



Council

**Shetland
Islands**

MINUTE & 'B'

'A'

**Services Committee
Council Chamber, Town Hall, Lerwick
Thursday 4 May 2006 at 10.30am**

Present:

F B Grains L Angus
B J Cheyne C B Eunson
R G Feather B P Gregson
I J Hawkins J H Henry
J C Irvine E J Knight
W H Manson F A Robertson
J G Simpson

Apologies:

L G Groat J A Inkster
Capt G G Mitchell J P Nicolson
T W Stove W Tait

In Attendance:

B Doughty, Interim Head of Social Work
N Galbraith, Interim Head of Education
C Ferguson, Community Care Manager
H Budge, Quality Improvement Manager
J Reyner, Acting Quality Improvement Manager
N Watt, Sport and Leisure Services Manager
C Manson, Committee Officer
D Haswell, Committee Officer

Chairperson

Mrs F B Grains, Chairperson of the Committee, presided.

Circular

The circular calling the meeting was held as read.

Minutes

The minute of the meeting held on 16 March 2006, having been circulated, was confirmed.

Members' Attendance at External Meetings

Mr E J Knight Visit to Cinemas and Music Venues – various venues throughout the country

(Mr W H Manson attended the meeting).

Mrs F B Grains Criminal Justice Committee Meeting - Aberdeen

Further information can be obtained from the Members concerned.

25/06 **Consultation on Shared Management in North Mainland Schools**

The Committee considered a report by the Interim Head of Education (Appendix 1).

The Interim Head of Education introduced the report and referred Members to section 10. He said that the proposals were conditional on the proposals emerging from the current re-examination of the Best Value Service Review (BVSR) which, he hoped, would be presented to the Council in the near future. He advised that Members had not, as yet seen his re-examination of the BVSR and his recommendations from that and, therefore, the proposals in section 10 of the report would stand until Members had considered his recommendations and would depend on whether the recommendations were accepted or not.

In response to a question as to the timescale for his report to be considered by the Council, the Interim Head of Education advised that he hoped to complete his re-examination of the BVSR by 15/16 May. Thereafter, it would be for the Chief Executive to decide when the report should be presented to the Council and a special Council meeting could be called, if necessary.

Referring to section 2.4, a Member said he understood that the concept of Shared Management was raised because a number of people felt that Shared Management offered advantages to schools in rural areas.

In response to a question from a Member with regard to section 10.6, the Interim Head of Education explained that it did not always happen that using Shared Management achieved savings. He added that the Council's decision with regard to Shared Management was never meant to be interpreted as a blanket policy. He hoped that the report reflected the fact that consultation had taken place and the views of the community had been considered and taken on board. Every time a consultation process was carried out, lessons were learned and it was beneficial to find out what was important to people in the community. He concluded by saying that he had recently visited North Roe Primary School and, like most schools in Shetland, the facilities available and the education being given to pupils was excellent.

A Member said that there were other issues that required much higher priority than Shared Management proposals and referred in particular to the requirement for a probationer teacher at Bell's Brae School. He said he hoped that this would be progressed soon.

26/06

Accordion and Percussion Tuition

The Committee noted a report by the Interim Head of Education (Appendix 2) and, after hearing the Interim Head of Education introduce the report, approved the recommendations contained therein, on the motion of Mr L Angus, seconded by Mrs B J Cheyne, with the following condition:

"That Heads of Service are asked to consider the possibility of the Accordion Instructor's post being made a full-time post in the near future."

The Interim Head of Education confirmed that this would be taken on board.

27/06 **Clothing Grants**

The Committee considered a report by the Interim Head of Education (Appendix 3).

The Interim Head of Education introduced the report and advised that the budget allocated to the grant scheme in 2005/06 was £18,500 but the total amount spent was over £19,000. He said that 425 grants had been distributed which meant that there were 425 families that met the criteria. The budget allocation for 2006/07 was £21,000.

The Interim Head of Education continued to say that Officers in the Department were very keen to review the grant scheme in some detail because the amount of grant offered was not a great deal of money and would not go far in Shetland. The current grant available was based on the median range given by all Scottish local authorities but, in his view, they were based on an inadequate starting point in the 1970's when local authorities were asked to provide clothing grants. He hoped that a review would be presented to Members for their consideration soon and that it could be accommodated within existing budget provision. This would also have to be balanced with the Council's decision for a 5% cut in services across the board.

The Committee approved the recommendations in the report on the motion of Mr E J Knight, seconded by Mr B P Gregson. It was further agreed that the review of the scheme should be done in consultation with other island local authorities.

28/06 **Joint Future Extended Local Partnership Agreement (ELPA) and Community Care Plans 2006-2009**

The Committee considered a report by the Community Care Manager (Appendix 4) and, on the motion of Mr C B Eunson, seconded by Mrs I J Hawkins, approved the recommendation contained therein.

A Member pointed out that there was a substantial funding contribution from the Council. He said that the Community Health Partnership was the responsibility of NHS Shetland and asked if Shetland was missing out on funding by not having a Community Health Partnership delivering services in Shetland.

In response, the Community Care Manager said she did not think that Shetland was missing out on funding. She acknowledged that the Community Health Partnership had been slow to surface in Shetland but, with regard to funding, there were bids going through the Community Health Partnership which should benefit the community.

29/06 **Proposal for Service Development: Young Offenders in the Adult Criminal Justice System**

Agenda Item No. (c) - Public Report

The Committee considered a report by the Criminal Justice Service Manager (Appendix 5) and, after hearing the Interim Head of Social Work briefly introduce the report, approved the recommendation contained therein, on the motion of Mr B P Gregson, seconded by Mr E J Knight.

In response to questions from Members, the Interim Head of Social Work assured Members that restorative justice and the Shetland Youth Information Service would be included in the brief.

30/06

Breakfast Clubs

The Committee considered a report by the Interim Head of Social Work (Appendix 6) and, on the motion of Mr C B Eunson, seconded by Mr L Angus, approved the recommendations contained therein.

A Member said that when the Committee had previously discussed this issue, assurance had been given that the Islesburgh Breakfast Club would not cease until an alternative was found. However, he said that some Trustees of the former Islesburgh Trust were unaware that the Club was in operation until it was threatened with closure.

The Interim Head of Education advised that the service at Islesburgh would not be terminated. Consideration had been given to providing Breakfast Clubs at schools and Officers were of the view that schools could accommodate Breakfast Clubs although it had to be recognised that this could result in an increase in the number of users of the service although there would be a decrease in transport costs.

31/06

Whalsay Golf Club – Application for Funding

The Committee considered a report by the Sports and Leisure Services Manager (Appendix 7) and, on the motion of Mr L Angus, seconded by Mr E J Knight, approved the recommendations contained therein.

32/06

Note of Social Forum – 20 April 2006

The Committee noted the minute of the meeting.

A Member said he was impressed with the list of items for future discussion by the Forum and, referring to the report on the visit to Market House, said he was surprised to learn that Market House was functioning to capacity.

Referring to minute reference 04/06 – Community Planning Board Update – a Member pointed out that it had not been Chief Inspector Andy Cowie who had introduced the idea of CCTV coverage in Lerwick and said that Lerwick Community Council had asked the Police for CCTV in Lerwick for a number of years. It was stated that at a recent meeting of Lerwick Community Council, the Community Council had been assured that a report on the funding required for CCTV would be presented to the Committee and he requested that a report be brought forward.

Agenda Item No. (c) - Public Report

The Chairperson confirmed that Officers would be asked to prepare a report on the funding required for CCTV.

With regard to the issue of the alcohol bye-law in Lerwick, a Member expressed concern that Members were not being kept apprised of the current position. The Chairperson agreed that the Committee should ask Officers for a progress report on the alcohol bye-law.

Members noted that the Member/Officer Working Group were currently examining the Council's current Committee and Forum structures and further noted that the Working Group would welcome any feedback on the current structure.

.....
F B Grains
Chairperson



REPORT

To: **Services Committee**

15 June 2006

From: **Chief Executive**

Report No: CE-46-F

Examination of the Councils Education Best Value Review

1 Background

- 1.1 The Council has over the past few years conducted an extensive review of its Education provision. This was a very challenging exercise for all involved. The outcome as quoted from Audit Scotland's Best Value Review Exercise was '*the review has not been a success in that it has taken three years and achieved little*'.
- 1.2 The Council, subsequent to the Education Review, has undertaken Task Force Exercises in examining cost savings opportunities for the two other largest cost services Social Work and Ferries. These have been completed recently and their recommendations are being taken forward.
- 1.3 It was agreed that (Min Ref: SIC 13/06), instead of conducting a planned Task Force Review for the Education Service that the Interim Head of Education in his role as an external consultant, examine all the documentation available from the Education Best Value Review and produce a report with his conclusions and recommendations.
- 1.4 His report is appended which makes clear his views on the requirement to, sometime in the near future, take challenging political decisions which will be necessary to safeguard the sustainability of a high quality education service in Shetland.

2 Financial Implications

- 2.1 The Council has long held a policy that aims to reduce as much as possible reliance on utilising its reserves for General Fund revenue purposes.

Agenda Item No. 01 - Public Report

- 2.2 It has become increasingly clear over the past period that in order to achieve this goal then meaningful service changes are required. The Head of Finance highlighted in his recent report to Council F-019-F, in May 2006, that there had been significant growth well above both inflation and additional monies received, over the past four years particularly in Social Work and Education. Such growth is unsustainable in the medium term.
- 2.3 The Interim Head of Education in preparing his report has focussed on education requirements and not specifically to identify financial savings. However it is self evident that should his recommendations be implemented then significant savings would be achieved.
- 2.4 In taking forward these proposals for consultation and further evaluation detailed financial implications will be made as part of that process.

3 Links to Corporate Priorities

- 3.1 The Corporate Plan 2004-2008 commits the Council to providing the best learning environment for all and to providing a Best Value Service in Education.

4 Policy & Delegated Authority

- 4.1 All matters related to the provision of Education stand referred to Services Committee (Min Ref: SIC 70/03).

5 Recommendations

I recommend that the Committee:

- 5.1 Note the report received from the Interim Head of Education
- 5.2 Request that the Schools Service make a detailed evaluation of these proposals as a framework for possible future education provision.
- 5.3 That the Schools Service bring back to the Services Committee a working timetable, including a full consultation programme in which these evaluations will take place.

Report No: CE-46-F
Our Ref: MHG/AMA

Date: 7 June 2006

EXAMINATION OF SHETLAND ISLANDS COUNCIL'S BEST VALUE EDUCATION SERVICE REVIEW

SCHOOL ESTATE MANAGEMENT:

- **APPRAISAL**
- **RECOMMENDATIONS ON POLICY**
- **RECOMMENDATIONS ON ACTION**

DR NEIL R GALBRAITH OBE MA (Hons) M.Ed. D.Univ. (OU)

**EXAMINATION OF SHETLAND ISLANDS COUNCIL'S BEST VALUE EDUCATION
SERVICE REVIEW (BVESR)**

Introduction

1 In addition to discharging the general advisory and management duties associated with the post of Interim Head of Education I was given the following task on taking up my appointment with Shetland Islands Council in December 2005-

To examine Shetland Islands Council's Best Value Service Review of Education with a view to offering policy advice and recommending options for the consideration of Councillors with regard to future action.

2 I have had the privilege of visiting, with one exception, every school within the Council area over the last few months and have enjoyed meeting a large number of pupils in Primary and Secondary Education classes. I have spoken to all Headteachers and met many of the Education Service staff, including teachers, support staff, janitors, cleaners and school meals staff. I have also met a number of parents and School Board representatives.

3 The visits to schools have enabled me firstly to place the Best Value Service Review in its material context and secondly have allowed me to base policy considerations/advice on direct and personal knowledge of the schools, their locations, their physical conditions, and the geographical and transport constraints applying to the Islands.

4 I have studied in detail the documentation related to the Council's Best Value Review. I have also carefully considered the Audit Report that commented on Education provision and the Council's decisions following the presentation of the Working Group's report to Council. Additionally, I have had the benefit of the knowledge and experience of officers within the Council and have had access to the Departmental review of Learning Points derived from the Best Value exercise.

5 I would wish to acknowledge the courtesy which I have encountered in all discussions with Council officers and Elected Members in responding to questions and queries about the Best Value Education Service Review and would wish to place on record that the views expressed in this report, including any errors of fact or interpretation, are my own.

Section 1

I The activities of the Council's Best Value Education Service Review Working Group are reviewed against the backdrop of the legal and political framework relating to School Estate Management. The Working Groups deliberations are also considered in the context of the guidance issued by the Scottish Executive to ensure that full cognisance was taken of the expectations laid upon Local Authorities in the discharge of statutory functions relating to the provision of adequate and efficient education. Examination has confirmed that the activities and conclusions of the BVESR Working Group, with some criticisms, emendations and suggested expansions to compensate for perceived omissions or weaknesses, provided a helpful base on which the Council could establish an approach to School Estate Management that met the various tests of Best Value within a Shetland context. It is apparent that in all circumstances due account was taken of Shetland factors.

11 The decisions of the Council in relation to the recommendations of the Working Group are considered, as is the Audit Scotland critique of the Council's decisions in the light of Best Value requirements. It is concluded that the Council made some minor attempts to respond to Best Value requirements but did so in hope rather than in terms of detailed cost-benefit analysis. Nevertheless it is concluded that the Council did initiate movement towards Best Value and that the Audit Scotland response might have been couched in more positive terms to encourage the Council to proceed further on the path of Best Value development.

Section 2

111 A number of considerations and suggestions are advanced in respect of establishing a framework for approaches to School Estate Management. The framework is intended to provide strategic direction in ensuring that available resources are targeted towards the greatest areas of need. A range of issues are discussed that provide advice that intended to be helpful for officers and Elected Members, as well as parents and the public at large, in respect of clarification of consultation processes and procedures. Stress is placed upon the requirement that School Closure processes and procedures be both transparent and better understood by all involved, even if there are disagreements about results of the application of Council policies.

Section 3

IV The entire school estate is reviewed, locality by locality. Options are raised and recommendations for action are proposed, based on the suggested framework. Emphasis is placed upon meaningful consultation and the importance of programming school closures.

V The following recommendations are made-

- 1 It is recommended that consultation with parents be initiated with a view to closing Uyeasound Primary School and transferring pupils and staff to Baltasound Primary School. ~~If the decision is taken to close the school the aim should be to transfer the pupils and the staff at the beginning of the January term of 2007.~~

- 2 It is recommended that consultations be undertaken with parents with regard to the closure of Baltasound Secondary Department and the transfer of pupils and staff to the New Mid-Yell School, when completed and established as the Secondary school for the Northern Isles. As the final decision, either way, would

have an effect on the brief for the new school at Mid-Yell it is recommended that consultation be carried out in the October/ December period of 2006

~~2-3~~ It is recommended that consultation with parents be initiated with a view to closing Burravoe Primary School and transferring pupils to Mid-Yell Primary Department, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils and staff at the beginning of the January term of 2007.~~

~~2-4~~ It is recommended that consultation with parents be initiated with a view to closing Cullivoe Primary School and transferring pupils and staff to Mid-Yell Primary Department, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the August term of 2007.~~

➤ 5 It recommended that consultations be undertaken with parents with a view to Mid-Yell being designated as the Secondary school for the Northern Isles and the New School being expanded to accommodate Secondary pupils from Unst.

~~2-6~~ It is recommended that consultation with parents be initiated with a view to closing North Roe Primary School and transferring pupils and staff to Urafirth Primary School, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the January term of 2007.~~

➤ 7 It is recommended that Ollaberry, Olnafirth and Lunnasting be designated Borderline Sustainability schools and be maintained on the basis of essential maintenance and economic management arrangements. In the event of Urafirth Primary School continuing with its present pupil population and in the absence of a decision to transfer North Roe pupils to it, Urafirth Primary School should be similarly categorised

➤ 8 It is recommended that Nesting Primary school be designated a Borderline Sustainability school and be maintained on the basis of essential maintenance and economic management arrangements.

➤ 9 It is recommended that consultation with parents be initiated with a view to closing Skerries Secondary School and transferring pupils to Anderson High School, subject to appropriate accommodation and transport provision being put in place. Specific discussions would have to be held with the staff about transfer/redeployment. If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the August term of 2007 in order to allow the current S3 pupil to complete the Standard Grade course in Skerries school.

➤ 10(a) It is recommended that Scalloway Secondary School be encouraged to develop a range of vocational courses and be supported in this endeavour as a pilot for other schools.

➤ 10 (b) It is also recommended that, in the light of the Council's financial commitment to the provision of new S1/S6 school at the Anderson High in Lerwick, consultations be undertaken with parents with a view to the closure of

Scalloway Secondary school and the transfer of pupils and staff to the New Anderson High School, when completed

- 11 It is recommended that the Council set out its strategic plan, along with a proposed timetable, for extending Sound Primary School, replacing Bells Brae Primary School with a new school, and considering the future of Bressay Primary school in the light of Primary School expansion in Lerwick and the building of a new bridge.
- ~~12~~ It is recommended that consultation with parents be initiated with a view to closing Sandness Primary School and transferring pupils and staff to Happyhansel Primary School, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the January term of 2007.~~
- 13 It is recommended that Skeld Primary school be designated a Borderline Sustainability school and be maintained on the basis of essential maintenance and economic management arrangements
- 14 Should the recommendations in this report be decided upon by Council it will be essential that a programme be established well in advance which sets an implementation date and allows a sufficiently long consultation period prior to that. ~~The recommendations in this report suggest the following programming and phasing-~~

SECTION 1

Context

Best Value

6 The concept of Best Value was introduced in response to the Local Government in Scotland Act 2003, which gave Local Authorities new responsibilities to continually improve their service delivery, and to report publicly on their performance. It is a legal obligation on Councils to pursue Best Value in their delivery of services to the public.

7 The objective of Best Value is to ensure that effective management delivers better and more responsive public services. Best Value is about local authorities:

- balancing the quality of services with cost.
- achieving sustainable development.
- being accountable and transparent, by engaging with the local community.
- ensuring equal opportunities.
- continuously improving the outcomes of the services they provide.

The Role of Audit Scotland in relation to Best Value

8 Audit Scotland is a statutory body set up under the 2000 Public Finance and Accountability (Scotland) Act and it was established with the intention of ensuring that public sector bodies in Scotland were held to account for the proper, efficient and effective use of public funds through its reporting mechanism to the Accounts Commission.

Audit Scotland's assessment of Shetland Islands Council's Best Value performance in Education

9 Shetland Islands Council was judged by Audit Scotland in its audit of Best Value in 2005 to be providing a high-quality education service but at a high cost.

