



**Education and Families
Shetland Islands Council**

**14 September 2012
20 September 2012**

Blueprint for Education 2012 - 2017

CS-19-F

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 Blueprint for Education 2012 - 2017.
- 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 The Director of Children's Services presented a report (Min Ref: E&FC 19/12) at the Education and Families Committee meeting on 29 August 2012. The Committee resolved that "a decision on the report be deferred, and that the additional financial information requested by Members, in relation to additional financial costs and travel times, be sought in order that the report can be presented at a special Education and Families meeting prior to the meeting of Shetland Islands Council on 20 September."
- 1.4 It was further requested at the Education and Families Committee meeting that, as some of the proposals in the report related to the completion of the new Anderson High School, further information relating to this project be included in the report.
- 1.5 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, including one nursery class. The proposals will generate the required financial savings, whilst also protecting the capacity of the school estate to deliver Curriculum for Excellence.

- 1.6 The additional financial and travel information requested by Members has been added to the following sections of the report: background, statistical, secondary school estate, primary school estate, financial, information technology and transport. This level of detailed information would usually be presented as part of the statutory consultation process for each individual closure proposal.

2.0 Decision Required

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

- 2.1 Shetland Islands Council's Statement for Education 2012–2017, at 3.10;
- 2.2 Shetland Islands Council's Commitments for Education 2012-2017, at 3.11;
- 2.3 Shetland Islands Council's Plan for Delivering Education 2012-2017, at 3.12; and
- 2.4 That the total proposed recurring savings of £3,249,000 will not be fully 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 Revenue 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 was the subject of another report which was presented at the Education and Families Committee meeting on 29 August 2012 (Min Ref: E&FC 18/12).
- 3.8 The Committee agreed to recommend that the Council resolve 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 note that this will not prevent further reporting on the future of Olnafirth Primary School as part of the Refresh of the Blueprint for Education".
- 3.9 **Blueprint for Education 2012-2017**
- 3.9.1 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.
- 3.10 **Shetland Islands Council's Statement for Education 2012–2017**
- 3.10.1 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.
- 3.11 **Shetland Islands Council's Commitments for Education 2012-2017**
- 3.11.1 **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.
- 3.11.2 **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.

3.11.3 Childcare

Childcare provision 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.

3.11.4 Youth Strategy

Approval is in place to develop a new Youth Strategy for Shetland. Provision of youth services in the Strategy will take account of any changes to the provision of school education which comes from the implementation of the Blueprint for Education 2012- 2017.

3.11.5 Catchment areas

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

3.11.6 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.

3.11.7 Transport

We will ensure that school transport is given high priority.

3.11.8 Community involvement in schools

We will work to ensure that:

- Children's community identity is protected;
- Opportunities are put in place for them to participate in any new school community they are part of; and
- The Youth Strategy is developed to enhance young people's participation in communities they are part of.

3.11.9 Use of buildings

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

3.12 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 2012/13 |
|--|-------------------------------------|-------------------------------|-------------------------------|--|
| Aith Junior High School secondary department | Anderson High School | 2013 | August 2014 | 715,941 |
| Skerries School secondary department | Anderson High School | 2013 | August 2014 | 81,404 |
| Olnafirth Primary School | Brae High School primary department | 2013 | August 2014 | 167,098 |

Phase 2

| Closure Proposal | Receiving School | Statutory Consultation | Proposed Transfer Date | ** Current Indicative Figures 2012/13 |
|--|--|-------------------------------|-------------------------------|--|
| Baltasound Junior High School secondary department | Mid Yell Junior High School secondary department | 2014 | August 2015 | 520,371 |
| Burravoe Primary School | Mid Yell Junior High School primary department | 2014 | August 2015 | 78,220 |
| North Roe Primary School | Ollaberry Primary School | 2014 | August 2015 | 259,670 |
| Urafirth Primary School | Ollaberry Primary School | 2014 | August 2015 | |
| 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 2012/13 |
|---------------------------------------|-------------------------|-------------------------------|-------------------------------|--|
| Sandwick Junior High School secondary | *Anderson High School | 2015 | August 2016 | 907,790 |

| | | | | |
|-------------------------------------|----------------------------|------|-------------|---------|
| department | | | | |
| Whalsay School secondary department | *Anderson High School | 2015 | August 2016 | 704,784 |
| Sandness Primary School | Happyhansel Primary School | 2015 | August 2016 | 123,128 |

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

** These are current approximate indicative figures as at September 2012, which have been altered to reflect the detailed work since the Education and Families Committee meeting on 29 August 2012. They have been prudently calculated to take account of: changes to budgets for the 2012/13 academic year; analysis and recognition of property costs that would remain, unless the building is sold/transferred; additional costs in terms of transport and Hall of Residence; and the implications to the remaining school estate of these proposals.

- 3.13 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;
- Area 5.2 – The strategy provides a framework for developing childcare provision 2012/15.

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.

Service Improvement Plan for the department of Children's Services (Schools and Quality Improvement) 2012/13

- To develop an effective needs-led Youth Strategy for Shetland.

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 – An Equality Impact Assessment has been done and at this early stage in the process, there are no equalities, health & human rights impacts. This will be kept under close review as the project develops and decisions are taken.

4.6 Environmental – An Environmental Impact Assessment has been done, and there are no Environmental implications at this stage. However, the environmental impact of any travelling arrangements considered in relation to any closure proposal will be fully addressed in the statutory consultation process.

Resources

- 4.7 Financial - The financial information required for this report is underpinned by detailed and thorough analysis carried out by staff within the Finance service. The savings identified are correct at this moment in time, and would be updated as required by any statutory consultation. This report sets out a plan for delivering education whereby savings can be achieved by 2016, while at the same time maintaining or enhancing the educational standards for all our pupils.

Within Children's Services 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 not possible for Children's Services to make 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.

- 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 Every effort will be made to manage any reduction in staff numbers through consultation with staff and their representatives to ensure this is managed sensitively to minimise the impact of the changes experienced by staff.
- 5.4 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.
- 5.5 The plan for delivering education 2012-2017, gives us the best chance of protecting the educational benefits our children currently enjoy.

For further information please contact:

Helen Budge, Director of Children's Services

Tel: 01595 74 4064. E-mail: helen.budge@shetland.gov.uk

Report finalised: 7 September 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>

General Fund Revenues Estimates 2012/13 - February 2012

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=12989>

END

Refresh of the Blueprint for Education

Contents

1 Introduction

- Legislative Framework for School Education

2 Background Information

- Best Value Reviews 2001-2006
- Blueprint for Education 2007-2012
- Consultations
- Statistics
- Previous School Closures

3 Blueprint for Education 2012-17

- Assessment and Analysis
- Shetland Islands Council's Statement for Education 2012-2017
- Shetland Islands Council's Commitments for Education 2012-2017
- Shetland Islands Council's Plan for Delivering Education 2012-2017

4 Implications

- Educational Benefits
- Finance
- Other options
- Likely Effects on the Local Community
- Likely Effects on the Wider Community
- Transport

5 Conclusions

6 Recommendations

1 Introduction

- 1.1 The report which follows sets out Children's Services Blueprint for Education 2012 - 2017. 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 Director of Children's Services presented a report at Education and Families Committee meeting on 29 August 2012, Blueprint for Education 2012-2017. The Committee resolved that "a decision on the report be deferred, and that the additional financial information requested by Members, in relation to additional financial costs and travel times, be sought in order that the report can be presented at a special Education and Families meeting prior to the meeting of Shetland Islands Council on 20 September."
- 1.3 It was further requested at the Education and Families Committee meeting that, as some of the proposals in the report related to the completion of the new Anderson High School, further information relating to this project be included in the report.
- 1.4 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, including one nursery class. The proposals will generate the required financial savings, whilst also protecting the capacity of the school estate to deliver Curriculum for Education.
- 1.5 The additional financial and travel information requested by Members has been added to the following sections of the report: background, statistical, secondary school estate, primary school estate, financial, information technology and transport. This level of detailed information would usually be presented as part of the statutory consultation process for each individual closure proposal.
- 1.6 **Legislative Framework for School Education**
 - 1.6.1 School education is a statutory service. The main pieces of legislation relevant to its delivery in Scotland are:
 - 1.6.2 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."
 - 1.6.3 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.”

1.6.4 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.”

1.7 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 | <p>At Services Committee Members approved:</p> <p>(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</p> <p>(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,</p> <p>(c) that education provision at the Skerries School secondary department be continued. (Min Ref: SC 108/10).</p> <p>This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 168/10).</p> |
| May 2011 | <p>At Services Committee Members approved:</p> <ul style="list-style-type: none"> • 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 Olnafirth Primary School. This matter is the subject of another report to this meeting. <p>This was subsequently ratified by Shetland Islands Council (Min Ref: SIC 56/11).</p> |
| February 2012 | <p>At a Special Shetland Islands Council meeting a report was presented on the General Fund Revenues Estimates 2012/13 (Min</p> |

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

2.4.2.1 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.

2.4.2.2 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.

2.4.2.3 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

- 2.4.4.1 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.
- 2.4.4.2 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.
- 2.4.4.3 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.
- 2.4.4.4 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 in the following table, 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.

2.5.7 These are the only 'inter-authority' figures which are available for comparison on how much other local authorities in Scotland spend on school education. They are taken from the bottom-line figures as supplied in the Local Finance Return.

| 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.

2.5.8 The statistical information provided in 2.5.5 and 2.5.7 above varies from that provided in the School Estates Review information at Appendix C(i). This is because the statistical information above does not analyse the costs of the Schools Service to the level of detail carried out for the School Estates Review. The figures contained in the School Estates Review are a more accurate reflection of costs/ratios.

2.6 Placing Requests

2.6.1 The following table provides the information for the past two years on placing requests into our primary schools or departments.

| Placing request into | Number in 2011/12 | Number in 2012/13 |
|---|-------------------|-------------------|
| Aith Junior High School primary department | 3 | 2 |
| Bells Brae Primary School | 18 | 13 |
| Brae High School primary department | 6 | 3 |
| Mid Yell Junior High School primary department | 3 | - |
| Sandwick Junior High School primary department | - | 1 |
| Scalloway Junior High School primary department | - | 2 |
| Sound Primary School | 16 | 8 |
| Tingwall Primary School | - | 2 |

2.6.2 The following table provides the information for the past two years on the placing requests into our secondary schools or departments.

| Placing request into | Number in 2011/12 | Number in 2012/13 |
|--|-------------------|-------------------|
| Anderson High School | 19 | 6 |
| Baltasound Junior High School secondary department | 1 | - |
| Brae High School secondary department | 2 | 4 |
| Sandwick Junior High School secondary department | 1 | 1 |

2.7 The Janet Courtney Hall of Residence

As part of the overall local government funding arrangements Shetland Islands Council receives an amount for "Hostel and Clothing" in the calculation of Total Estimated Expenditure which qualifies for grant. This allowance, which is based on the Council's share of an estimated national provision, is based on a primary indicator of pupil numbers with a couple of secondary indicators applied, the main being in relation to the number of hostel places and pupils staying in private lodgings. The Council receives a % of the national provision. The assessment covers Hostels and Clothing Grants, and like all parts of the grant calculation is not ring-fenced i.e. Shetland Islands Council is free to decide how it allocates all un-hypothecated funding received from the Scottish Government under Grant Aided Expenditure (GAE), according to its chosen priorities.

