these savings are banked as 'one-off' savings in 2012/13 as they are identified.

Timing Differences**Schools/Quality Improvement (£750k under budget):**

- Underspends on Water & Sewerage Rates (£0.124m), Repairs & Maintenance (£0.124m), Electricity (£0.096m), Training (£0.055m) and increased income for Music Tuition (£0.053m) are not real underspends, but due to a timing difference against budget plan.

**Education and Families****29 August 2012****Statutory Consultation – Olnafirth Primary School****CS-16-F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 The Director of Children's Services received delegated authority to commence statutory consultation under the Schools (Consultation) (Scotland) Act 2010 on the proposed closure of Olnafirth Primary School in August 2012 (Min Ref: E&FC 02/11).
- 1.2 The purpose of this report is to advise Members of current advice from the Scottish Government and COSLA on rural school closures, as a result of the Commission on Rural Education delaying the publication of its final report until the end of 2012 at the earliest.

2.0 Decision Required

- 2.1 I recommend that Education and Families Committee RECOMMEND that the Council resolve:
 - 2.1.1 to further postpone the statutory consultation on the proposed closure of Olnafirth Primary School until after the Commission on Rural Education has reported its findings; and
 - 2.1.2 to note that this will not prevent further reporting on the future of Olnafirth School as part of the Refresh of the Blueprint for Education.

3.0 Detail

- 3.1 The proposed closure of Olnafirth Primary School was one of seven school closure proposals; two in secondary and five in primary as part of the Blueprint for Education (Min Ref: SC 47/10) in June 2010. Statutory consultation was undertaken for the following school closure proposals:

Scalloway Junior High School Secondary Department	30 August to 10 October 2010
Skerries School Secondary Department	30 August to 10 October 2010
Uyeasound Primary School	10 January to 13 March 2011
Burravoe Primary School	10 January to 13 March 2011
North Roe Primary School	10 January to 13 March 2011
Sandness Primary School	10 January to 13 March 2011

The statutory consultation on the proposed closure of Olnafirth Primary School was due to commence in August 2011 following the completion of the above.

- 3.2 In May 2011 the Cabinet Secretary for Education and Lifelong Learning issued a letter requesting a one year moratorium, from 20 June 2011 to 20 June 2012, during which Local Authorities would not propose rural schools for closure. The moratorium was to allow the Commission on Rural Education to undertake a review of rural education in Scotland.

After the Council decided to proceed to statutory consultation, implementation of that decision was delegated as a functional matter to the Education and Families Committee. When the requirement to consider the Minister's moratorium arose, it was felt that because of the significant influence that had in delaying the Council's decision, it was important that the matter was remitted back to the Council for a decision.

- 3.2 On the recommendation of the Education and Families Committee, the Council resolved, at its meeting on 6 July 2011 [SIC Min. Ref. 73/11]:
- “to the request from the Cabinet Secretary for Education and Lifelong Learning to implement a moratorium on the proposed new rural school closures;
 - to the proposal to postpone the statutory consultation on the proposed closure of Olnafirth Primary School until at least August 2012;
 - that if Statutory Consultation is necessary after August 2012, authority be delegated to the Head of Schools to arrange to do that under the requirements of the Schools (Consultation) (Scotland) Act 2010 and any amendments to that Act.”
- 3.4 During discussion at the Council meeting, it was understood that the further timetabling of the statutory consultation was a matter on which there would be further reports. Although the moratorium on rural school closures ended on 20 June 2012, given correspondence with both CoSLA and the Scottish Government, matters for consideration in this report is the need to further extend deferral of the commencement of statutory consultation.

- 3.5 It was reported at a COSLA Leaders meeting in April 2012 that there would be a delay in the report from the Commission on Rural Education. It hoped to publish its findings by August 2012. On the assumption that the Commission would report in August, Leaders agreed that local authorities should avoid consultation on school closures in July and August 2012.
- 3.6 There is a forthcoming appeal in the Court of Session that is relevant to rural school closures and the Schools (Consultation) (Scotland) Act 2010. This is due to be considered before the end of this calendar year.
- 3.7 The Commission on Rural Education is required to consider the outcome of the appeal and therefore is unlikely to finalise its report before the end of 2012 at the earliest.
- 3.8 COSLA issued advice to Local Authorities in June 2012 to avoid consulting on closures in July and August 2012.
- 3.9 This was confirmed by the Scottish Government press release in August 2012.
- 3.10 Both COSLA and the Scottish Government are currently advising Local Authorities that they are free to progress with consultation on school closures if they so wish, but would have to weigh up the political, legal and practical challenges of doing so.
- 3.11 Proceeding with statutory consultation, at this time, will coincide with a period of political and legal uncertainty regarding the application of the Schools (Consultation) (Scotland) Act 2010.
- 3.12 Should Shetland Islands Council decide to close Olnafirth Primary School following the statutory consultation process, it is possible that the Scottish Ministers will call-in that decision and not make their determination until the outcome of the forthcoming Appeal in the Court of Session and the report from the Commission on Rural Education is available.
- 3.13 This is likely to cause a considerable period of uncertainty for the community, parents, pupils and staff affected by the closure.
- 3.14 Therefore, it is recommended to postpone the commencement of statutory consultation on the closure of Olnafirth Primary School until the political and legal situation is clearer.
- 3.15 Even if the Commission on Rural Education reports by the end of this year, it is anticipated that it will still take some time before the outcomes are embraced by the Minister's department. The cumulative effect of the various factors that have yet to be determined, are such that it is considered that it would not be possible for any resultant school closure to take effect at the start of the school term in 2013. Therefore the savings suggested that would be achievable thereafter can be projected not to apply in 2013/14.

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities – this report helps to achieve the aims of the:

Council Action Plan, Single Outcome Agreement area

- To ensure our young people are successful learners, confident individuals, effective contributors and responsible citizens. Key Action 5.3 - Undertake statutory consultation under the Schools (Consultation) (Scotland) Act 2010, on the proposed closure of Olnafirth Primary School;

Council Action Plan 2012/13 - Key savings reviews and assessments

- SR-R048 Assess – Proposed closure of Olnafirth Primary School;

Shetland Single Outcome Agreement 2012/15

- Area 5.1 – To support schools in their development towards a Curriculum for Excellence;

Shetland Islands Council Improvement Plan 12/13

- Area 1.6 – To develop a Medium Term Financial Plan covering the term of this Council (2012-17);

Children's Services Directorate Plan

- To ensure efficient use of the resources to deliver the best possible services, and to deliver the agreed budget strategy within the timescales agreed by Council.

4.2 Community /Stakeholder Issues – in accordance with the Schools (Consultation) (Scotland) Act 2010, Children's Services will consult with all relevant stakeholders/consultees. A full community and stakeholder consultation will be held in line with relevant legal requirements when this closure proposal is taken forward.

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. This report is related to the function of an education authority.

4.4 Risk Management – Proceeding with statutory consultation will coincide with a period of political and legal uncertainty regarding the application of the Schools (Consultation) (Scotland) Act 2010.

Should Shetland Islands Council decide to close Olnafirth Primary School following the statutory consultation process, it is possible that the Scottish Ministers will call-in that decision and wait until the outcome of the forthcoming Appeal in the Court of Session and the report from the Commission on the Delivery of Rural Education is available.

This is likely to cause a considerable period of uncertainty for the community, pupils and staff affected by the closure.

4.5 Equalities, Health And Human Rights – None

4.6 Environmental – None

Resources

4.7 Financial – On 9 February 2012, Shetland Islands Council as part of the revenue budget for 2012/13 for the General Fund (including Reserve Fund, General Fund Trading Accounts, Rechargeable and Support Services accounts) (Min Ref: SIC 14/12) agreed savings for the proposal to close Olnafirth Primary School of £249,000 for 2013/14. In view of what is said at paragraph 3.15, there will now need to be clear direction as to how this short fall in savings will be met and this will be reported as part of the budget setting process for 2013/14.

4.8 Legal – There are no legal restrictions on proceeding with a statutory consultation on a school closure proposal under the Schools (Consultation) (Scotland) Act 2010 at this time. However, consideration must be given to the political, legal and practical challenges of doing so, as discussed at paragraph 4.4 above.

4.9 Human Resources – There are Human Resource policies which may be utilised should the proposed closure go ahead.

4.10 Assets And Property – None.

5.0 Conclusions

5.1 The Director of Children's Services recognises that this proposed delay in commencing consultation on the closure of Olnafirth Primary School will mean a further period of uncertainty for pupils, staff, parents and the community.

5.2 However, given the current advice from the Scottish government and COSLA it would be unwise to proceed to statutory consultation on a school closure proposal at this time.

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Report finalised: 21 August 2012

List of Appendices

None

Background documents:

Report ED10-F – 17 June 2010

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=10814>

Report ED-10-F2 – 15 June 2011

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=12247>

END



**Education and Families
Shetland Islands Council**

**29 August 2012
20 September 2012**

Refresh of the Blueprint for Education

CS-18-D2

Report Presented by Director of Children's Services

Children's Services

1.0 Summary

- 1.1 This report and the accompanying Appendix 1 details Children's Services Refresh of the Blueprint for Education.
- 1.2 At Shetland Islands Council on 9 February 2012, Children's Services were tasked: "to undertake a refresh of the Education Blueprint using existing information, taking account of the outcome of the Commission on Rural Education deliberations and guidance when available, considering the implementation of Curriculum for Excellence, the Senior Phase, the National Qualifications range and links with further education/other learning settings and based on the underpinning principles of the Education Blueprint project of equality, quality and value for money, and taking account of all new learning methods and IT links and facilities."
- 1.3 Appendix 1 provides a summary of the work Children's Services has carried out to assess the Blueprint for Education information collected so far, and then, based on this analysis, presents a plan for delivering school education in Shetland for the next five years. The recommendations propose the closure of five junior high school secondary departments and five primary schools. The proposals will generate the required financial savings, whilst also protecting the capacity of the school estate to deliver Curriculum for Excellence.

2.0 Decision Required

I recommend that Education and Families Committee RECOMMEND that Shetland Islands Council resolve to approve:

- 2.1 Shetland Islands Council Statement for Education 2012–2017, at 3.9;
- 2.2 Shetland Islands Council Commitments for Education 2012-2017, at 3.10;
- 2.3 Shetland Islands Council Plan for Delivering Education 2012-2017, at 3.11; and
- 2.4 That the proposed savings of £3,249,000 will not all be realised until 2016.

3.0 Detail

- 3.1 Over the past eleven years, through a number of reviews, the future of the school estate has been under scrutiny. These reviews illustrate that a number of extensive consultations have taken place across the whole of Shetland, but relatively little change has resulted from this work.
- 3.2 A number of best value reviews of education were carried out between 2001 and 2006. All of these reviews concluded that there was a need for change.
- 3.3 In 2007, Services Committee asked the Schools Service to develop a Blueprint for Education. Over the past five years several decisions have been taken including establishing principles for education in Shetland and a programme of work to consider the future of the school estate.
- 3.4 In addition to the consultations undertaken as part of the Best Value Review process from 2001 until 2007, four consultation exercises have been undertaken since 2008 to inform the development of the Blueprint for Education. There were clearly several common themes from the four consultations since 2008.
- 3.5 The results of the statutory consultations carried out were that Scalloway Junior High School secondary department and Uyeasound Primary School closed in 2011.
- 3.6 At the Special Shetland Islands Council meeting in February 2012, a report was presented on the General Fund Revenues Estimates 2012/13 (Min Ref: SIC 14/12). This report contained a number of managerial efficiencies and service re-design options for 2012/13 and beyond. The outcome of this meeting meant that Children's Services were to find £2,087,849 in 2012/13 and £6,145,907 in 2013/14. One of the options was to Refresh the Blueprint for Education and find £3,000,000 savings.

3.7 Another of the options was to proceed to statutory consultation on the closure proposal for Olnafirth Primary School. This is the subject of another report which is being presented at this committee meeting. It recommends that the option becomes part of this Refresh of the Blueprint for Education and that it is considered within this report.

3.8 Blueprint for Education 2012-2017

3.8.1 Taking all of the information which has been gathered and reviewed into account, our proposals for the Blueprint for Education 2012-2017 are set out below.