10 Audit Scotland noted that a member/officer Best Value Education Service Review Working Group had sat for three years and reviewed the school estate in considerable detail. The outcome of the Working Group's deliberations was a series of recommendations to Council to consider undertaking formal consultations on rationalising provision through the closure of a number of schools and the transfer of pupils to other schools. Audit Scotland observed that at the end of the sequence, the Council did not accept any of the recommendations of the Working Group, decided against consulting on closing schools and opted instead for considering shared management as an approach to maintain small primary schools, determined that the status quo in relation to one very small Secondary Junior High School should be maintained, and opened the possibility of the other Secondary Junior High Schools (S1-S4) upgrading to S5 on a voluntary basis, subject to certain criteria being met.

11 Audit Scotland was critical of the Council's actions in that maintenance of the school estate status quo did not meet the test of Best Value as Education Services would continue to be delivered at a high cost, small schools would continue to be maintained where sustainability was in question, and continual improvement in these circumstances was largely in doubt. Audit Scotland was concerned that the Council had not demonstrated a strategic approach to dealing with falling school rolls and considered that Best Value required the Council to adopt a more robust approach. Factually, Audit Scotland stated, "While some changes were agreed, the underlying

issues of cost and quality have not been resolved". Audit Scotland added "...the review has not been a success in that it has taken three years and achieved little".

Review of the operations of the Working Group

Legal and Political Background

12 I have examined the extent to which the BVESR Working Group took account of the legal obligations and the political expectations placed upon the Council when considering School Estate Management in the context of Best Value in Shetland.

13 At the outset of the Working Group's deliberations the legal and political backdrop was set by the Scotland in Schools Act of 2000 which was then supplemented by Scottish Executive guidance, in circular 2/2004 of 30 September 2004. This circular acknowledged that Councils, in exercising responsibility for the provision of Education within their area, had an important stewardship role in relation to education services at the local level. That concept of stewardship carried with it many responsibilities, including responding to the changing circumstances and landscape against which education provision must be made. Councils discharge their responsibility under a number of statutory duties, key of which is the statutory duty to make adequate and efficient provision of school education for their area.

14 Making "Adequate and efficient provision" required Councils to look at issues related to school provision from a different perspective from that of parents and local communities. An Authority's responsibilities cover the whole of its area, whereas the focus of parents or local communities is naturally on their local school. Parents equally focus on their children's education over a fixed span of time whereas an Authority's responsibilities are not time-limited or focused on any specific school population. Authorities are obliged to take the long view, over an extended period of time, looking far beyond the current school population and pattern of demand at a particular point in time. Essentially Councils are expected to operate on a strategic basis and provide leadership in change management where proactive measures are required to deal with perceived and projected events.

15 The Scottish Executive acknowledged that an Authority must keep its school provision under consistent review as the passage of time brings about change both externally and internally. Externally, school buildings age and become less fitted for purpose, populations increase and decrease depending on a range of social and economic factors and settlement patterns change as in-migration and out-migration occur. In some areas, an Authority may have to provide new school buildings in response to new housing developments and a growing and more youthful population. In other areas, where once there may have been a young population in a particular community, the age profile may have changed over time and school buildings become surplus to pupil needs. Internally, educational provision, in terms of the curriculum offered and teaching methodology, changes and evolves over time, placing different requirements on buildings, their spaces and facilities. All these external and internal influences require Authorities to continue to adjust the school estate and pattern of supply of education to match a pattern of demand that is consistently changing.

16 Just as an Authority must consider the profile and nature of schools and the facilities needed, along with the extent to which increasingly school buildings must be

flexible and adaptable to cope with changing needs, an Authority must put such considerations into the context of overall provision, determining not only where replacement and new build may be required but also where rationalisation of existing provision is required and school closure is necessary.

17 Finding 1

The documentation indicates that the Working Group took full cognisance of the legal and political requirements in relation to analysing existing school provision and making recommendations for future school provision. The Working Group met the tests of exercising prudent stewardship in regard to school estate management and of utilising advance planning to ensure that a strategic approach was adopted to secure adequate and efficient educational provision on a continuing basis.

Vision and Objectives

18 I have examined the BVESR proposal in the context of the vision and objectives which the Scottish Executive considered should bear on an Authority's formulation and consideration of proposals for changes to schools.

Vision

19 The vision set out in the joint Scottish Executive-CoSLA School Estate Strategy was firstly for well designed, well built and well managed schools that supported national and local priorities and inspired children, young people and communities and, secondly, for a future school estate that met educational aspirations, responded to evolving needs and was effectively managed and maintained over the long term.

Objectives

20 The Scottish Executive's objectives for the 21st Century School were, firstly, to deliver better services through a school environment that focused on the child at the centre and met the needs of individual children, and secondly, to place the school at the heart of the community and meet the needs of communities. The key to meeting these ambitions was the delivery of these services in respect of the school estate through good design, creating a safe and secure environment, correctly aligning schools with demand, utilising schools for the delivery of a range of public facilities and services, and managing school provision on a sustainable life-cycle.

21 The Scottish Executive recognised the need to apply consistency in approach and process to the way in which school estate proposals were formulated, considered, consulted upon and concluded. The Scottish Executive also identified the need to balance and weigh all the relevant factors in each case and the importance of demonstrating and explaining, openly and transparently, the decision-making process. The Scottish Executive stressed that the 'audit trail' of consultation and decision-making should be clear and recognised that the final decision in each case would emerge from a process which took into account the unique blend of current and local, as well as wider and longer term, factors.

22 Finding 2

I have found the BVESR exercise to be consistent with the vision and objectives outlined by the Scottish Executive for school estate management. I have found that the “audit trail” of the decision-making process indicates and demonstrates exemplary activity in formulation of, and consultation on, proposals. The Working Group demonstrably undertook extensive and detailed efforts to conduct business on an open and transparent basis. The feedback process as part of the procedure was a commendable approach to keeping parents and public informed and the community engagement which ensued was substantial. The one weakness in this area was the lack of emphasis from the outset on financial matters as the key to sustainability, which left the connections between Vision and Objectives more tenuous than was necessary.

Significant Factors

23 I have given detailed attention to various aspects of the BVESR in order to match the activities of the Working Group to the significant factors that impinge on school estate management

The Educational Case

24 By definition, The Educational ‘case’ is a priority consideration when addressing the issue of school provision as the educational advantages for pupils directly affected and for others indirectly affected are the significant factors in any review of school estate. All relevant aspects need to be considered in the context of preparing for change, including addressing the perceived disadvantages of the current school arrangements and detailing the nature and scale of improvements which proposals for change are intended to deliver. That “Case” encompasses the quality of the learning and the teaching environment, the opportunities for pupils’ optimal learning and social interaction, the delivery of a modern, flexible curriculum with appropriate opportunities for choice, and access to facilities, both general and specialist.

25 Finding 3

I have found that the educational case presented by the Working Group was fairly well made in many instances, in that the case was prepared and advanced in the best interests of educational provision in the area, the overall effect of the school closure on the local community was considered and the transport implications were addressed. The major criticism that might be made is that the educational case was not as detailed and complete as it might have been. In particular, while extensive details were provided in relation to the school's contribution to the cognitive/intellectual development of young people, less stress was placed upon the school's contribution to the emotional and social development of young people, and in particular to the importance of peer stimulation as part of the socialisation process. In essence, while stress was placed on the school as a learning environment the drawbacks of that environment for pupils in small schools were not fully explained or developed. In addition the role of the school as a vehicle for social interaction and social development was underplayed in respect of the small schools.

Travel Distances and Times

26 Travel distances and the times that pupils must spend in getting to and from school are major considerations in proposing any changes to the pattern of school provision. Change of school provision implies for many pupils a new pattern of home to school distances and travel times, usually involves lengthening the school day for some, and raises issues of safety as well as questions concerning the availability of transport. The impact of changed school location also raises questions on access to extra-curricular activities when children may not remain in the vicinity of the school.

27 Children living in rural areas account for the bulk of mainstream home-to-school transport in the Primary sector and Local Authorities are required to have a clear view on what constitutes a reasonable maximum journey time for pupils. This is preferable to defining a maximum distance, since the distance may vary according to the route chosen, which may not be direct for logistical reasons. The factors involved in assessing the transport implications of closing schools are, however, often complex. Not all children who attend schools classified as rural will walk to school as in some cases they may be transported some distances because of parental preferences.

28 Finding 4

I have found that the documentation indicates that the Working Group addressed the implications of the changes caused by altering travel distances and times and the responses from parents illustrate that these matters were considered in some detail. While the Working Group met the requirement to give comprehensive consideration to the issues surrounding travel distances and times, it is not clear that the Group addressed the logistics of route arrangements or the practicalities related to the integration of school and public transport.

Future pupil and population projections

29 Local Authorities are required to be mindful of the need to fulfill their statutory duties into the future, as well as in the present. Insofar as school numbers are concerned Councils must plan ahead on the basis of the best available population figures and the consequent pupil and school roll projections. This key datum is a basic requirement in deciding how and when to make changes to the pattern of school provision. This pupil population intelligence helps to determine planning investment in the school estate which will improve the quality of, and underpin the delivery of, school education over the lifetime of the schools in question. Many areas in Scotland are facing a decline in their primary school population and Local Authorities with falling rolls need to take action to ensure they are equipped to deliver the best possible quality of education with the resources available to them.

- 30 The factors behind falling rolls in Shetland are similar to other parts of Scotland
- falling birth rates.
 - migration away from rural areas as part of a general movement of population to town centres and their facilities.
 - migration away from rural areas as a result of a decline in local industries such as farming and fishing.
 - declining in-migration due to a lack of affordable homes for local parents with young families.
 - an increasing number of houses being bought as second homes, holiday lets or retirement homes.

31 Faced by such population trends, Local authority members and officials, working with schools and other partners, have a duty to obtain value for money through:

- Removing surplus school places through reorganisation, which involves amalgamating and/or closing some schools in order to release resources for distribution to the schools that remain.
- Making better use of capital and revenue finance, which involves looking at the formula for the distribution of resources to schools.
- Encouraging schools to work more closely together, which is likely to involve schools joining up to share resources through a range of options from amalgamation, federation or collaboration, along with other less formal kinds of cooperation.

32 Finding 5

The BVESR documentation illustrates that careful analyses were made of pupil numbers and that forward projections were made on a rational and understandable basis. The longer term forward projections for the secondary population by definition were firm, being based on a known primary population and assuming a neutral effect in relation to in-migration and out-migration. The primary projections could only be based on the known number of children in the newborn to 5-age range and were therefore more open to possible variation. While parental responses in many cases focused on the prospect of an inflow of population arising from housing developments, the Working Group's conclusions were generally sound and rationally based on known factors. The obvious weakness in this area was the absence of an analysis of the increasing numbers in the Lerwick area and the lack of an examination of the implications of the effects of increasing pupils numbers on the existing schools for future expansion or replacement of the school estate.

33 While the main focus of a school is on the education of pupils a school building is integral to, and serves the needs of, its local community in ways beyond the provision of school education to pupils. The school frequently plays a key role in community identity and the integrated community school is more than a figure of speech as Authorities seek to provide a range of services within a one-stop facility. Under Community Planning requirements, Authorities must ensure that proposals for change chime with the wider community planning process, square with Authorities' own community planning responsibilities and reflect other community interests. The essence of community planning is the overall objective of better delivery of public services.

34 Finding 6

It is clear that the Working Group took seriously the objective of better delivery of integrated children's services through the community-oriented school and that it sought to recognise community aspirations within the larger concept of locality areas rather than villages or settlements. The Working Group reached balanced conclusions when relating future school provision to the wider needs of the communities of Shetland. A criticism that might be offered is that the slow development of policies and practices related to the provision of integrated services in Shetland schools hampered the Working Group in its deliberations. Similarly the pace of development in relation to partnership working through Community Planning did not provide the solid foundation on which the Working Group could

base its thoughts.

Rural Sustainability and Development

35 The rural nature of Scotland, its geography and its population density and distribution dictate that there will always be a need for rural schools, and particularly in the islands where there are good examples of vibrant, small, rural schools serving local and wider areas.

36 The benefits of rural schools should not go unacknowledged, as a school can be an important element of a thriving community in that:

- Children are educated close to home and the national components of the school curriculum can be directly interpreted and related to the local environment.
- There is easy accessibility for parents to schools and teachers and for teachers to parents.
- The rural village primary school may also play a key role in the social, as well as educational, life of the community.
- The school may provide a rich cultural resource for the village and be a focus for a range of activities.

37 It is necessary to distinguish between the school and its building: some school buildings are the hub of community life, providing the main venue for a range of community activities both outside and within school hours while other schools may not have the facilities to perform this role and community activities may centre on the Community hall or the Church. The existing extensive provision of Community centres

throughout Shetland makes it less likely that schools now play as central a part in Community events as was the case in the past.

38 However it is the pattern of rural schooling which is the issue and an Authority needs to manage change in the provision of rural schooling alongside, and in a way that synchronises with, other policies relating to rural development and sustaining the viability of rural communities.

39 Finding 7

Managing change in school provision requires the exercise of fine judgment on an Authority's part. Councils are obliged to recognise and respond to trends in good time to ensure continued high-quality educational provision while ensuring that the viability of rural communities is not compromised. The Working Group exercised that fine judgment appropriately within a Shetland context, responding to the perceived trends in school population while also recognising the community landscape surrounding the schools.

Financial Considerations

40 Local Authorities have a statutory duty to provide 'efficient' as well as adequate school education for their area and to secure best value in the performance of their functions. The financial advantages and disadvantages of proposals, as compared with the status quo, are of major relevance as Authorities attempt to derive maximum benefit from the deployment of finite resources. All aspects of the financial picture need to be factored in, including the costs of the proposals and the expected returns, considerations of cost-effectiveness over the long term, savings in future revenue and maintenance expenditure which may accrue from capital expenditure now, and additional cost elements such as transport. Transport costs are a significant factor in calculating the projected financial benefits of any proposed reorganisation in rural areas, as they are likely to have a critical effect in determining whether the closure of a rural primary school can be justified on financial grounds.

41 Finding 8

The Working Group gave rational consideration to the financial issues surrounding its proposals and the matrix which was devised to ensure that all relevant costs were taken into account produced fairly robust and reasonable conclusions. A major criticism that might be made is that financial matters were not emphasised sufficiently, neither in terms of identifying the importance of costs in the argument nor carrying the financial data through to completely accurate costs per pupil. The situation was not helped in the combined Primary/Secondary schools where the practice of applying all estate/building costs to the Secondary sector simultaneously underestimated the Primary pupil costs and overestimated the Secondary pupil costs. The constellation of assumptions underpinning financial analysis and the attribution of costs are always open to challenge by utilising other assumptions and re-attributing costs through a different approach, and the Working Group could have been clearer in setting out the grounds for financial considerations.

The ‘unique’ local factors

42 It is a truism that every school is different and in the case of every proposal relating to a specific school there are factors and issues unique to that school. The generalities of the quality of education, future roll projections, financial costs, geography, population density and distribution, all take on a specificity and a clarity when related to individual schools.

43 Finding 9

The documentation demonstrates that the Working Group, while demonstrably following general principles and practices, were open to considering local factors that threw a different light on general policies and their application in particular communities. Responses from parents illustrate that unique local factors were adduced to support representations, particularly in relation to travel time for pupils.

Conclusion

44 While there were a number of gaps and weaknesses in the processes followed by the Working Group and a number of criticisms can be made, they are all made with the benefit of hindsight. The Working Group is to be commended for the time, effort, and commitment which it invested in considering the entire school estate in Shetland. The dedication to meaningful consultation with parents and the public was substantial. Working Group members pursued a principled approach to applying Best Value concepts to the provision of education in Shetland which is a model of professionalism. The data collected and amassed for deliberative purposes was substantial and the conclusions reached were generally sound and robust. The time devoted to public consultation was extraordinary by any measurement of democratic accountability.

Review of the operations of the Council in relation to BVESR

45 It is important to examine the role of the Council in relation to its consideration of the Working Group’s report and also to scrutinise the critical view of Audit Scotland that the BVESR achieved little.

***46** Audit Scotland were highly critical of the Council’s action in relation to its overall rejection of the Working Group proposals and couched that criticism in a comment, noting that “it requires commitment from the highest level within a local authority and strong political leadership to take necessary school closure decisions and see them through”. It is suggested that, while such an observation is true, Audit Scotland’s view that as a result of the Council’s actions little had been achieved was less than accurate.*

47 In the absence of collective political support for a school closure approach, the Council's decision to recommend in the Secondary sector that, with the exception of one extremely small school, the Junior High schools could retain pupils beyond Standard Grade if they wished, subject to certain criteria being met, was an understandable response to the problem of low numbers coupled with high pupil costs. Increasing numbers in the small secondaries through this mechanism appeared to present the potential to reduce the school/pupil cost while simultaneously reducing the cost of hostel accommodation through reduced demand for places.

48 Such a process would in practice lead to savings only where existing staff had the capacity to undertake the teaching of additional year groups, and indeed additional expenditure might be incurred when a full cost-benefit analysis was carried out where the transfer effects on different cost centres were taken into account. In addition, while the educational advantage for very small numbers of upgrading to S5 would be rather limited, it was at least an acknowledgement by the Council that the status quo was not tenable and that the existing system required to change. The criticism that might be raised in this context is that the Council gave no policy direction to the Education Department or the Junior High Schools by leaving the matter of upgrading to the individual school. In addition, without a detailed cost-benefit analysis of upgrading to S5, the Council acted in hope rather than certainty that there was sufficient overcapacity in staffing to provide coverage of subject areas.

49 In relation to the Primary sector, where also there was no collective political support for school closure, the Council's decision to consider different management systems and arrangements such as networks of smaller schools sharing management, teaching and other resources and facilities, was a constructive approach in an attempt to secure savings within the education budget. Again, while such an approach may generate savings, experience to date has shown the savings to be limited and indeed, in some cases, for the move to shared management to be cost neutral.

Conclusion

50 The Council chose not to follow the school closure approach, as advocated by the BVESR Working Group and it did so in open democratic fashion. The Council has that right as elected representatives of the people and community. The Council's decisions, even if narrow, limited and based on hope, indicated an acceptance of the need to address the status quo as it related to school estate management. Particularly in the primary sector the Council laid the foundation for change which conformed, at the least, to an embarkation on a Best Value approach. It might have been helpful if Audit Scotland had formally recognised, in the light of the democratic processes followed by the Council, that some progress on school estate management had been initiated by the Council and had offered encouragement to take that initial stage forward.

SECTION 2

Policy Framework on School Estate Management

51 It is suggested that the Council might articulate a policy framework that guides officers and members in their consideration of the future arrangements for school estate management and which helps officers to put into operation arrangements which conform to strategic planning and Best Value concepts.