The Janet Courtney Hall of Residence is currently used by pupils in Secondary 1 to Secondary 4 from Foula, Fair Isle and Fetlar, and by pupils in Secondary 5 and Secondary 6 from Foula, Fair Isle, Fetlar, Unst, Yell Whalsay, Skerries and the Westside. The first pupils that would be affected are currently in Primary 6 and Primary 7 and in Secondary 1 and Secondary 2. There is no compulsion for pupils to stay in school education for a 5th and 6th year, so the figure quoted in 3.1.3 is an estimate based on the current trend.

There are currently, as 31 August 2012, 48 children staying at the Janet Courtney Hall of Residence. This includes pupils from Secondary 1 to Secondary 4 from Fetlar, Fair Isle, Foula, and Unst. The number also includes pupils in S5 to S6 that come from Mid Yell, Baltasound, Whalsay, Fair Isle, Fetlar, and Foula and the Westside.

2.8 Previous School Closures

- 2.8.1 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).
- 2.8.2 All schools are subject to this inspection regime. It is interesting to highlight inspection outcomes for schools which have received pupils following a closure.
- 2.8.3 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.
- 2.8.4 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:
- 2.8.5 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."
- 2.8.6 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 depute Head Teachers.
- 2.8.7 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."
- 2.8.8 In addition, the following comments were made:
- 2.8.9 "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.
- 2.8.10 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 a high 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 £3,249,000 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 The impact on the spaces at the Janet Courtney Hall of Residence, should the plan go ahead, is considered for each of the junior high school secondary departments. The current number of pupils staying in the Janet Courtney Hall of Residence is 48.
- 3.1.4 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.
- 3.1.5 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.
- 3.1.6 **Secondary School Estate**
- 3.1.7 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.
- 3.1.8 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.
- 3.1.9 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.
- 3.1.10 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.

- 3.1.11 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.
- 3.1.12 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 £3,249,000 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.
- 3.1.13 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 and associated hall of residence would be available by then to receive these pupils.
- 3.1.14 The estimated date by which we would plan to have a new Anderson High School open is 2016. This estimate is based on information available from other local authorities who have built similar sized secondary schools in the recent past. Two schools of a similar size to the proposed Anderson High School are being built currently in other island communities. Western Isles Council received Scottish Government funding in November 2009 for a new Nicolson Institute. The work on site commenced in November/December 2010 and the new school was operational in August 2012. Orkney Islands Council received Scottish Government funding in November 2009 to build a new Kirkwall Grammar School. Work on site for this project commenced in April 2011 and the new school is due to be operational after Easter 2013.
- 3.1.15 Additionally Highland Council's replacement for Wick High School was awarded financial support from The Scottish Government in June 2010. The project will start on site in the autumn of this year with a projected completion date of August 2015. Two statutory consultation exercises were required to be undertaken in the early stages of this project which extended the overall timescale of this project.
- 3.1.16 Shetland Islands Council currently has an application with the Scottish Government for Scottish Futures Trust funding for a new build Anderson High School and associated Halls of Residence. Appendices B – B(ii) provide additional information on this application, and on the recent presentation by Hub North which explains how they can assist should our application be successful.

3.1.17 The Janet Courtney Hall of Residence

3.1.18 Phase 1

Should pupils from Aith Junior High School secondary department transfer to the Anderson High School in August 2014, there would be a requirement for an additional five places at the hall of residence for pupils who live in the Sandness Primary School catchment area. These are pupils who are currently in Primary 7 and Secondary 1 and Secondary 2. At present, the total pupil roll of Sandness

Primary School is six. All of these pupils are in Primary 1 to Primary 4, therefore they have not been included in these figures. One Secondary 2 pupil lives in West Burrafirth, and has been included.

Currently, there are two pupils in Secondary 2 and one pupil at Primary 6 at Skerries School who would require hall of residence places.

Using these figures, then, the number of additional places that would be required at the hall of residence, as a direct result of Aith Junior High School secondary department and Skerries School secondary department closing in 2014 would be nine.

3.1.19 **Phase 2**

If all pupils transferred from Baltasound Junior High School secondary department to Mid-Yell Junior High School secondary department, then there would be no additional spaces required at the hall of residence.

3.1.20 **Phase 3**

If pupils from Sandwick Junior High School secondary department and Whalsay School secondary department transferred in 2016, this would affect current pupils from Primary 6 and Primary 7 at Whalsay. There are currently 15 pupils in Primary 6 in Whalsay School and 14 pupils in Primary 7. Therefore an additional 29 spaces would be required.

No additional spaces would be required for pupils from Sandwick Junior High School secondary department. They would have daily travel to the Anderson High School.

3.1.21 **Conclusions**

Sixty-five pupils is the current average number of hall of residence places required for our existing secondary provision. The approximate additional number of spaces that might be required, as a result of Secondary 1 to Secondary 4 pupils coming from Aith Junior High School and Skerries School in 2014 would be 9, taking the total to 74. This would rise again to approximately 103 in 2016, should Whalsay School secondary department close.

There is currently capacity in the hall of residence for 91 pupils, with 4 additional places for pupils with additional support needs. However, in order to fit in 91 residents, consideration would need to be given to the separate accommodation blocks/floors for girls and boys.

3.1.22 **Secondary Staffing**

3.1.23 In total, across all the proposed affected Junior High Schools, we anticipate that approximately 54 full time equivalent secondary teaching staff will be affected. Of that, we anticipate that we have to identify transfer options for approximately 41 full time equivalent staff (76%). Thus far, we have identified possible transfer options for 20 full time equivalent staff; therefore there is a potential shortfall of transfer options for 21 full time equivalent staff (49%). From the affected Junior High Schools, we expect that the number of teaching staff requesting early retirement or voluntary severance to be in the region of 13 full time equivalent staff (24%).

- 3.1.24 Based on the number of teaching staff who were employed at Scalloway Junior High School secondary department, and for whom we expected to have to find transfer options, 17% elected to take voluntary severance as an alternative. If you apply the same percentage to the affected staff by this plan, that would equate to seven full time equivalent staff and would then reduce the number of transfer options we would require to find to 14 full time equivalent (26%).
- 3.1.25 In total, across all the affected Junior High Schools, we anticipate that approximately 37 full time equivalent support staff employed in the secondary sector will be affected. Of that, we anticipate that we have identified possible options for 35 full time equivalent staff (95%); therefore there is a potential shortfall of transfer options for two full time equivalent staff (5%).
- 3.1.26 This has been achievable for both secondary and primary staff because all Children's Services posts based in the Schools Service have been maintained on a temporary basis for a year or longer. Although we acknowledge that any offer of transfer may not be a direct match in every case. In preparing the estimated figures we have only considered possible transfer options within Children's Services. We have not yet considered the additional potential transfer opportunities there might be outwith our Department.
- 3.1.27 In addition, annual turnover figures are, on average, 8% for teaching staff and 9.5% for support staff.

3.1.28 **Primary School Estate**

- 3.1.29 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.
- 3.1.30 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.
- 3.1.31 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.

3.1.32 **Primary Staffing**

- 3.1.33 In total, across all the affected primary schools, we anticipate that approximately eight full time equivalent teaching staff will be affected; however, we believe that we have identified transfer options for all of those staff.
- 3.1.34 With regard to support staff in the primary sector, we anticipate that seven full time equivalent support staff will be affected; however we believe that we have identified possible transfer options for six full time equivalent staff (86%); leaving a potential shortfall of transfer options for one full time equivalent member of staff (14%). Although the numbers of affected support staff do not seem particularly large, they comprise many part-time posts.

3.1.35 In addition, our current annual turnover figures are, on average, 8% for teaching staff and 9.5% for support staff.

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 Youth Strategy

Approval is in place to develop a new Youth Strategy for Shetland. Provision of youth services in the Strategy will take account of any changes to the provision of school education which comes from the implementation of the Blueprint for Education 2012- 2017.

3.3.5 Catchment Areas

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

3.3.6 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.

3.3.7 Transport

We will ensure that school transport is given high priority.

3.3.8 Community Involvement in Schools

We will work to ensure that:

- Children's community identity is protected;
- Opportunities are put in place for them to participate in any new school community they are part of; and
- The Youth Strategy is developed to enhance young people's participation in the communities they are part of.

3.3.9 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 2012/13 |
|--|-------------------------------------|-------------------------------|-------------------------------|--|
| Aith Junior High School secondary department | Anderson High School | 2013 | August 2014 | 715,941 |
| Skerries School secondary department | Anderson High School | 2013 | August 2014 | 81,404 |
| Olnafirth Primary School | Brae High School primary department | 2013 | August 2014 | 167,098 |

Phase 2

| Closure Proposal | Receiving School | Statutory Consultation | Proposed Transfer Date | ** Current Indicative Figures 2012/13 |
|--|--|-------------------------------|-------------------------------|--|
| Baltasound Junior High School secondary department | Mid Yell Junior High School secondary department | 2014 | August 2015 | 520,371 |
| Burravoe Primary School | Mid Yell Junior High School primary department | 2014 | August 2015 | 78,220 |

| | | | | |
|---|--------------------------|------|-------------|---------|
| North Roe Primary School | Ollaberry Primary School | 2014 | August 2015 | 259,670 |
| Urafirth Primary School | Ollaberry Primary School | 2014 | August 2015 | |
| 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 2012/13 |
|--|----------------------------|-------------------------------|-------------------------------|--|
| Sandwick Junior High School secondary department | *Anderson High School | 2015 | August 2016 | 907,790 |
| Whalsay School secondary department | *Anderson High School | 2015 | August 2016 | 704,784 |
| Sandness Primary School | Happyhansel Primary School | 2015 | August 2016 | 123,128 |

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

** These are current approximate indicative figures as at September 2012, which have been altered to reflect the detailed work since the Education and Families Committee meeting on 29 August 2012. They have been prudently calculated to take account of: changes to budgets for the 2012/13 academic year; analysis and recognition of property costs that would remain, unless the building is sold/transferred; additional costs in terms of transport and hall of residence; and the implications to the remaining school estate of these proposals.

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

4.3.2 Children's Services Budget 2012/13

The following table sets out the spend across the department last financial year and the budget for the current financial year.

| Description | Annual Outturn 2011/12 £000 | Annual Budget 2012/13 £000 |
|---------------------------------|--|---|
| Directorate | 2,507 | 2,149 |
| Schools and Quality Improvement | 35,437 | 36,278 |
| Children's Resources | 3,789 | 3,993 |
| Children and Families | 955 | 1,061 |
| Library | 996 | 963 |
| Sports and Leisure | 1,691 | 1,602 |
| Total Controllable Costs | 45,375 | 46,046 |

4.3.3 The breakdown of the savings which Children's Services have to find over the next two years is detailed in the following table:

| 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 |

4.3.4 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/(short fall) 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 Improvement | 1,346 | 1,018 | (328) | - |
| Sports and Leisure | 238 | 76 | (162) | (100) |
| Total | 2,088 | 1,400 | (689) | (120) |

4.3.5 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.

4.3.6 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.

4.3.7 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.

4.3.8 The following table details the savings and additional costs for Shetland Islands Council's Plan for Delivering Education 2012-2017 for each of the closure proposals. These are current indicative savings which have been worked up in detail as at September 2012.

4.3.9 During the statutory consultation process for the closure of Scalloway Junior High School secondary department and Uyeasound Primary School, the indicative saving figures were £707,232 and £96,692 respectively. However, the actual recurring savings resulting from these closures are £842,335 for Scalloway Junior High School secondary department and £209,780 for Uyeasound Primary School. The breakdown of these figures is included as Appendix D.