3.9 Shetland Islands Council's Statement for Education 2012–2017

3.9.1 We will ensure the best quality education for all our pupils to enable them to become successful learners, who are confident individuals, effective contributors and responsible citizens. We will achieve this through the highest standard of teaching and learning delivered in modern, well equipped school buildings which are financially sustainable.

3.10 Shetland Islands Council's Commitments for Education 2012-2017

3.10.1 Primary education

We will provide primary education in all our remote isles with pre-school provision as and when required. We will organise primary education in establishments/schools which are viable both educationally and financially.

3.10.2 Secondary education

We will organise secondary education to provide the breadth of curriculum to best develop a young person's skills and particular interests in establishments/schools which are viable both educationally and financially.

3.10.3 Childcare

Childcare will be developed in line with the Childcare Strategy. In the Sustainability section of the Childcare Strategy 2012-2015 it states that, where appropriate, Shetland Islands Council will make council owned premises (predominantly schools) available to out of school clubs and 'wrap around' childcare. We will work with voluntary and private sector providers to secure more integrated and flexible services that meet local need. In doing so, we will take account of best value principles for all.

3.10.4 Catchment areas

We will consult on any change to a school's catchment area as part of any future statutory consultation process.

3.10.5 Travel times

We will organise transport to ensure that, as far as possible, pupils will not travel for longer than the current maximum single journey time in 2011/12:

- 40 minutes for a primary pupil
- 65 minutes for a secondary pupil.

3.10.6 Transport

We will ensure that school transport is given high priority.

3.10.7 Community involvement in schools

We will work to ensure that:

- Children's community identity is protected; and
- Opportunities are put in place for them to participate in the new school community they are part of.

3.10.8 Use of buildings

We will ensure that the potential future use of school buildings will be part of the statutory consultation process.

3.11 Shetland Islands Council's Plan for Delivering Education 2012-2017

The above commitments can best be achieved through a planned approach to reduce the school estate to what Shetland Islands Council can afford. In doing so, we will maintain and in some cases improve the educational benefits for learners throughout Shetland. We recommend the following closure proposals:

Phase 1

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Aith Junior High School secondary department	Anderson High School	2013	August 2014	£690,000
Skerries School secondary department	Anderson High School	2013	August 2014	£70,000
Olnafirth Primary School	Brae High School primary department	2013	August 2014	£80,000

Phase 2

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Baltasound Junior High School secondary	Mid Yell Junior High School secondary department	2014	August 2015	£580,000

department				
Burravoe Primary School	Mid Yell Junior High School primary department	2014	August 2015	£50,000
North Roe Primary School	Ollaberry Primary School	2014	August 2015	£40,000
Urafirth Primary School	Ollaberry Primary School	2014	August 2015	£45,000
Urafirth Primary School – Nursery Class	Ollaberry Primary School	2014	August 2015	

Phase 3

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Sandwick Junior High School secondary department	*Anderson High School	2015	August 2016	£1,100,000
Whalsay School secondary department	*Anderson High School	2015	August 2016	£570,000
Sandness Primary School	Happyhansel Primary School	2015	August 2016	£50,000

* This assumes a new Anderson High School will be complete by August 2016.

** These are current approximate indicative figures as at July 2012.

- 3.12 We have phased the closure proposals over a three year period only commencing in 2013 because we are waiting on the outcome of the forthcoming Appeal in the Court of Session and the report from the Commission on Rural Education.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – this report helps to achieve the aims of the:

Council Action Plan, Single Outcome Agreement area

- To ensure our young people are successful learners, confident individuals, effective contributors and responsible citizens. Key Action 5.3 - Undertake statutory consultation under the Schools (Consultation) (Scotland) Act 2010, on the proposed closure of Olnafirth Primary School;

Council Action Plan 2012/13 - Key savings reviews and assessments

- SR-R044 Review – Refresh Education Blueprint
- SR-R048 Assess – Proposed closure of Olnafirth Primary School;

Shetland Single Outcome Agreement 2012/15

- Area 5.1 – To support schools in their development towards a Curriculum for Excellence;

Shetland Islands Council Improvement Plan 12/13

- Area 1.6 – To develop a Medium Term Financial Plan covering the term of this Council (2012-17);

Children's Services Directorate Plan

- To ensure efficient use of the resources to deliver the best possible services, and to deliver the agreed budget strategy within the timescales agreed by Council.

4.2 Community /Stakeholder Issues – in accordance with the Schools (Consultation) (Scotland) Act 2010, Children's Services will consult with all relevant stakeholders/consultees. A full community and stakeholder consultation will be held in line with relevant legal requirements when any closure proposal is taken forward.

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. However, the Council resolved on 9 February 2012 that for the areas of significant review where there is a requirement for policy, service standards or methods of delivery proposals to be further developed in detail, to report back to the Council for formal decisions, prior to implementing the budget proposal agreed in principle. This report is related to the function of an education authority.

4.4 Risk Management – Proceeding with any statutory consultation prior to 2013 will coincide with a period of political and legal uncertainty regarding the application of the Schools (Consultation) (Scotland) Act 2010.

Should Shetland Islands Council decide to follow any statutory consultation process in 2012, it is possible that the Scottish Ministers will call-in that decision and wait until the outcome of the forthcoming Appeal in the Court of Session and the report from the Commission on Rural Education is available.

This would be likely to cause a considerable period of uncertainty for communities, pupils and staff.

4.5 Equalities, Health And Human Rights – None

4.6 Environmental – None

Resources

- 4.7 Financial - This report sets out a plan for delivering education whereby savings can be achieved by 2016, while at the same time maintaining the educational standards for all our pupils.

Much of the savings have already been identified and secured for 2012/13, and work is ongoing to secure a significant amount of savings in 2013/14. It is absolutely clear that if Shetland Islands Council requires savings of this magnitude, the only possible way of doing so is to reduce the size of the school estate.

On 9 February 2012, Shetland Islands Council, as part of the revenue budget for 2012/13 for the General Fund (including Reserve Fund, General Fund Trading Accounts, Rechargeable and Support Services accounts) (Min Ref: SIC 14/12) agreed savings of £6,145,907 for 2013/14. This includes £3,249,000 for the Refresh of the Blueprint for Education and the proposed closure of Olnafirth Primary School. In view of what is said at paragraph 3.11, there will now need to be clear direction as to how this shortfall in savings will be met and this will be reported as part of the budget setting process for 2013/14.

- 4.8 Legal – There are no legal restrictions on proceeding with a statutory consultation on a school closure proposal under the Schools (Consultation) (Scotland) Act 2010 in 2012. However, consideration must be given to the political, legal and practical challenges of doing so, as discussed at paragraph 4.4.

The recommendations contain several relevant proposals which will require Children's Services to undertake a number of statutory consultations from 2013-2016.

- 4.9 Human Resources – Shetland Islands Council has Human Resource policies which may be utilised should the proposed closures go ahead. Children's Services will ensure that consultation with all staff affected and with Trade Unions will be held following any decisions taken.
- 4.10 Assets And Property – Within our commitments there are implications for assets and property regarding the use of buildings. We will ensure that the future use of school buildings will be part of any statutory consultation process.

5.0 Conclusions

- 5.1 Previous proposals in the Blueprint for Education have caused great upset in the community of Shetland, as this is a very emotive topic for everyone involved.
- 5.2 Children's Services appreciate the dedicated work our staff do, and the quality of education they deliver. We know they are all delivering on Curriculum for Excellence at present. However, within the context Shetland Islands Council is now operating, and the diminishing resources it has available to give to school education, we consider this position is unsustainable into the future.

- 5.3 If we want to retain the number of establishments we have currently, we cannot continue to provide the resourcing and staffing they will require to enable them all to offer the best opportunity for our pupils to experience all of the entitlements of Curriculum for Excellence.
- 5.4 The plan for delivering education 2012-2017, gives us the best chance of protecting the educational benefits our children currently enjoy.

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Report finalised: 23 August 2012

List of Appendices

Appendix 1 – Refresh of the Blueprint for Education

Background documents:

Statistical Bulletin, Summary Statistics for Schools in Scotland, No.2 - 2011 Edition, 7 December 2011 (amended 3 May 2012)

Best Value Service Review: Education Service – June 2001

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=3570>

Best Value Service Review: Education Service – September 2001

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=3609>

Best Value Service Review – A Long Term Strategy for Shetland – November 2002

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=1612>

Best Value Service Review – Update – December 2003

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=439>

Best Value Update – February 2004

<http://www.shetland.gov.uk/coins/Agenda.asp?meetingid=587>

Best Value Service Review - A Long Term Strategy for Education in Shetland – June 2004

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=909>

A Long Term Strategy for Secondary Education in Shetland – October 2004

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=2373>

A Long Term Strategy for Primary Education in Shetland – October 2004

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=2374>

Examination of the Councils Education Best Value Review – June 2006

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=5023>

Developing a Blueprint for the Education Service – November 2007
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=6836>

Blueprint for Education in Shetland - February 2009
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=8641>

Blueprint for Education in Shetland – Consultation on Options for the Future of the School Estate in Shetland – November 2009
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=9944>

Blueprint for Education in Shetland: Stage 3 Formal Proposals for the Future of the School Estate in Shetland - June 2010
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=10814>

Blueprint for Education in Shetland - Decision on Scalloway School Secondary Department - December 2010
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=11495>

Blueprint for Education in Shetland - Decision on Skerries School Secondary Department – December 2010
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=11497>

Blueprint for Education in Shetland: Decision on Uyeasound Primary School - May 2011
Blueprint for Education in Shetland: Decision on Burravoe Primary School – May 2011
Blueprint for Education in Shetland: Decision on North Roe Primary School – May 2011
Blueprint for Education in Shetland: Decision on Sandness Primary School – May 2011
<http://www.shetland.gov.uk/coins/Agenda.asp?meetingid=3372>

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END

Refresh of the Blueprint for Education

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1 Introduction

1.1 The report which follows sets out Children's Services Refresh of the Blueprint for Education. At Shetland Islands Council on 9 February 2012, Children's Services were tasked: "to undertake a refresh of the Education Blueprint using existing information, taking account of the outcome of the Commission on Rural Education deliberations and guidance when available, considering the Implementation of Curriculum for Excellence, the Senior Phase, the National Qualifications range and links with further education/other learning settings and based on the underpinning principles of the Education Blueprint project of equality, quality and value for money, and taking account of all new learning methods and IT links and facilities."

1.2 The report provides a summary of the work Children's Services has carried out to assess the Blueprint information collected so far, and then, based on this analysis, presents a plan for school education in Shetland for the next five years. The recommendations propose the closure of five junior high school secondary departments and five primary schools. The proposals will generate the required financial savings, whilst also protecting the capacity of the school estate to deliver Curriculum for Education.

1.3 Legislative Framework for School Education

1.3.1 School education is a statutory service. The main pieces of legislation relevant to its delivery in Scotland are:

1.3.2 The Education (Scotland) Act 1980 which states that:

To secure provision of education:

"it shall be the duty of every education authority to secure that there is, made for their area, adequate and efficient provision of school education and further education."

1.3.3 The Standards in Scotland's Schools etc. Act 2000 which states that:

The duty of an education authority in providing school education

"Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."

1.3.4 Raising Standards

"An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education."

1.4 Scheme of Provision

Shetland Islands Council currently meets these requirements through providing school education at two high schools, six junior high schools and twenty four primary schools. In addition, pre-school education is provided in nineteen of these establishments.

2 Background Information

2.1 Over the past eleven years, through a number of reviews, the future of the school estate has been under scrutiny. The main processes undertaken and their outcomes are presented below. They illustrate that a number of extensive consultations have taken place across the whole of Shetland, but relatively little change has resulted from this work.

2.2 Best Value Reviews 2001 – 2006

A number of best value reviews of education were carried out between 2001 and 2006. All of these reviews concluded that there was a need for change. Educational benefits and financial savings arising from changing the school estate were identified throughout these processes; however, none of this was realised. The table below provides a summary of the timings of the main reports from 2001 to 2006.