Finance

52 The Council's financial policy stance in relation to the retention of schools could set its schools in a context that elected Members believe reflects the reality of life in the Shetland Islands and which is in accordance with the Council's range of other stewardship policies for the welfare of the population and for economic stability and sustainability in a peripheral area.

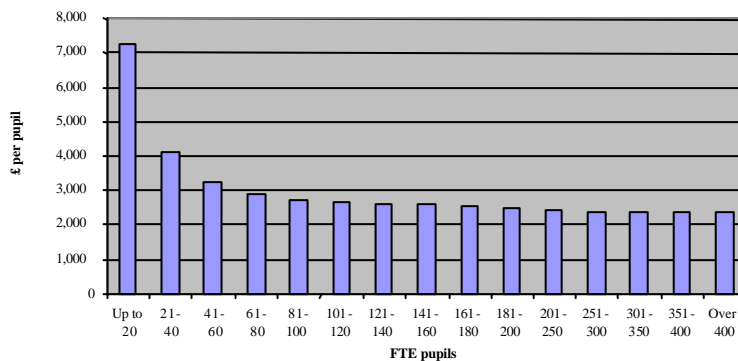
53 In terms of financial efficiency, Shetland schools, with relatively few exceptions, will never reach optimum levels by the very nature of the islands, the population spread and the decentralised pattern of school provision. It is useful to bear in mind that no school in Shetland would be regarded as a large school from a national perspective. It costs more to maintain schools in an island situation and particularly where the islands are remote and peripheral. It is suggested therefore that the Council's drive for financial efficiency in relation to school estate management be conditioned by the acknowledgement that firstly it is inevitable that the Council will spend more funds on Educational provision than most other Scottish Authorities and, secondly, that seeking economy of provision means applying a range of measures to drive down costs, including closure where appropriate.

54 The debate on Best Value as related to school closure frequently focuses on detailed scrutiny of the economic argument, with ample room for disagreement over the allocation of costs and particularly on the topic of recharges where central administration costs are allocated to schools to reflect the full costs of the operations of the Education Service. As a general principle it should be obvious that fewer schools and fewer teaching and support staff mean a reduction in those areas of costs. Savings on retaining fewer buildings and income gained from capital receipts can be highly significant. There are offset charges to be considered such as the travel costs for pupils that may be incurred but school closure results in savings in both revenue and capital in both the short and long terms.

55 The Department for Education and Science in England carried out an exercise in comparing the revenue costs of operating primary schools and the data are quoted here, not to indicate the actual costs since the equivalent Scottish costs are higher, but more importantly to illustrate the relative costs when the analysis is based on a very large sample and the results can therefore be regarded as extremely robust. The high cost of maintaining small primary schools can be seen from the undernoted graph where it is apparent that the cost per pupil increases significantly as school size falls below certain levels.

56 It will be noted that where the pupil numbers range from 250 to 400 plus, the cost per pupil varies in a narrow band of approximately £2,200/ 2,300. Where the pupil numbers fall below 160 to about 100 the costs begin to rise to approximately £2,600 per pupil. Primary schools with between 80 and 100 pupils cost 16% more per pupil, while the costs for maintaining numbers below

50 pupils increase substantially. Primary schools with fewer than 20 pupils are three times as expensive per pupil at a figure of approximately £7,200 per pupil.



57 This picture in England and Wales is replicated in Scotland except that the costs at all levels are increased by approximately £1,000 due to the proportionally greater expenditure on Education in Scotland, resulting in the average Shetland Primary figure of £8,400 per pupil.

58 It is recommended that the Council be clear about the financial mode in which it is prepared to operate and the extent to which its retention of schools will be based on non-education financial considerations, i.e. that the expense of maintaining certain school provision is on the basis of interfacing with other policies for economic sustainability, decentralisation, and population retention/development. The Council should be specific about its own definition of Best Value in financial matters as they relate to education provision. This would be helpful not only for its own instructions to and directions of officers but also for its stance in responding to Audit Scotland in a reasoned and forceful way.

School Rolls

59 Nationally small schools would be defined as having fewer than 100 pupils and very small schools as having fewer than 50 pupils. In the Shetland context, it is suggested that a small school could be usefully defined as having fewer than 50 pupils and very small schools as having fewer than 20 pupils.

60 A Council policy to sustain all Shetland mainland Primary schools with numbers above 20 could be a political stance that is founded on a belief that it is important to retain schools of a size that reflects the Council's ability to offer a valuable educational experience for pupils and also to support rural communities in a way that takes all important matters, in addition to Education, into consideration. The converse is, of course, that with the exception of schools in the off-shore islands, schools with a pupil roll under 20, and where the population trend indicates that the figures are unlikely to change, should be considered for closure, where and when appropriate.

Agenda Item No. 01 - Public Appendix

61 In addition, a policy stance that designated schools with rolls in the 20/30 banding as constituting a category of borderline sustainability would set a pattern of expectation that such schools would be maintained but be subject to arrangements designed to reduce costs, such as shared management and the restriction of capital expenditure to necessary works only, necessary being defined in terms of meeting Health and Safety obligations.

62 Such policy approaches would mean that the Local Authority could reasonably maintain a number of smaller schools than would be justified in less remote parts of the country. The policies also mean that schools approaching non-viable stages could be identified in advance both by the Council and by the public and could be maintained with capital expenditure limited to the necessities and not to expansion, thereby allowing available capital to be directed to the areas in greater need.

Pupils

63 It is suggested that the Council formally place children and their interests at the centre of any school estate management considerations. The quality of the educational experience for children is the key determinant of provision and can be set against two general principles-

- firstly that pupils should be educated in their home community for as long as is reasonable, with reasonable being defined primarily in educational terms, and then roll-related, and associated financial terms, and
- secondly, that where travel is concerned it is to be preferred that adult staff do the travelling and that children travel the minimum necessary distances.

The first principle supports the retention of Primary schools in communities where the numbers would not justify the maintenance of Secondary schools and the second principle ensures that time and distance for pupil travel are at the forefront of considerations relating to retention or closure of schools. The second principle also underlines the importance of shared staffing as a mechanism for supporting schools.

Staff

64 Any change in school provision has a consequent effect on the employment of staff-teaching staff and support staff, as well as clerical and administrative staff. School closure raises understandable concern that people will lose their jobs and their income. Proposals for rationalisation of educational provision can lead to automatic opposition in spite of the strength of any case that might be put for change if staff are left without reassurance about their future.

65 It is suggested that Shetland Islands Council can address this understandable concern by emphasising not only its policy of no compulsory redundancies in the event of school rationalisation but also its intention that all staff be guaranteed redeployment as part of rationalisation. A policy of no compulsory redundancies and guaranteed redeployment in the event of school rationalisation do not have major and significant implications for SIC for two reasons-

- Many staff are content to take the opportunity of school rationalisation to opt for redundancy/early retirement, with the related benefits that accrue, and therefore change can be achieved without conflict.

- It is wholly acceptable in the event of a rationalisation process to accept that there will be a period of operating with more staff than would be normal and to allow for optimum staffing to be achieved over a period of time by redeployment across the educational system. This is a subset of the concept of “spend to save”. Shetland Islands Council is in the fortunate position of being able to afford to support this situation as part of a strategic approach to overseeing change achieved with minimal disruption.

Parents

Education Issues: Quality of Education

66 The role of parents as co-partners with the Council in the education of children is not only important but is also increasingly being enhanced by legislation. Alterations in school provision can have major effects on parents, ranging from a collection of concerns about disruption of family life to anxiety about losing contact with the local school. The prime concern of parents at a time of possible change to educational provision is the effect on the quality of education offered to children, both in terms of teaching and facilities.

67 Shetland Islands Council is in the highly fortunate position that the quality of education is very good throughout the system for two main reasons: firstly, due to the outstanding quality assurance process that permeates the Education system, within schools and within the Education Department and secondly due to the massive capital investment that Shetland Islands Council has made in the Education Service over many years. The high quality of the former is acknowledged in every HMIe report and the high quality of the latter is acknowledged in every Audit report.

68 It is suggested that the Council formally endorse the Quality Improvement function of the Education service, both in terms of the Department and the schools, and ensure the maintenance of the system. The Council’s capital programme for refurbishment, repair and new-build of schools can be planned strategically in the light of such an endorsement. In any proposed change to school provision Shetland Islands Council can offer reassurance to parents that the high quality of education will be maintained and can be certain that the reassurance is wholly justified.

Non-Education Issues: The Repercussions of Rationalisation

69 Parents and others within the community are also concerned that alterations in school provision within an area can have a major impact on the future of their community. The existence of a school in the community for many parents validates that community and is seen as a tangible token of Council support. The effects of school closure may impact profoundly on the locality both in general terms as inhibiting possible incomers from setting up home in an area where there is no school and in specific terms where the school may be the major, and possibly only, tangible evidence of Council investment in the area.

70 The economic implications for an area of school closure are not to be dismissed lightly since the removal from a community of a range of employment opportunities, particularly in the remoter parts of the islands, does raise questions about overall Council priorities for the support and retention of people in the outlying areas. While non-education issues and considerations should not be allowed to cloud the issue of providing the best educational opportunities for young people, it is important that the Council address the

range of parental and community concerns that arise as a result of changes to educational provision.

71 It is suggested that the Council make it clear that in the event of proposed changes to educational provision, the proposals for change will not be considered in isolation from other Council policies and priorities and that the future of the community and the welfare of the local population will figure in any decisions.

Rationalisation: Processes and Procedures

72 The phrase “rationalisation of educational provision” is frequently interpreted as simply a less emotive phrase than “school closures”. It is important to emphasise that “rationalisation” has a significant meaning in this context, namely that it is an attempt to bring a reasoned approach to the issue of school estate provision and management in the light of current and projected circumstances.

73 Schools came into existence for specific reasons of Church and State desires and requirements for an educated population. Widely-dispersed small schools for Primary age pupils and centralised large schools for Secondary age pupils were built in places and in settings which were dictated by reasoned analysis of population location and densities and also related to geographical features and road/transport facilities. The school estate provision which was made in the past was rational at the time in the light of the population locations and densities and made sense in terms of the circumstances existing at the times of establishment. As time has moved on some changes to the existing situation happen – some areas may encounter significant population growth and school expansion becomes inevitable while in other areas population decline occurs and school contraction becomes inevitable. Similarly, major road improvements or advances in transport provision make it possible to consider alternative arrangements for the provision of schools that are more appropriate to the times.

74 In relation to rationalisation there is no such thing as the popular school closure; the one inevitability is that of adverse reactions and the only choice open to a Council is to decide which tribulation it prefers to address.

- A Council can tackle the inevitable effect of declining school rolls by dealing individually with each school as, and only as, it approaches the turning point of educational unsustainability. The Council therefore chooses to deal only with limited adverse public reactions related to that specific school; or
- A Council can adopt a strategic approach which puts plans into place for a range or cluster of schools in advance of the turning points being reached. The Council therefore chooses to deal with widespread adverse public reactions.

75 The first approach which avoids widespread public discontent is ad hoc, presents operational difficulties in planning for the future in terms of possible lack of investment in the receiving school(s), and can give the impression that the Council is lacking foresight. The second strategic approach may generate widespread public discontent but opens the way for a range of options to be considered, helps to chart capital investment on a long-term basis in receiving schools, and helps to give the community direction that is expected of a Council.

76 It is suggested that the Council adopt the strategic approach as the preferred approach since rationalisation of provision within a planned approach is the only realistic method of addressing a changed and changing situation within a Best Value context. Plans

for tackling change over a period of time can be established and accomplished in an orderly manner by Officers under Council direction, which can help to reduce anxiety and uncertainty for all concerned-pupils, parents, the community, officers and Elected Members.

Consultation

77 Consultation and consultation processes are frequently misunderstood by parents and the public in the procedures related to school rationalisation. Consultation is frequently confused with negotiation or regarded as a plebiscite on a number of possibilities. It should be clear that consultation is intended to allow parents to express their opinions and views on proposals. The Council will take into consideration parental views and opinions but these representations will be weighed in the balance with a range of other considerations, primarily educational issues but also financial and related issues.

78 The Council may consider a range of options on school closure in its consultation documentation if there is a range of possibilities and may canvas views that are reflected either fully, or to some extent, in final decisions. However, if a Council is considering a recommendation from officers to close a specific school the Council is required to make its position clear in its consultative documents if it is to engage with parental and other interests in a meaningful fashion. This is frequently represented as the Council having made its mind up before listening to parental views, especially if, after consultation the Council agrees to closure.

79 It is suggested that the Council make it clear that it is for the Council, having considered all aspects arising from the consultation process, to make the final decisions on school provision and that it will take those decisions in the best interests of pupils and the community. It is a matter for Councillors as elected representatives and as guardians of the whole Education service to reach conclusions based on the discharge of their individual and collective statutory duties and responsibilities. It is further suggested that such clarification is carried in all consultative documents.

The Media

80 The media have an important role to play in the public consideration of Council plans for educational provision. In the context of a high cost Education Service the media may normally focus on the expensive features of the maintenance of a clutch of small schools, the major costs of sustaining schools with declining rolls, the continual reduction in class sizes and the overall nature and profile of the educational operation in relation to national figures. Criticism of the Council for sustaining costly educational provision is never distant.

81 However the media, in reflecting parental and public concern about changes to school provision, can and do criticise a Council for attempting to bring about reductions in costs through school rationalisation. The media are naturally influenced by parental and community views that rationalisation may destroy the community, may reduce population numbers in fragile areas and is a force for centralisation. In such circumstances it is important to encourage media coverage to be factual and try to ensure that criticism is fair and not based on misunderstanding.

82 It is suggested that the Council, while acknowledging the right and the role of the media to be critical on behalf of the public of any and all of its proposals, ensure that the media are fully and accurately briefed about the bases for decisions in the expectation that the media will carry accurate reporting of Council stances and opinions.

Empowering the Education Department to undertake rationalisation of education provision

83 The Council may wish to consider the effectiveness of achieving change when working within the confines of single-year budgeting. For the Education Service budgeting on the single financial year basis is a constraint in carrying through the large scale changes which are involved in a rationalisation programme and which invariably have substantial upfront costs in the initial years which are not recouped through savings until later years.

84 The Education Service has now proved that it can operate within designated financial limits, that it can produce required savings when directed, and that it has established a robust financial monitoring regime. The Service requires freedom of movement over a number of years, within normal financial conventions, to be able to move funds between years and basically to be in a position to spend to save. The fundamental requirement to balance the budget is not removed but is set over three years at a time rather than within the one and single financial year

85 It is suggested that the Council consider permitting the Education Service to operate a three-year rolling programme of budgeting in order that it can fund a rationalisation programme through the outlay of finance in advance with the payback of that expenditure through savings to be expected in the second and third years.

Internal Forces for Change: Curriculum, Course Organisation, and Recruitment

The Curriculum

86 The Council must begin to take into consideration potential changes in the organisation of the Curriculum which have implications for attainment in the Secondary schools and significant repercussions on the Junior High Schools, if implemented as a general approach in Shetland. Potential changes originate from consideration of pupil performance firstly in years S1/S2 and secondly in years S3/S6.

Other changes originate from the recognition of the growing relevance of vocational and skills-based courses for the education of young people and for the future of the community.

87 There is, and has been for some time, concern about the educational experience of pupils in years S1 and S2. The steady progress of pupils in Primary school appears to falter to some degree in S1 and S2 of the Secondary school. While various explanations for this apparent wavering in progress have been advanced over the years, such as the nature of transition from Primary to Secondary or the apparent fragmentation of subject teaching in Secondary when compared with the Primary school approach, there are persuasive views that part of the explanation may lie in the curricular provision offered in S1 and S2, in that the curriculum is insufficiently demanding or focused when set in the perspective of expectations for S3/S6 performance.

88 The current arrangements, whereby pupils start their studies for Standard Grade and equivalent qualifications in S3 and S4 and then proceed to Higher Grades and equivalents in S5 and S6, are proving to have less effect on raising attainment than was expected or

predicted. While many young people are performing well, and no where more so than in Shetland where the schools consistently figure in the upper reaches of the measures of national achievement, there is still a substantial number of young people who are not profiting from their experience of the education process and nationally the results in Scotland at the upper levels are disappointing when considering the public investment in Education.

89 With the removal of age and stage requirements related to national examinations, which was intended to allow individual pupils to progress at a speed consistent with their abilities, it is increasingly likely that there will be a move towards all pupils starting Standard Grade studies in S2. This change will allow pupils to complete Standard Grade in S3 and then have two years rather than one year to reach Highers level. Some Authorities have already taken the policy decision that all secondary schools will commence Standard Grade courses in S2 as a means of addressing both the apparent S2 decline in progress and the issue of raising attainment across the board at both S3 and S5.

90 The consequence for the S1/S4 Junior High schools is obvious-if pupils complete Standard Grade courses in S3 then it does not make sense to offer one year of Higher study to be followed by a second year in another school. Either the Four Year Secondaries upgrade provision to become S1 to S5/S6 schools or downgrade to become S1-S3 schools. The implications of either move are significant as upgrading means even smaller class groupings from S2 onwards with tiny class groups in all years, while downgrading means that the overall Junior High school rolls decline even further and the existing S1-S6 schools have to cope with increased numbers.

91 If the Council is minded to consider accelerating the Standard Grade curriculum by a year as a means of raising attainment, the Education Department should be aware of the logistics of change. Accelerating the Standard Grade curriculum by one year is not simply a matter of transferring S3/4 arrangements into S2/S3 since the foundation block of year S1 has also to be taken into account and re-configured. The experience of schools in other regions indicates that success in achieving change rests on recognition of such significant factors as the importance of sufficient advance planning by schools, the care required at the implementation stage, the attention demanded by the time-scale, and the importance of meeting pupils' needs adequately.

92 It is suggested that the Council instruct the Education department to consult with Headteachers on the curricular provision and organisational arrangements within Secondary schools and report back with recommendations for the future, taking into account the implications of curricular changes for future school provision.

Course Organisation

93 The development of vocational and skills-based courses in the Secondary sector has been relatively slow and limited in Shetland. For many pupils it would appear that such courses are of more relevance and of more interest than the traditional academic courses which are on offer within the Secondary curriculum. The vocational course route offers pupils not only a different learning environment but also a different way of learning and involves different approaches to measuring achievement which are more in tune with the learning outlooks and attitudes to study of many young people.

94 It is suggested that the Council instruct the Education department to consult with Headteachers of the Secondary schools on the development of vocational and skills-based

courses in schools and report back with recommendations for the future, taking into account the implications of vocational course development for future school provision.