Current indicative savings on the closure proposals in Shetland Islands Council's Plan for Delivering Education 2012-2017

| | Phase 1 | | | Phase 2 | | | Phase 3 | | | |
|--|----------------------------|--------------------|--------------------------------|-------------------------------------|-------------------------------|---|-----------------------------------|-------------------|-------------------------------|------------------|
| | Aith Junior High School | Skerries School | Olnafirth Primary School | Baltasound Junior High School | Burravoe Primary School | North Roe & Urafirth Primary Schools | Sandwick Junior High School | Whalsay School | Sandness Primary School | Total Savings |
| | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |
| Current School Estates Provision | 1,636,175 | 281,152 | 207,402 | 1,214,679 | 153,561 | 456,047 | 2,371,937 | 1,570,871 | 148,991 | 8,040,815 |
| Proposed School Estates Provision | 621,080 | 166,907 | 0 | 551,676 | 0 | 0 | 794,313 | 601,533 | 0 | 2,735,509 |
| Residual Property Costs | 106,825 | 0 | 17,317 | 77,614 | 14,190 | 64,514 | 367,350 | 153,479 | 10,961 | 812,249 |
| Costs Transferred Across Estate | 64,994 | 27,961 | 18,099 | 45,524 | 15,631 | 41,551 | 94,411 | 69,471 | 15,157 | 392,799 |
| Additional Costs/Savings - Receiving School | 10,596 | 416 | (1,160) | 4,294 | 45,520 | 50,413 | 42,773 | 3,632 | (17,783) | 138,701 |
| Savings - Partner School | 0 | 0 | (16,752) | 0 | 0 | 0 | 0 | 0 | 0 | (16,752) |
| Additional Costs - Hall of Residence | 2,740 | 1,644 | 0 | 0 | 0 | 0 | 0 | 24,112 | 0 | 28,496 |
| Additional Costs - Transport | 114,000 | 2,820 | 22,800 | 15,200 | 0 | 39,900 | 165,300 | 13,860 | 17,528 | 391,408 |
| | 920,235 | 199,748 | 40,304 | 694,308 | 75,341 | 196,378 | 1,464,147 | 903,907 | 25,863 | 4,482,410 |
| Total Saving | 715,941 | 81,404 | 167,098 | 520,371 | 78,220 | 259,670 | 907,790 | 704,784 | 123,128 | 3,558,405 |

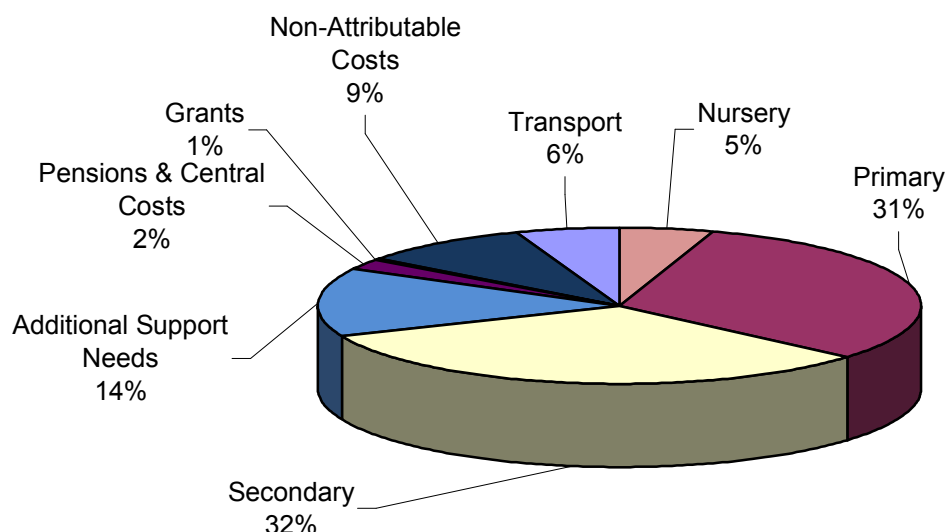
4.3.10 The School Estate Management Review, Appendix C(i), pulls together all of the budgets under the Schools Service, which forms part of the Children's Services Directorate budget, and presents it in such a way as to show the cost of delivering an education service in each school setting together with relevant indicators, such as teacher/pupil ratios.

4.3.11 An explanation of terms within the School Estate Management Review is included at Appendix C(ii)

4.3.12 School Transport

The cost of school transport is £2,300,000. The following pie chart demonstrates how this is only 6% of all spend on education.

Costs related to the provision of Education



4.3.13 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 hall of residence accommodation, income generation estimated as £100K.
- Stop providing school staff with subsidised school meals. £20K seen as the saving.

4.3.14 Feedback from the ‘Have Your Say’ Public Meetings

4.3.15 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.

4.3.16 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.

4.3.17 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.

4.3.18 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 require six statutory consultations to change the stage of education being delivered at an establishment. 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:

This option would require six statutory consultations to change the stage of education being delivered at an establishment. 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.

4.4.9 **Information Technology Solutions**

Remote teaching can be delivered by two main methods, Dedicated Videoconferencing Units and Virtual Learning Environment.

4.4.10 Dedicated Videoconferencing Units

4.4.11 These units will allow a teacher to have face-to-face interaction with a class or classes, which may be located in different establishments.

4.4.12 Videoconferencing via dedicated units has not been used regularly for teaching in Shetland schools. The videoconference unit in the Anderson High School has been used to deliver sample lessons internationally as part of the Global Classroom

project. Similarly, when the Royal National Symphony Orchestra recently visited, videoconference units were installed in Fair Isle Primary School, Foula Primary School and Skerries School which supported a degree of interaction from remote areas. Shetland Islands Council ICT unit plan to install one mobile videoconference unit in each of the Junior High Schools and Brae High School. The indicative budget for this is £29,364.

4.4.13 Essential to remote teaching to different centres it will be precision and consistency of timetabling and curriculum planning. Additionally each centre will still require to provide supervision for the pupil group from a member of staff who is competent in the use of the videoconferencing equipment.

4.4.14 Once the units noted above are in place in the secondary departments, there will still only be one unit per school and the demand on the facility would mean that realistically it could only ever be an optional supplement to face-to-face teaching.

4.4.15 All of the above suggests that we are some considerable way away from being able to reliably provide remote teaching in Shetland schools by means of dedicated videoconference units.

4.4.16 There is evidence of technology of different kinds being used to link classes in remote establishments; and ample evidence of it being used in further and higher education establishments to teach remotely eg: the Shetland College; but very little evidence, if any, of videoconferencing technology being used for regular remote teaching at school level.

4.4.17 Virtual Learning Environment

4.4.18 Glow (the Scottish schools' intranet) is an example of a Virtual Learning Environment. It contains a video-conferencing tool but this is lower-definition than the dedicated units referred to above.

4.4.19 Glow has been in place in Shetland schools since 2007. It has many functions (eg: as a means of collaborative working or for delivering Continuing Professional Development) and is used routinely and on a widespread basis in our schools. The main advantages of Glow over dedicated videoconferencing equipment are:

- Glow is a web-based application (ie: it can be accessed from any personal computer connected to the internet including those outside the establishment)
- It costs nothing to the local authority
- It provides document sharing facilities.

4.4.20 However, since 2007, Glow has only been used on a very few occasions in this authority as a means of teaching remotely between establishments. Staff are not confident, experienced or trained sufficiently to enable all our schools to rely on Glow as a teaching tool on a daily basis. Glow can enhance teaching within schools but not replace it.

4.4.21 There are examples of where Glow can be used for teaching however:

- When, owing to recruitment problems, some remote teaching took place between two junior highs. This was in one specific subject area and the two

classes in question consisted of three and four pupils respectively. This consisted of document sharing and a few videoconferencing sessions using that aspect of Glow.

- During a period of snow closure teaching was supported by a teacher interacting with pupils who were at home on their home computers. The teacher was able to set tasks, receive assignments and provide feedback.

4.4.22 The members of staff involved in both of these examples however were enthusiastic, confident users of Glow.

4.4.23 To successfully deliver remote teaching and learning using digital technology regularly will require a much higher degree of reliability, increased band width, and improved download and upload speeds. Plans such as The Digital Shetland strategy which plans to provide fibre optic links across central mainland Shetland will address some of the issues. Sandwick to Sella Ness will be completed by Christmas this year, with links to Mossbank, Toft, Vidlin and South Nesting in place early in 2013. It will, however be a significant amount of time before the remoter areas of Shetland areas can access the full benefits fibre optic links.

4.4.24 Finally, it must be noted that in schools while there is some value in remote learning in isolation from peer groups we must ensure that pupils do not miss out on generic face to face learning experiences such as cooperative learning, team building and peer assessment.

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.

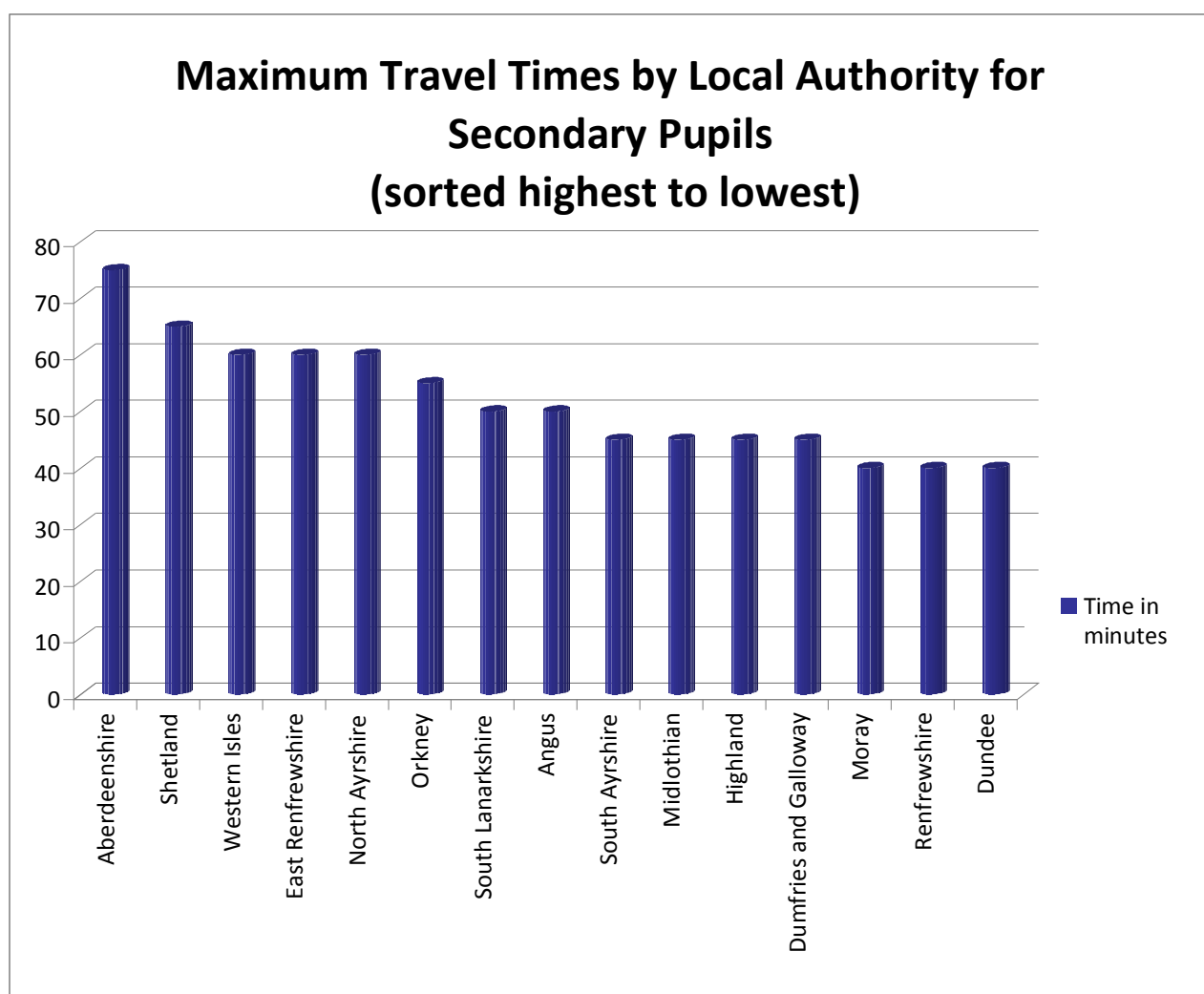
4.6 Likely Effects on the Wider Community

- 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.
- 4.7.5 **Local-Authority Travel Times**
Having considered these travel times for a maximum single journey we contacted other Scottish local authorities to see what their single journey times were. Fifteen authorities, approximately 50% of Scottish local authorities, responded with information on their maximum travel times.