Date	Title of the Report	Content
21 June 2001	Best Value Service Review: Education Service	Final audit summary report presented to Services Committee.
5 September 2001	Best Value Service Review: Education Service	Progress report on working groups and initial options for change for the scheme of provision.
8 November 2002	Best Value Service Review – A Long Term Strategy for Education in Shetland	Proposals for changing the nature of how education is delivered in Shetland.
4 December 2003	Best Value Service Review - Update	Report on the remit of the best value service review member/officer working group.
3 February 2004	Best Value Update	Report on the option appraisal process.
24 June 2004	Best Value Service Review – A Long Term Strategy for Education in Shetland	Report to present proposals on the shape of the service, number of schools and local service delivery.
25 October 2004	A Long Term Strategy for Secondary Education in Shetland	Options on a long-term strategy for the future direction of secondary education.
25 October 2004	A Long Term Strategy for Primary Education in Shetland	Options on a long-term strategy for the future direction of primary education.
15 June 2006	Examination of the Councils Education Best Value Review	Report by the interim Head of Education on all the documentation from the education best value reviews.

2.3 **Blueprint for Education 2007 - 2012**

2.3.1 In 2007, Services Committee asked the Schools Service to develop a Blueprint for Education. The list below summarises the decisions taken by this Committee, which were subsequently approved by Shetland Islands Council.

November 2007 At Services Committee a report was presented entitled, "Developing a Blueprint for the Education Service". Members considered the report and agreed that (Min Ref: SC 67/07):

(a) the key drivers should be to provide the best quality educational opportunities and best quality learning environment for all;

(b) in so doing, the opportunity for savings to bring budgets to a sustainable level should be considered; and

(c) the final Blueprint comes back to Services Committee with an action plan to look at all schools, internal management, the necessary investment required, quality of education, new ways of delivering education and the potential for each school within a realistic timescale.

This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 165/07).

February 2009 At Services Committee a report was presented on the outcomes of the community-wide consultation carried out in 2008 to develop a Blueprint. As a result, approval was given for Principles for Education in Shetland (Min Ref: SC 14/09).

These are:

- To ensure strategic planning, effective leadership and quality assurance to bring about improvement;
- To ensure effective partnership working;
- To ensure that all families have access to quality early education and childcare provision;
- To ensure all schools deliver Curriculum for Excellence, specifically, a broad curriculum, a breadth of experience, social interaction and learning experiences;
- To ensure all learners experience smooth transitions between stages of learning, supported by the highest possible professional standards;
- To ensure all learners in Shetland have equal opportunity throughout their educational experience to enable them to achieve their full potential;
- To ensure that these principles are delivered within the Council's Budget.

This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 08/09).

- November 2009 At Services Committee Members approved a programme of work to consider the future of the school estate (Min Ref: SC 100/09):
- That in order to progress the future direction of the school estate in Shetland, the Schools Service should undertake a consultation process to gather information on options for change across all schools in Shetland;
 - The proposed consultation would follow the process as set out in the Blueprint for Education Consultation Plan and would begin with Stage 1:- Informal Consultation and Information Gathering;
 - A number of options were agreed for the consultation for the majority of schools in Shetland. These were provisionally classified as “viable” and “not viable”;
 - That the current scheme of provision of schools cannot deliver the agreed Principles For Education in Shetland as detailed above.
- This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 159/09).
- June 2010 At Services Committee Members approved (Min Ref: SC 47/10):
- Statutory consultation on the proposed closure of Scalloway Junior High School secondary department and Skerries School secondary department and significant reorganisation, and
 - Statutory consultation on the proposed closure of Uyeasound Primary School, Burravoe Primary School, North Roe Primary School, Olnafirth Primary School and Sandness Primary School, plus a package of savings from across all schools.
- This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 88/10).
- December 2010 At Services Committee Members approved:
- (a) that education provision at Scalloway Junior High School secondary department (Secondary 1 to Secondary 4) be discontinued with effect from 30 June 2011, or as soon as possible thereafter; and
- (b) the pupils of Scalloway Junior High School secondary department continue their education at the Anderson High School, from 17 August 2011, (Min Ref: SC 107/10) and,
- (c) that education provision at the Skerries School secondary department be continued. (Min Ref: SC 108/10).
- This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 168/10).
- May 2011 At Services Committee Members approved:
- Education provision at Uyeasound Primary School be

discontinued with effect from 07 October 2011 or as soon as possible thereafter, and the pupils of Uyeasound Primary School continue their education at Baltasound Junior High School primary department, from 26 October 2011, or as soon as possible thereafter, (Min Ref: SC43/11);

- Education provision at Burravoe Primary School be discontinued with effect from 07 October 2011 or as soon as possible thereafter, and the pupils of Burravoe Primary School continue their education at Mid Yell Junior High School primary department, from 26 October 2011, or as soon as possible thereafter, (Min Ref: 44/11)
- North Roe Primary School be retained and that the Chief Executive and his management team identify sustainable savings options from across the revenue budgets equivalent to the cost of keeping the school open, and that these be considered by the Council no later than the Autumn, (Min Ref: 45/11);
- Sandness Primary School remain open and the Chief Executive and his management team identify sustainable savings options from across the revenue budgets equivalent to the cost of keeping the school open, and that these be considered by the Council no later than the Autumn, (Min Ref: 46/11).
- The fifth statutory consultation which was to take place as part of the primary proposals was for the proposed closure of Olnefirth Primary School. This matter is the subject of another report to this meeting.

This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 56/11).

February
2012

At a Special Shetland Islands Council meeting a report was presented on the General Fund Revenues Estimates 2012/13 (Min Ref: SIC 14/12). This report contained a number of managerial efficiencies and service re-design options for 2012/13 and beyond. There were two service re-design options:

- “44 Revisit proposal three secondary department closures with a saving of £2,000,000 in 2013/14” and
- “45 Revisit proposal three primary school closures with a saving of £1,000,000 in 2013/14.”

Members agreed that these two options would be amalgamated into one review, “to undertake a refresh of the Education Blueprint using existing information, taking account of the outcome of the Commission on Rural Education deliberations and guidance when available, considering the Implementation of Curriculum for Excellence, the Senior Phase, the National Qualifications range and links with further education/other learning settings and based on the underpinning principles of the Education Blueprint project of equality, quality and value for money, and taking account of all new learning methods and IT links and facilities.”

2.4 Consultations

2.4.1 In addition to the consultations undertaken as part of Best Value Review process from 2001 until 2007, four consultation exercises have been undertaken since 2008 to inform the development of the Blueprint for Education.

2.4.2 2008

During the months of November and December 2008, the Schools Service conducted the first Blueprint for Education consultation. A questionnaire on issues relating to school education in Shetland was sent to each household. A total of 1,286 individual questionnaires were returned. In addition, eighteen community meetings were held throughout Shetland and 458 people attended these meetings. Eighty local agencies and management teams responded with the views of 435 people.

Responses were summarised and common themes were reported to the Council on 12 February 2009. Feedback from the area group meetings was also summarised and issues specific to each local area highlighted.

The consultation then formed principals for education (see paragraph 2.3.1) based on equality, entitlement, access and quality of delivery to take forward education in Shetland within budget, over the next ten years.

2.4.3 2009

In 2009 an informal consultation commenced with the publication of a Consultation Plan and an Options booklet on the Blueprint for Education. Meetings were held throughout Shetland from January to March 2010. Thirty one schools were visited by officers, who met with pupils, staff and parents. Fourteen Community Council meetings were also attended. Those who attended meetings were asked to complete a feedback form by providing a ranking for a number of factors to gauge which they felt were most important in ensuring the best educational experience for pupils in their area. The forms were posted out prior to the meetings for consideration of the factors and they were collected after the meetings. 4800 forms were posted to people as part of the information packs. In total, 1208 people attended the meetings and 326 forms were received back. In addition, the views of those who attended the meeting were recorded.

2.4.4 2010/11 Statutory Consultation

Following Council agreement in June 2010, Children's Services (previously the Schools Service) completed six statutory consultations for proposed closures of schools or secondary departments. As a result, Scalloway Junior High School secondary department and Uyeasound Primary School closed. Elected members of the Council agreed not to close Skerries School secondary department, North Roe Primary School and Sandness Primary School. Following a call-in by the Scottish Ministers, the Council decision to close Burravoe Primary School was reversed.

Children's Services received 1112 formal responses in total from the six statutory consultations. These demonstrated the strength of feeling, and, at the time, the strong emotions the consultations provoked. As with most consultations conducted on unpopular issues, the overwhelming majority of responses received were against the proposals. Eighty percent of formal responses disagreed with the proposals and only 7% were in favour of them.

A significant number of respondents gave reasons, largely against the proposal, that also matched the criteria set out by Ministers in the Schools Consultation Act. In particular these were rural sustainability (community issues) and travelling distances and times.

The most common response included reference to the "quality of education" provided by the current school or the proposal. Sixty-three percent of respondents for primary proposals, 75% of respondents for secondary proposals and, in total, 68% of all respondents highlighted quality of education as one reason to disagree with a proposal. Amongst the respondents in support of the closure proposals, 54% of them gave quality of education as a reason.

2.4.5 2012

- 2.4.5.1 In February 2012, Shetland Islands Council asked Children's Services to 'Refresh the Blueprint', in order to identify areas where cuts could be made from the education budget to save a further £3m from existing expenditure.
- 2.4.5.2 To inform this task, Children's Services undertook a consultation with identified groups able to represent community views on school education.
- 2.4.5.3 All groups were asked to give an opinion on where the further savings could be made by providing a collective response to a questionnaire which highlighted a series of viable options. The questionnaire, and method of survey, was agreed at a seminar with Elected Members in March 2012.
- 2.4.5.4 Groups were also asked to suggest any other ideas that they considered would result in savings.
- 2.4.5.5 The questionnaire was distributed to the following groups;
 - 18 - Community Councils
 - 32 - Parent Councils
 - 32 - School Staff Groups
- 2.4.5.6 Groups were asked to select four options in each category which would contribute to the required level of savings, or to provide written responses with alternative options. All groups had the option to invite representatives from Children's Services and Finance to attend meetings to provide more detailed information as required.
- 2.4.5.7 Of the **82** letters issued to the above groups, there were **58** forms returned:-
 - 15 from Community Councils
 - 25 from Parent Councils
 - 18 from Schools Staff

- 2.4.5.8 Of these responses;
- **11** had completed the tick boxes
 - **2** provided a written response
 - **14** stated their objections but also provided a written response
 - **31** wrote to state why they did not wish to take part in the process
- 2.4.5.9 In total, 656 people attended group meetings. Education officers attended 23 of these meetings to provide further information as requested. This gave the consultation a response rate of **70.7%**, with **37.8% (27 groups)** providing suggestions for savings.
- 2.4.5.10 **Common Themes from Consultation Exercises**
There were clearly several common themes from the four consultations since 2008. They are summarised below.
- 2.4.5.11 **Corporate**
- Lack of decision making by Councillors after consultation
 - A clear commitment to rural sustainability
 - Expenditure on education should be a priority
 - An acknowledgement the Blueprint is driven by finance and not best educational provision
 - Big decisions need to be made rather than small changes that 'chip' away at the budget
 - Commitment to maintain the high quality of education delivered in rural schools
 - Decisions must provide quality education for all pupils in Shetland
 - Shetland Islands Council needs a long term vision or strategy for education
 - Acceptance that change is required to reduce expenditure
- 2.4.5.12 **Consultation Process**
- Cost of consultation
 - Lack of engagement by unions
 - Willingness to discuss issues of options at a meeting, but reluctant to commit views to writing
 - Communities are tired of consultation
 - Consultation is divisive and sets communities against each other
 - Information provided on consultation was often not detailed enough or inaccurate
 - Timing of consultations often poor, eg: 2012 consultation done with a new Council whilst waiting on 'Commission on Rural Education' to report
- 2.4.5.13 **School Closures and School Estate**
- Secondary closures more acceptable than primary closures
 - Single teacher primary schools, with a roll below 20, are acceptable
 - Rejection of Secondary 1 to Secondary 3 within junior high schools
 - School estate needs to be rationalised
 - Close small primary schools
 - Clear indication of what the closed school building would be used for
 - Information on previous school closures in Shetland and their effects
 - Will lose high quality of education delivered in rural schools

2.4.5.14 **Specific Closures**

- Close Skerries School secondary department
- Rationalise central mainland primary schools
- Rationalisation of Northmavine primary schools
- Only maintain two high schools (Anderson and Brae)

2.4.5.15 **Alternatives to Closure / Ways to Save**

- Better use of ICT to deliver education
- Savings should be achieved from other service areas
- Introduce a staffing formula in schools
- Previously agreed models for savings not properly developed eg Hub Model in secondary
- Reduce secondary staffing
- Share resources between school cluster areas
- Source alternative funding for education, eg Charitable Trust
- Further reduce swimming provision
- Charge for school transport when it is for placing requests
- Increase use of parent volunteers
- Increase energy efficiency of schools
- Charge for certain outdoor activities

2.4.5.16 **Curriculum for Excellence**

- Recognition that the delivery of secondary education needs to change to meet Curriculum for Excellence
- Differing opinions as to whether junior high schools could/can effectively deliver Curriculum for Excellence

2.4.5.17 **Community**

- Schools are central to communities
- Schools are crucial for rural sustainability

2.4.5.18 **Travel and Transport**

- Want a commitment to acceptable travel times for pupils
- Concerns regarding road conditions, especially single track roads and wintry conditions
- Health and well being of pupils who travel by bus rather than walking or cycling
- Ability to participate in after school activities if pupil needs to catch a bus
- Particular concern for primary travel times

2.5 **Statistics**

- 2.5.1 Many statistics relating to the education function of a Local Authority are gathered by the Scottish Government. In this report we have included those which have generated most debate all the way through our experiences of consultations exercises.