Recruitment

95 Shetland Islands Council must take into consideration the difficulty in recruiting staff to Shetland Education Service and specifically the problem of attracting applicants internally and externally to promoted posts and specialist subject departments in schools. The tremendous natural and cultural attractions of Shetland and the idyllic nature of teaching relatively small classes in extremely well-resourced schools, many located in areas of outstanding beauty, have to be set against the perception that Shetland is peripheral to Scotland, remote, sparsely populated and an expensive place in which to live. The Council is in competition with all Scottish regions when recruiting staff and its location makes it less desirable than other areas.

96 In addition all Authorities in Scotland are having difficulty in recruiting to promoted posts. The paperwork and accountability related to Headteachers' posts are now inhibiting factors to attracting staff. In career terms the schools which function as Junior High schools and consequently offer teaching only up to Standard Grade are less attractive than schools offering Highers and post-Higher qualifications.

97 It is suggested that the Council consider the extent to which difficulties in recruitment are a driving factor towards further centralisation of Secondary provision in the Islands and instruct the Education Department to consult with Headteachers and report back with recommendations as to the future arrangements that would maximise staff availability and capacity.

98 It is further suggested that the Council give consideration to the variety of ways, including shared management, in which the schools in Shetland might operate and instruct the Department to consult with Headteachers and report back with recommendations for continued efficiencies.

Consideration of Options for the Future

99 Given the establishment and application of the policy framework set out in Section 2, it is possible to consider the various courses open to the Council in developing a school estate that is fit for purpose and which will demonstrate that Best Value approaches are being implemented.

100 It should be emphasised that there is no concern about the quality of education offered in any of the schools nor is there any concern about the physical conditions of any of the schools. The proposals which follow are based on optimising the educational benefits for all pupils while seeking to optimise those benefits at less cost with the targeting of available resources in a more effective manner.

THE OFFSHORE ISLANDS

101 The geography of the Shetland Islands and the Council policies related to supporting the population in the outlying islands, determine that primary education must be provided in the offshore islands, as long as there are children of primary school age. **Fair Isle (pupil population 8), Foula (pupil population 3), Fetlar (pupil population 4), Skerries (pupil population 4), and Papa Stour** (currently mothballed but potentially to be re-opened with the arrival of a family with three children of school age) are areas where the travelling difficulties involved in bringing primary age children to any mainland education point are completely unacceptable. Therefore the schools must be retained and educational provision made, not only through the presence of teaching staff but also through continued enhancement of communications and ICT technology, in order to provide equality of educational opportunity for the pupils and to maintain high standards. Educational links with mainland establishments would continue with linkages changing in line with any changes in the mainland provision,

UNST

102	Schools	School Rolls
	➤ Baltasound Primary School	28
	➤ Uyeasound Primary School	7
	➤ Baltasound Secondary School	41

103 Members will be well aware that Unst has sustained a considerable economic and social downturn through the recent termination of the military presence at Saxa Vord and the departure of many service families from the island. The effect on the pupil population has been substantial.

Primary

104. The pupil numbers in Baltasound are currently 28. The forward projections suggest, at best, maintenance of similar numbers for some time, if not an actual continuation of the downward trend.

105 The pupil population at Uyeasound Primary is currently 7 and is not projected to grow to any extent over the next period of time.

106 There would appear to be only two options open to the Council-

- Retain the present provision of two primary schools, with small pupil populations in both establishments, and with considerable overcapacity, or
- Transfer the Uyeasound pupils to Baltasound, to the benefit of both sets of pupils.

If the Uyeasound pupils were transferred to Baltasound, the resultant enlarged Baltasound Primary School would become the Primary school for all Unst children of primary school age and would still have considerable additional capacity to accommodate any additional pupils coming to the area.

Recommendation

107 It is recommended that consultation with parents be initiated with a view to closing Uyeasound Primary School and transferring pupils and staff to Baltasound Primary School. ~~If the decision is taken to close the school the aim should be to transfer the pupils and the staff at the beginning of the January term of 2007.~~

Secondary

108 Baltasound Junior High School has a pupil population of 41 and is projected to stabilise around this number for some time. This number of pupils for an S1/S4 secondary school is extremely small, with the range of subject choice in S3 and S4 producing very small class groups, and would be regarded as on the edge of viability even if subject choice is substantially curtailed to ensure class/subject numbers are maximised.

109 The options open to the Council would appear to be as follows-

- Retain the S1/S4 provision in Baltasound with current and projected numbers, acknowledging that there might be constraints in S3/S4 in providing a full range of subject choice.
- Transfer all Secondary pupils to existing Mid-Yell school to be part of a Northern Isles Secondary School and eventually a component part of a new built Northern Isles Secondary School, subject to appropriate accommodation and transport arrangements being made.
- Transfer all Secondary pupils to new-built Mid-Yell school when it is completed be part of one new Secondary school for the Northern Isles, subject to appropriate accommodation and transport arrangements being made.

Recommendation

110 It is recommended that consultations be undertaken with parents with regard to the closure of Baltasound Secondary Department and the transfer of pupils and staff to the New Mid-Yell School, when completed and established as the Secondary school for the Northern Isles. As the final decision, either way, would have an effect

on the brief for the new school at Mid-Yell it is recommended that consultation be carried out in the October/ December period of 2006.

YELL

111	Schools	School Rolls
	➤ Burravoe Primary School	7
	➤ Cullivoe Primary School	15
	➤ Mid Yell Primary School	51
	➤ Mid Yell Junior High School	49

Primary

112 Burravoe Primary school has 7 pupils and is projected to remain at this level.

113 Cullivoe Primary School has 15 pupils and again is projected to remain around at this number.

114 Mid-Yell Primary Department has 51 pupils and again is projected to remain fairly stable at this number.

115 The options open to the Council would appear to be as follows

- Retain the status quo, with overcapacity in all three primary schools.
- Transfer the Burravoe pupils to Mid Yell Primary Department.
- Transfer Cullivoe pupils to Mid Yell Primary Department.

Recommendations

116 It is recommended that consultation with parents be initiated with a view to closing Burravoe Primary School and transferring pupils to Mid-Yell Primary Department, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils and staff at the beginning of the January term of 2007.~~

117 It is recommended that consultation with parents be initiated with a view to closing Cullivoe Primary School and transferring pupils and staff to Mid-Yell Primary Department, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the August term of 2007.~~

Secondary

118 Mid Yell Junior High School has 49 pupils in the Secondary sector. Like Baltasound Secondary, this number of pupils for an S1/S4 secondary school is extremely small and it is on the edge of viability, even if subject choice is curtailed and class/subject numbers maximised.

119 The options open to the Council would appear to be as follows-

- Retain the S1/S4 provision with current and projected numbers, acknowledging that there might be constraints in S3/S4 in providing a full range of subject choice.

- Designate Mid-Yell Secondary as the Secondary School for the North Isles and build the planned new school to accommodate all secondary pupils from Unst and Yell.

Recommendation

120 It recommended that consultations be undertaken with parents with a view to Mid-Yell being designated as the Secondary school for the Northern Isles and the New School being expanded to accommodate Secondary pupils from Unst.

NORTH MAINLAND

121 Schools School Rolls

- | | |
|-----------------------------|-----|
| ➤ Brae Primary Department | 111 |
| ➤ Urafirth Primary School | 21 |
| ➤ Ollaberry Primary School | 24 |
| ➤ North Roe Primary School | 13 |
| ➤ Mossbank Primary School | 55 |
| ➤ Olnafirth Primary School | 22 |
| ➤ Lunnasting Primary School | 28 |
| ➤ Brae High School | 225 |

Primary

122 The pupil populations in the North Mainland area are generally on the low side apart from the Primary Department at Brae School, and in a number of cases are close to the borderline of viability and sustainability.

123 The options open to the Council would appear to be as follows-

- Retain the status quo in relation to all the schools.
- Close North Roe Primary School and transfer the pupils to Urafirth Primary School, on the basis that Urafirth School is the pre-school for the area and already used by North Roe parents.
- Categorise the schools nearing the point of unsustainability as schools which will be maintained but be subject to arrangements designed to reduce costs, such as shared management and the restriction of capital expenditure to necessary works only. The schools in the North Mainland area so categorised would be Ollaberry, Olnafirth and Lunnasting. Urafirth Primary School would also be in this category if the North Roe pupils were not transferred to it.

Recommendations

124 It is recommended that consultation with parents be initiated with a view to closing North Roe Primary School and transferring pupils and staff to Urafirth Primary School, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the January term of 2007.~~

125 It is recommended that Ollaberry, Olnafirth and Lunnasting be designated Borderline Sustainability schools and be maintained on the basis of essential maintenance and economic management arrangements. In the event of Urafirth

Primary School continuing with its present pupil population and in the absence of a decision to transfer North Roe pupils to it, Urafirth Primary School should be similarly categorised.

Secondary

126 The pupil population at Brae High School is very healthy and there are no proposals for change insofar as Brae High School is concerned.

CENTRAL

127	Schools	School Rolls
	➤ Scalloway Primary Department	95
	➤ Whiteness Primary School	88
	➤ Hamnavoe Primary School	54
	➤ Tingwall Primary School	49
	➤ Nesting Primary School	27
	➤ Whalsay Primary Department	98
	➤ Skerries Primary Department	4
	➤ Scalloway Secondary Department	118
	➤ Whalsay Secondary Department	67
	➤ Skerries Secondary Department	2

Primary

128 The pupil populations in the main Central area are relatively healthy with only Nesting Primary School in the borderline sustainability area. In the associated islands the Whalsay Primary population is fairly substantial, while the Skerries pupil numbers are extremely small but the school requires to be maintained due to its isolation.

Skerries Primary School has been considered in an earlier section relating to the need to maintain Primary schools in Island areas where it is impossible to move pupils elsewhere due to the difficulties of transport and is included here for completeness of consideration of the Skerries school population.

129 The Council would appear to have the following options-

- Retaining the status quo in relation to all schools
- Placing Nesting Primary School in the Borderline Sustainability category.

Recommendation

130 It is recommended that Nesting Primary school be designated a Borderline Sustainability school and be maintained on the basis of essential maintenance and economic management arrangements.

Secondary

131 The secondary population in Whalsay Junior High is on the low side, and the class sizes in S3/S4 in the very small category. However the island nature of Whalsay would suggest its retention at this stage.

132 In regard to Skerries Junior High School, given the minute numbers in secondary education it is clear that the costs of maintaining secondary education provision in Skerries

Agenda Item No. 01 - Public Appendix

is in a league of its own, even in comparison with general cost of secondary education in Shetland. There must also be some serious questions as to the marked isolation of secondary pupils from their peers. The key question in this area is if the Council were starting with blank sheet, would it establish a secondary school in the Skerries?

133 The Council would appear to have the following options-

- Maintain the status quo for all schools.
- Close the Secondary Department at Skerries School.

Recommendation

134 It is recommended that consultation with parents be initiated with a view to closing Skerries Secondary School and transferring pupils to Anderson High School, subject to appropriate accommodation and transport provision being put in place. Specific discussions would have to be held with the staff about transfer/redeployment. If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the August term of 2007 in order to allow the current S3 pupil to complete the Standard Grade course in Skerries school.

135 The pupil population in Scalloway Secondary department is relatively healthy and is sustainable in educational terms. Only its proximity to Lerwick and the prospect of the new building at Anderson High School raise the possibility of considering options about its future.

136 There are two options that might be considered in relation to Scalloway Secondary Department and it is necessary to set these out in detail.

- The first option is to maintain the status quo and to take advantage of Scalloway Secondary's close proximity to the North Atlantic Marine Centre, along with its own facilities, to develop vocational and skills-based courses in collaboration with the Marine Centre. The size of the Scalloway school population would allow the school to act as a test bed for a range of vocational courses that would be of benefit to the young people attending the school. Ultimately the courses could be rolled out across other Shetland Secondary schools following successful piloting activity.
- The second consideration that relates to Scalloway Secondary School is its proximity to Lerwick and the prospect of the construction of a new Anderson High School in Lerwick at a cost of many millions of pounds within the next few years. It would be entirely logical for the Council to consider the pros and cons of transferring the Scalloway Secondary School pupils to the new school and consider closing the Secondary Department at Scalloway if the pro issues were felt to be favoured.

Recommendations

137 It is recommended that Scalloway Secondary School be encouraged to develop a range of vocational courses and be supported in this endeavour as a pilot for other schools.

138 It is also recommended that, in the light of the Council's financial commitment to the provision of new S1/S6 school at the Anderson High in Lerwick, consultations be undertaken with parents with a view to the closure of Scalloway Secondary school

and the transfer of pupils and staff to the New Anderson High School, when completed.

LERWICK

139	Schools	School Rolls
	➤ Bells Brae Primary School	322 (incl. Special 24)
	➤ Sound Primary School	287
	➤ Bressay Primary School	36
	➤ Anderson High School	842

140 The pupil populations in the Lerwick area are all healthy and there are no significant matters at this stage which would raise questions about options for their continued future.

141 The Council should however look to the future in terms of the factors around Lerwick that will influence change-

- the construction of the new Anderson High encouraging more parents to seek placements in the school.
- additional house-building in the Sound Area and pressure on Sound Primary School.
- the lifespan and location of Bells Brae Primary School, indicating the requirement for a new build on a new site.
- the putative construction of a bridge to Bressay and the possibility of transferring pupils to Lerwick when and as a new Primary school is completed, both as a reflection of the costs expended on providing a bridge and building a new school.

Recommendation

142 It is recommended that the Council set out its strategic plan, along with a proposed timetable, for extending Sound Primary School, replacing Bells Brae Primary School with a new school, and considering the future of Bressay Primary school in the light of Primary School expansion in Lerwick and the building of a new bridge.

SOUTH MAINLAND

143	Schools	School Rolls
	➤ Sandwich Primary School	104
	➤ Dunrossness Primary School	116
	➤ Cunningsburgh Primary School	66
	➤ Sandwich Junior High School	184

144 The pupil populations in the South Mainland area are all healthy and there are no significant matters at this stage which would raise questions about options for their continued future.

WEST

145	Schools	School Rolls
	➤ Aith Primary Department	93

Agenda Item No. 01 - Public Appendix

- Happyhansel Primary School 42
- Skeld Primary School 25
- Sandness Primary School 9
- Aith Junior High School 98

146 The pupil populations in the West area are all relatively healthy with the exception of Sandness Primary School, and Skeld Primary School which would be regarded as being within the borderline sustainability area.

147 The Council would appear to have the following options

- Maintaining the status quo in relation to all schools.
- Closing Sandness Primary School and transferring the pupils to Happyhansel Primary School
- Placing Skeld Primary School in the borderline sustainability category.

Recommendation

148 It is recommended that consultation with parents be initiated with a view to closing Sandness Primary School and transferring pupils and staff to Happyhansel Primary School, subject to appropriate transport provision being put in place. ~~If the decision is taken to close the school the aim should be to transfer the pupils at the beginning of the January term of 2007.~~

149 It is recommended that Skeld Primary school be designated a Borderline Sustainability school and be maintained on the basis of essential maintenance and economic management arrangements.

Programming

150 It is necessary to emphasise that there are a number of recommendations for action by the Education Department which require reports to be brought to Council over the course of the next year and in a time-frame that the Department can accommodate within normal business planning.

151 However, it is a prerequisite that school closure consultations are programmed well in advance of decisions having to be implemented. It must also be stressed that there is a requirement to create an implementation programme that, subject to decisions being taken after responses to consultation processes have been fully taken into account, is phased over a period of several years.

~~152 The recommendations in this report suggest the following programming and phasing-~~

School	Consultation Period	Implementation Date
PRIMARY		
Uyeasound Primary School	August-October 2006	January 2007
Burravoe Primary School	August-October 2006	January 2007
North Roe Primary School	August-October 2006	January 2007
Sandness Primary School	August-October 2006	January 2007
Cullivoe Primary School	January-March 2007	August 2007

Services Committee - Thursday 15 June 2006
 Agenda Item No. 01 - Public Appendix

SECONDARY		
Skerries Secondary School	January - March 2007	August 2007
Baltasound Secondary School	January - March 2007	On completion of New School
Mid Yell - Northern Isles School	January - March 2007	On completion of New School
Sealloway Secondary School	April - June 2007	On Completion of New School

Conclusions

153 It is hoped that the foregoing examination of the Council's Best Value Education Service Review has confirmed that the activities and conclusions of the BVESR Working Group, with some criticisms, emendations and suggested expansions to compensate for perceived omissions or weaknesses, provided a helpful base on which the Council could establish an approach to School Estate Management that met the various tests of Best Value within a Shetland context. It is important in all circumstances that due account is taken of Shetland factors.

154 It is anticipated that the Council will find it helpful for officers and Elected Members, as well as parents and the public at large, to establish a framework for approaches to School Estate Management that will ensure that strategic direction results in available resources being targeted towards the greatest areas of need. It is further expected that School Closure processes and procedures will be both transparent and better understood by all involved, even if there are disagreements about results of the application of Council policies.

155 It is hoped that the suggested recommendations for action are seen to be products of the framework which is proposed and that the stress placed upon meaningful consultation and the programming of school closures, when determined by Council, means that necessary rationalisation can be accomplished with mutual respect between the Council and the public off the Shetland Islands.

Neil R Galbraith
 June 1 2007



REPORT

To: Services Committee

15 June 2006

From: Interim Head of Schools

SHARED MANAGEMENT FOR SCHOOLS IN SHETLAND: PILOT PROJECT CULLIVOE PRIMARY SCHOOL AND MID YELL JUNIOR HIGH SCHOOL

1. Introduction

- 1.1 The purpose of this report is to request approval from Council Members for a two-year pilot of shared management between Cullivoe Primary School and Mid Yell Junior High School.
- 1.2 A report on this matter was previously presented to Services Committee (Min Ref: SC19/06) but was not presented to Full Council for approval as full consultation had not taken place with the Mid Yell School Community. Consultation has now taken place and this proposal is presented to Members for approval.

2. Links to Council Priorities

- 2.1 Strengthening Rural Communities - The Council will do this by supporting commercial activities throughout Shetland with preferential assistance for remote areas and seeking to decentralise some public sector employment away from Lerwick.
- 2.2 Active Citizenship - Supporting groups and individuals in their efforts to maintain high quality facilities and community life. Working to ensure that everyone who wants to do so can take part in their community.
- 2.3 Achieving Potential - The Council will continue to provide the best learning environment for all. A Best Value Education Service continues to be Council priority.