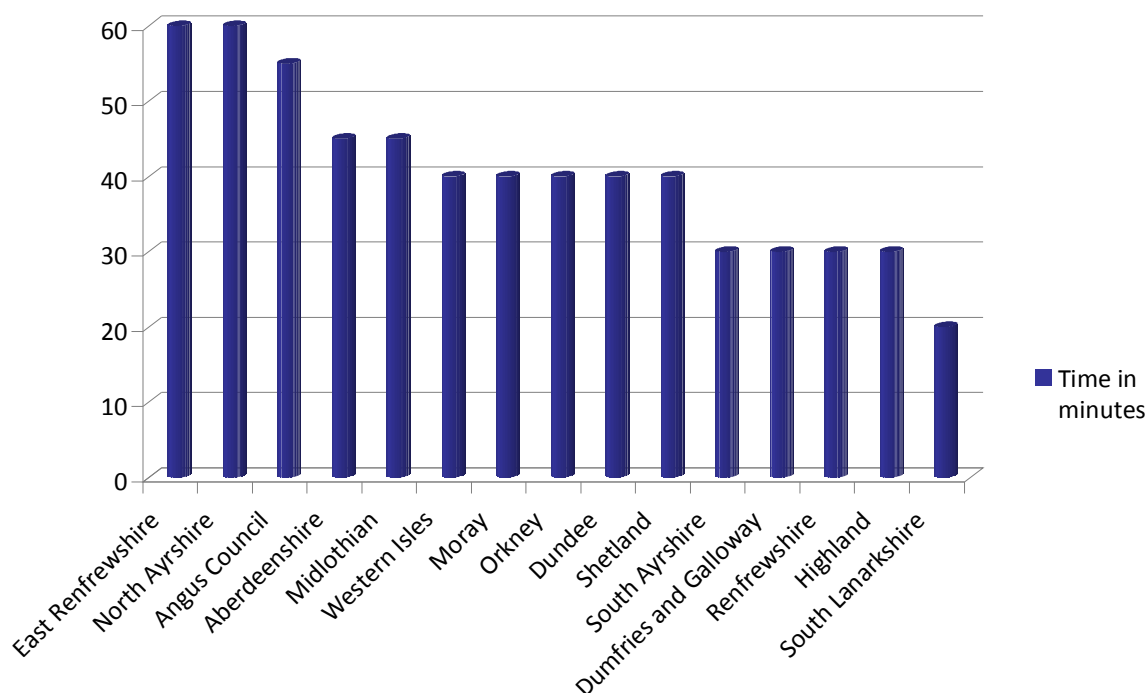
The information gathered is presented in the following graphs:



4.7.6 Graph of Secondary Travel Times - Key Points:

- The maximum travel time is 75 minutes;
- The average travel time is 52 minutes;
- Ranking travel times highest to lowest, Shetland is placed at number 2 with a maximum time of 65 minutes;
- The Western Isles is ranked number 3 with a time of 60 minutes and Orkney is ranked number 6 with a time of 55 minutes.

Maximum Travel Times by Local Authority for Primary Pupils (sorted highest to lowest)



4.7.7 Graph of Primary Travel Times - Key Points:

- The maximum travel time is 60 minutes;
- The average travel time is 40 minutes;
- Ranking travel times highest to lowest, Shetland is placed at number 10 with a maximum time of 40 minutes;
- The Shetland time is identical to Orkney and the Western Isles.

4.7.8 Proposals for Daily Travel

The following information has been compiled by Transport Services. They have included any estimated approximate additional transport costs for each proposal and the relevant travel times. For completeness this information is also included in the financial information presented in the financial section of this report. All travel times resulting from a proposal would be looked at in more detail as part of any statutory consultation process.

4.7.9 Proposed Closure of Aith Junior High School Secondary Department

This proposal would require two additional school bus services, one from Walls and one from Bixter. The additional costs for this service would be approximately £57,000 for each bus resulting in total approximate additional costs of £114,000 per school year.

Pupils will also be able to travel on existing feeder routes and an existing service bus. There are no additional costs incurred for these elements as currently all of these services have capacity.

Based on the existing models and routes of transport the longest resulting single journey for any secondary pupil affected by this proposal would be 80 minutes; this would be for the first pick up point in Skeld. There are eight pupils currently in Wester Skeld. Currently, therefore for these eight pupils the travel time would be over 65 minutes, if this proposal is agreed then alternative transport options will be included in the proposal paper as part of the statutory consultation process.

4.7.10 Proposed Closure of Olnafirth Primary School

This proposal would require two additional eight seater vehicles to transport primary pupils from Lower Voe and Dale. Pupils living in Mulla, Voe can be accommodated on existing transport at no additional cost. The total approximate additional cost for this proposal is £22,800 per school year.

The longest resulting single journey for any pupil affected by this proposal would be 35 minutes.

4.7.11 Proposed Closure of Baltasound Junior High School Secondary Department

This proposal would require one additional school bus service, one beginning pick-ups from Hamars Ness, Unst and transporting pupils to Belmont to meet the 0750 hours ferry. A bus would collect pupils from Gutcher, Yell and transport them to Mid Yell Junior High School. Pupils would return to Gutcher at the end of the school day to take the 1610/1615 ferry to Belmont.

The total additional cost for this proposal would be approximately £15,200 per school year.

Based on the existing models and routes of transport the resulting longest single journey for any pupil affected by this proposal would be 75 minutes. Currently, therefore for these pupils the travel time would be over 65 minutes, if this proposal is agreed then alternative transport options will be included in the proposal paper as part of the statutory consultation process.

4.7.12 Proposed Closure of Urafith Primary School

This proposal would require an addition school bus service to transport the existing pupils of Urafirth Primary School to Ollaberry Primary School. The total additional cost for this proposal would be approximately £28,500 per school year.

Based on the existing models and routes of transport the resulting longest single journey for any pupil affected by this proposal would be approximately 50 minutes from Eshaness. Currently, therefore for these pupils the travel time would be over 40 minutes, if this proposal is agreed then alternative transport options will be included in the proposal paper as part of the statutory consultation process.

4.7.13 Proposed Closure of North Roe Primary School

This proposal would require an extension to the current Ollaberry school bus service to transport the existing pupils of North Roe Primary School to Ollaberry

Primary School. The total additional cost for this proposal would be approximately £11,400 per school year.

The resulting longest single journey for any pupil affected by this proposal would be 40 minutes with the first pick up point in North Roe being at 0835 hours.

4.7.14 Proposed Closure of Burravoe Primary School

This proposal would not require any additional school bus services and so would not incur any additional transport costs.

Pupils would be transported on the two existing routes, from the East and West of Yell a minibus from West Sandwick to Mid Yell and a 24 seater bus starting at Cuppister and heading up the East Side road.

The resulting longest single journey for any pupil affected by this proposal would be 35 minutes.

4.7.15 Proposed Closure of Sandness Primary School

This proposal would require one additional school bus service. The first pick up point would be from Huxter at 0820 hours, followed by Mill and collecting pupils along the Busta road. The total additional cost for this proposal is estimated at £17,528. This estimate has been agreed with the existing transport operator for the Aith route.

The resulting longest single journey for any pupil would be 40 minutes.

4.7.16 Proposed Closure of Sandwick Junior High School Secondary Department

This proposal would require three additional school bus services starting from Gulberwick, Levenwick and Quarff. There would be no additional costs for existing routes starting from Sandwick and Bigton. The total additional costs for this proposal would be approximately £165,300 per school year.

Based on the existing models and routes of transport the longest single journey for any pupil would be 70 minutes for one pupil from Scousburgh. Currently, therefore for this pupil the travel time would be over 65 minutes, if this proposal is agreed then alternative transport options will be included in the proposal paper as part of the statutory consultation process.

4.7.17 Proposals for Weekly Travel

The following proposals do not consider daily travel but are costed on weekly travel with accommodation being provided in the Janet Courtney Hall of Residence for pupils from Sunday through to Friday.

4.7.18 Proposed Closure of Skerries School Secondary Department

This proposal would require pupils to travel by ferry from Skerries on a Sunday on either the 1600 or 1900 hours ferry, arriving at Vidlin at either 1730 or 2030 hours. Pupils would then travel by taxi to the Janet Courtney Hall of Residence. Pupils would return on the existing Friday afternoon service bus meeting the 1800 ferry to Skerries. The additional travel costs for this proposal, taxi fares, bus fares and ferry fares would result in a total of approximately £2,820 per school year.

The resulting travel times are a 90 minutes ferry journey, 35 minutes in a taxi for the travel down on a Sunday night and 45 minutes by bus for travel back up on a Friday afternoon.

4.7.19 Proposed Closure of Whalsay School Secondary Department

This proposal would require pupils to travel by ferry from Whalsay on a Sunday on the 1900 hours ferry. Pupils would then be collected by a school bus and transported to the Janet Courtney Hall of Residence. Pupils would return on the existing Friday afternoon school bus meeting the 1700 ferry to Whalsay.

The total additional costs for this proposal are approximately £13,859.36. The existing capacity for the bus service currently transporting Whalsay Secondary 5 and Secondary 6 pupils would need to be increased, plus there would be additional ferry fares. The total additional costs include ferry fares and a new larger vehicle.

Travel times are 30 minutes by ferry and 40 minutes by bus to Lerwick.

4.7.20 Implications of Winter Service Review

The only element of the Winter Service Review proposals which would have cost implications for the Blueprint for Education would be the proposed introduction of a new hierarchy of treatments. To achieve the current required reduction in operating costs, it is proposed that roads which are currently classified as Priority 3 would not normally be treated for frost or light snow. They would still be treated for heavy snowfall.

This new hierarchy, if adopted, would mean that the start of many school bus routes, on less populated side roads, would not be treated prior to the running of the school bus service. This is only a proposal at this stage and will require a political decision from Shetland Islands Council before being adopted.

Using one of the Association of Public Service Excellence (APSE) performance indicators the cost per kilometre of providing the winter maintenance service is £1,735. This figure has been multiplied by the length of Priority 3 roads on which new bus routes would have to be provided. The Winter Service Review will determine whether there will be additional costs to be born by Children's Services. Should the existing winter maintenance arrangements be retained there would be no additional costs to Children's Services as the Council currently treats almost 100% of our road network on a frosty morning

The following are the only routes which would be affected by the implications of the winter service review:

- Proposed closure of Aith Junior High School secondary department
Feeder 3 Wester Skeld, Skeld and Reawick to Bixter – additional costs if school bus route to be treated along their entire length would be $8.66\text{km} \times £1,735 = £15,026$.
Feeder 4 Twatt and Clusta to Bixter – additional costs if school bus route to be treated along their entire length would be $7.39\text{km} \times £1,735 = £12,825$.
- Proposed closure of Olnafirth Primary School
Additional costs if school bus route to be treated along their entire length would be $0.84\text{km} \times £1,735 = £1,475$.