2.5.2 Current school rolls

The current school rolls are attached as Appendix A. These figures were gathered from schools in August 2012 as the census information is not collected until September 2012. They demonstrate that the overall primary roll has fallen from 1779 pupils in 2011 to 1766 pupils now and that the overall secondary roll has fallen from 1496 pupils in 2011 to 1477 pupils now.

2.5.3 Indicative capacities of primary schools

The indicative capacities of our primary schools demonstrates that more than half of the primary schools are at less than 50% capacity. Two thirds of our primary schools and departments have one or two teachers.

2.5.4 Projected pupil rolls

The projected pupil roll figures for primary and secondary are below.

Year	Primary	Secondary
2012/13	1766	1477
2013/14	1838	1280
2014/15	1885	1212

There has been an overall downward trend in rolls since the 1980s. Projections suggest that the secondary roll in particular will continue to fall over the next two years. Available projections suggest a rise in the primary roll in the next two years.

2.5.5 Teachers and pupil teacher ratios

Teachers in publicly funded schools by sector in 2011, taken from the Statistical Bulletin, Summary Statistics for Schools in Scotland, No.2 - 2011 Edition, 7 December 2011 (amended 3 May 2012) gives us information about how many pupils there are, on average, to each teacher in each local authority. The comparisons we are often asked for are with Orkney and the Western Isles. We have set these out below, along with an overall comparison to the national figure.

Local Authority	Teachers in pre - school	Teachers in primary	Teachers in secondary	Teachers centrally employed	*Pupil teacher ratio
Orkney	9	111	127	6	11.0
Shetland	17	161	187	**8	9.2
Western Isles	3	160	199	4	9.8
Scotland	1,461	22,833	24,241	881	13.4

* This does not include the pre-school teacher numbers.

** In Shetland these are staff who are centrally employed on the terms and conditions of the Scottish Negotiating Committee for Teachers.

- 2.5.6 The costs per primary and secondary pupil for the year 2010/11 are stated in the table below. Again, we have set out the same other local authorities for comparison. 2010/11 is the most up to date nationally published information available.

Local authority	Cost per primary pupil	Cost per secondary pupil
Orkney	£8,608	£9,033
Shetland	£8,167	£12,385
Western Isles	£8,430	£9,869
Scottish average	£5,195	£6,809

As can be seen from this table, the Isles' costs per pupil are considerably higher than the average cost across Scotland for both primary and secondary. The cost per secondary pupil in Shetland is higher than the Western Isles and both are higher than Orkney.

2.6 Previous School Closures

- 2.6.1 We consider protecting the high quality education we deliver in Shetland to be fundamental to any proposal we put forward for change. To evaluate the quality of education we provide, we have internal quality assurance processes but, as well as this, we have national external scrutiny by Education Scotland (previously known as Her Majesty's Inspectorate of Education).
- 2.6.2 All schools are subject to this inspection regime. It is interesting to highlight inspection outcomes for schools which have received pupils following a closure.
- 2.6.3 The most recent example of this is the Anderson High School which was inspected in January 2012 and a report published in February 2012. The closure of Scalloway Junior High School secondary department occurred in August 2011.
- 2.6.4 The report, published in February 2012, is in the form of a letter to parents. The references in that letter about the amalgamation of pupils from Scalloway are:
- 2.6.5 In the introduction: "We also considered the effectiveness of the school's actions in the transition of young people from Scalloway Junior High School."
"Young people from Scalloway Junior High School feel included and able to progress their learning in their new school."
- 2.6.6 This inspection found the following key strengths:
- Well-behaved, responsible young people who are keen to learn and actively support their school and community.
 - A safe, caring, supportive and inclusive environment for all young people.
 - High-quality support from specialist staff for young people with particular learning needs.
 - Staff's enthusiasm and dedication to enhancing experiences for young people.
 - The strong lead and direction from the Head Teacher, ably supported by the deputy Head Teachers.

- 2.6.7 In the primary sector, Cunningsburgh Primary School was inspected in June 2005. The closure of Quarff Primary School occurred in 2004 and the pupils were transferred to Cunningsburgh Primary School. The report commented on leadership, saying: "The Head Teacher provided strong and decisive leadership."
- 2.6.8 In addition, the following comments were made:
- 2.6.9 "Parents were very positive about all aspects of the school's work and felt that the school had established a good reputation in the community. They thought that the inclusion of pupils after the amalgamation with Quarff Primary School eighteen months ago had been well managed. Pupils enjoyed being at school and felt safe and well looked after. Staff were also very positive about the school, its priorities for further improvement and the levels of concern for the care and welfare of children."
- 2.6.10 Cunningsburgh Primary School provided its pupils with a very positive environment for learning. Standards of attainment were high. Teaching and learning were consistently good. Pupils were well supported in their learning. There were very good links with the local community. The school had progressed well since its amalgamation with Quarff Primary School."

3 Blueprint for Education 2012 - 2017

3.1 Assessment and Analysis

Taking all of this information into account, our proposals for the Blueprint for Education are set out below. Having considered all the background information it is clear there is a need for change.

- 3.1.1 Until now, Shetland Islands Council has been able to resource and staff all the schools it has to an appropriate level. Children's Services has managed to absorb most of the required budget cuts, and has made limited changes to the school estate, through the closure of Scalloway Junior High School secondary department and Uyeasound Primary School.
- 3.1.2 However, the further £3,000,000 of savings required cannot be found without rationalising the school estate. Therefore, we are recommending the closure of five junior high school secondary departments and five primary schools.
- 3.1.3 We have phased the closure proposals over a three year period only commencing in 2013 because we are waiting on the outcome of the forthcoming Appeal in the Court of Session and the report from the Commission on Rural Education.
- 3.1.4 Each phase has no more than four closure proposals because that is the maximum number of statutory consultations Children's Services can undertake in one year.
- 3.1.5 **Secondary School Estate**
- 3.1.6 Our Junior High School secondary departments are delivering Curriculum for Excellence. However children have more opportunity for participating in a range of different experiences in a bigger school. A bigger school is more able to provide flexibility and more access to specialists.

- 3.1.7 The current financial position of Shetland Islands Council means that we are not able to sustain the delivery of Curriculum for Excellence throughout the junior high school estate.
- 3.1.8 The phases of proposed school closures involves all junior high school secondary departments except Mid Yell Junior High School. This is because it is a new build property completed in October 2010.
- 3.1.9 We will retain Mid Yell Junior High School secondary department as Secondary 1 to Secondary 4. Feedback from previous consultations indicated that Secondary 1 to Secondary 3 is not desirable, particularly due to staffing implications. We propose Baltasound Junior High School secondary department pupils transfer to Mid Yell Junior High School secondary department as it will enable daily travel for Secondary 1 to Secondary 4 pupils who reside in Unst, and it will make best use of a new build property.
- 3.1.10 Brae High School secondary department has not been put forward for closure because as a Secondary 1 to Secondary 6 school, the curriculum it is able to offer has the breadth and flexibility most desirable in Curriculum for Excellence.
- 3.1.11 Aith Junior High School secondary department and Skerries School secondary department are being proposed for closure in Phase One as the current Anderson High School can accommodate the total number of pupils from both these departments. Children's Services were asked to make £3,000,000 savings by April 2014, from the Refresh of the Blueprint for Education. These two Secondary Proposals maximise savings as early as possible and keeps the Anderson High School roll at a manageable level.
- 3.1.12 Sandwick Junior High School secondary department and Whalsay School secondary department going in to the Anderson High School are proposed in Phase Three, as we anticipate that a new Anderson High School would be available by then to receive these pupils.
- 3.1.13 Primary School Estate**
- 3.1.14 Children's Services are proposing to close all single-teacher primary schools, apart from those on the remote isles and Bressay. Nesting Primary School is not proposed for closure at this time, because it is due to increase to a two-teacher school in August 2013.
- 3.1.15 Children's Services appreciates the high quality education provided in all its primary schools, however we are of the opinion that due to small numbers, a single teacher school does not offer pupils the best opportunity to have access to pupils of a similar age and access to a range of teaching staff.
- 3.1.16 More than half of our primary schools are currently operating at less than 50% capacity. Two-thirds of Shetland's primary schools / departments are now either one or two teachers. This is not effective or sustainable use of buildings.

3.2 Shetland Islands Council's Statement for Education 2012 – 2017

We will ensure the best quality education for all our pupils to enable them to become successful learners, who are confident individuals, effective contributors and responsible citizens. We will achieve this through the highest standard of teaching and learning delivered in modern, well equipped school buildings which are financially sustainable.

3.3 Shetland Islands Council's Commitments for Education 2012 – 2017

3.3.1 Primary education

We will provide primary education in all our remote isles with pre-school provision as and when required. We will organise primary education in establishments which are viable both educationally and financially.

3.3.2 Secondary education

We will organise secondary education to provide the breadth of curriculum to best develop a young person's skills and particular interests in viable establishments/schools.

3.3.3 Childcare

Childcare will be developed in line with the Childcare Strategy. In the Sustainability section of the Childcare Strategy 2012-2015 it states that, where appropriate, Shetland Islands Council will make council owned premises (predominantly schools) available to out of school clubs and 'wrap around' childcare. We will work with voluntary and private sector providers to secure more integrated and flexible services that meet local need. In doing so, we will take account of best value principles for all.

3.3.4 Catchment areas

We will consult on any change to a school's catchment area as part of any future statutory consultation process.

3.3.5 Travel times

We will organise transport to ensure that, as far as possible, pupils will not travel for longer than the current maximum single journey time in 2011/12:

- 40 minutes for a primary pupil
- 65 minutes for a secondary pupil.

3.3.6 Transport

We will ensure that school transport is given high priority.

3.3.7 Community involvement in schools

We will work to ensure that:

- Children's community identity is protected; and
- Opportunities are put in place for them to participate in the new school community they are part of.

3.3.8 Use of buildings

We will ensure that the potential future use of school buildings will be part of the statutory consultation process.

3.4 Shetland Islands Council's Plan for Delivering Education 2012 – 2017

- 3.4.1 The above commitments can best be achieved through a planned approach to reduce the school estate to what Shetland Islands Council can afford. In doing so, we will maintain and in some cases improve the educational benefits for learners throughout Shetland. We recommend the following closure proposals:

Phase 1

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Aith Junior High School secondary department	Anderson High School	2013	August 2014	£690,000
Skerries School secondary department	Anderson High School	2013	August 2014	£70,000
Olnafirth Primary School	Brae High School primary department	2013	August 2014	£80,000

Phase 2

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Baltasound Junior High School secondary department	Mid Yell Junior High School secondary department	2014	August 2015	£580,000
Burravoe Primary School	Mid Yell Junior High School primary department	2014	August 2015	£50,000
North Roe Primary School	Ollaberry Primary School	2014	August 2015	£40,000
Urafirth Primary School	Ollaberry Primary School	2014	August 2015	£45,000
Urafirth Primary School – Nursery Class	Ollaberry Primary School	2014	August 2015	

Phase 3

Closure Proposal	Receiving School	Statutory Consultation	Proposed Transfer Date	** Current Indicative Figures 2012
Sandwick Junior High School secondary department	*Anderson High School	2015	August 2016	£1,100,000
Whalsay School secondary department	*Anderson High School	2015	August 2016	£570,000
Sandness Primary School	Happyhansel Primary School	2015	August 2016	£50,000

* This assumes a new Anderson High School will be complete by August 2016.