3. Background

- 3.1 The principles of Shared Management in Shetland's schools were approved at the Services Committee in 26 January 2006 (Min Ref: SC 03/06). This provided for a strategic direction in taking forward shared management in Shetland's schools.
- 3.2 These guidelines allow for full consultation to take place where a particular project for shared management of schools is proposed, without the requirement for specific Council approval to proceed to consultation on every occasion.
- 3.3 Final decisions on shared management remain with Council. Once consultation and consideration by the Education Service has taken place, projects will be presented to Members for final approval.

4. Current Position

- 4.1 In December 2005, the Teaching Head Teacher of Cullivoe Primary School was appointed to the post of Head Teacher, Mid Yell Junior High School. He took up post in Mid Yell on 17 April 2006. At the time of his appointment to the Mid Yell post, he expressed a wish to continue involvement with the management of Cullivoe Primary School.
- 4.2 In January 2006, Cullivoe Primary School Board requested a meeting with the Quality Improvement Officer for the school to discuss Shared Management. This meeting took place on 24 January 2006. Prior to this the School Board had held a parents' meeting.
- 4.3 At the meeting on the 24 January, the Cullivoe School Board made a formal request to the Education Service to seek approval for a two-year pilot of shared management for their school with Mid Yell Junior High School and requested the appointment of a Principal Teacher to Cullivoe Primary School.
- 4.4 On 30 January 2006, consultation took place with the management team at Mid Yell Junior High and with Mid Yell Junior High School Board. Agreement was reached with the Management Team and the School Board to proceed with shared management pilot with Cullivoe Primary School, pending consultation with the wider parent body of Mid Yell Junior High School.
- 4.5 Parents of pupils at Mid Yell Junior High School were consulted via a letter. An original parents' meeting was cancelled due to bad weather. A parents' meeting was subsequently held on 30 March 2006 chaired by the Chairperson of Mid Yell Junior High School Board. Education Service personnel attended to address issues raised. The management team of Mid Yell Junior High School were also in attendance. A meeting was also held on the same date with the staff of Mid Yell Junior High School.

- 4.6 After this meeting Mid Yell Junior High School Board balloted staff and parents as to whether or not to enter into a pilot project. The ballot produced a 91% return, with 51% of the votes being in favour of the pilot and 49% being against a pilot.

- 4.7 As a result, Mid Yell Junior High School Board have written formally to the Education Service agreeing to take part in the pilot subject to Council approval. They have also informed all parents of pupils in attendance at the school of this decision.
- 4.8 Given the closeness of the vote and concerns of some parents, the School Board have also decided to set up a sub-committee to monitor the progress of the pilot closely on a monthly basis. This committee shall comprise an Education Service representative, a School Board member from each school, a member of staff from each school and a pupil representative from each school. The local Elected Member will also be invited to attend where possible and the Community Council will also be approached to see if they wish to be represented on the group. Parents will be invited to pass any concerns they have to this group on an ongoing basis.
- 4.9 As a courtesy, a meeting also took place between the Education Service and Burravoe Primary School Board on 23 February 2006. This was to inform them of the proposal brought forward by Cullivoe Primary School.
- 4.10 Pupils from Cullivoe Primary School attend nursery at Mid Yell Junior High and transfer there for their secondary education. Cullivoe Primary School pupils also travel to Mid Yell Junior High School on a Thursday to participate in Expressive Arts classes. It was recognised that extending these links would only be a further support for the pupils.
- 4.11 There are currently fifteen pupils on the roll for 2005/06 at Cullivoe Primary School, and a projected roll of sixteen for 2006/07.
- 4.12 Mid Yell Primary Department has fifty-one pupils on the roll for 2005/06 and a projected roll of fifty-three pupils for 2006/07.

5. Proposals

It is proposed that:

- 5.1 Shared Management of Cullivoe Primary School and Mid Yell Junior High School become a pilot project for two years. A two-year period is considered as an appropriate timescale, as this allows for proper monitoring and evaluation processes to occur. A two-year fixed term Principal Teacher post may also be more attractive for primary staff wishing to evaluate their suitability for school management.
- 5.2 The post of a Principal Teacher in Cullivoe Primary School is advertised as a fixed term post with an end date of 8 July 2008.

- 5.3 For the duration of the pilot, Cullivoe Primary School is managed by the Head Teacher, Mid Yell Junior High School, with the support of the rest of the management team in Mid Yell Junior High School.
- 5.4 This pilot will be reviewed every month with a formal report to the Education Service every six months. After the final review, a further report on the management of these schools will be presented to Services Committee.

6. Financial Implications

- 6.1 A table explaining the differences between the Revenue Estimates of Teaching Staff (2006/07) and Proposed Expenditure (2006/07) is included as Appendix A to this report. In this proposal, there would be a saving of approximately £17,849 on this year's revenue estimates.

7. Policy and Delegated Authority

- 7.1 All matters relating to the provision of Education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 7.2 As the recommendation falls outwith delegated powers, a decision of the Council is required.

8. Recommendation

I recommend that Services Committee recommend to Shetland Islands Council to agree to:

- 8.1 a two-year pilot for the shared management of Cullivoe and Mid Yell Junior High School;
- 8.2 the supporting arrangements outlined in section 5 of this report.

June 2006

APPENDIX A

The following table shows the costs that **would be incurred** by all teaching staff salaries in Cullivoe Primary School and the costs of management posts in Mid Yell Junior High School if the two schools retained the current model of provision i.e. a Teaching Head Teacher in Cullivoe Primary School.

Structure Using Teaching Head Teacher for Cullivoe Primary School and Maintaining Management Structure at Mid Yell Junior High School:

<u>Teaching Head Teacher for Cullivoe and Current Mid Yell Management Structure</u>	<u>£ Annual Cost (including on-costs)</u>
<u>Cullivoe</u>	
Teaching Head Teacher	53,334
Admin Support Teacher (0.2 FTE)	7,294
Sub-total	£ 60,628
<u>Mid Yell</u>	
Head Teacher	61,455
Formal Depute Head Teacher	59,483
Other Depute Head Teacher	51,677
Principal Teacher	44,503
Sub-total	£ 217,118
Total	£ 277,746

Structure for Proposed Pilot of Shared Management

<u>Joint Head Teacher Model</u>	<u>£ Annual Cost (including on-costs)</u>
Joint Head Teacher Salary (Mid Yell and Cullivoe)	61,455
Sub-total	£ 61,455
<u>Cullivoe</u>	
Principal Teacher (point 1)	42,779
Sub-total	£ 42,779
<u>Mid Yell</u>	
Formal Depute Head Teacher	59,483
Other Depute Head Teacher	51,677
Principal Teacher	44,503
Sub-total	£ 155,663
Total	£ 259,897

Teaching Head Teacher Model: **£277,746**

Shared Management Pilot Model: **£259,897**

Total Difference: £17,849

Additional costs will be incurred in the form of mileage for the Joint Head Teacher to move between the two schools. This should be approximately £850 per annum.



REPORT

To: Services Committee

15 June 2006

From: Interim Head of Schools

Bell's Brae Nursery - Extended Session

1. Introduction

- 1.1 This report seeks to establish the pilot of an extended session in Bell's Brae Nursery.

2. Links to Council Priorities

- 2.1 The Council will provide the best learning environment for all: a best value education service will continue to be Council policy (Achieving Potential).
- 2.2 Inclusion and Achieving Potential: The extended session provides essential support and inclusion opportunities to pupils from Bell's Brae ASN unit.

3. Background

- 3.1 Following an audit of pre-school provision, the Council agreed that the Education Service should pilot an extended session in one of the two nursery classes in Bell's Brae during session 2002/03 (Min Ref: SC 99/02).
- 3.2 The session has been operating for 3¾ hours each morning and parents have been paying for the extra 1¼ hours over the 2½ hours funded by the government.
- 3.3 There are twenty places in Nursery class one. Places in the extended session were offered in 2002/03 to children in their pre-school year in Nursery class one. In 2003/04 and 2004/05 this provision was extended to three-year olds as well as children in their pre-school year.

- 3.4 The 3¾ hour session is also used by the Special Department to enhance the experience of children with complex needs. This provides opportunities for social integration identified within Individual Education Programmes (IEPs). These pupils cannot be charged for the session, in accordance with the current ASL legislation.
- 3.5 There are three partner providers in Lerwick that also offer extended provision. These are Lerwick Pre-School, Islesburgh One-Stop Childcare and Blydehaven Nursery. These do not currently have the capacity to accommodate the Additional Support Needs of our Bell's Brae pupils. In addition, there would be logistical problems if children were required to travel to other locations.

4. Current Position

- 4.1 The Bell's Brae extended session has fifteen children registered for 2005/06 but not all the children attend every day. In addition to this, two children with Additional Support Needs also attend.
- 4.2 Currently the school has received requests for nineteen places in the extended session for next year.
- 4.3 There was a shortfall of £2,745.42 in 2005/06. This was met from the Nursery General Budget (GRE1150).

5. Proposal

- 5.1 This provision should be established and any shortfall in funding met from the SureStart Budget (GRA 3600) in recognition of the fact that children with additional support needs require access to it.
- 5.2 Consultation should take place with the school community with a view to extending the current session from 12.30 pm to 1:00 pm in line with provision in other settings.

6. Conclusion

- 6.1 It is recommended that the option in paragraph 5.1 be agreed as there are children with additional support needs benefiting from this provision. The costs of providing this service to ASN pupils within one of the other establishments would far outweigh the possible shortfall here.
- 6.2 It is recommended that the option in paragraph 5.2 be agreed as this could lead to increased uptake of provision, thus making it more financially viable.

Services Committee - Thursday 15 June 2006

Agenda Item No. 03 - Public Report

- 6.3 Parents should be encouraged not only to take up a place in the extended session but to use it on a daily basis.

7. Policy and Delegated Authority

- 7.1 All matters relating to the provision of Education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 7.2 As the recommendation falls outwith delegated powers, a decision of the Council is required.

8. Financial Implications

- 8.1 The costs for staff from April 2006 are as follows:

Nursery Teacher - £21.4964 per hour

Early Years Worker - £13.9390 per hour

- 8.2 Therefore the costs for the session July 2006 to June 2007, in its current form, would be £8,637.038 with additional salary increases as agreed. This would obviously increase if the consultation process resulted in a longer session, in which case a report would be presented to Services Committee.
- 8.3 Any shortfall will be met from the SureStart budget, GRA 3600, for the financial year.
- 8.4 As SureStart is short-term funding, the costs for future years will be included in the revenue estimates. The potential maximum cost to the Council would be £8,637 in the unlikely event that no paying pupils attended. However, should fifteen attend, the extended session would be cost neutral.

9. Recommendations

I recommend that the Services Committee recommend to Shetland Islands Council that:

- 9.1 The extended session is established and any shortfall in funding be met from the SureStart budget.

June 2006

Our Ref: HB/JR/ME

Report No: ED-13-F



REPORT

To: Services Committee

15 June 2006

From: Interim Head of Schools

ORKNEY AND ZETLAND ASSOCIATION

1. Introduction

- 1.1 The purpose of this report is to inform Council of a letter received from the Orkney and Zetland Association. Operation of the Association has had to be suspended as it is no longer possible to elect the full complement of council members and office bearers required by the constitution (attached as Appendix A).
- 1.2 At a recent committee meeting, it was decided that the remaining funds of the Association, which exceeded £12,000, should be offered to Orkney and Shetland and the respective education committees approached for suggestions about how the funds might most effectively be used in a manner consistent with the aims of the Association and the dissolution clause (see Appendix B).

2. Link to Council Priorities

- 2.1 Celebrating Shetland's Cultural Identity - The Service aims to assist students gain knowledge of Shetland's cultural identity by providing access to the creative arts.
- 2.2 Achieving Potential - The Council will continue to provide the best learning environment for all. A Best Value Education Service continues to be Council priority.

3. Background

- 3.1 The Orkney and Zetland Association was established in 1869. Its main aim is to help young people from the islands take advantage of a variety of educational opportunities.

- 3.2 Awards were traditionally offered to students for academic subjects, but in recent years have been awarded for topics such as poetry and dialect writing.

4. Proposals

- 4.1 It is proposed that Members consider the request from the Association and instructs the Head of Schools to make arrangements deemed suitable for the remaining funds.
- 4.2 The Interim Head of Schools, or his nominee, be given delegated authority to implement the proposals on behalf of the Council, in consultation with the Head of Finance, the Chairperson of the Services Committee and the Spokesperson for Education, Children and Young People.

5. Financial Implications

- 5.1 There are no financial implications arising from this report as it is intended that any funding received would be used for the projects approved by the Council.

6. Policy and Delegated Authority

- 6.1 All matters relating to the provision of Education stand referred to the Services Committee (Min Ref: SIC 70/03). The Services Committee only has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 6.2 As the recommendation falls outwith delegated powers, a decision of the Council is required.

7. Recommendation

- 7.1 I recommend that Services Committee recommend to Shetland Islands Council to agree to the proposals set out in paragraph 4.

June 2006

Our Ref: HB/SM/ME

Report No: ED-14-F



Shetland Islands Council

REPORT

To: **Services Committee
Shetland Islands Council**

**15 June 2006
28 June 2006**

From: **Interim Head of Social Work
Shetland Childcare Partnership**

Report No: SW21-06

Breakfast Clubs in Shetland

1. Introduction

- 1.1 The aim of this report is to bring to Council further information on breakfast clubs currently operating in Shetland and thus enable Council to reach a decision as to the future of the service provided in Islesburgh Community Centre and at 21 -22 Leaside, Firth. This report was requested by Council (Min Ref.13/06).

2. Links to Corporate Priorities

- 2.1 Finding more efficient and effective ways of delivering public services is an important continuous improvement activity.
- 2.2 Childcare and targeting our services to those who need them most, and making services as accessible and affordable as possible are key elements of delivering Social Justice.

3. Background

3.1 Breakfast Clubs collectively meet:

- The childcare needs of children and their families through the provision of a safe, supervised environment before school starts
- Children's health needs by providing a balanced meal at the beginning of the day
- Children's education needs in terms of ensuring children start the school day on time, feeling well nourished and settled

4. Current Position

4.1 Islesburgh Breakfast Club

This club was established in October 2003 as part of the Islesburgh One Stop Childcare service. It is based in Islesburgh Community Centre and provides for children between the ages of 5 – 12 years from both Bell's Brae Primary School and Sound Primary School.

- 4.2 The Breakfast Club caters for a maximum of 24 children between 8.00am and 9.00am, Monday to Friday, during school term time (39 weeks per year) at a cost of £2 per hour. In March 2006, 8 children were using the service from these only 1 was using it five days per week. Not all children attend 5 days per week and an average week's fees can be between £12 - £32.

- 4.3 In an attempt to generate more income children from Islesburgh Pre-School Group can access childcare through the breakfast club. The cost to the parent is £1 per hour as no breakfast is required. There is one parent who makes use of this service.

- 4.4 The service is registered with the Care Commission and is required to have at least two members of staff on duty every morning irrespective of the number of children. Total fees for one year were £1,056. Total expenditure for the same period was £9,000.80. The biggest cost is staffing followed by food and then transport to the schools.

4.5 KidZone Breakfast Club

KidZone Breakfast Club, which is based on the top floor of 21, -22 Leaside, Firth has been operating since August 2003. The first year's funding came from the Scottish Community Diet Project. After this KidZone's opening hours were extended to absorb the Breakfast Club as part of the core service. In an area where parents generally have to travel to access employment this is a vital service enabling parents to use the early bus service.

- 4.6 KidZone Breakfast Club is registered with the Care Commission for 12 places for children aged 5 to 16. It is open 50 weeks per year from 7.15am to 9.15am, Monday to Friday. A service is offered during the Christmas holidays to parents if deemed essential. The children attending the Breakfast Club go to Mossbank Primary School.

- 4.7 The fee is £2 per hour. Currently 5 families with a total of 9 children use the service. Not all children attend 5 days per week 2 hours per day and an average week's fees can be between £30 - £50 per week. The staff costs are £201.75 per week and breakfast is about £1.50 per child per week. Total fees for one year were £2,500. Total expenditure for the same period was £10,887.50. The biggest cost is staffing followed by transport to and from the school and lastly food.

- 4.8 Although the Breakfast Club was open during the Easter holidays 2006 no children attended.

- 4.9 This service is registered with the Care Commission and is required to have at least two members of staff on duty every morning irrespective of the number of children.

5. Breakfast Clubs operating in Schools

- 5.1 A number of schools have provided a cash cafeteria (opportunity for pupils to purchase a healthy breakfast). Funding for this came largely from Hungry for Success. This has involved kitchen staff, volunteers, teachers and auxiliaries.
- 5.2 Three secondary schools provide breakfast from the school canteen. Canteen staff serve and prepare food. This facility is not run at a profit and two schools are considering stopping the service.
- 5.3 Other schools provide breakfast on an occasional basis, often during health weeks. These are usually subsidised from Hungry for Success.

5.4 Schools commented that the benefits to pupils include: -

- Increased concentration level
- More settled behaviour
- Increased Energy
- Improved Ethos
- A soft start and a readiness to work

- 5.5 The majority of schools providing a breakfast club are simply offering a healthy breakfast. Uyeasound Primary School is a good example of a breakfast club, which not only provides food but also activities to occupy the children until the school opens.

6. Private Sector Provision (not including Registered Childminders)

- 6.1 Abacus Daycare which is based at Ackrigarth, Sound provides for children before and after pre-school provision.
- 6.2 Central Private Nursery and Out of School Care based in Sandwick offers childcare before and after school. Currently all children accessing childcare before school also attend after school care so charges for the breakfast club are part of the overall charge to those parents.

7. Consultation

7.1 Islesburgh Breakfast Club

A meeting was held with parents. Meetings followed this with the Head Teacher, Bell's Brae Primary School and Head Teacher, Sound Primary School. The conclusion following this consultation process is that the breakfast club should remain in Islesburgh Community Centre. This would enable the service to remain part of the One Stop Childcare approach. Parents of Islesburgh Pre-School Group children would continue to access this service. The support of both schools would be required to promote the service.

7.2 KidZone Breakfast Club

A meeting was held with parents. The conclusion following this consultation process is that this service is crucial to parents who have to travel some distance for employment and require childcare from 7.15am. It would be difficult to provide this service within the school therefore it should remain at 21 –22 Leaside.

7.3 Registered Childminders

Shetland Childcare Partnership explored the possibility of registered childminders meeting the needs of parents before school opening.

7.4 Consultation with a group of registered childminders in Lerwick highlighted a number already supporting parents who require childcare prior to school opening. It is up to the parent to negotiate their requirements with the childminder.

7.5 Shetland Childcare Partnership will prepare a list of registered childminders who are willing to provide this before school service to parents. This list will be circulated to parents on request.