- Proposed closure of Burravoe Primary School
Additional costs if school bus route to be treated along their entire length would be 6.42km x £1,735 = £11,146.
- Proposed closure of Sandness Primary School
Additional costs if school bus route to be treated along their entire length would be 4.29km x £1,735 = £7,443.
- Proposed closure of Sandwick Junior High School secondary department
Additional costs if school bus route to be treated along their entire length would be 4.79km x £1,735 = £8,318.

The total for all the additional bus routes being treated would only be applicable if Members agree to one of the proposals in the winter service review so the overall additional costs of £56,233 have not been included in the figures for each school. If this proposal for winter service review is accepted then the implications of it would be included in each statutory proposal paper.

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 Every effort will be made to manage any reduction in staff numbers through consultation with staff and their representatives to ensure this is managed sensitively to minimise the impact of the changes experienced by staff.
- 5.4 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.
- 5.5 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's Statement for Education 2012 – 2017
 - Shetland Islands Council's Commitments for Education 2012-17
 - Shetland Islands Council's Plan for Delivering Education 2012-17
 - That the total proposed recurring savings of £3,249,000 will not be fully 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 | 4 | 1 | 1 | | 1 | 1 | 4 | | | | | | | | 19 |
| 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 | 236 | 281 | 249 | 262 | 248 | 249 | 248 | 237 | 296 | 259 | 297 | 220 | 167 | 6 | 3554 |

Primary Roll

Secondary Roll

Total 1773

Total 1476

Anderson High School

On 14 June 2012 Shetland Islands Council resolved to make an application to Scottish Government funding through Scottish Futures Trust for financial support for building a replacement Anderson High School and associated Halls of Residence. (E&FC min ref: 12/12) Scottish Ministers are currently considering the applications and successful bids will be announced in September 2012. The application for funding follows as Appendix B(i).

It is expected that Authorities which are successful will work in partnership with Scottish Futures Trust, Scottish Government Schools Infrastructure Unit and Hub North Scotland to derive benefits of commonality and procurement of materials and services.

Hub North Scotland visited Shetland on 21 August 2012 and met with officers and Members. The presentation which was part of the meetings is attached as Appendix B(ii). In discussion Hub North offered an indicative timeline for completion of a new Anderson High School. It was stated that preliminary works could be completed in a year and that building works could be completed in two years. Therefore based on a positive decision from Scottish Futures Trust in September 2012, a new build Anderson High School can be operational by August 2016.

Timetables for builds of similar schools in similar locations are:

| School | Local Authority | Government Funding Granted | Start on Site | Operational | Duration |
|-----------------------------------|-----------------|----------------------------|--------------------------|-------------|-----------|
| Nicolson Institute | Western Isles | November 2009 | November / December 2010 | August 2012 | 34 Months |
| Kirkwall Grammar | Orkney Islands | November 2009 | April 2011 | Easter 2013 | 42 Months |
| Wick High School Community Campus | Highland Region | June 2010 | Autumn 2013 | August 2015 | 62 Months |

Scottish Futures Trust calculate funding offers using a benchmark figure of 11sqm. per pupil as a space requirement for pupils in new secondary schools.

The current Anderson High School Building has a gross internal floor area of 12614sqm. Using this figure as a nationally implemented figure of 11sqm/pupil this would suggest that the current Anderson High School building has an indicative capacity of 1146 pupils. Neither Gressy Loan Additional Support Needs Department building nor the young people who learn there are included in these figures.

Director of Children's Services: Helen Budge

Mr Jonathan Moore
Head of Schools Infrastructure Unit
Leaning Directorate
The Scottish Government
Victoria Quay
Edinburgh
EH6 6QQ

Our Ref: HB/sm/S40-02 Corr/12/010
Your Ref:

Children's Services

Hayfield House
Hayfield Lane
Lerwick
Shetland, ZE1 0QD

Telephone: 01595 744000
Fax: 01595 744074

www.shetland.gov.uk

If calling please ask for
Mrs Helen Budge
Direct Dial: 01595 744064

Date: 13 July 2012

Dear Mr Moore

Scotland's Schools for the Future – Phase 3

Please find attached an application for funding under the third phase of Scotland's Schools for the Future. I have also included Shetland Islands Council's School Estates Management Plan and 5 Year Asset Investment Plan.

I hope you find the application includes enough relevant information on the areas highlighted in your letter dated 24 February:

1. Short and medium unfunded school estate investment requirements, as the Anderson High School is now our main priority.
2. Current funded Local Authority school building programme which is set out in the 5 Year Asset Investment Plan.
3. Explanation of how the investment will support the delivery of key national and local policies as the Anderson High School is the poorest school building now within our school estate. A Carbon Management Plan is being developed by the Environment and Energy Services Section of Shetland Islands Council.
4. Commitment to working with Scottish Futures Trust and other partners to secure value for money as we will work towards achieving the programmes metrics, and welcome the opportunity to explore partnership working to achieve commonality of approach.

Shetland Islands Council approved the attached bid at a meeting on 4 July 2012.
Our Councillors wish to be kept informed as we move through this process.

Yours sincerely

(Signed) *Helen Budge*

Helen Budge
Director of Children's Services

Encs

Scotland's Schools for the Future – Phase 3

Shetland Islands Council's Application for Funding

On behalf of Shetland Islands Council I hereby formally request Scottish Government support via the Scottish Futures Trust, for a proposed new build Anderson High School and associated Hall of Residence in Lerwick.

The Anderson High School is a six year secondary school which provides secondary education for the towns of Lerwick and Scalloway as well as those young people from the remote Isles of Foula, Fetlar and Fair Isle. Additionally, S5- S6 education is provided for students from the six S1-S4 Secondary Departments of the Junior High Schools throughout Shetland.

School estate investment requirements

The proposed rebuilding of the Anderson High School will address both condition and suitability issues, and will create an accessible, inclusive learning environment fit for the 21st century, capable of supporting delivery of Curriculum for Excellence. The school has a responsibility to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum and on into the senior phase. It will implement the vision, aspiration and principles of the joint Government / COSLA school estate strategy 2009 by raising the school's Condition and Suitability ratings to A.

The new Anderson High School is currently Shetland Islands Council's only significant school build project. The project was identified and ranked as Condition C and Suitability C in the 2005 School Estate Management Plan using the Building Our Future: Scotland's School Estate Condition and Suitability Core Fact Procedures. A copy of the most recent School Estate Management Plan 2010 is attached for information as Appendix 1. Shetland Islands Council updated the 2010 condition and suitability ratings data for the annual return to the Scottish Government in 2011.

The existing school building was rated as Condition C in the School Estate Management Plan 2010. A high level of ongoing maintenance works supports a current condition of B. The weighted score of 61, however, illustrates that the school is towards the lower end of the range for a Condition B rating. It is anticipated that to maintain the existing B rating will require revenue costs, averaging approximately £1million per annum over the next 20 years. The Anderson High School has a Suitability Rating of C, this has not changed since the School Estate Management Plan 2010 and has been recently confirmed using the Scottish Government suitability workbook.

The current Anderson High School has a gross internal floor area of 13,303 m². A like for like replacement would mean that if the gross internal floor area was divided by the metric of 11 m² per pupil, then it would be a new school of 1,209 pupil capacity. The indicative capacity of the current school is 1,200 pupils, which was

included as part of the proposal paper during the Statutory Consultation on the closure of Scalloway Junior High School in 2010.

The school roll at the start of session 2012/13 will be 891 pupils. Whilst there are currently no external pressures occasioned by population growth or migration we look to flexibility in the design to offer future proofing as there is currently a refresh of the Blueprint for Education being undertaken. This may result in changes to the school estate across Shetland both for primary and secondary education.

The refresh of the Blueprint for Education is due to report in August 2012 and it is important that there is no pre-empting of any decision which Shetland Islands Council may make as a result of that report.

The current Anderson High School campus also has a facility for the education of young people of secondary age with additional support needs. This building has a gross internal floor area (GIFA) of 967 m² and is in addition to the floor area of the current school. This is the only setting in Shetland that provides education for secondary pupils with severe and complex additional support needs. The young people who are educated here are included on the roll of Anderson High School and are educated within the specialised building and in mainstream classes as appropriate. Other authorities, for comparison, would offer this provision through special schools. The intention is to retain the inclusive ethos of the school by replicating and improving this model in a new build school.

The Janet Courtney Hall of Residence building has a gross internal floor area of 4027 m². This provides term time accommodation for up to 91 young people accessing education at Anderson High School. Secondary 1- S6 aged young people from the remote isles of Foula, Fetlar and Fair Isle and secondary 5- S6 aged young people from the isles of Unst, Yell, Whalsay and Skerries access this provision. The building's current weighted score is 56.75 and is therefore rated as Condition C. The Janet Courtney Hall of Residence has no equivalent suitability rating as such. The facility received a 'very good' grading from the Care Inspectorate in their November 2011 inspection for the quality of care and environment offered to the residents, however the report noted that recent improvements to the accommodation should continue.

Current funded Local Authority school build programme

The Proposed 5 Year Asset Investment Plan 2012 - 2017 was approved by Shetland Islands Council on 21 March 2012 and is attached as Appendix 2. There are currently two education projects on the Shetland Islands Council's current 5-year Asset Investment Plan which are part externally funded. These are a contribution to the funding of an extension to Shetland College (£770K of a project budget of £4.6million) and an extension to Happyhansel Primary School (£300K of a project budget of £550K). The current Asset Investment Plan contains an allocation of only £300K against the Anderson High School project (all in financial year 2012/13). This is to cover staff costs, fees / costs associated with this submission and other preparatory work. There is no budget currently allocated specifically to design or building works.

If successful, this funding will augment Shetland Islands Council's short to medium term investment plans. This is a large scale project which exceeds our Asset Investment plans.

The Asset Investment Plan is currently part funded by an average 4% return on the Capital Fund balance. Any contribution from the Capital Fund to meet the Council's share of the cost of a new school, would represent a reduction in ongoing funding to the Asset Investment Plan. However, given that this project is a key capital priority for the Council and this application for funding is the only affordable way for it to proceed, this future capital affordability constraint is acceptable.

A new Anderson High School and Hall of Residence as proposed in this application for funding, represents the most affordable option to Shetland Islands Council in terms of the ongoing revenue commitment. The repair and maintenance costs required to keep the current school within the condition B classification are estimated to average £1million per annum over the next 20 years, which does not represent best value for money.

Supports the delivery of key national and local policies

The Environment and Energy Services section of Shetland Islands Council is currently developing a Carbon Management Plan focussed on achieving the target reductions in carbon emissions set out in the 2009 Climate Change Act. BREEAM Excellent rating will be explored and considered for the new school. A new, more efficient building will have an energy management system to monitor and manage energy use.