** These are current approximate indicative figures as at July 2012.

4 Implications

4.1 Educational Benefits

It is our belief that, within the resources which will be available to Children's Services, the revised school estate in the proposed plan offers the best possible opportunity for the greatest number of children in Shetland to:

- Retain access to a variety of curricular opportunities
- Have access to a variety of teaching staff and support staff
- Have access to a reasonable number of children of a similar age
- Have class sizes which provide the best opportunities within Curriculum for Excellence to learn from each other and be active in their learning

4.2 Curriculum for Excellence

There are six entitlements for children and young people in Curriculum for Excellence that includes a range of features at the different stages. The educational benefits which have a greater potential to be better realised in Shetland by implementing the proposed plan are outlined as follows:

4.2.1 **Entitlement 1: Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18**

4.2.2 **Secondary Provision – Key Points**

- Well planned, joined-up learning within the four contexts of learning
- Smooth and well-paced progression in learning
- Smooth transitions

4.2.3 Commentary:

It is at transition points in particular that work must be put into ensuring that there is smooth and well-paced progression through the experiences and outcomes. Transition between establishments is potentially the most challenging time for this aspect of education.

Transition between Primary 7 and Secondary 1 marks the change from the “one class one teacher” model for all subjects to the subject-specialist teacher, which provides a more natural change to a different building in which pupils follow a timetable and move around the school.

Transition from one school to another at the end of Secondary 4 for children in Shetland adds in an additional, potentially disruptive, transition which most other children in Scotland do not have to face. It potentially disrupts the coherence of secondary education by making it more difficult (but not impossible) for pupils to experience the appropriate pace and progression throughout Secondary 1 to Secondary 6.

4.2.4 **Primary Provision – Key Points**

- Well planned, joined-up learning within the four contexts of learning
- Smooth and well-paced progression in learning
- Smooth transitions

4.2.5 Commentary

For the primary sector it is very important that “Curriculum transition procedures and programmes meet the needs of all learners effectively, including those with additional support needs to:

- ensure continuity and progression in learning particularly into P1,... and from the Broad General Education into the senior phase; and
- take account of what makes for effective transitions into, during and beyond any stage of children and young people’s learning including, where appropriate, split placements.” (Education Scotland Advice Note)

The implications of this is that any plan that facilitates the transition process from nursery into Primary 1, or creates an Early Stage unit, where nursery and Primary 1 share facilities, space and staff, would potentially enhance the experience for the children.

Where the nursery is in the same building as the primary department, transition between nursery and Primary 1 is easier to facilitate; and this in turn can ensure that learning within the Early Level (normally age 3 to end of Primary 1) takes place more effectively. This arrangement allows for much earlier and more thorough familiarisation with the building, the staff and a child’s peer group. It allows for movement between the nursery class and the Primary 1 class throughout the year, thus providing the facility to meet children’s learning and developmental needs through play.

4.2.6 Entitlement 2: Every child and young person is entitled to experience a broad general education (up to end of Secondary 3)

4.2.7 Secondary Provision – Key Points

- Provision of experiences and outcomes across curriculum areas
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Progression through the Curriculum for Excellence levels
- Achievements recorded in Primary 7 and Secondary 3 Profile

4.2.8 Commentary:

Larger cohorts in Secondary 1 – Secondary 3 classes than currently exist in some of Shetland's schools allow pupils more opportunity to engage in debate and dialogue with their peers. Group work, e.g. through Cooperative Learning, can also take place more easily.

Cooperative Learning has measurable benefits in terms of pupil achievement. In line with many other Scottish local authorities, this authority has in recent years trained all teaching staff in Cooperative Learning techniques. This has involved the investment of significant resources.

Children have more opportunities for participating in a range of different experiences in a bigger school. This is because the bigger school has more access to specialists, facilities and economies of scale. Thus, when children reflect on their achievements, their horizons are wider.

4.2.9 Primary Provision – Key Points

- Provision of experiences and outcomes across curriculum areas
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Progression through the Curriculum for Excellence level
- Achievements recorded in Primary 7 and Secondary 3 Profile

4.2.10 Commentary:

Having a nursery in the school not only enables a smooth social transition between a nursery setting and a primary setting, but it facilitates for teachers to work together when planning teaching to ensure that all of the experiences and outcomes are covered.

Where a primary setting is very small (a single-teacher school – multi-composite class ranging from Primary 1 to Primary 7) it is more challenging, but not impossible, to plan active and engaging learning that suits all age groups all of the time. The planning of different topics that meet the coverage of the experiences and outcomes, and that facilitate progression for all age groups, without repeating topics in a cycle becomes more challenging.

This authority has encouraged Cooperative Learning and peer assessment strategies and provided training for teachers to apply these. It is more challenging, when composite classes are very small, and children in some year groups do not have peers, to apply some of these strategies.

It is also more challenging for teachers in very small (usually remote) settings to engage in activities and professional dialogue with colleagues about pupils' work, and to moderate to ensure standards are consistent with children of the same age.

4.2.11 Entitlement 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 (Secondary 4- Secondary 6 in school and ages 16-18 in other education establishments such as further education)

4.2.12 Secondary Provision – Key Points

- Range of provision and flexible pathways, meeting learners' needs
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Learners developing the four capacities

4.2.13 Commentary:

The Senior Phase is the time when a young person is able to choose to follow qualification courses that are suitable for his or her own abilities and interests. A large cohort enables a range of subjects at different levels to be offered from National 1 right through to the Scottish Baccalaureate. When the cohort is too small, subjects that require teamwork and debate, such as PE, Philosophy and Drama, are more difficult to offer.

The Senior Phase should include physical activity, opportunities for personal achievement, services to others and practical experiences of the world of work. The more remote a secondary school is from the centres of population, the less ease with which learning can benefit from on-site visits and visitors to the schools. The main centre for further education is based in Lerwick, as is the hospital (for those interested in entering the medical profession); sizeable and varied hospitality providers; the centre for the arts (Mareel); the waste industry; and the centres for many of Shetland's industries.

"Learning does not stop and start at convenient points: rather it is differentiated by individual experience." ('Curriculum for Excellence: Secondary 1 – Secondary 6 progression: A coherent learning experience – progression from Secondary 1 – Secondary 3 into the Senior Phase: advice to senior managers in secondary schools.')

Where pupils remain in the same establishment, the resulting smooth transition from Secondary 1 through to Secondary 6 provides for a gradual build-up of knowledge, preparing for opportunities in the Senior Phase. A move of schools at the end of Secondary 4 makes it harder (though not impossible) for young people to settle from one school to another; settle into a different peer group; or understand the expectations and teaching styles of different teachers who do not know them or their strengths.

Secondary 3 is an important year where some learning may be assessed towards National 4 and National 5 qualifications, which are accredited in Secondary 4.

A move at the end of Secondary 4 carries the risk of denying pupils the opportunity to study a range of courses at different levels, such as beginning Highers at the start of Secondary 4 and studying these for two years, with the possibility of achieving higher grades.

Transition at the end of Secondary 4 has the potential, within Curriculum for Excellence, to interrupt the coherence of the individual's learning experience.

Education Scotland Inspection Advice Note 2012-13 states that: "At Secondary 1-Secondary 3, arrangements for choices do not narrow options for qualifications in the senior phase. Such choices do not involve traditional subject choice at the end of Secondary 2 (or earlier) for all young people in a cohort for a two-year course leading to qualifications in Secondary 4. The design of the Secondary 3 curriculum allows learners to specialise in preparation for qualifications and personal achievement."

The significance of this advice by Education Scotland lies in the expectation within Curriculum for Excellence that the Secondary 1 to Secondary 6 years form a coherent pathway that meets the varying needs of every pupil and allows for individual pace that is appropriate to needs. The philosophy of a menu of qualifications with regards to levels and subjects in the Senior Phase (Secondary 4 to Secondary 6) is to allow for individual pupils to opt for the level and subject that is most appropriate to them at the right stage of learning. It is important that the opportunities for prior learning and design of the curriculum in Secondary 1 – Secondary 3 prepare pupils adequately for the Senior Phase. This is easier and more effective where a pupil has the opportunity to attend the same school for the whole of Secondary 1 to Secondary 6.

4.2.14 Entitlement 4: Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

4.2.15 Secondary Provision – Key Points

- Skills for learning, life and work
- Literacy and numeracy
- Health and wellbeing
- World of work, enterprising activities and culture

4.2.16 Commentary:

"at the heart of enterprise in education are young learners who have the knowledge and practical understanding of the world of work – organisations across the private, public and third sectors, entrepreneurship (including social entrepreneurship) and volunteering – and the skills and positive attitudes required to support sustained economic growth." Building the Curriculum 4: Skills for learning, skills for life and skills for work.

An important way that young people gain "knowledge and practical understanding of the world of work " as described above is through vocational courses run in partnership with the Further Education sector (North Atlantic Fisheries College Marine Centre and Shetland College). Currently pupils from across Shetland have unequal opportunity to access vocational courses in Secondary 3 and Secondary 4. Although barriers can be overcome, the financial and time burden of supporting pupils from outlying areas to participate in college courses is becoming more difficult to overcome. Planning for employability skills should involve partners, many of which are in mainland hubs.

A larger cohort of secondary pupils enables groups to work as “management” teams, or enterprise committees, with the support of local private and public organisations (such as banks, industry and council representatives), and provides opportunities to work with voluntary organisations with achievements being recognised through the voluntary awards scheme at different levels. While this is not impossible to achieve in outlying areas, it requires more resources to overcome access barriers.

4.2.17 Primary Provision – Key Points

- Skills for learning, life and work
- Literacy and numeracy
- Health and wellbeing
- World of work, enterprising activities and culture

4.2.18 Commentary:

Health and wellbeing involves children being active, eating healthy meals, creating positive relationships and learning about how the body develops and matures.

It is more challenging, when doing PE, to work with a multi-composite class from Primary 1 to Primary 7, as team games and sports are harder to do, and age-appropriate activities such as gymnastics can be problematic.

When there is only one pupil in P7 then discussions around the changing body and sexual relationships and education, in partnership with a community nurse, are very direct and potentially embarrassing for that pupil.

Skills for learning, life and work involve learning how to work in a team with a peer group. Depending on the make-up of the class, sometimes it can be difficult to create a peer group.

4.2.19 Entitlement 5: Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide

4.2.20 Secondary Provision – Key Points

- Learners reviewing learning and setting goals
- Enrichment and challenge around additional support needs
- Learners identifying and planning opportunities for personal achievement
- Partnership working to support learners

4.2.21 Commentary:

Pupil Support departments are key to the above entitlement. This can be seen in relation to the first aspect, i.e. “learners reviewing learning and setting goals”. In secondary schools, the idea of personal learning planning (which is how this part of the entitlement works out in practice) has never embedded itself in quite the same way as in the primary sector, for the simple reason that an overview of a learner’s progress requires to be taken and that is harder where a number of teachers are involved.

A Pupil Support Department with a number of Pupil Support teachers would be able, in conjunction with subject departments, to develop a full range of strategies in this area and ensure that these are fully implemented on a school-wide basis. While

this can be achieved within a smaller setting, leadership within the larger setting can be more clearly defined and initiatives carried through to fruition without the same stress on staff.

Pupil Support staff are again crucial in the working out of the third and fourth aspects of this entitlement, i.e. “Learners identifying and planning opportunities for personal achievement” and “Partnership working to support learners”. The first of these aspects is closely related to Entitlements 2 and 3 above, where it was pointed out that a larger setting is capable of offering young people a greater range of opportunities for achievement outside the classroom. In relation to the second, partnership working involves a great deal of communication and coordination.

4.2.22 Primary Provision – Key Points

- Learners reviewing learning and setting goals
- Enrichment and challenge around additional support needs
- Learners identifying and planning opportunities for personal achievement
- Partnership working to support learners

4.2.23 Commentary:

The educational benefits that a larger primary setting can bring are:

- Usually an on-site Additional Support Needs teacher at all times who can provide instant support should a pupil's needs change during the year
- Often auxiliary support could be supporting more than one child if deployed in a larger school setting, making their use more cost-effective
- Better, more cost effective use of ICT equipment and other resources that support learning. Equipment can be used by many more children, thus giving the service economies of scale.
- Partners in learning are often stretched and find it difficult to service the school estate (i.e. attending review meetings in so many schools).