7.6 There are no registered childminders working in the Firth and Mossbank area.

8. Staffing Implications - Islesburgh Breakfast Club

8.1 Option 1

Remaining as part of the One Stop Childcare

A total of 2 staff will be required to provide this service. Current postholders will transfer to Shetland Islands Council on 1 July 2006 within the context of Transfer of Undertakings Regulations (TUPE) as existing members of the Out of School Care staff. To provide this service would have staffing implications.

8.2 Option 2

Move to Bell's Brae Primary School

A total of 2 staff will be required to provide this service. Current postholders will transfer to Shetland Islands Council on 1 July 2006 within the context of Transfer of Undertakings Regulations (TUPE) as existing

members of the Out of School Care staff. To provide this service would have staffing implications.

8.3 The area identified for the Breakfast Club was the dining room. There would be implications around storage of resources, use of the canteen kitchen and the need for staff to have access to the dining room at 7.45am when the janitor only starts at 8.00am. All of these would incur additional costs.

8.4 This option would not meet the needs of Islesburgh Pre-School Group parents.

8.5 **Option 3**

Use of Registered Childminders

This option would have no staffing implications and parents would pay childminders directly for this service.

8.6 **Recommendation**

It is recommended that Council approve Option 1. This would meet Council agreement that there be no reduction in services from Islesburgh Trust and continue the concept of one stop childcare. Although there would be a cost this would be less than if the school was to be used as the venue.

The Islesburgh Breakfast Club staff will require to be managed. It has already been agreed that Shetland Childcare Partnership (Min Ref.13/06) manage out of school care in Shetland. It is recommended that Council approve that the partnership should also manage Islesburgh Breakfast Club.

9. **KidZone Breakfast Club**

9.1 Option 1

Remaining as part of KidZone

A total of 2 staff will be required to provide this service. Current postholders are Council employees under Social Work.

9.2 **Option 2**

Move to Mossbank Primary School

A total of 2 staff will be required to provide this service. Current postholders are Council employees under Social Work. There would be an additional cost to cover the janitor opening the building at 7.15am. and cleaning costs. Space within the school would have to be identified as well as a storage area.

9.3 **Option 3**

Use of Registered Childminders

This would have no staffing implications in the longer term. Currently there are no registered childminders in this area. To identify and register people as childminders could take upwards of six months. In order to ensure continuity for the parents the existing Breakfast Club would

continue for a period of 6 months (1 July 2006 – 31 Dec 2006). These childminders would provide this service in their own homes and parents would pay them directly.

9.4 Recommendation

It is recommended that Council approve Option 3. This would be the most cost effective and sustainable model in the longer term.

- 9.5 The KidZone Breakfast Club staff will require to be managed. It has already been agreed that Shetland Childcare Partnership (Min Ref.13/06) manage out of school care in Shetland. It is recommended that Council approve that the partnership should also manage KidZone Breakfast Club.

11. Financial Implications

- 11.1 Like other childcare in Shetland, Breakfast Clubs are not sustainable and will require additional funding.
- 11.2 Shetland Childcare Partnership has not included any funding for this service within its budget for 2006/07. Therefore additional funding of £12,830 will have to be sought by drawing on reserves.
- 11.3 Members should note that the "Council General Fund Revenue Estimates and Council Tax Setting Report F-001" to Council on 9th February 2006 stated that the budget is £11.7m in deficit, a further report "Proposed Reduction of General Fund Revenue Budgets 2006/07" set out proposals to reduce this deficit to £4.537m. It is incumbent on all service areas to undertake a critical review of cost implications to their services, in order to make savings and achieve a balanced budget.

- 11.4 The tables below are based on income from the current numbers attending the services.

Islesburgh Breakfast Club

TIME	INCOME	EXPENDITURE	DEFICIT
1 July 06 – 31 March 07	Fees: £1,088	Staffing Costs: £6,626 Running Costs: £500	£6,038

KidZone Breakfast Club

TIME	INCOME	EXPENDITURE	DEFICIT
1 July 06 – 31 Dec 07	Fees: £1,040	Staffing Costs: £6,974 Running Costs: £858	£6,792

12. Policy and Delegated Authority

- 12.1 All Social Work matters stand referred to the Services committee. The Committee only has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision (Min. Ref. SIC/03).
- 12.2 The recommendations fall outwith delegated powers, therefore a decision of the Council is required.

13. Recommendations

I recommend that Services Committee recommend that Council: -

- 13.1 Increase the draw on reserves by £12,830 to support Islesburgh Breakfast Club and KidZone Breakfast Club.
- 13.2 Approves that Islesburgh Breakfast Club continues to operate from Islesburgh Community Centre and as part of the One Stop Childcare.
- 13.3 Approves that the KidZone Breakfast Club continues to operate from 21 –22 Leaside a period of 6 months (1 July 2006 – 31 Dec 2006), during which time a registered childminder is sought. After which time the registered childminder will provide the service from their own home.
- 13.4 Approves that Shetland Childcare Partnership manages both Breakfast Clubs as part of out of school care.

Report no: SW21-06-F



REPORT

To: Services Committee

15 June 2006

From: Youth Services Manager

SCOTTISH YOUTH PARLIAMENT GENERAL MEETING, SHETLAND 2006

1. Introduction

- 1.1 The purpose of this report is to inform Members of the forthcoming general meeting of the Scottish Youth Parliament, to be held in Shetland for the first time, and to seek civic funding to meet the costs of Shetland Islands Council and YOUTH VOICE Shetland hosting this event.

2. Links to Corporate Plan

- 2.1 The proposals in this report link to the Corporate Plan by supporting the concepts of Active Citizenship and Achieving Potential among the young people of Shetland.

3. Background

- 3.1 Shetland Islands Council has, since the inception in 1999 of the Scottish Youth Parliament, supported the organisation through provision of resources to enable the involvement of young Shetlanders as Members of the Scottish Youth Parliament.
- 3.2 The Scottish Youth Parliament holds three general meetings per year in different locations around Scotland, hosted by the Local Authority for that area.
- 3.3 The Local Authority will meet the cost of venues, meals, civic reception, internal transport and an evening's entertainment.

- 3.4 There are up to 180 Members of the Scottish Youth Parliament representing all parliamentary constituencies in Scotland.
- 3.5 Shetland has consistently offered to host a general meeting, but until now this offer has not been taken up.
- 3.6 YOUTH VOICE Shetland has a growing reputation on Mainland Scotland as being an example of good practice in terms of the commitment shown towards the genuine empowerment and participation of young people in democratic decision-making processes.
- 3.7 A Youth Cabinet has been established in Shetland, which brings together Members of Shetland Islands Council and the YOUTH VOICE Executive.

4. Present Position

- 4.1 Shetland has been invited to host the general meeting of the Scottish Youth Parliament due to take place on the weekend of 19th and 20th August 2006.
- 4.2 The Shetland Youth Cabinet have discussed and agreed in principle to take on the responsibility of organising and hosting the event.
- 4.3 Provisional bookings have been made to accommodate 100 young people and support staff on both the Northlink Ferries and in hostel accommodation in Shetland.
- 4.4 The Town Hall has been booked to host a civic reception for delegates on the evening of Saturday 19th August.
- 4.5 Appendix A sets out the proposed itinerary for the event, from arrival in Aberdeen on the 18th August to catch the ferry and the return to Aberdeen on Monday 21st August.
- 4.6 Appendix B sets out all of the expenditure relating to the general meeting.
- 4.7 Based on the costings each delegate has been asked for a contribution of £70 to cover the cost of bed and breakfast and a return berth on the ferry.

5. Proposals

It is proposed that Members:

- 5.1 Agree that Shetland Islands Council and YOUTH VOICE Shetland jointly host a general meeting of the Scottish Youth Parliament, to take place between the 18th and 21st August 2006.
- 5.2 Agree that the YOUTH VOICE Executive, Shetland MSYP and support workers travel to Aberdeen to meet the visiting delegation and travel back with them.

5.3 Agree to host a civic reception at the Town Hall on Saturday 19th August.

5.4 Agree to meet the shortfall in costs associated with hosting this event, up to a maximum of £6000.

6. Financial Implications

6.1 Participants will contribute £70 per head to the costs of the weekend.

6.2 The civic fund (GRX0161) will meet the cost of the Civic Reception estimated to be £3,600, The balance of up to £2,400 will be met from GRL4120, Youth Development.

7. Policy & Delegated Authority

7.1 The Services Committee has delegated authority to implement decisions relating to matters within its remit for which the overall objectives have been approved by the Council, in addition to appropriate budget provision (SIC Min Ref.: 199/99). However, the Committee only has delegated authority to make decisions within approved policy, and for which there is budget.

7.2 As the recommendation falls outwith delegated authority, a decision of the Council is required.

8. Recommendations

I recommend that Services Committee recommend to Shetland Islands Council to agree the proposals as outlined in Section 5 above.

**Scottish Youth Parliament
General Meeting
August 2006**

Itinerary

Friday 18th

1730 – Meet at Aberdeen Ferry Terminal
Cabins allocated - 4 berth & 2 berth - 100 berths booked

1800 – Board MV HJALTLAND/HROSSEY
Café & restaurant meals available
Cinema
Bar

1900 – Set sail for Lerwick

Saturday 19th

0700 – Ferry docks in Lerwick
Breakfast available on board

0800 – Disembark and buses to accommodation
50 Beds in Islesburgh Youth Hostel, 50 beds in Janet Courtney Hostel (school hostel)

1000 – Buses to meeting venue (either Anderson High School or Islesburgh)
Tavish Scott MSP – Transport Minister to open proceedings

1700 – Buffet Tea

1900 – Entertainment – Islesburgh Community Centre

2200 – Back to accommodation

Sunday 20th

0830 – Breakfast

0930 – Transport from accommodation

1000 – General meeting day 2

1400 – Close of meeting

1430 – Sightseeing tour

1730 – Holmsgarth Ferry Terminal

1800 – Board MV HJATLAND/HROSSEY

1900 – Sail for Aberdeen

Monday 21st

0700 – Ferry docks in Aberdeen

APPENDIX B

Costings for Scottish Youth Parliament 18th – 2st August 2006

Berths on Ferry	110	x	£43.00	=	£4,730.00	
Flights	8	x	£162.50	=	£1,300.00	
Corportate Dinner	120	x	£30.00	=	£3,600.00	
Islesburgh Adults	15	x	£15.50	=	£232.50	
Islesburgh Young	35	x	£12.50	=	£437.50	
Persons						
Islesburgh Breakfast	50	x	£5.85	=	£292.50	
Janet Courtney B&B	50	x	£18.00	=	£900.00	(+VAT)
Transport from ferry	2	x	£30.00	=	£60.00	
Tour buses	2	x	£180.00	=	£360.00	
Guides	2	x	£68.00	=	£136.00	
Lunches	2	x	£350	=		
					£700.00	
Total Cost				=	£12,748.50	
Participants Contribution	100	x	£70.00	=	£7,000.00	
			Shortfall	=	£5,748.50	



REPORT

To: Services Committee

15 June 2006

From: Head of Legal and Administration

Appointment of Representative to the Shetland Mental Health Partnership Report No: LA-31-F

1. Introduction

- 1.1 On 4th May 2006 the Council received a letter from Shetland NHS Board (copy attached as appendix 1) advising that the Shetland Mental Health Partnership (SMHP) had agreed to invite an Elected Member onto SMHP. The nomination of one Member is sought by SMHP.
- 1.2 A copy of the Terms of Reference and current membership is attached as appendix 2.

2. Links to Council Priorities

- 2.1 The terms of this appointment accord with the Council's shared priorities with its partners for "Benefiting People and Communities" and in particular to ensuring improved general health of the population (Priority 6) by working in partnership with other agencies.

3. Background

- 3.1 Shetland NHS Board advise that SMHP, which will meet quarterly, will take an overview of all mental health services in Shetland. In addition the SMHP will produce a new mental health strategy. This new strategy will be for the next three years and include the full range of mental health services. In the longer term, Shetland NHS Board will use it for their 2020 vision project. The 2020 vision project is an ongoing process designed to set out a direction for health care services in Shetland and to determine a long-term health care service strategy

4. Financial Implications

- 4.1 Any expenses incurred in attendance at meetings of the Group, will be contained within existing Members' budgets.

5. Policy and Delegated Authority

- 5.1 Appointments and nominations to be made to external organisations can only be made by the Council or its Committees, where the purpose of the organisation falls within the remit of the Committee. The appointments required by this report have been delegated to the Services Committee (SIC Min. Ref. 77/03).
- 5.2 Expenses incurred by Members in attending meetings etc. are only recoverable if they form part of an Approved Duty. Nomination and subsequent appointment to the SMHP will be deemed to be an approved duty of the Council, in accordance with Ref. 18 of the Council's Scheme of Approved Duties (SIC Min. Ref. 164/04).

6. Recommendations

- 6.1 I recommend that the Services Committee consider the request from Shetland NHS Board and nominate a Member to SMHP.

24 May 2006
CM



Shetland Islands Council

REPORT

To: **Employees JCC
Services Committee**

**30 May 2006
15 June 2006**

From: **Head of Community Care**

**Report No SW19-06F
Staffing Levels Within Community Care
- Occupational Therapy Service**

1. Introduction

- 1.1 Members considered a report by the Head of Finance at a meeting of the Council on 13 April 2006 and asked for further reports to be brought forward through the Council's committees regarding the proposals made to achieve 5% savings on the budget set for 2006/07 (Min ref. SIC 69/06)
- 1.2 As part of the 5% savings exercise, the Social Work Service restructured budget levels in a number of areas to ensure critical areas of service were adequately supported in line with the findings of the Social Work Task Force.
- 1.3 Members are asked to approve the proposals for additional posts in the Occupational Therapy (OT) service on the basis that the grades will be subject to change on implementation of Single Status.

2. Links to Corporate Priorities

- 2.1 *Priorities set by Council in order to target resources at those most in need support the Council's policy on social justice.*
- 2.2 The OT) service provides assessment and support to some of the most vulnerable people in our community; involving them fully in the assessment of need; promoting their independence, improving their quality of life and helping them achieve their full potential; enabling them to join/rejoin the workforce; providing assistance to carers; and ensuring adherence to health and safety regulations. This supports the Council's policies on Improving Health and Social Inclusion

- 2.3 There is a need to broaden the skills base of the Occupational Therapy staff to include specialist skills for people with sensory impairment so that the expertise within the team is retained long term and not lost when a team member leaves or is ill. The opportunity to fully utilise their skills will aid recruitment and retention of professional staff. This supports the Council's policy on Developing the Workforce.

3. Statutory Obligations

- Compliance with Chronically Sick and Disabled Person Act 1970 – To provide equipment and adaptations
- Compliance with Health and Safety Laws in particular Manual Handling Regulations
- Compliance with Scottish Executive Joint Future Procedures
- Administer Disabled Parking Badge Scheme
- The Mental Health (Care and Treatment) (Scotland) Act 2003
- The Education (Additional Support for Learning) (Scotland) Act 2004 which came into effect on 5 November 2005.

4. Background

- 4.1 The Occupational Therapy Service operates across NHS and community settings. Staff are employed by NHS Shetland and Shetland Islands Council Community Care Service. A Joint management team has been set up to better integrate the two elements of the service.
- 4.2 Occupational Therapy services are provided from cradle to grave by a small team of professional and non professional staff, for people with predominantly physical disabilities resulting from a genetic or other medical condition or accident or the ageing process; which seriously affects their ability to carry out daily living activities at home, school, work or in their leisure time.
- 4.3 These services are available to clients and family /professional carers and incorporate specialist assessment and rehabilitation services; advice on different methods of carrying out essential activities; advice and practice in learning and developing new skills; advice on management of a chronic/terminal medical condition; loan of specialist equipment; recommendations for alterations/adaptations to the person's home or workplace; financial assistance for adaptation work or essential repairs; and recommendations to NHS Shetland for wheelchair provision.
- 4.4 Traditionally there has been little OT support available to people with mental health problems or personality disorders unless they have an additional physical disability.

- 4.5 The hospital based Paediatric OT and the Community OT's have always worked with children with learning disabilities but to a lesser extent with adults with learning disabilities.
- 4.6 Services for people with sensory impairment were until recently provided by a specialist social worker in the Community Care Fieldwork Team. Since this post became vacant last year it has proved difficult to recruit a suitable replacement and these referrals are now being processed through the Occupational Therapy service.
- 4.7 The current establishment of Community Occupational Therapists is inadequate to meet the demands for initial assessment due to the increasing levels of need of people who wish to remain in their own homes and the expanded remit of the service. The current establishment comprises:
- | | |
|-------------------------------------|--------|
| 1 FTE Senior Occupational Therapist | PO 1-4 |
| 2 FTE Occupational Therapists | AP 5 |
- 4.8 Services are targeted at those most in need and currently only Priority 1 Assessments are being allocated. At the time of writing there is a waiting list of 160 people of which approximately one third would be considered to be in the Priority 2 category.
- 4.9 The Priority levels for service provision are included below:
- Priority 1: Equipment or Adaptation is essential in order to facilitate discharge from, or prevent admission to hospital or residential services.
 - Priority 2: Equipment or adaptation is required on safety grounds and/or to conform to manual handling regulations or to promote independence or child development
 - Priority 3: No identifiable risk in not providing equipment or Adaptation but quality of life would be improved.
- 4.10 Referral taking is an admin task and is a critical part of the Occupational Therapy service as it enables the Senior Occupational Therapist to target services at those most in need and ensures that urgent requests for equipment or adaptations are dealt with immediately. An additional 18 hours admin support are having to be worked each week to enable the service to function.

5. **Proposals**

- 5.1 In order to meet the identified priorities of the service it is proposed to establish the following additional posts:
- 1 FTE Occupational Therapist post (career grade) AP4-5 spinal points 27-34 (£28,852 - £35,283 per annum) and
 - 0.5 FTE Clerical Assistant - GS2 (£9,384 - £9,807 per annum.)

6. **Financial Implications**

- 6.1 The establishment of these posts will cost up to £45,090 per year as set out in the chart below.

Post	Full Annual Cost
1 FTE Occupational Therapist – Career Grade – AP4-5	up to £35,283
0.5 FTE Clerical Assistant Post – GS2	up to £9,807
Total	£45,090

- 6.2 Members should note that the Council General Fund Revenue Estimates and Council Tax Setting report F-001 to Council on 9th February 2006 stated that the budget is £11.7M in deficit, a further report “Proposed Reduction of General Fund Revenue Budgets 2006/07” set out proposals to reduce this deficit to £4.53M. It is incumbent on all service areas to undertake a critical review of cost implications to their services, in order to make savings and achieve a balanced budget.