Statutory consultation for relocation of the school from its current site was undertaken in 2010. Building on the new site will reduce traffic congestion and improve communication links, it will offer safe and secure walking and cycling routes to school, which in turn will contribute to the physical health and wellbeing of the pupils and staff, and allow for a reduction in the levels of transport provision provided. Shared use of the adjoining leisure complex offers a sustainable solution, which will maximise the use of an existing facility and prevent duplication whilst improving and enhancing a community facility. A strategy for sharing sports facilities has been agreed with Shetland Recreational Trust (owners of the adjacent Clickimin Leisure Complex), appropriate Anderson High School staff and sportscotland. Her Majesty's Inspectorate of Education recognised in their report as part of this statutory consultation *"Young people attending the Anderson High School will benefit from the proposed provision of a new school. Flexible, well-designed learning and teaching areas will help staff to deliver Curriculum for Excellence. The school's strong ethos is likely to be strengthened further through improved access to social areas and with better dining facilities. For many young people, the new site will be more accessible by bus, cycling or on foot."*

Commitment to working with Scottish Futures Trust and other partners to secure value for money

Shetland Islands Council is committed and keen to work with the Schools Infrastructure Unit of the Scottish Government, Scottish Futures Trust, Hub North Scotland Limited, other Local Authorities and other partners to achieve value for money. It is intended to further explore partnerships with other agencies, eg sportscotland, that could also contribute to this project with a view to provision of a premium learning environment.

Shetland Islands Council supports the Scottish Government, Schools Infrastructure Unit and Scottish Futures Trust in their policy of commonality and development of best practice. The school would be similar in size to the Phase 1 Eastwood High School in East Renfrewshire, part of the Schools Pilot Project. Although outwith our normal hub territory, Shetland Islands Council would seek to explore the possibility of joint working / bundling with the Eastwood High School project if acceptable to all parties or working with any Local Authority for whom it would be appropriate. We appreciate the benefits of commonality and learning from such an arrangement. Such an arrangement could also help resolution of issues such as those related to Building Standards.

Shetland Islands Council is committed to working towards the programme metrics as detailed in the Scottish Government Learning Directorate's letter of 24 February 2012 and it is not our intention to exceed the metrics, however I accept that any additional costs would rest with Shetland Islands Council.

I am seeking funding to support our proposals, as per the terms of the Scottish Government Learning Directorate's letter of 24 February 2012.

Director of Children's Services
Shetland Islands Council

Enc: Appendix 1 - School Estate Management Plan June 2010
Appendix 2 - Proposed 5 Year Asset Investment Plan 2012 - 17

Hub North Scotland

Presentation to Shetland Islands Council

Objectives

- Share knowledge and understanding of hub
- Explain how hub can support your organisation

What is hub

- National Programme through Scottish Futures Trust
- A joint venture company owned by the public and private sector (hubco)
- Efficient development and delivery of joint services through community based assets

hub Benefits

- A Partnership approach
- Local community economic benefits
- Supports shared services and joint working
- Support for single outcome agreements
- Continuous improvement in cost and quality
- Focus on value for money

Project Specific Benefits

- A minimum of 80% of the value of work will be tendered to include local businesses
- Continuous improvement and KPI's in place e.g apprenticeships; graduate placements; supporting SME's; and 3rd Sector
- Cost benefit through Supply Chain Management e.g volume discounts
- Ability to bundle projects to deliver value for money
- Flexible resources to support Client needs

Project Specific Benefits

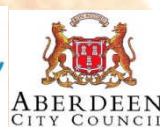
- Reduced timescales for procurement as OJEU process completed
- Support and advice provided to all Partners in hub
- Extensive Supply Chain expertise at your disposal
- Market tested capped rates already negotiated and benchmarked
- Transparency and audit through open book approach

hub North Territory – The business

- hub North Scotland is the joint venture company which has been formed to deliver an estimated pipeline of £435m over the next 10 years.

- hub North Scotland Ltd comprises:

- Private Sector Development Partner - 60%
- hub North Territory Participants - 30%

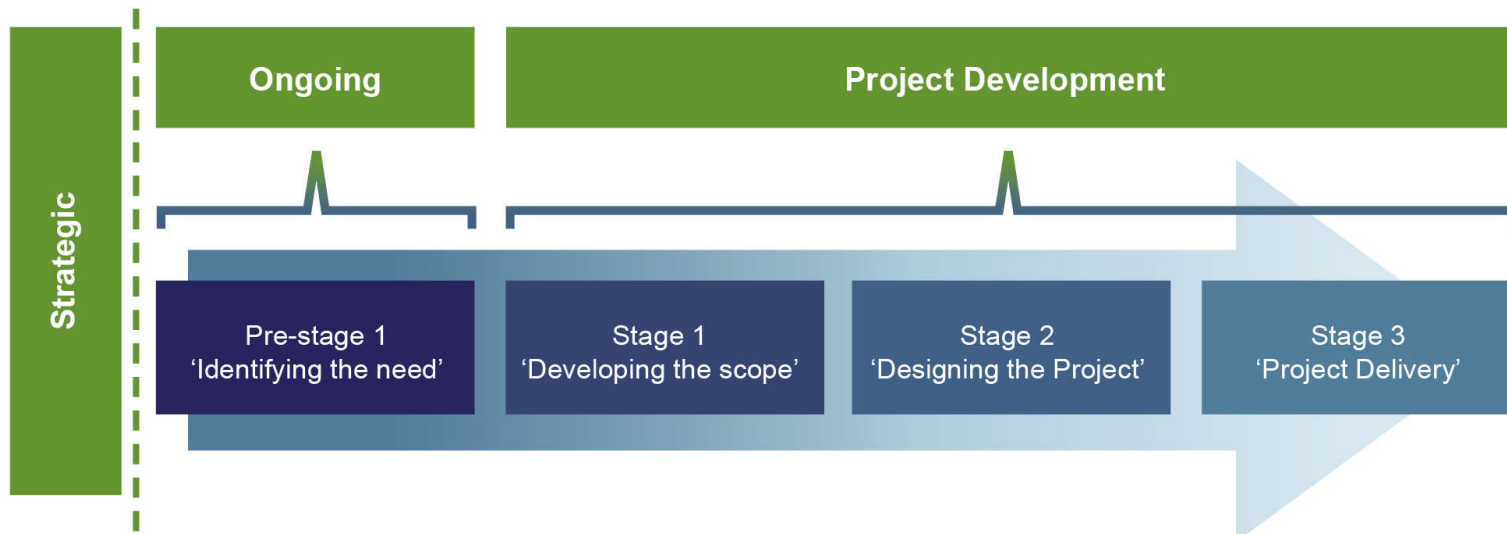


- Scottish Futures Trust - 10%



hub Partnering Services

- Ongoing Partnering Services
- Project Development Partnering Services
- Strategic Partnering Services



Ongoing Partnering Services

Ongoing Partnering
Services
(OPSMS)

Project
Development
Partnering Services
(PDPSMS)

Strategic Partnering
Services

hubco will work in partnership with the Participants to assist in driving project through the 'Pre Stage 1' phase.

Constant or recurring Partnering Services include:

- Partnering and Collaborative Working
- Supply Chain Management; and
- Value for Money

Development Stage = Pre Stage 1

Project Development Partnering Services

Ongoing Partnering
Services
(OPSMS)

Project
Development
Partnering Services
(PDPSMS)

Strategic Partnering
Services

These Partnering Services are provided by hubco in connection with the development of New Projects i.e. once a formal New Project Request has been issued, Project Development Services will commence.

This includes:

- New Project Development and Delivery
- Selection from Supply Chain for each New Project
- Funding
- Value for Money

Development Stage = Stage 1 and Stage 2

Strategic Partnering Services

Ongoing Partnering
Services
(OPSMS)

Project
Development
Partnering Services
(PDPSMS)

Strategic Partnering
Services

Following a formal request from a Participant, hubco will provide services such as:

- Strategic Estate Planning
- Service Planning
- Consultancy Services
- Value for Money

Question & Answer Session

Contact Details

Angus MacFarlane (Chief Executive)

Mobile: 07969 393 497

Email: angus.macfarlane@hubnorthscotland.co.uk

Derek Sharkey (Development Director)

Mobile: 07765 884 623

Email: derek.sharkey@hubnorthscotland.co.uk

Fraser Innes (Territory Programme Director)

Mobile: 07584 217 194

Email: fraser.innes@nhs.net

Alastair Nicol (Scottish Futures Trust)

Mobile: 07814 451 405

Email: alastair.nicol@scottishfuturestrust.org.uk

hub North Scotland Limited

Summerfield House

2 Eday Road

Aberdeen

AB15 6RE

Tel: 01224 558507

www.hubnorthscotland.co.uk

| NURSERY SCHOOLS | Direct School Costs | Inter Dept/ School Allocations | Visiting Staff Costs | Share of Central Costs | Direct School Income | Total Controllable Costs | Recharges | Capital Charges | Total Non Controllable Costs | Full Cost (Controllable & Non Controllable) | Controllable Cost per Pupil | Full Cost per Pupil | Pupil Numbers | Teacher FTEs | Pupil/Teacher Ratio | Controllable Cost per Pupil % of Shetland Average | Full Cost per Pupil % of Shetland Average |
|-------------------------|---------------------|--------------------------------|----------------------|------------------------|----------------------|--------------------------|-----------|-----------------|------------------------------|---|-----------------------------|---------------------|---------------|--------------|---------------------|---|---|
| | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | | | | | |
| | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | | | | % | % |
| Aith Nursery | 41,950 | 88,870 | 0 | 715 | 0 | 131,534 | 8,173 | 0 | 8,173 | 139,707 | 8,769 | 9,314 | 15 | 0.80 | N/A | 125% | 122% |
| Baltasound Nursery | 43,113 | 46,933 | 0 | 771 | 0 | 90,817 | 8,441 | 0 | 8,441 | 99,258 | 11,352 | 12,407 | 8 | 0.93 | N/A | 162% | 162% |
| Bells Brae Nursery | 149,694 | 79,517 | 1,501 | 1,120 | (14,468) | 217,364 | 11,254 | 0 | 11,254 | 228,618 | 7,245 | 7,621 | 30 | 2.26 | N/A | 104% | 100% |
| Brae Nursery | 74,199 | 56,134 | 0 | 789 | 0 | 131,122 | 8,843 | 0 | 8,843 | 139,965 | 5,701 | 6,085 | 23 | 1.00 | N/A | 81% | 80% |
| Bressay Nursery | 19,299 | 28,592 | 7,286 | 116 | 0 | 55,293 | 7,637 | 0 | 7,637 | 62,930 | 27,647 | 31,465 | 2 | 0.66 | N/A | 395% | 412% |
| Cunningsburgh Nursery | 55,440 | 14,633 | 1,501 | 729 | 0 | 72,303 | 9,110 | 0 | 9,110 | 81,413 | 6,025 | 6,784 | 12 | 0.74 | N/A | 86% | 89% |
| Dunrossness Nursery | 79,969 | 29,618 | 3,403 | 698 | 0 | 113,687 | 9,378 | 0 | 9,378 | 123,065 | 5,168 | 5,594 | 22 | 1.39 | N/A | 74% | 73% |
| Fair Isle Nursery | 24,259 | 6,316 | 0 | 29 | 0 | 30,604 | 7,369 | 0 | 7,369 | 37,973 | 15,302 | 18,986 | 2 | 0.60 | N/A | 219% | 248% |
| Fetlar Nursery | 5,637 | 3,503 | 0 | 0 | 0 | 9,140 | 7,369 | 0 | 7,369 | 16,509 | 4,570 | 8,254 | 2 | 0.07 | N/A | 0% | 0% |
| Foula Nursery | 12,477 | 12,205 | 0 | 0 | 0 | 24,681 | 7,369 | 0 | 7,369 | 32,050 | 12,341 | 16,025 | 2 | 0.21 | N/A | 0% | 0% |
| Happyhansel Nursery | 48,218 | 29,363 | 2,290 | 719 | 0 | 80,589 | 8,441 | 0 | 8,441 | 89,030 | 10,074 | 11,129 | 8 | 0.79 | N/A | 144% | 146% |
| Lunnasting Nursery | 31,846 | 7,097 | 2,121 | 72 | 0 | 41,135 | 8,039 | 0 | 8,039 | 49,174 | 5,876 | 7,025 | 7 | 0.64 | N/A | 84% | 92% |
| Mid Yell Nursery | 82,029 | 53,956 | 3,753 | 721 | 0 | 140,459 | 9,110 | 0 | 9,110 | 149,569 | 7,803 | 8,309 | 18 | 1.41 | N/A | 112% | 109% |
| Mossbank Nursery | 22,928 | 22,464 | 0 | 271 | 0 | 45,662 | 8,307 | 0 | 8,307 | 53,969 | 5,074 | 5,997 | 9 | 0.64 | N/A | 73% | 78% |
| Sandwick Nursery | 85,709 | 44,592 | 2,722 | 313 | 0 | 133,335 | 9,244 | 0 | 9,244 | 142,579 | 10,257 | 10,968 | 13 | 1.51 | N/A | 147% | 144% |
| Scalloway Nursery | 74,934 | 39,198 | 0 | 329 | 0 | 114,461 | 8,977 | 0 | 8,977 | 123,438 | 4,402 | 4,748 | 26 | 1.30 | N/A | 63% | 62% |
| Skeld Nursery | 39,390 | 22,937 | 1,816 | 133 | 0 | 64,276 | 7,905 | 0 | 7,905 | 72,181 | 8,035 | 9,023 | 8 | 0.80 | N/A | 115% | 118% |
| Skerries Nursery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | N/A | 0% | 0% |
| Sound Nursery | 103,843 | 25,677 | 0 | 887 | 0 | 130,406 | 10,450 | 0 | 10,450 | 140,856 | 5,016 | 5,418 | 26 | 1.40 | N/A | 72% | 71% |
| Urafirth Nursery | 37,138 | 64,520 | 2,262 | 212 | 0 | 104,132 | 7,771 | 0 | 7,771 | 111,903 | 14,876 | 15,986 | 7 | 0.88 | N/A | 213% | 209% |
| Whalsay Nursery | 77,080 | 42,225 | 0 | 757 | 0 | 120,061 | 8,307 | 0 | 8,307 | 128,368 | 8,576 | 9,169 | 14 | 1.67 | N/A | 123% | 120% |
| Whiteness Nursery | 79,061 | 22,283 | 6,150 | 784 | 0 | 108,278 | 8,843 | 0 | 8,843 | 117,121 | 4,165 | 4,505 | 26 | 1.33 | N/A | 60% | 59% |
| Sub-Total for Nurseries | 1,188,209 | 740,632 | 34,806 | 10,163 | (14,468) | 1,959,342 | 180,337 | 0 | 180,337 | 2,139,679 | 6,998 | 7,642 | 280 | 21.03 | N/A | 100% | 100% |