4.2.24 Entitlement 6: Every young person is entitled to support in moving into a positive and sustained destination (post 16)

4.2.25 Secondary Provision – Key Points

- Range of learning opportunities, meeting individual needs
- Personal support, careers information, advice and guidance
- Appropriate financial support
- Complying with Additional Support Needs Code of Practice around transitions

4.2.26 Commentary:

The current Opportunities for All (Scottish Government) implementation plan states the following:

“Opportunities for All is an explicit commitment to offer a place in learning or training to every 16-19 year old who is not currently in employment, education or training. It will ensure that the post-16 system focuses on supporting those at risk of disengaging and those who have already done so and should seek to reengage all young people appropriately with learning or training between their 16th and 20th birthdays and enable support to be offered to young people more effectively beyond that age.”

At a time where Britain is facing its deepest recession for many years and is part of a global financial crisis, the difficulty and the importance of support, to help young people to be employed, has never been so important. The opportunity for a young person to attend a Secondary 1 to Secondary 6 secondary school that can provide a greater range of learning opportunities that meet that person's needs is far better than the narrower range that a very small secondary department could offer.

“Effective delivery of post-16 transitions is underpinned by robust tracking and monitoring of individual young people. Opportunities for All will require tracking and monitoring and improved data sharing processes to enable appropriate identification and intervention for those young people who need an offer of learning or training.”

While information about the tracking and monitoring of individual young people can be communicated to a receiving school at the end of or Secondary 4, the risk would be that the identification of young people who need more support is overlooked, or their needs change, at the time of transition. The consistency of the Secondary 1 to Secondary 6 model of secondary education reduces that risk and enables consistent support that benefits from personal knowledge of pupils over time with dedicated full time pupil support teachers.

Careers information, advice and guidance is easier and more cost-effective for agencies and organisations to support where there are fewer establishments.

“In order to ensure appropriate support and coherent local offers, it will be vital for national and local services to work closely together to deliver Opportunities for All of our young people.” It can be argued that Secondary 1 to Secondary 6 schools make it easier for national and local services to work together as these agencies are not then working with different school systems spread across a wide geographic area. Personal access to agency representatives is easier.

4.2.27 Potential Adverse Educational Effects

Any potentially adverse effect of implementing the proposed plan must be outlined for consideration as well.

Many lessons have been learned from previous consultations, decisions and closures. We have learned that the following are critical to children making a successful transition and for parents to feel they have been a part of the process:

- A strong Transition Group with the right representation which meets regularly;
- Clear and consistent communication between all, particularly with the Head Teachers and the relevant Parent Councils;
- A clear timeline which is shared that outlines all transition activities for children and their parents;
- A quality assurance framework which is capable of monitoring and evaluating progress throughout the process.

4.3 Finance

- 4.3.1 At Special Shetland Islands Council meeting in February 2012, a report was presented on the General Fund Revenues Estimates 2012/13. (Min Ref: SIC 14/12) This report contained a number of managerial efficiencies and service re-design options for 2012/13 and beyond. The outcome of this meeting meant that from an

annual budget of £46million, Children's Services are to find £2,087,849 in 2012/13, and a further £6,145,907 in 2013/14.

4.3.2 The breakdown of this is as below:

Description	2012/13	2013/14
Children and Families	125,817	17,409
Children's Resources	112,413	250,615
Directorate	166,822	-
Library Services	99,124	-
Schools and Quality Assurance	1,345,655	5,877,883
Sports and Leisure	238,018	-
Total	2,087,849	6,145,907

4.3.3 The quarterly management accounts for Children's Services provides a position for the Department as at 30 June 2012:

Description	Approved recurring savings 2012/13	Approved recurring savings banked 2012/13	Surplus/(shortfall) year to date 2012/13	Projected annual surplus/(shortfall) 2012/13
	£000	£000	£000	£000
Children and Families	126	24	(102)	(10)
Children's Resources	112	44	(68)	(10)
Directorate	167	167		
Library Services	99	71	(29)	
Schools and Quality Assurance*	1,346	1,018	(328)	
Sports and Leisure	238	76	(162)	(100)
Total	2,088	1,400	(689)	(120)

4.3.4 Clearly Shetland Islands Council's financial position is a major driver in terms of trying to reduce the costs of meeting our statutory obligations while at the same time ensuring the adequate and efficient provision of school education. The challenge is to reduce spending in schools by £7,223,538 by 2014.

4.3.5 This report sets out a plan whereby those savings can be achieved by 2016, while at the same time maintaining the educational standards for all our pupils.

4.3.6 Much of the savings have already been identified and secured for 2012/13 and work is ongoing to secure a significant amount of savings in 2013/14. It is absolutely clear that if the Council requires savings of this magnitude, the only possible way of doing so is to reduce the size of the school estate.

4.3.7 Suggestions Related to Education from the 'Ways to Save' Scheme

Staff and members of the public have the ongoing opportunity to provide suggestions for ways the Council could save money. A number of suggestions have included ideas relating to the delivery of education in Shetland. The main ones are listed below. The figures for the savings have been submitted by those who have sent in the suggestions. Figures for each have not been costed, but there is relevance in how these ideas reflect opinions in the community of Shetland and amongst staff.

- Close Hamnavoe, Tingwall and Whiteness Primary schools, moving pupils to Scalloway. This is seen as providing a saving of £500K and best educational value for ALL bairns in Shetland.
- Close Nesting Primary school, transferring the pupils to either Vidlin or Scalloway. This is seen as providing a saving of £150K and best educational value for ALL bairns in Shetland.
- Close Unst Junior High school moving pupils to Mid Yell. This is seen as providing a saving of £250K and best educational value for ALL bairns in Shetland.
- Close Olnafirth Primary school transferring the pupils to Brae. This is seen as providing a saving of £150K and best educational value for ALL bairns in Shetland.
- Close Skerries Junior High school moving pupil to Anderson High School. This is seen as providing a saving of £80K and best educational value for ALL bairns in Shetland.
- Close Sandness Primary school, transfer pupils to Happyhansel. This is seen as providing a saving of £150K and best educational value for ALL bairns in Shetland.
- Close North Roe Primary school, transfer pupils to Ollaberry. This is seen as providing a saving of £150K and best educational value for ALL bairns in Shetland.
- Close Brae Senior Secondary, ALL senior pupils to Anderson High School. This is seen as providing a saving of £300K and best educational value for ALL bairns in Shetland.
- Depute Heads / Guidance Teachers teach at least 50% of the time, costed at £300K.
- Depute Heads / Guidance Teachers to provide cover to remove need for Supply Teachers, costed at £150K.
- Reduce teacher DIA by 12.5% to reflect reduced annual hours worked, costed at £28,125.
- Charge for hostel accommodation, income generation estimated as £100K.
- Stop providing school staff with subsidised school meals. £20K seen as the saving.

4.3.8 Feedback from the 'Have Your Say' Public Meetings

- 4.3.8.1 The 'Have Your Say' Public Meetings held in Shetland in 2011 provided us with a general consensus across Shetland that the Council is right to hold onto the reserves, for the benefit of future generations, and to earn money each year to pay for extra services.
- 4.3.8.2 However, folk did want to understand better the likely impact of cuts on the local community, recognising that the Council plays a significant part in economic activity in the isles.
- 4.3.8.3 There were several recurring themes which came up through this consultation regarding education:
- Make more use of ICT to save money
 - The level of building cleaning was commented on
 - Ideas were put forward to make savings on training costs
 - The views expressed on the Schools Service, and specifically the number and location of schools throughout Shetland, varied.
- 4.3.9 The impact on local communities from school closures was often referred to, alongside the need for a good quality education service and value for money.

4.4 Other Options

- 4.4.1 If the plan is not found acceptable then Children's Services must consider what other options there are for the school estate. Possible alternatives are outlined below.

4.4.2 Secondary provision

The alternative options for the future provision of secondary education are to:

- 4.4.3 Maintain the status quo:

- 4.4.3.1 This option would not meet Shetland Islands Council's agreed priorities of operating within Council budgets and would not provide equal opportunities for all pupils. To provide the range of curricular opportunities desirable to fulfil the Scottish Government's vision for Curriculum for Excellence would require additional financial expenditure.
- 4.4.3.2 Maintaining the status quo would also limit the opportunities to reduce the number of teaching staff further as all secondary departments would be required to offer both a broad general education from Secondary 1 to Secondary 3 and sufficient choice and breadth in the National Qualifications taken in Secondary 4 to allow progression to Secondary 5 and Secondary 6.
- 4.4.3.3 Maintaining the status quo would result in a continuing increase in the cost per pupil figures for secondary departments as there is a projected declining pupil roll over the next two years. Therefore, overall the inefficiency in the system we currently have would grow. With the current diminishing finances there will be less money available to secondary schools for resources and in time, staffing.

This would inevitably impact on subject choice unless savings were found elsewhere.

4.4.4 Retain the number of secondary establishments but reduce provision in junior high schools to Secondary 1 to Secondary 3:

This option would not significantly increase the curricular opportunities for pupils. It would not meet Shetland Islands Council's agreed priorities of operating within Council budgets and providing equal opportunities for all pupils. Removing the first year of the Senior Phase from junior high schools and a reduction in pupil numbers could result in a reduction of teaching staff of 40% to 50%. Although transition to the Senior Phase of Curriculum for Excellence would be more appropriate than at present, it does not allow flexibility of transition based upon the individual needs of pupils. During the Blueprint for Education informal consultation in 2009, pupils, staff and parents did not consider this acceptable as a way forward for the school estate. Secondary Head Teachers also do not favour this model.

4.4.5 Retain the number of secondary establishments and increase provision in each to Secondary 1 to Secondary 6:

To increase curricular opportunities would require significant investment in additional staff and resources. This option would not meet Shetland Islands Council's agreed priorities of operating within Council budgets and providing equal opportunities for all pupils. The current staffing levels in the secondary schools do not have the capacity to offer an equivalent Senior Phase experience for pupils as at the High Schools. An increase in staffing would be contrary to the agreed principles for education of the Council, and would add to the inefficiencies. It would increase expenditure. This was not pursued by schools when it was a possibility in past Best Value reviews.

4.4.6 Primary Provision

If consideration of rationalisation of primary provision is not agreed, the alternative options for the future provision of primary education are to:

4.4.7 Maintain the status quo:

Maintain primary education in all of the locations but this does not offer Best Value in the use of public money. There are considerable surplus primary places across the schools in Shetland, and thus inefficiency in the use of revenue funds of Shetland Island Council.

4.4.8 Shared Management:

This has proved not to be viable across more than two schools. It does not provide efficiencies as a Principal Teacher is required in each school, which keeps the costs high.

4.5 Likely effects on the Local Community

4.5.1 Closure of secondary departments of junior high schools would still leave the school open to provide education for pre-school and primary pupils. The closure of a secondary department would potentially release additional accommodation for pre-school and primary departments. Other community users of the school would continue to have access to the current facilities and the closure of a secondary

department would potentially provide additional space for community use. The Council may engage with the community to assess how the existing use of the school could be enhanced to meet community needs. It should be noted that many areas have a well-equipped, modern public hall and a swimming pool, which are considered as significant community assets.

- 4.5.2 Children's Services has learned from previous consultations that local communities are fearful that the closure of a school, or any part of a school, will have a detrimental effect on the local community. Therefore, in the event of any closure proposal being agreed to, Children's Services will work with Community Planning and Economic Development to assess the potential impact and to ensure that a local development plan is in place for the area.
- 4.5.3 Another prime concern is the loss of employment opportunities in the area. The Council has a suite of appropriate policies in place to support staff to move on according to their needs.

4.6 Likely effects on the Wider Community

- 4.6.1 The wider strategic driver for the Blueprint for Education is Shetland's current context within which it must deliver education. School rolls, overall, have fallen and there is already a significant surplus of vacant school places. In addition, Shetland Islands Council faces a requirement to make a significant reduction in its spending. This is, in part, due to the current economic picture, and the reduction in central government grant, but also as a result of its own policy to protect the Council's reserves. Therefore, in order to protect the level of resourcing in our schools to ensure we give the children of Shetland the best possible opportunity to achieve all the aspects of Curriculum for Excellence, we must reduce the number of establishments we have which deliver school education. If we do not, with the requirement to make considerable savings, which will remain with Children's Services, we will not be able to provide the staff or the resources to do this fully.
- 4.6.2 A reduction in the number of schools would contribute towards Shetland Islands Council achieving a more efficient school estate. It would reduce the number of surplus places, and reduce the number of staff required to provide education. This reflects the duty on all local authorities to secure efficient provision of school education and provide Best Value in the delivery of services. It would also protect the service from having to make further financial savings which would impact on the education of all children in Shetland.