7. Policy and Delegated Authority

- 7.1 All Social Work matters stand referred to the Services Committee. The committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision (Min. Ref. SIC 70/03.)
- 7.2 As this report recommends the creation of additional posts a decision of Full Council is required.

8. Conclusions

- 8.1 The needs of people who wish to remain or return to their own homes is increasing and the service priorities cannot be met with the current established staffing levels.
- 8.2 Full year costs of the financial implications of these proposals up to £45,090 has been taken into consideration in the budget proposals approved by Council on 13 April 2006 (Min Ref SIC 69/06)

9. Recommendations

I recommend that Services Committee recommends that Council approves the creation of the posts identified in section 5 above.

Date: 30 May 2006

Report No SW19-06F

Ref: CF'MH'SW19



Shetland Islands Council

REPORT

To: **Employees JCC
Services Committee**

**30 May 2006
15 June 2006**

From: **Head of Community Care**

**Report No SW18-06F
Staffing Levels within Community Care Establishments -
Isleshavn, Viewforth, Edward Thomason House, Eric Gray Resource Centre and
Banks Broo**

1. Introduction

1.1 Members considered a report by the Head of Finance at a meeting of the Council on 13 April 2006 and asked for further reports to be brought forward through the Council's committees regarding the proposals made to achieve 5% savings on the budget set for 2006/07 (Min. Ref. SIC 69/06).

1.2 As part of the 5% savings exercise, the Social Work Service restructured budget levels in a number of areas to ensure critical areas of service were adequately supported in line with the findings of the Social Work Task Force.

1.3 This report presents information on a number of staffing issues affecting services provided by various establishments and seeks to build upon the standards achieved to ensure safe and workable staffing levels and meet increasing levels of need in these care settings.

2. Links to Corporate Plan

2.1 This report links to the Council's Corporate Plan – Sections Strengthening Rural Communities, Social Justice and Social Inclusion.

3. Background

3.1 The Regulation of Care (Scotland) Act 2001 requires all care services to meet the National Care Standards. The principles of dignity, choice, safety, realising potential and equality and diversity must be promoted within all establishments.

3.2 Specialist care for older people is currently being provided within Edward Thomason House (very frail elderly) and Viewforth House (People with Dementia.)

3.3 *Edward Thomason House*

3.3.1 A condition of registration for all units is that a minimum staff to service user ratio be maintained at all times. Currently this condition at Edward Thomason House is 4:16.

3.3.2 Alterations and adaptations to the staff rota have not been successful in redeploying existing staff resources to meet this condition. Senior Social Care Workers are continuing to meet this shortfall along with relief staff. This reduces the amount of time Senior Social Care Worker staff spend on office duties and staff supervision. The lack of supervision across community care resources was an integral factor in the service not achieving the Investors in People award.

3.3.3 The range of care provided at Edward Thomason House has increased significantly since the unit opened in 1996. Staff now undertake care tasks which previously would not have been undertaken in a residential care setting, e.g. feeding through PEG tubes. This is an area that the manager and staff are happy to develop as it benefits residents and fits with current progress towards joint working and dealing with delayed discharges.

All nursing tasks within residents' care plans are met by NHS Shetland through the Community Nursing Service.

Future plans include better integration of nursing services as part of Joint Future projects.

3.3.4 Residents within Edward Thomason House are very frail and the nature of the illness borne means that to maintain dignity and self esteem for the client requires a high and often immediate response. This is not always possible within existing resources.

3.3.5 The expansive layout of the building contributes to the difficulties experienced by staff in responding swiftly to the needs of residents.

3.3.6 At the busiest times of the day the maximum staff on duty is 5 in the morning. Considering the layout of the building and the high dependency of the clients it means that only personal care tasks are carried out.

3.4 *Viewforth House*

- 3.4.1 In August 2004 the Care Commission noted in their inspection report for Viewforth House that minimum staffing levels to provide care must be met in order to meet registration requirements. Following discussions with the Care Commission Officer and Unit Manager it was noted that staffing levels were short by an average of 28 hours per week. Following the re-configuration of posts and changes to the staff rota this shortfall was reduced to 18 hours. Council agreed to establish a 0.5 FTE Social Care Worker post (Min. Ref. SIC 05/05.)
- 3.4.2 Since then, dependency levels have increased.
- 3.4.3 With the existing layout of the building, care is provided to residents in separate wings situated on two floors. The existing staff complement does not allow for ideal safe working and exacerbates difficulties staff have in dealing with the complex needs of the residents. Consistency is particularly important in the care of people with dementia. This is difficult to achieve with current staffing arrangements.
- 3.4.4 Extensive work by the manager on staff rotas has not been able to redeploy resources to ensure safe working practices for this client group. There is still a need to increase minimum staffing levels.
- 3.4.5 At the last inspection discussions were held between the Care Commission Officer and the unit manager where the officer intimated that he would be prepared to make recommendations to improve staffing provision.

3.5 *Isleshavn Care Centre*

- 3.5.1 Services for older people who live in Yell and Fetlar are provided at Isleshavn Care Centre, Mid Yell. These services include permanent and respite accommodation, day care and care at home services.
- 3.5.2 Isleshavn operates with one sleeping-in member of staff and one waking member of staff per night. Waking night staff work a 12 hour shift (2000 hours to 0800 hours) and sleeping-in staff generally work a late shift, sleep in and then continue for an early shift the following day.
- 3.5.3 With the increase in dependency levels the number of incidents requiring the assistance of the sleeping-in member of staff are increasing.
- 3.5.4 From January to March this year there were 23 incidents whereby the sleeping-in staff were woken to give assistance and 25 incidents whereby the sleep-in staff had to work past their scheduled finishing time of 2200hours.
- 3.5.5 These disturbances (up to 3 per night) have an effect on staff who work the early shift the following day. They are not refreshed and

this may impair judgement. 2 disturbances or more per night can be classed as a regular occurrence and is not sustainable.

- 3.5.6 Changes in the Working Time Regulations and best practice support a move away from sleep-in arrangements for this type of care service.

3.6 *Banks Broo at Twageos Road*

This project was set up in 2003 to support 2-3 tenants with severe physical disabilities. To keep staffing costs to a minimum the Senior Social Care Worker was scheduled to provide direct care for 3 days per week and to manage the service within 2 days per week. This has proved unsustainable with the requirements of the Regulation of Care (Scotland) Act 2001. In addition, when the project commenced there was an undertaking to review the service after a pilot period. To date the Senior Social Care Worker has not had the capacity to lead this review. The postholder is required to take part in a review of hospital provision at Montfield for this care group. The service is expanding to support clients with similar levels of need in their own homes and support staff working in other care settings.

3.7 *Eric Gray Resource Centre*

- 3.7.1 Eric Gray Resource Centre (EGRC), a day service for adults with learning disabilities, receives lunch for its service users from the adjacent Kantersted kitchen.

- 3.7.2 An increasing number of service users require high levels of support during the lunchtime period to enable them to eat or go to the toilet and it is now impossible for this support to be offered to everyone timeously. At present care staff are also required to serve the meals and clear up afterwards. This is not a cost-effective use of their time.

4. **Proposals**

4.1 *Edward Thomason House*

To establish a 22 hour part time Social Care worker post to meet minimum staffing levels for registration purposes and allow time for Senior Social Care Workers to spend time on essential office duties and staff supervision.

4.2 *Viewforth House*

To establish 40 additional Social Care Worker hours to ensure safe working practices and to ensure minimum cover is maintained at all times.

4.3 *Isleshavn Care Centre*

To delete the sleeping-in commitment of staff and establish an additional 3 x 28 hour part-time Social Care worker posts to cover the night time period 2200 hours to 0800 hours. The full year cost for this would be £56,556, however, only £20,000 was allocated in the report to Council on 13 April 2006 (Min. Ref. SIC 69/06) therefore an additional saving of £36,556 will be

needed to cover the full costs from 2007 onwards. This will be addressed in the 2007/2008 budget setting exercise.

4.4 *Banks Broo at Twageos Road*

The creation of an additional 21 hour per week Social Care Worker post to allow review and expansion of the service to meet increasing needs in this area.

4.5 *Eric Gray Resource Centre*

The provision of an extra 10 hours per week Kitchen Assistant time to serve and clear meals in order to free up care staff to provide personal care.

5. **Financial Implications**

- 5.1 The establishment of these posts will be £102,626 less the cost of sleeping-in payments and any overtime payments made to staff for overnight disturbances (see chart below.)

Posts	Full Year Costs
1 part-time (22 hr) Social Care Worker (SCP 20-23) at Edward Thomason House	£14,813
40 hrs Social Care Workers (SCP 20-23) at Viewforth House	£26,932
3 Part-time (28 hr) Social Care Workers (SCP 20-23) at Isleshavn Care Centre	£56,556
10 hrs per week Kitchen Assistant at Eric Gray Resource Centre	£4,325
Sub total	£102,626
Less: savings by deletion of sleeping-in commitment	£13,934
Total	£88,692

- 5.2 The costs of the additional Social Care Worker at Banksbroo will be met from within the Care at Home budget, code GRA 6141.

1 part-time (21 hr) Social Care Worker (SCP 20-23) at Banks Broo	£14,139
--	---------

- 5.3 Members should note that the “Council General Fund Revenue Estimates and Council Tax Setting Report F-001” to Council on 9th February 2006 stated that the budget is £11.7M in deficit, a further report “Proposed Reduction of General Fund Revenue Budgets 2006/07” set out proposals to reduce this deficit to £4.537M. It is incumbent on all service areas to undertake a critical review of cost implications to their services, in order to make savings and achieve a balanced budget.

6. **Policy and Delegated Authority**

- 6.1 All Social Work matters stand referred to the Services Committee. The Committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council in addition to appropriate budget provision (Min. Ref. SIC 70/03.)
- 6.2 The proposals in this report include the creation of posts, therefore a decision of the Council is required.

7. Conclusions

- 7.1 The needs of people accommodated and cared for within Community Care Service are becoming increasingly complex, demanding and difficult to meet, as are the demands of registration, the National Care Standards and Working Time Regulations.
- 7.2 Complex needs cannot be met within current established staffing levels at Viewforth House and Edward Thomason House. The complex and demanding needs of residents within Isleshavn are putting pressure on staff who provide the sleep in cover.
- 7.3 Work to further develop services for adults with severe physical disabilities has not been completed due to lack of senior staff time.
- 7.4 Additional support is needed to help service users at the Eric Gray Resource Centre at mealtimes. This could be done by a kitchen assistant rather than a care worker in order to reduce cost.
- 7.5 £52,136 of the costs of the financial implications of these proposals has been taken into consideration in the budget proposals approved by Council on 13 April 2006 (Min. Ref. SIC 69/06.)

8. Recommendations

I recommend that Services Committee recommends that Council:

- 8.1 approves the creation of the posts identified in section 4 above.
- 8.2 Note that a total of £88,692 per annum will be needed from 2007/2008 onwards to meet the costs of these recommendations and that this will represent growth on existing revenue commitments unless the costs are met from savings achieved during the current 5% savings exercise.



Shetland Islands Council

REPORT

To: **Employees JCC
Services Committee**

**30 May 2006
15 June 2006**

From: **Head of Community Care**

**Report No SW17-06F
Proposed Reduction of General Fund Budgets 2006/2007
- Mental Health Officers**

1. Introduction

- 1.1 Members considered a report by the Head of Finance at a meeting of the Council on 13 April 2006 and asked for further reports to be brought forward through the Council's Committees regarding the proposals made to achieve 5% savings on the budget set for 2006/07 (Min. Ref. SIC 69/06).
- 1.2 As part of the 5% savings exercise, the Social Work Service restructured budget levels in a number of areas to ensure critical areas of service were adequately supported in line with the findings of the Social Work Task Force.
- 1.3 This report seeks approval for an additional 0.5 FTE social worker post in the Community Care Fieldwork Team primarily to enable best use to be made of Mental Health Officer (MHO) qualified social workers.

2. Links to Corporate Priorities

- 2.1 Mental Health Officers provide essential services to people with mental health problems in some of the most challenging situations. They make a major contribution to the council's priorities in terms of social inclusion, social justice and community safety.

3. Background

- 3.1 The Mental Health (Care & Treatment) (Scotland) Act 2003 came into effect in October 2005.
- 3.2 The Act introduced new forms of compulsory power and safeguards whilst promoting person-centred, rights-based care for people with mental health problems.
- 3.3 The role of the MHO is clearly defined and is a crucial one providing a unique set of skills and abilities to a multi-agency approach to care for this client group.
- 3.4 MHOs are required to be available to work outwith normal office hours in response to emergency situations.
- 3.5 Local authorities across Scotland have been recruiting additional MHOs in order to fulfil their obligations under the Act and also under the Adults with Incapacity (Scotland) Act 2000.
- 3.6 In Shetland, an additional dedicated MHO post was created using funding from the Scottish Executive (Min. Ref. SIC 177/04). This post has recently been filled. Members also approved proposals to employ other MHOs on a sessional basis.
- 3.7 One member of staff in the Community Care Fieldwork Team has just completed training to become an MHO and another member of staff is being trained.
- 3.8 There is one part-time social worker post vacant in the Community Care Fieldwork Team.

4. Proposals

- 4.1 It is proposed that an additional 0.5 FTE social worker post is established in the Community Care Fieldwork Team.
- 4.2 It is proposed that the combined hours and associated budget of this additional post and the existing part-time post are used flexibly in creating posts which will allow the qualified MHOs in the Community Care Fieldwork Team to focus on specialist work and increase the service's ability to respond to emergency situations.

5. Financial Implications

- 5.1 The additional total cost of 0.5 FTE social worker post ranges from AP4 / PO1-4 (£15,413 to £20,541) depending on qualifications and experience.

5.2 Members should note that the "Council General Fund Revenue Estimates and Council Tax Setting Report F-001" to Council on 9 February 2006 stated that the budget is £11.7M in deficit, a further report "Proposed Reduction of General Fund Revenue budgets 2006/07" set out proposals to reduce this deficit to £4.537M. It is incumbent on all service areas to undertake a critical review of cost implications to their services, in order to make savings and achieve a balanced budget.

5.3 The additional expenditure was included in the budget restructuring for Social Work carried out as part of the 5% savings exercise.

6. Policy and Delegated Authority

6.1 All Social Work matters stand referred to the Services Committee. The committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision (Min. Ref. SIC 70/03.)

6.2 As this report recommends the creation of an additional post a decision of Full Council is required.

7. Conclusions

7.1 The proposals in this report seek to make best use of qualified MHO social workers in Shetland and will increase the complement of social workers working in Community Care by 0.5FTE.

7.2 The Mental Health (Care & Treatment) (Scotland) Act 2003 introduced new forms of compulsory power and safeguards. MHOs are clearly defined as crucial to care for people with mental health problems and are called upon to work in some of the most challenging situations within Social Work.

7.3 The demands on MHOs have increased significantly as a result of the Act and with the implementation of the Adults with Incapacity (Scotland) Act 2000.

7.4 The proposals in this report will enable the Service Manager Community Care Fieldwork to ensure best use of MHO qualified social workers.

8. Recommendations

I recommend that Services Committee recommends that Council approves and additional 0.5 FTE social worker post in the Community Care Fieldwork Team.



REPORT

To: Services Committee

15 June 2006

From: Head of Community Care

Report No SW22-06F
Member Involvement with Care Centres

1. Introduction

- 1.1 The Council and Charitable Trust considered a report on the “Integrated Management of Care Homes: Follow Up Review” at meetings on 29 March 2006 and 31 March 2006 respectively (Min. Refs. SIC52/06 & SCT27-06.)
- 1.2 A report from Shetland Welfare Trust Transfer Monitoring Team was circulated to Members at that time.
- 1.3 This report makes recommendations regarding the proposals from the Transfer Monitoring Team for continuing involvement of SIC Members in the work of the care centres.

2. Links to Corporate Plan

- 2.1 All community care services are provided to meet the individual assessed needs of vulnerable people. They contribute to the Council’s corporate priorities on improving health, social inclusion and social justice.
- 2.2 Closer involvement of elected Members with staff and service users will make a valuable contribution to the Council’s corporate aims on performance management and communication.

3. **Background**

- 3.1 Up to 31 March 2002 the Council had responsibility for the inspection of services provided by the care centres in Shetland. Inspection reports were presented to an Advisory Sub-Committee on Inspections.
- 3.2 Members of the Advisory Sub-Committee also visited the care centres to meet service users, their carers and staff and reported their findings to the Sub-Committee.
- 3.3 Since the responsibility for inspections was transferred to the Care Commission, there has not been the same level of involvement of elected Members in the running of the care centres.
- 3.4 Shetland Welfare Trust held regular public meetings in the care centres managed by them and this practice has continued in 2005/2006 under the Council.
- 3.5 The Monitoring Team established as part of the project to integrate the management of the care homes recommended that elected Members should have regular involvement in the care centres operated by the Council.
- 3.6 Staff appreciate the interest of elected Members in the care services they provide. There has been positive feedback from staff on the visits made to services by members of the Social Work Task Force.
- 3.7 Unit managers have suggested that informal visits would give an insight into services and give a different perspective to that of Care Commission inspectors who have a specific role and duty regarding care services.
- 3.8 The Community Health Partnership is working towards having locality based Public Participation Forms (PPFs) across Shetland. These will include elected Members for the area. The remit of the PPFs will cover a wide range of health and care service issues.

4. **Proposals**

- 4.1 It is proposed that Members agree to have continuing involvement with the establishments providing community care services.
- 4.2 Nominations would be required for each of the following care settings/service area:

Nordalea, Unst	Edward Thomason House, Lerwick
Isleshavn, Yell	Viewforth House, Lerwick
Fernlea, Whalsay	Taing House, Lerwick
North Haven, Brae	Annsbrae, Lerwick
Wastview, Walls	Craigielea / New Kantersted, Lerwick
Overtonlea, Levenwick	Independent Living Project, Lerwick

Freefield, Lerwick	Eric Gray Resource Centre, Lerwick
Occupational Therapy (OT) / Aids & Adaptations	Care at Home
	Community Care Fieldwork

- 4.3 It is suggested that for many of the care centres / establishments, the Member for the area could be nominated. Other nominations would be required for some of the Lerwick based services such as the fieldwork team and OT.
- 4.4 Some Members will recall that they were invited annually to the care homes in their area that were previously run by Shetland Welfare Trust. Similarly members of the Advisory Sub-Committee used to visit care centres annually. Therefore it is suggested that visits to care homes / services should be made by nominated Members at least annually.
- 4.5 The views and findings of Members undertaking these visits should be reported initially to the Reference Group/Social Work Board responsible for taking forward the recommendations of the Social Work Task Force and thereafter to the Council.
- 4.6 These arrangements would be over and above the involvement of elected Members in groups working on new service and strategic developments e.g. Eric Gray Resource Centre feasibility study and the Disability Strategy Group.