| PRIMARY SCHOOLS | Direct School Costs | Inter Dept/ School Allocations | Visiting Staff Costs | Share of Central Costs | Direct School Income | Total Controllable Costs | Recharges | Capital Charges | Total Non Controllable Costs | Full Cost (Controllable & Non Controllable) | Controllable Cost per Pupil | Full Cost per Pupil | Pupil Numbers | Teacher FTEs | Pupil/Teacher Ratio | Controllable Cost per Pupil % of Shetland Average | Full Cost per Pupil % of Shetland Average |
|-------------------------|---------------------|--------------------------------|----------------------|------------------------|----------------------|--------------------------|-----------|-----------------|------------------------------|---|-----------------------------|---------------------|---------------|--------------|---------------------|---|---|
| | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | | | | | |
| | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | | | | % | % |
| Aith Primary | 278,275 | 201,588 | 13,217 | 5,378 | (17,791) | 480,668 | 18,129 | 0 | 18,129 | 498,797 | 8,583 | 8,907 | 56 | 4.54 | 12.3 | 130% | 121% |
| Baltasound Primary | 205,278 | 226,714 | 12,060 | 2,783 | (5,700) | 441,135 | 14,423 | 0 | 14,423 | 455,558 | 10,759 | 11,111 | 41 | 3.60 | 11.4 | 163% | 151% |
| Bells Brae Primary | 1,418,245 | 0 | 73,690 | 14,863 | (47,850) | 1,458,949 | 37,408 | 108,724 | 146,132 | 1,605,081 | 4,617 | 5,079 | 316 | 18.69 | 16.9 | 70% | 69% |
| Brae Primary | 527,388 | 32,606 | 20,951 | 8,947 | (18,000) | 571,892 | 22,003 | 0 | 22,003 | 593,894 | 5,607 | 5,822 | 102 | 6.84 | 14.9 | 85% | 79% |
| Bressay Primary | 125,996 | 24,546 | 14,913 | 5,354 | (3,100) | 167,709 | 18,699 | 25,343 | 44,042 | 211,751 | 16,771 | 21,175 | 10 | 1.72 | 5.8 | 255% | 289% |
| Burrae Primary | 129,438 | 0 | 2,732 | 2,786 | (5,090) | 129,866 | 12,846 | 10,850 | 23,696 | 153,562 | 10,822 | 12,797 | 12 | 1.43 | 8.4 | 164% | 174% |
| Cullivoe Primary | 179,085 | 0 | 2,882 | 2,883 | (4,998) | 179,852 | 14,974 | 9,850 | 24,824 | 204,676 | 6,917 | 7,872 | 26 | 2.46 | 10.6 | 105% | 107% |
| Cunningsburgh Primary | 387,770 | 0 | 18,081 | 4,027 | (13,000) | 396,877 | 25,833 | 24,427 | 50,260 | 447,137 | 4,840 | 5,453 | 82 | 5.19 | 15.8 | 74% | 74% |
| Dunrossness Primary | 642,529 | 0 | 34,222 | 6,305 | (21,570) | 661,486 | 29,538 | 72,100 | 101,638 | 763,124 | 6,615 | 7,631 | 100 | 7.81 | 12.8 | 100% | 104% |
| Fair Isle Primary | 130,367 | 0 | 0 | 2,938 | (2,220) | 131,086 | 16,307 | 6,757 | 23,064 | 154,150 | 21,848 | 25,692 | 6 | 1.29 | 4.7 | 332% | 350% |
| Fetlar Primary | 81,705 | 0 | 0 | 1,078 | 0 | 82,783 | 11,745 | 13,429 | 25,174 | 107,957 | 20,696 | 26,989 | 4 | 1.13 | 3.5 | 314% | 368% |
| Foula Primary | 120,329 | 0 | 0 | 1,503 | 0 | 121,831 | 14,695 | 17,178 | 31,873 | 153,704 | 60,916 | 76,852 | 2 | 1.19 | 1.7 | 925% | 1048% |
| Hamnavoe Primary | 270,024 | 0 | 31,541 | 3,483 | (16,091) | 288,957 | 21,506 | 12,421 | 33,927 | 322,884 | 6,567 | 7,338 | 44 | 2.69 | 16.4 | 100% | 100% |
| Happyhansel Primary | 285,134 | 0 | 9,215 | 3,765 | (11,469) | 286,645 | 18,181 | 22,982 | 41,163 | 327,809 | 7,166 | 8,195 | 40 | 2.89 | 13.8 | 109% | 112% |
| Lunnasting Primary | 235,111 | 0 | 26,801 | 3,461 | (4,970) | 260,402 | 16,734 | 39,400 | 55,134 | 315,536 | 13,020 | 15,777 | 20 | 2.21 | 9.0 | 198% | 215% |
| Mid Yell Primary | 251,337 | 140,391 | 6,005 | 3,156 | (10,000) | 390,889 | 18,424 | 0 | 18,424 | 409,313 | 8,498 | 8,898 | 46 | 3.24 | 14.2 | 129% | 121% |
| Mossbank Primary | 360,463 | 0 | 14,782 | 1,660 | (4,990) | 371,915 | 19,012 | 66,250 | 85,262 | 457,177 | 12,825 | 15,765 | 29 | 3.00 | 9.7 | 195% | 215% |
| Nesting Primary | 151,376 | 0 | 16,452 | 3,363 | (4,432) | 166,759 | 16,962 | 24,764 | 41,726 | 208,485 | 10,422 | 13,030 | 16 | 1.25 | 12.8 | 158% | 178% |
| North Roe Primary | 117,890 | 0 | 24,397 | 2,380 | (1,755) | 142,912 | 13,482 | 16,067 | 29,549 | 172,461 | 20,416 | 24,637 | 7 | 1.51 | 4.6 | 310% | 336% |
| Ollaberry Primary | 158,800 | 0 | 20,120 | 3,024 | (3,200) | 178,744 | 14,502 | 24,714 | 39,216 | 217,960 | 12,767 | 15,569 | 14 | 1.45 | 9.7 | 194% | 212% |
| Olafirth Primary | 176,776 | 0 | 10,328 | 3,086 | (6,100) | 184,090 | 15,012 | 8,300 | 23,312 | 207,402 | 14,161 | 15,954 | 13 | 1.93 | 6.7 | 215% | 217% |
| Sandness Primary | 123,660 | 0 | 4,007 | 2,819 | (2,062) | 128,425 | 12,336 | 8,229 | 20,565 | 148,990 | 21,404 | 24,832 | 6 | 1.53 | 3.9 | 325% | 338% |
| Sandwick Primary | 390,042 | 103,712 | 16,090 | 5,707 | (13,000) | 502,551 | 22,639 | 0 | 22,639 | 525,190 | 5,235 | 5,471 | 96 | 7.05 | 13.6 | 80% | 75% |
| Scalloway Primary | 577,154 | 24,522 | 32,982 | 6,403 | (22,340) | 618,721 | 29,928 | 0 | 29,928 | 648,649 | 5,893 | 6,178 | 105 | 6.75 | 15.6 | 89% | 84% |
| Skeld Primary | 184,484 | 0 | 8,597 | 3,094 | (7,276) | 188,900 | 14,517 | 19,929 | 34,446 | 223,346 | 8,213 | 9,711 | 23 | 2.36 | 9.7 | 125% | 132% |
| Skerries Primary | 109,859 | 0 | 0 | 2,202 | (879) | 111,183 | 23,457 | 9,884 | 33,341 | 144,523 | 37,061 | 48,174 | 3 | 1.51 | 2.0 | 563% | 657% |
| Sound Primary | 1,635,957 | 0 | 18,569 | 14,057 | (61,250) | 1,607,333 | 72,228 | 61,085 | 133,313 | 1,740,646 | 5,202 | 5,633 | 309 | 18.58 | 16.6 | 79% | 77% |
| Tingwall Primary | 331,129 | 0 | 16,702 | 3,859 | (19,678) | 332,012 | 23,728 | 30,175 | 53,903 | 385,915 | 4,883 | 5,675 | 68 | 3.76 | 18.1 | 74% | 77% |
| Urafirth Primary | 133,333 | 0 | 13,481 | 3,715 | (3,050) | 147,479 | 12,930 | 11,273 | 24,203 | 171,682 | 12,290 | 14,307 | 12 | 1.04 | 11.5 | 187% | 195% |
| Whalsay Primary | 453,739 | 68,056 | 0 | 5,584 | (28,349) | 499,031 | 21,699 | 0 | 21,699 | 520,730 | 6,012 | 6,274 | 83 | 5.76 | 14.4 | 91% | 86% |
| Whiteness Primary | 429,058 | 0 | 26,493 | 7,231 | (20,400) | 442,382 | 26,645 | 40,657 | 67,302 | 509,684 | 5,395 | 6,216 | 82 | 4.99 | 16.4 | 82% | 85% |
| Sub-Total for Primaries | 10,601,733 | 822,136 | 489,309 | 140,894 | (380,610) | 11,673,463 | 649,520 | 684,788 | 1,334,309 | 13,007,772 | 6,584 | 7,337 | 1773 | 129.39 | 13.7 | 100% | 100% |