4.7 Transport

- 4.7.1 During previous consultations, the travel implications for children of closing a school and moving them to another, has been one of the main concerns for parents.
- 4.7.2 The main issues raised have been the travel times for children which will result from the proposal and the quality of the roads over which they will travel.
- 4.7.3 Children's Services, in putting forward the proposed plan, makes a commitment that no proposed change to the school estate will create a journey time for a child in Shetland which is greater than children currently experience to get to a primary school or a secondary school.

- 4.7.4 We will organise transport to ensure that, as far as possible, pupils will not travel for longer than the current maximum single journey time in 2011/12:
- 40 minutes for a primary pupil
 - 65 minutes for a secondary pupil.

5 Conclusions

- 5.1 Previous proposals in the Blueprint for Education have caused great upset in the community of Shetland, as this is a very emotive topic for everyone involved.
- 5.2 Children's Services appreciate the dedicated work our staff do, and the quality of education they deliver. We know they are all delivering on Curriculum for Excellence at present. However, within the context Shetland Islands Council is now operating, and the diminishing resources it has available to give to school education, we consider this position is unsustainable into the future.
- 5.3 If we want to retain the number of establishments we have currently, we cannot continue to provide them all with the resourcing and staffing they will require to enable them all to offer all of the children in Shetland the best opportunity to experience all of the entitlements of Curriculum for Excellence.
- 5.4 The plan offered, we believe, gives us the best chance of protecting the educational benefits our children currently enjoy and school education in Shetland for the future.

6 Recommendations

- 6.1 It is recommended that the following be approved:
- Shetland Islands Council Statement for Education 2012 – 2017
 - Shetland Islands Council Commitments for Education 2012-17
 - Shetland Islands Council Plan for Delivering Education 2012-17
 - That the proposed savings of £3,249,000 will not all be realised until 2016.

School Rolls

Appendix A

Week Beginning 13/08/2012

	N4	N5	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	S9	Total
Aith Junior High School - Primary		15	5	15	7	6	8	6	9								71
Aith Junior High School - Secondary										20	25	24	28	1			98
Anderson High School										123	154	139	153	174	143	5	891
Baltasound Junior High School - Primary	3	5	8	7	5	7	5	7	2								49
Baltasound Junior High School - Secondary										4	7	4	9				24
Bells Brae Primary School - Primary	1	29	41	41	45	46	44	46	53								346
Brae High School - Primary	7	16	12	13	10	17	19	15	16								125
Brae High School - Secondary										26	46	30	37	42	23	1	205
Bressay Primary School		2	1	2	1	2		3	1								12
Burravoe Primary School			3	1	3	4		1									12
Cullivoe Primary School			6	5	7	2	2	3	1								26
Cunningsburgh Primary School		12	17	13	8	15	6	12	11								94
Dunrossness Primary School		22	10	18	11	21	14	10	16								122
Fair Isle Primary School	1	1				1	2	1	2								8
Fetlar Primary School		2		2			1		1								6
Foula Primary School		2			1				1								4
Hamnavoe Primary School			3	11	11	3	5	7	4								44
Happyhansel Primary School	2	6	4	9	3	5	9	6	4								48
Islesburgh Pre-School Group		19															19
Lunnasting Primary School		7	1	4	5	3	2	2	3								27
Mid Yell Junior High School - Primary	4	14	6	10	5	7	3	8	7								64
Mid Yell Junior High School - Secondary										15	9	10	13	1			48
Mossbank Primary School		9	4	2	8	3	5	4	3								38
Nesting Primary School			1	2	3		5	3	2								16
North Roe Primary School			1		1		2	3									7
Ollaberry Primary School			2	3	1	3	3		2								14
Olnafirth Primary School					1	1	3	4	4								13
Sandness Primary School			2	1	1	2											6
Sandwick Junior High School - Primary		13	18	15	18	6	14	13	12								109
Sandwick Junior High School - Secondary										38	39	40	39	2	1		159
Scalloway Junior High School - Primary		26	14	20	16	16	17	11	11								131
Skeld Primary School	3	5	6	3	1	4	4	2	3								31
Skerries School - Primary					1		1	1									3
Skerries School - Secondary											2		1				3
Sound Primary School		26	38	38	45	60	39	45	44								335
Tingwall Primary School			6	16	7	6	15	9	9								68
Urafirth Primary School		7		1	1		1	1	4								15
Whalsay School - Primary		14	9	17	13	8	7	15	14								97
Whalsay School - Secondary										11	14	12	17				54
Whiteness Primary School	13	13	14	12	10	14	12	11	9								108
Total	34	265	232	281	249	262	248	249	248	237	296	259	297	220	167	6	3550

Primary Roll

Secondary Roll

Total 1769

Total 1476

**Education and Families Committee****29 August 2012****Children's Services Quarter 1 Performance Overview****CS-17-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 Children's Services for the first quarter of 2012/13, against the objectives and actions in the Children's Services Directorate Plan, including each service area's improvement plan, as endorsed by Education and Families Committee on 14 June 2012 (Min Ref: E&FC14/12).

2.0 Decision Required

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

3.0 Detail

- 3.1 The Education and Families Committee endorsed the Children's Services Directorate Plan on 14 June 2012. The Council's Planning and Performance Management Framework and the Council's constitutional arrangements require periodic reporting of activity and performance to functional committees.
- 3.2 The Children's Services Directorate Plan, identified 19 Directorate wide objectives. Appendix 1 details the updated objectives in Appendix A of the Directorate Plan, as requested at Education and Families Committee in June 2012.
- 3.3 The Children's Services Directorate Plan, including each service area's improvement plan, also identified 90 service actions for improvement, operational service delivery, budget savings and risk management in the plans for each service area. The overall performance of the

Directorate against all actions are 94% of actions are currently on track and classified as Green or Amber, and 6% are Red and are 'off track'. Detail of actions and classifications are detailed in the following table.

Service	Number of Actions	RAG Rating	Number	%
Overarching Directorate Plan	19	Green	8	42%
		Amber	10	53%
		Red	1	5%
Children and Families Social Work	7	Green	4	57%
		Amber	3	43%
		Red	0	0%
Children's Resources	5	Green	0	0%
		Amber	5	100%
		Red	0	0%
Library and Information Service	12	Green	8	67%
		Amber	4	33%
		Red	0	0%
Sport and Leisure Services	59	Green	35	59%
		Amber	22	37%
		Red	2	4%
Schools and Quality Improvement	7	Green	2	28.5%
		Amber	2	28.5%
		Red	3	43%
Children's Services Directorate Plan Total	109	Green	57	52%
		Amber	46	42%
		Red	6	6%

- 3.4 Details of the 6 actions categorised as RED are given in Appendix 2 together with the corrective actions which are proposed to bring these actions back on track.

4.0 Performance Indicators

- 4.1 The Children's Services Directorate Plan included performance indicators in each of the service area action plans. As can be seen in Appendix 2, the action 'Relevant performance measures are implemented across Children's Services' is classified red, and still requires some work to be done. Performance Indicators will be reported on at the end of the next quarter.

5.0 Budget

Revenue Expenditure

- 5.1 A detailed report on the Quarter 1 financial position of Children's Services Directorate is presented at Item 1 on this agenda. However the following paragraphs summarise the Quarter 1 financial position for the Directorate.

- 5.2 At the end of Quarter 1 the Directorate was just over £1million underspent against its Quarter 1 Revenue Budget of £12.8 million. However, currently it is anticipated that by the year end there will be a £120,000 overspend. Therefore, alternative savings will be sought to cover this shortfall.

Capital Expenditure

- 5.3 At the end of Quarter 1 the Directorate was some £347,860 underspent against its budget of 350,000. There are only two projects set against this project; the Happyhansel Primary School extension and the new Anderson High School. Currently it is anticipated that by the year end that the total will be spent.

6.0 Implications

Strategic

- 6.1 Delivery On Corporate Priorities – Effective Planning and Performance Management are key features of the Council's Improvement Plan and part of the 'Organising our Business' priority in the Council's Improvement Plan.
- 6.2 Community /Stakeholder Issues – Consultation with customers and other stakeholders is on-going as an integral part of each aspect of service delivery.
- 6.3 Policy And/Or Delegated Authority – The Council's 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.'

This report is related to the function of an education authority.

- 6.4 Risk Management – Embedding a culture of continuous improvement and customer focus are key aspects of the Council's 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.

6.5 Equalities, Health And Human Rights – None

6.6 Environmental – None

Resources

6.7 Financial – The actions, measures and risk management described in this report has been delivered within existing approved budgets.

6.8 Legal – None

6.9 Human Resources – None

6.10 Assets And Property – None

7.0 Conclusions

7.1 This report demonstrates good progress against the priorities identified in the 2012/13 Children's Services Directorate Plan. For actions that are rated as Red or Amber corrective action has been or will be taken. Officers are currently identifying additional savings that could be made to offset the identified potential overspend with a view to bringing a further report to Members in due course.

For further information please contact:

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Report finalised: date (DRAFT) 20 August 2012

List of Appendices

Appendix 1 – Action Plan for Children's Services Directorate 2012/13 (Up-dated)

Appendix 2 – Detail of Actions Categorised as Red.

Background documents:

Children's Services Directorate Plan 2012/13 -

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=13322>

END

Action Plan for Children's Services Directorate 2012-13

Children's Services Priority: To get it right for every child and to provide services which balance access, opportunities and resources.

Aim: We will deliver the best possible service we can which balances access, opportunities and resources.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
Best possible services are provided using resources efficiently.	To review some areas of the Directorate which could be delivered more efficiently.	Outcomes are delivered for the service users which are appropriate.	Director of Children's Services and Children's Services Management Team	There are areas of the Directorate which may be delivered in a different way.
Services are provided to all that ensure equality and fairness.	To review the activities which are provided across the Directorate to ensure that they are fair and equal for all.	Equality of provision as far as practicable.	Director of Children's Services and Children's Services Management Team	There will always be some inequality, particularly for the Remote Isles.
A new Anderson High School is built on the site at Lower Staney Hill.	To submit an application for external funding from the Scottish Government. To progress the project in line with the outcome of the external funding application.	A new High School in Lerwick which can deliver Curriculum for Excellence.	Director of Children's Services and Children's Services Management Team.	Quality education will continue to be delivered in a fit for purpose building.

Appendix 1

Children's Services Priority: To develop partnership working within the Council, and across agencies, where it secures improved outcomes for all.

Aim: We will provide clear and consistent communication to all staff, customers and partners in order to achieve the department's priorities.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
Key messages will be delivered, supported by the corporate communications team.	Invite a member of the corporate communications team to attend Children's Services Management Team on a regular basis.	Clear key messages are delivered to all in an appropriate format.	Director of Children's Services and Children's Services Management Team	Better understanding of the key messages by everyone involved.
Excellent communications with staff.	To continue to develop the information provided on the team brief for all staff in Children's Services.	100% positive feedback on the information provided in the team brief.	Director of Children's Services and Children's Services Management Team	Feedback from team brief.
Achievements celebrated in the local media.	Provide press releases for local media on examples of achievement.	Local media will publish press releases	Director of Children's Services and Children's Services Management Team	Positive stories in the local media.
All children are safe and appropriate information is shared according to agreed protocols.	Working within Children's Services to develop GIRFEC process.	All children are safe.	Director of Children's Services and Children's Services Management Team	Children receive support from appropriate agencies.

Appendix 1

Children's Services Priority: To demonstrate effective leadership and clear direction for staff and services.

Aim: We will ensure staff feel valued and supported particularly through periods of challenge and change.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
All staff reviews are undertaken and that appropriate CPD opportunities are accessed.	To implement the annual staff review policy for all staff. From the annual staff reviews identify appropriate training for staff to attend.	All staff have an annual review. Statistics on training.	Director of Children's Services and Children's Services Management Team	Staff feel valued and have appropriate training to enable them to be effective at their job.
Staff are involved in service planning and their contributions are valued.	Regular monitoring of the plans for 2012-13 by staff. Discussion at progress meetings on areas of the plans which are appropriate as lead responsibility. Early involvement of staff in the analysis of the self-evaluation work, review of the 2012-13 plan and the drafting of the new plan for 2013-14.	Positive feedback from the staff, client and parents surveys.	Director of Children's Services and Children's Services Management Team	Staff surveys for the Directorate and for each area too.

Appendix 1

Staff success is celebrated.	All successes are recognised and celebrated across the Directorate in the team brief, the standards and quality report and in the local media.	Good practice examples from across the Directorate are known throughout Shetland.	Director of Children's Services and Children's Services Management Team	Positive events, activities and messages are heard in the community of Shetland.
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Children's Services Priority: To achieve improvement within reduced budgets.

Aim: We will deliver the budget strategy.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
The budget strategy will be delivered within the timescales.	All areas of the Directorate deliver the agreed budget strategy within the timescales.	The savings targets are met by Children's Services.	Director of Children's Services and Children's Services Management Team	There will be services which are delivered differently in Shetland.

Children's Services Priority: To develop partnership working within the Council, and across agencies, where it secures improved outcomes for all.

Aim: We will be proactive in working with partners in order to secure better outcomes.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
Staff will effectively contribute to partner groups.	To ensure that Children's Services are represented on the	Services will work together across Shetland.	Director of Children's Services and Children's Services Management	Evidence of partner input in service planning.

Appendix 1

	appropriate groups in Shetland.		Team	
Improvements for children will be delivered through service priorities.	To participate in the Community Planning process. To participate in the consultation exercise on the Children's Bill.	To contribute to the performance measures and targets set for children in Shetland.	Director of Children's Services and Children's Services Management Team	Services are delivered which demonstrate improvements for children.
There will be mutual trust and respect between and across partnerships.	To actively participate in the strategy groups and working groups which are across partnership agencies in Shetland.	100% attendance and participation in the groups on which Children's Services staff are represented.	Director of Children's Services and Children's Services Management Team	Greater trust and better networking of staff.

Children's Services Priority: To demonstrate effective leadership and clear direction for staff and services.

Aim: We will develop and implement an improvement planning framework which measures performance.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
Effective self-evaluation.	To utilise the expertise in Quality Improvement to further develop strategies for the other areas to implement.	All areas of Children's Services will have feedback from staff, clients and parents surveys. Informed planning process for 2013-14.	Director of Children's Services and Children's Services Management Team	Results of staff, client and parent surveys.

Appendix 1

The planning process will be influenced by external scrutiny.	<p>Gather the analysis provided by the external scrutiny bodies and build this into the planning process.</p> <p>Compare and contrast other Local Authority information as available.</p>	Improve the use of the analysis and information within the planning process.	Director of Children's Services and Children's Services Management Team	Evidence from Education Scotland, Audit Scotland, Care Scotland and Scottish Government statistics.
Relevant performance measures are implemented across Children's Services.	<p>Review all the performance measures and decide on those which are relevant.</p> <p>Ensure they are adopted to best meet the needs of the children and young people in Shetland.</p> <p>Reprioritise resources if required to meet the necessary outcomes from the performance measures.</p>	Relevant performance measures which are measurable.	Director of Children's Services and Children's Services Management Team	<p>Performance measures are clear and improved where appropriate.</p> <p>Outcomes are measured.</p>

Appendix 1

Children's Services Priority: To demonstrate effective leadership and clear direction for staff and services.

Aim: We will develop further as an effective management team to ensure we deliver improved outcomes.

Children's Services Objective	Strategy for implementation	Target outcome	Responsibility and Timescales	Impact
The team know each other well and work closely together.	<p>To work through a coaching programme to identify the strengths and development needs of the team.</p> <p>To participate in team building activity which highlights each members strengths.</p>	Continuing Professional Development for team members as appropriate undertaken and effectively applied.	Director of Children's Services and Children's Services Management Team	Staff survey recognises the leadership being provided by the Children's Services Management Team.
The team are effective in their roles.	<p>To continue with the weekly management team meetings to build up the relationships in the team.</p> <p>To share information and to feedback on meetings attended on behalf of the Children's Services Department.</p>	Confident team who are recognised by staff as being effective.	Director of Children's Services and Children's Services Management Team	Staff survey recognises the strength of the Children's Services Management Team.

Detail of Actions Categorised as 'Red'

Appendix 2

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
Relevant performance measures are implemented across Children's Services.	<p>Review all the performance measures and decide on those which are relevant.</p> <p>Ensure they are adopted to best meet the needs of the children and young people in Shetland.</p> <p>Reprioritise resources if required to meet the necessary outcomes from the performance measures.</p>	Relevant performance measures which are measurable.	Director of Children's Services and Children's Services Management Team.	<p>Performance measures are clear and improved where appropriate.</p> <p>Outcomes are measured.</p>	The Children's Services Management Team have not progressed this due to other commitments but will meet to take this forward before December 2012.
To undertake a number of service related reviews, as instructed by the Council at their meeting on 9 February 2012.	<p>Each review has been allocated a lead officer and timescale for completion:</p> <p>Instrumental Review (including a review of charges)</p> <p>Support Staff Review. This piece of work comes under the 'Assess' category as being one previously agreed by Council as part of the</p>	<p>Through the work of the review; achieve savings which are acceptable to members, in the region of £200K - £350K.</p> <p>To achieve savings of £735K</p>	<p>Executive Manager – Schools. Report to Committee in Autumn 2012.</p> <p>Executive Manager – Schools. March 2014</p>	<p>Will result in fewer instruments being taught in some schools, but would address the inequality of provision which exists at present</p> <p>Will mean a reduction of support staff of all kinds in all schools, but will improve equality of provision</p>	<p>Outcome of review will be reported to Education and Families committee in the autumn, as scheduled, however savings to date total £101K.</p> <p>Await the outcome of the meeting of the Education and Families Committee on 29 August 2012 in respect of the strategic direction for the Blueprint</p>

Detail of Actions Categorised as 'Red'

Appendix 2

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
	Blueprint. A formulaic approach to be developed				before actively pursuing this review, however, all opportunities taken to reduce where possible in the meantime have realised savings thus far of £223K.
	Implement maximum class sizes in primary	To achieve savings of £242K	Executive Manager – Quality Improvement.	Will lead to larger class sizes in primary schools and increase the probability of classes needing to be reconfigured during a school year	Primary savings thus far total £357K, so savings target exceeded.
	Depute Head Teachers to take on a teaching role for 0.5 of their time. This piece of work comes under the 'Assess' category	To achieve savings of £330K.	August 2012 Executive Manager – Quality Improvement.	This would make more efficient use of staff, but results in the loss of approximately 7.5 FTE teachers	Work on this priority is due to commence in August 2012, and will start once the strategic direction for the Blueprint Refresh is clarified.
	Development of the Hub Model. This piece of work comes under the 'Assess' category	Reduction of 18 FTE secondary teachers To achieve savings of £792K	April 2012 - March 2014 Executive Manager – Quality Improvement April 2012 - March 2014	This will lead to reduced subject choice for pupils and larger class sizes. It will improve the efficiency in the use of staff. Loss of 18 FTE teachers	Children's Services have made a reduction of 4.8 FTE in secondary staffing in 2011/2012. This has been achieved through staff taking opportunities offered for voluntary severance and early retirement where this can be afforded. Some of the savings from these

Detail of Actions Categorised as 'Red'

Appendix 2

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
					posts will only become available in 2012/13 once severance payments and initial early retirements costs have paid.
	<p>Reduce teacher input in nurseries. This piece of work comes under the 'Assess' category</p> <p>Redesign of service delivery provision for Additional Support Needs staff in schools</p> <p>Rationalisation of the Cleaning Service. This piece of work comes under the 'Assess'</p>	<p>To bring us into line with other Scottish Local Authorities in the delivery of pre-school education</p> <p>To achieve savings of £300K</p> <p>To achieve savings of £500K</p> <p>To achieve savings of £206K</p>	<p>Executive Manager – Quality Improvement</p> <p>August 2012 - March 2014</p> <p>Executive Manager – Quality Improvement.</p> <p>November 2012 - March 2014</p> <p>Executive Manager – Schools</p> <p>November 2012 - March 2014.</p> <p>Executive Manager –</p>	<p>An appropriate level of teacher input would remain, and required staffing levels would be maintained by other suitably qualified Early Years staff</p> <p>Reduction in staff, but will address areas of inequality across this area of service and will lead to better targeting of resources to meet needs</p> <p>Will mean both a reduction in jobs and in level of service in all settings</p>	<p>A work programme is in place to commence this piece of work in the agreed timescale. Work undertaken will have to also plan for how Children's Services will deliver the increase from 475 hours of pre-school education to 600 hours in 2014. There will be no additional Government funding for this.</p> <p>A work programme is in place for this priority.</p> <p>Work on review underway and savings of approximately £50K realised thus far.</p>

Detail of Actions Categorised as 'Red'
Appendix 2

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
	category Review of Youth Work Service provision	To align service more closely with to national targets and contribute to early intervention work in schools To achieve savings of £150K	Schools November 2012 - March 2014	Reduction in part time posts in all areas. In the longer term, creates the capacity for volunteering.	Review on schedule with some preliminary work well underway.
To develop an effective, needs-led Youth Strategy for Shetland.	To consult with all partners and stakeholders, as well as young people in a variety of fora. An action plan for the Youth Service to be developed, to ensure implementation of the strategy	To maximise the contributions of all key partners, and to better co-ordinate existing services and activities	Executive Manager – Schools March 2013	For young people to be clear as to how to access opportunities, support and services. To bring together key developments and consultations, which will enable us to work more effectively with young people in Shetland	Strategy is in draft form and a consultation plan is in place. Strategy will be agreed by the March 2013 deadline, with the necessary action plan.
To undertake statutory consultation under the Schools (Consultation) (Scotland) Act 2012, on the proposed closure of Olnafirth Primary School	Taking account of the outcome of the Commission on Rural Education, revise and amend Proposal Paper Plan consultation period Issue notice Involve Education Scotland	A report with recommendations presented to Education and Families for determination by councillors	Quality Improvement Manager By December 2012	A clear way forward for Olnafirth Primary School in place	A report on this matter will be presented to Education and Families Committee on 29 August 2012 for decision.

Detail of Actions Categorised as 'Red'

Appendix 2

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
	<p>Hold public meetings</p> <p>Collate all feedback</p> <p>Write Consultation Report</p>				
Provide an accessible ground floor en-suite room for customers with a disability.	<p>Undertake consultation with disability groups to identify the works required.</p> <p>Finalise drawing for the works.</p> <p>Identify funding to undertake the works i.e. Change Ground Floor small kitchen in Islesburgh Hostel to en-suite room for customers with a disability.</p>	<p>Improved customer service</p> <p>Improved amenity</p> <p>Improved child safety</p>	<p>Executive Manager – Sport and Leisure,</p> <p>Team Leader – Islesburgh Complex,</p> <p>Building Services</p> <p>March 2013</p>	Facilities and services offered at Islesburgh hostel will be improved to provide accessible accommodation for customers with a disability.	<p>At present no budget has been agreed to undertake these works.</p> <p>Undertake further research to identify potential sources of funding for the project e.g. external funding. If no funding can be identified then the project may have to be delayed until funding does become available.</p>
Enhance the car parking arrangements at Islesburgh to improve safety and increase disabled car parking.	<p>Consult with Roads, Planning and building maintenance to finalise a plan of the new layout.</p> <p>Identify funding to undertake the works required i.e. resurface and re-line Islesburgh CC North Car Park</p>	<p>Improved parking, remove trip hazards, increased disabled parking spaces, improved safety</p>	<p>Executive Manager – Sport and Leisure,</p> <p>Team Leader – Islesburgh Complex,</p> <p>Building Services</p> <p>Roads Dept</p>	Improved car parking facilities that meet the needs of customers.	<p>At present no budget has been identified to undertake this project.</p> <p>No action at this time. The project will be delayed until funding can be identified.</p>

Detail of Actions Categorised as 'Red'**Appendix 2**

Children's Service's Objectives	Strategy for Implementation	Target Outcome	Responsibility and Timescales	Impact	Reason for Off Target Performance and Corrective Action for Next Quarter
			Planning Dept		