| SECONDARY SCHOOLS | Direct School Costs | Inter Dept/ School Allocations | Visiting Staff Costs | Share of Central Costs | Direct School Income | Total Controllable Costs | Total | | | Full Cost (Controllable & Non Controllable) | Controllable | Full Cost | Pupil Numbers | Teacher FTEs | Pupil/Teacher Ratio | Controllable | Full Cost per | |
|---------------------------|---------------------|--------------------------------|----------------------|------------------------|----------------------|--------------------------|-----------|-----------------|------------------------|---|----------------|-----------|---------------|--------------|---------------------|----------------|-----------------------|-----------------------------|
| | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | 2012/13 | Recharges | Capital Charges | Non Controllable Costs | 2012/13 | Cost per Pupil | per Pupil | | | | Cost per Pupil | % of Shetland Average | Pupil % of Shetland Average |
| | £ | £ | £ | £ | £ | £ | 2012/13 | £ | 2012/13 | £ | £ | £ | | | | % | % | |
| Aith Secondary | 846,623 | 36,411 | 40,594 | 25,616 | (28,350) | 920,894 | 39,377 | 37,400 | 76,777 | 997,672 | 9,397 | 10,180 | 98 | 13.07 | 7.5 | 116% | 112% | |
| AHS | 5,493,042 | 0 | 28,584 | 139,235 | (202,297) | 5,458,564 | 152,025 | 284,550 | 436,575 | 5,895,138 | 6,161 | 6,654 | 886 | 72.97 | 12.1 | 76% | 73% | |
| Baltasound Secondary | 536,657 | 1,620 | 39,922 | 16,717 | (7,800) | 587,116 | 28,807 | 43,938 | 72,744 | 659,860 | 24,463 | 27,494 | 24 | 9.35 | 2.6 | 301% | 301% | |
| Brae Secondary | 2,015,760 | 0 | 37,868 | 70,977 | (57,215) | 2,067,390 | 68,642 | 221,347 | 289,989 | 2,357,379 | 10,134 | 11,556 | 204 | 30.84 | 6.6 | 125% | 127% | |
| Mid Yell Secondary | 665,464 | 7,321 | 0 | 18,619 | (11,000) | 680,404 | 31,274 | 85,250 | 116,524 | 796,928 | 14,175 | 16,603 | 48 | 9.65 | 5.0 | 174% | 182% | |
| Sandwick Secondary | 1,419,433 | 0 | 9,528 | 35,031 | (46,317) | 1,417,675 | 59,382 | 227,111 | 286,493 | 1,704,168 | 8,916 | 10,718 | 159 | 16.17 | 9.8 | 110% | 117% | |
| Skerries Secondary | 99,664 | 0 | 0 | 4,503 | (879) | 103,288 | 23,457 | 9,884 | 33,341 | 136,629 | 34,429 | 45,543 | 3 | 1.11 | 2.7 | 424% | 499% | |
| Whalsay Secondary | 683,192 | 37,881 | 27,222 | 23,949 | (15,119) | 757,125 | 45,522 | 119,126 | 164,648 | 921,773 | 14,021 | 17,070 | 54 | 11.78 | 4.6 | 173% | 187% | |
| Sub-Total for Secondaries | 11,759,836 | 83,233 | 183,718 | 334,648 | (368,977) | 11,992,458 | 448,485 | 1,028,605 | 1,477,090 | 13,469,548 | 8,125 | 9,126 | 1476 | 164.94 | 8.9 | 100% | 100% | |

School Estates Management Review Approved Budgets 2012/13, updated for staffing implications of 2012/13 School Term

General Information

The School Estates Management Review pulls together all of the budgets under the Schools Service, which forms part of the Children's Services Directorate budget, and presents it in such a way as to show the cost of delivering an education service in each school setting together with relevant indicators, such as teacher/pupil ratios.

The remaining services included within the Children's Services Directorate include Children and Families, Children's Resources, Shetland Library and Sport and Leisure. These services are not relevant to this review.

The review provides information at a point in time, and it should be recognised that staff or pupil numbers could change, and/or budgets could be amended (for example where savings are achieved) at any time.

The information on costs is allocated to nursery, primary and secondary sectors within each school setting, and all budgets within the Schools Service have been reviewed by Budget Responsible Officers eg: Head Teacher.

Individual school budgets have been analysed to ensure that all costs relating to Nursery, Primary and Secondary are charged as appropriate to each sector, and any work provided to other schools is charged out to the appropriate school.

Central budgets have been analysed and allocated out to schools where possible e.g. Visiting Staff such as Music or PE teachers. Some central costs are not allocated out to schools because they are not directly attributable e.g. Partner Provider costs, or it would not be appropriate to include that cost as part of the cost per pupil calculation e.g. Pension Commitments for staff who have retired. Costs which have not been allocated are included at the bottom of the table for completeness.

Additional Support Needs are delivered in all school settings as required, however the information is not allocated out to each school setting in this review, to ensure client confidentiality.

Explanation of cost groups

Direct School Costs – All costs which are coded directly to the school.

Inter Dept/School Allocations – Costs which are budgeted for in one section of a school, which relate to another e.g. apportionment of Head Teachers costs across Nursery, Primary and Secondary.

Visiting Staff Costs – Costs relating to itinerant staff which are held in central codes.

Share of Central Costs – Costs relating to items such as: Parent Councils; School Milk; Work experience; Science Technicians etc which are budgeted centrally.

Direct School Income – All income which is coded directly to the school e.g. School Meals income.

Total Controllable Costs – This is the total of the above columns. It shows all costs which can be apportioned accurately to each school setting.

Recharges – Under the Chartered Institute of Public Finance and Accountancy (CIPFA), all costs must be allocated or apportioned to services to meet its definition of total cost. The general principle is that support costs (which can relate to support within a front line service area e.g. Devolved School Management Officers, and support provided from the corporate centre e.g. HR) should be fully charged to the services which benefit from the service. All support functions must charge out to the Corporate and Democratic core, or the direct service areas.

Capital Charges – Notional costs for depreciation relating to each school building, which are required in the calculation of total cost. This cost is relevant in calculating total cost, but is not used in the calculation of savings on the proposals within this report.

Total Non Controllable Costs – This is the total of Recharges and Capital Charges. These costs are not directly controllable by a Head Teacher.

Full Cost (Controllable and Non Controllable) – This shows the total cost of each school setting.

Controllable Cost per Pupil – The Total Controllable Cost column divided by the number of pupils. This column allows for comparison between schools.

Full Cost per Pupil – This is the Full Cost (Controllable and Non Controllable) divided by the number of pupils. This column also allows for comparison between schools.

Pupil Numbers – This is the number of pupils in the school setting for the new school term.

Teacher FTEs – This shows the full time equivalent (FTE) for teachers within each school setting, updated for the new school term.

Pupil/Teacher Ratio – This is the teacher FTE divided by the number of pupils, which shows the number of pupils to each fte teacher. This column allows for comparison between schools. This column is not required for Nursery settings, where nursery teaching staff are not required.

Controllable Cost per Pupil % of Shetland Average – This column shows the percentage variance between the controllable cost per pupil of the school setting and the average, which is based on all Shetland schools within each setting i.e. Nursery, Primary and Secondary.

The first table shows information on all Nursery settings, the second shows information for all Primary settings and the third shows information for all Secondary settings. Directly underneath this is a row which shows the total for all Nursery, Primary and Secondary.

Additional Support Needs information is then provided in table 4.

Table 5, then shows costs which have not been allocated out. These costs include: Bursaries; Pension Commitments; Commissioned Places; Hall of Residence; Kidzone; Ness Out of School Club etc.

| Salloway Savings | Consultation | Appendix D |
|--|----------------|-----------------|
| | Report £ | Actual £ |
| Additional Costs at AHS: | | |
| Staffing | 88372 | 116908 |
| Learning Materials | 26550 | 0 |
| Transfer of Work Experience Costs | 2620 | 2620 |
| Parent Council Admin | 50 | 50 |
| Phone Call Reimbursement | -50 | -50 |
| Sale of Meals Income - Pupils | -27968 | -20000 |
| Sale of Meals Income - Staff | -386 | 0 |
| | 89188 | 99528 |
| Other Additional Staff Costs: | | |
| Additional Staff at Support for Learning | 0 | 44376 |
| Additional Staff at Sandwick | 0 | 26693 |
| Pension Costs | 0 | 4534 |
| | 0 | 75603 |
| Reduced Costs at Salloway: | | |
| Staffing | -730092 | -953374 |
| Rates & Property Insurance | 0 | 7934 |
| Repairs & Maintenance | 0 | 15670 |
| Energy Costs | -8260 | 5117 |
| Cleaning Materials | -200 | 0 |
| Cleaning Contract | -22328 | -46380 |
| Learning Materials | -26775 | -25677 |
| Catering Contract | -38944 | -30678 |
| Mileage | -3124 | -3000 |
| Probationer Teacher Central Costs | -392 | -392 |
| Science Technical Central Costs | -18388 | -18388 |
| MIS Support Central Costs | -4063 | -4063 |
| In Service Central Costs | -374 | 0 |
| Parent Council Admin | -50 | -50 |
| Work Experience Central Costs | -2620 | -2620 |
| Vocational Pathways Central Costs | -4114 | 0 |
| Phone Call Reimbursement | 50 | 50 |
| Sale of Meals Income - Pupils | 23687 | 21500 |
| Sale of Meals Income - Staff | 2090 | 4600 |
| Quality Assurance Recharge | -44264 | -39391 |
| DSMO Recharge | -10942 | -18933 |
| | -889103 | -1088075 |
| Costs Allocated to Other Schools: | | |
| Science Technicians | 18388 | 18388 |
| MIS Support | 4063 | 4063 |
| Quality Assurance Recharge | 44264 | 33641 |
| DSMO Recharge | 10942 | 7769 |
| | 77657 | 63860 |
| Additional Transport Costs | 33440 | 28848 |
| Staff Relocation Mileage | 6116 | 2831 |
| Library Staffing | -24530 | -24930 |
| | 15026 | 6749 |
| Total Savings | -707232 | -842335 |
| Additional Savings Achieved = | | -135103 |

| | Consultation | Appendix D |
|---|-----------------|-----------------|
| Uyeasound Savings | Report | Actual |
| | £ | £ |
| Uyeasound Budgets Zeroed | -140996 | -143661 |
| Transport Costs to Baltasound for Swimming Zeroed | -780 | -780 |
| | -141776 | -144441 |
| Costs Transferred to Baltasound: | | |
| Salaries | 0 | -1752 |
| Learning Materials | 1760 | 0 |
| School Meals Expenditure | 7107 | 0 |
| School Meals Income | -2452 | -1000 |
| Recharges | 1313 | 932.23 |
| Share of Central Costs | 34 | 0 |
| | 7762 | -1820 |
| Additional Transport Costs | 4341 | 9880 |
| Costs to Elsewhere within the School Estate: | | |
| Pension Costs | 0 | 1867 |
| Recharges | 19697 | 14088.12 |
| Property Costs | 6792 | 4979 |
| Capital Charges | 5667 | 5667 |
| Share of Central Costs | 825 | 0 |
| | 32981 | 26601 |
| | -96692 | -109780 |
| Additional Savings Achieved = | | -13088 |