5. **Financial Implications**

- 5.1 Members would be entitled to claim expenses in respect of any visits made.
- 5.2 The estimated cost would be in the region of £50 per annum and would need to be accommodated within existing budget provision for Members' expenses.
- 5.3 Members should note that the Council General Fund Revenue Estimates and Council Tax Setting report F-001 to Council on 9th February 2006 stated that the budget is £11.7M in deficit. A further report "Proposed Reduction of General Fund Revenue Budgets 2006/07" set out proposals to reduce this deficit to £4.53M. It is incumbent on all service areas to undertake a critical review of cost implications to their services, in order to make savings and achieve a balanced budget.

6. **Policy & Delegated Authority**

- 6.1 All Social Work matters stand referred to the Services Committee. The Committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision (Min. Ref. SIC 70/03.)

7. **Conclusions**

- 7.1 The closer involvement of elected Members in the provision of care services is welcomed by staff and service users.
- 7.2 This used to be provided via the Advisory Sub-Committee on Inspections and in the homes previously run by Shetland Welfare Trust at annual public meetings held in the care centre.
- 7.3 Public meetings in localities will be established by the Community Health Partnership during the coming year but will have a wider focus than the care services managed by the Council.

8. **Recommendations**

I recommend that Services Committee:

- 8.1 consider and approve the proposals in Section 4 above for closer, regular involvement in community care service provision;
- 8.2 agree a nomination for each care setting/service area listed below.

Nordalea, Unst	Edward Thomason House, Lerwick
Isleshavn, Yell	Viewforth House, Lerwick
Fernlea, Whalsay	Taing House, Lerwick
North Haven, Brae	Annsbrae, Lerwick
Wastview, Walls	Craigielea / New Kantersted, Lerwick
Overtonlea, Levenwick	Independent Living Project, Lerwick
Freefield, Lerwick	Eric Gray Resource Centre, Lerwick
Occupational Therapy (OT) / Aids & Adaptations	Care at Home
	Community Care Fieldwork

Date: 15 June 2006
Ref: CF'AN'SW22-06

Report No: SW22-06F



REPORT

To: Services Committee

15th June 2006

From: Head of Housing and Capital Projects

Report No: HS-07-06

SALE OF CHALETS

1.0 Introduction

- 1.1 This report seeks authority to dispose of several chalets following requests from sitting tenants and a Community Council.

2.0 Links to Corporate Priorities

- 2.1 Sustaining rural communities is a key Council priority. (Corporate Plan Section 1). Finding locally appropriate housing solutions by delivery of a sustainable housing service will contribute to strong and vibrant rural communities.

3.0 Proposals

- 3.1 The first request to purchase is from a sitting tenant in Skerries. The property is on the General Fund and the provisions of Right to Buy do not apply. The land on which the property is sited is leased from a third party and it is proposed to make the sale of the chalet conditional on the tenant securing the right to continue occupation of the site.
- 3.2 The second request is from the National Trust and relates to the chalet on Fair Isle. The chalet was provided by the Council in 1993 and is leased to the National Trust. As in 3.1 the provisions of Right to Buy do not apply. The land on which the chalet is sited belongs to the National Trust.
- 3.3 The third proposal is from the Skerries Community Council who are interested in acquiring two chalets to provide accommodation for incoming workers. There are two chalets currently surplus to requirements following the relocation from Girsta. The sale of these chalets would be subject to the Community Council or their agents securing the appropriate statutory consents for the siting of the chalets.
- 3.4 I would propose that all chalets be sold at market value to be assessed by the Council's Asset and Properties Unit.

4.0 Financial Implications

- 4.1 Subject to the assessed market value there is likely to be a small capital receipt to the General Fund as a result of the proposals in this report.

5.0 Policy and Delegated Authority

- 5.1 All matters relating to Housing come under the remit of the Services Committee (Min ref: SIC70/03). The Committee has delegated authority to make decisions on matters within approved policy, and for which there is a budget.

6.0 Recommendations

I recommend that Committee approve;

- a) The sale of the chalet to the sitting tenant in Skerries at market value, subject to the tenant securing a right of occupancy of the land on which the chalet is sited;
- b) The sale of the chalet in Fair Isle to the current lease holder, the National Trust;
- c) The sale of the two chalets, currently surplus to requirements, to the Skerries Community Council, subject to the Community Council securing the appropriate consents for siting the chalets in Skerries.

Date: 30 May 2006
Our ref: AMJ/SA

Report No: HS-07-06



REPORT

To: Services Committee Date: 15th June 2006

**From: Head of Housing & Capital Projects
Energy Manager – Infrastructure Services**

Report No: HS-06-06

**FUEL POVERTY STRATEGY
SET UP OF IMPLEMENTATION GROUP**

1. Introduction

- 1.1 The Housing (Scotland) Act 2001 places a statutory duty on all Scottish Local Authorities to demonstrate how the authority will eradicate fuel poverty in its area by 2016.
- 1.2 This is provided in the form of a fuel poverty strategy, which was approved by Services Committee on 26th January 2006 (Min ref: 01/06).
- 1.3 In order to ensure that this strategy can progress its action plan and meet its objectives, this report seeks to set up a dedicated implementation group that will monitor progress and maintain commitment to tackle fuel poverty at the highest level.
- 1.4 This report also asks Committee to nominate a Councillor as Chair of the implementation group.

2. Background

- 2.1 The fuel poverty strategy covers the five-year period from 2005-2009.
- 2.2 A household is defined as being in fuel poverty if, in order to maintain an acceptable standard of heat, it is required to spend more than 10% of its income on household fuel costs.
- 2.3 The fuel poverty strategy aims to meet the Scottish Executive target of eradicating fuel poverty in all homes, whether private or rented, in Shetland by 2016.
- 2.4 The Housing Service and partners aim to set up a multi agency implementation group, who will work together to ensure we can achieve the aims set out in the strategy.

- 2.5 The appointment of a Councillor as Chair will also ensure that corporate commitment to improve energy efficiency and tackle fuel poverty is maintained at the highest level.

3. Remit

3.1 The purpose of the group is to:

- Gather information to establish the households in Shetland that are at risk of fuel poverty;
- Raise the awareness of fuel poverty amongst key agencies, partners and the general public;
- Develop a robust fuel poverty referral system to ensure help is available to all householders across all tenures;
- Encourage householders to access competitively priced household fuels;
- Monitor, evaluate and continue to develop the fuel poverty strategy.

4. Links To Corporate Priorities

- 4.1 The Fuel Poverty Strategy links through the Local Housing Strategy to the corporate themes of Benefiting People and Communities and Looking After Where We Live.

5. Financial Implications

- 4.1 There are no direct financial implications arising from this report. Subject to approval of the recommendations of this report, any costs associated with Members attendance would be met from the Council Members budget (cost centre SRX0160).

5. Policy And Delegated Authority

- 5.1 All matters relating to Housing stand referred to the Services Committee (Min Ref: SIC70/03). As the recommendations in this report fall outwith delegated authority, a decision of the Council is required.

6. Recommendations

I recommend that the Services Committee recommend that the Council:

- 6.1 Approves the creation of a dedicated implementation group to meet the aims of Shetland's fuel poverty strategy;
- 6.2 Agrees to award the group approved duty status;

Services Committee - Thursday 15 June 2006
Agenda Item No. 13 - Public Report

6.2 Agrees to the implementation group being Chaired by a Councillor, and nominates an appropriate Member to that position.

Date: 2 June 2006
Our Ref:AMJ/SA

Report No: HS-06-06



REPORT

To: Services Committee

15 June 2006

From: Grants Co-ordinator

CAPITAL GRANTS TO VOLUNTARY ORGANISATIONS
LERWICK MARINA USERS ASSOCIATION

1. Introduction

- 1.1 At their meeting on 1 September 2005 the Services Committee approved a report, which recommended the establishment of a budget for Water Based Facilities in order to meet the remaining demand for marina provision. In addition to this, Members also amended the existing policy in respect of the maximum grant available under this scheme. The amendment of this policy now allows community groups to apply for a maximum grant assistance of up to 80% of eligible project costs, but with no specified maximum grant. The Council subsequently ratified these decisions on 14 September 2005 (Min Ref: SIC128/05).

2. Background

- 2.1 The original swinging mooring facility located at Gremista was developed as a result of changes to Lerwick harbour during the late 1970s, including a reduction in secure berthing facilities for small boats in the Hays dock area.
- 2.2 At this time a group of interested boat owners met to discuss the possibility of developing a marina in Lerwick and by April 1979 a management committee had been elected and the Lerwick Marina Users Association (LMUA) was formed.
- 2.3 Lerwick Harbour Trust agreed to assist with the construction of the breakwater and the LMUA were successful in raising the necessary finance required to provide pontoons including grant assistance from Shetland Islands Council. The pontoons were installed in the early 1980s.

Agenda Item No. 14 - Public Report

- 2.4 The LMUA has continued to develop its facilities during the 1980s and 1990s and currently provides sheltered berthing for around 140 small boats and pleasure craft. In addition to this the LMUA also has a boat shed, small boat hoist, mast crane and hard standing area for lifting out boats.
- 2.5 However Members should note that the LMUA committee currently have a waiting list of over 20 boat owners seeking berthing. Furthermore the LMUA have identified that a number of its existing facilities no longer meet with the requirements of its members and are in need of replacement.
- 2.6 LMUA currently has over 200 members and provides facilities for a range of users including small registered fishing vessels, sea angling, yachting, rowing, sailing, and general pleasure boat cruising. Visiting yachts and motorboats also use the marina during the summer months.

3. Present Position

- 3.1 Over the last year representatives of the LMUA have been liaising closely with officers from Community Development to develop their project and have now submitted a Capital Grant application for their project
- 3.2 LMUA has consulted with its members and identified a number of priority improvements required to develop their facilities. In addition to these improvements, the LMUA propose to provide 12 new berths and install 2 permanent berths designated for visiting boats.
- 3.3 Prices have been sought for the proposed works and 2 tenders were received for each element of the project, which has a total cost of £133,021.00 excluding VAT. However with an allowance for non-recoverable VAT the total cost of project is £142,066.22 including VAT.
- 3.4 The works will provide the LMUA with upgraded compliant facilities and include the following developments:
 - Provision of pontoons and 14 new berths;
 - Installation of upgraded power and water supplies to pontoons;
 - Replacement of boat hoist;
 - Upgrade to mast crane.
- 3.5 It should be noted that Lerwick Marina Users Association are VAT registered and do not have charitable status.

4. Links to Corporate Plan

- 4.1 This project will assist the Council to achieve its priorities by contributing towards Community Safety through the provision of a safe berthing facility for small boat owners. The project will also contribute towards the improved

tourism opportunities and the development of a facility that meets a community need.

5. Proposed Funding

5.1 The following funding arrangement is proposed:

	£	%
SIC Community Development	100,000	70.3
Total Public Funding Required	100,000	70.3
Lerwick Marina Users Association	<u>42,066</u>	29.7
TOTAL PROJECT COST	<u>142,066</u>	<u>100.0</u>

5.2 Lerwick Marina Users Association have confirmed that their contribution is in place.

6. Financial Implications

6.1 The Community Development Service budget for Capital Grants to Voluntary Organisations (GCL4306 2406) for financial year 2006/2007 has sufficient budget to meet the request from Lerwick Marina Users Association.

7. Policy and Delegated Authority

7.1 The Council has a general policy to continue to promote improvement in the range and quality of community facilities and services in the islands for all sections of the population (Min Ref: 15/93).

7.2 The Services Committee has delegated authority to make decisions regarding Grants to Voluntary Organisations within approved policy and budget (Min. Ref.: 70/03).

8. Recommendations

I recommend that the Services Committee approve:

8.1 a capital grant of up to £100,000 be approved to Lerwick Marina Users Associated for the purpose outlined in this report. The source of this grant is Community Development's Capital Grants to Voluntary Organisations budget (GCL4306 2406) for financial year 2006/2007.

8.2 that this grant is subject to the standard grant conditions applying to Capital Grants to Voluntary Organisations as set by Shetland Islands Council.

Services Committee - Thursday 15 June 2006
Agenda Item No. 14 - Public Report

June 2006
Our Ref: MD/NWW/lal

Report No: CD-199-F



REPORT

To: Services Committee

15 June 2006

From: Grants Co-ordinator

CAPITAL GRANTS TO VOLUNTARY ORGANISATIONS
LERWICK MARINA USERS ASSOCIATION

2. Introduction

- 1.2 At their meeting on 1 September 2005 the Services Committee approved a report, which recommended the establishment of a budget for Water Based Facilities in order to meet the remaining demand for marina provision. In addition to this, Members also amended the existing policy in respect of the maximum grant available under this scheme. The amendment of this policy now allows community groups to apply for a maximum grant assistance of up to 80% of eligible project costs, but with no specified maximum grant. The Council subsequently ratified these decisions on 14 September 2005 (Min Ref: SIC128/05).

2. Background

- 2.7 The original swinging mooring facility located at Gremista was developed as a result of changes to Lerwick harbour during the late 1970s, including a reduction in secure berthing facilities for small boats in the Hays dock area.
- 2.8 At this time a group of interested boat owners met to discuss the possibility of developing a marina in Lerwick and by April 1979 a management committee had been elected and the Lerwick Marina Users Association (LMUA) was formed.
- 2.9 Lerwick Harbour Trust agreed to assist with the construction of the breakwater and the LMUA were successful in raising the necessary finance required to provide pontoons including grant assistance from Shetland Islands Council. The pontoons were installed in the early 1980s.

Agenda Item No. 14 - Public Report

- 2.10 The LMUA has continued to develop its facilities during the 1980s and 1990s and currently provides sheltered berthing for around 140 small boats and pleasure craft. In addition to this the LMUA also has a boat shed, small boat hoist, mast crane and hard standing area for lifting out boats.
- 2.11 However Members should note that the LMUA committee currently have a waiting list of over 20 boat owners seeking berthing. Furthermore the LMUA have identified that a number of its existing facilities no longer meet with the requirements of its members and are in need of replacement.
- 2.12 LMUA currently has over 200 members and provides facilities for a range of users including small registered fishing vessels, sea angling, yachting, rowing, sailing, and general pleasure boat cruising. Visiting yachts and motorboats also use the marina during the summer months.

3. Present Position

- 3.1 Over the last year representatives of the LMUA have been liaising closely with officers from Community Development to develop their project and have now submitted a Capital Grant application for their project
- 3.2 LMUA has consulted with its members and identified a number of priority improvements required to develop their facilities. In addition to these improvements, the LMUA propose to provide 12 new berths and install 2 permanent berths designated for visiting boats.
- 3.3 Prices have been sought for the proposed works and 2 tenders were received for each element of the project, which has a total cost of £133,021.00 excluding VAT. However with an allowance for non-recoverable VAT the total cost of project is £142,066.22 including VAT.
- 3.4 The works will provide the LMUA with upgraded compliant facilities and include the following developments:
- Provision of pontoons and 14 new berths;
 - Installation of upgraded power and water supplies to pontoons;
 - Replacement of boat hoist;
 - Upgrade to mast crane.
- 3.5 It should be noted that Lerwick Marina Users Association are VAT registered and do not have charitable status.

4. Links to Corporate Plan

- 4.1 This project will assist the Council to achieve its priorities by contributing towards Community Safety through the provision of a safe berthing facility for small boat owners. The project will also contribute towards the improved

tourism opportunities and the development of a facility that meets a community need.

5. Proposed Funding

5.2 The following funding arrangement is proposed:

	£	%
SIC Community Development	100,000	70.3
Total Public Funding Required	100,000	70.3
Lerwick Marina Users Association	<u>42,066</u>	29.7
TOTAL PROJECT COST	<u>142,066</u>	<u>100.0</u>

5.2 Lerwick Marina Users Association have confirmed that their contribution is in place.

6. Financial Implications

6.1 The Community Development Service budget for Capital Grants to Voluntary Organisations (GCL4306 2406) for financial year 2006/2007 has sufficient budget to meet the request from Lerwick Marina Users Association.

7. Policy and Delegated Authority

7.1 The Council has a general policy to continue to promote improvement in the range and quality of community facilities and services in the islands for all sections of the population (Min Ref: 15/93).

7.2 The Services Committee has delegated authority to make decisions regarding Grants to Voluntary Organisations within approved policy and budget (Min. Ref.: 70/03).

8. Recommendations

I recommend that the Services Committee approve:

8.1 a capital grant of up to £100,000 be approved to Lerwick Marina Users Associated for the purpose outlined in this report. The source of this grant is Community Development's Capital Grants to Voluntary Organisations budget (GCL4306 2406) for financial year 2006/2007.

8.2 that this grant is subject to the standard grant conditions applying to Capital Grants to Voluntary Organisations as set by Shetland Islands Council.

Services Committee - Thursday 15 June 2006
Agenda Item No. 14 - Public Report

June 2006
Our Ref: MD/NWW/lal

Report No: CD-199-F



REPORT

To: Services Committee

15 June 2006

From: Grants Co-ordinator

Capital Grants to Voluntary Organisations
Extension and Refurbishment of Walls Public Hall

1. Introduction

- 1.1 The purpose of this report is to consider a request for funding from the Walls Public Hall to extend the hall and refurbish facilities.

2. Background

- 2.1 At their meeting on 6 May 2004 the Services Committee approved a report, which recommended changes to the Capital Grants Scheme and Feasibility and Design Grant Scheme, in order to ensure a more effective use of all available funding. In addition, this report also approved guidelines and standard Council grant conditions for both schemes, including that authority for considering funding requests up to £50,000 is delegated to the Head of Community Development, or his nominee. The Council subsequently ratified this decision on 19 May 2004 (Min Ref: 58/04).
- 2.2 Walls Public Hall was awarded Feasibility and Design Grant assistance of £3,701 and £15,000 respectively from Community Development for their proposed project, which had an indicative cost of £247,000 exclusive of professional fees and VAT.
- 2.3 Walls Public Hall serves a local community of approximately 500 people. The facility is well used and is a venue for a wide range of activities and functions including social, educational and training events, weddings, meetings, dances, quizzes, concerts and teas.

- 2.4 However Members should note that the hall is becoming less attractive to the community as a venue because it suffers from being cold and damp as a meeting place and it is becoming more costly to operate. The hall is in need of major refurbishment as the fabric of the building and its interior is deteriorating and the community have also identified a need for a medium sized multi-purpose meeting space to cater for smaller functions/meetings/events. In addition to this, the hall is also in need of considerable modernization to comply with various legislative requirements.

3. Present Position

- 3.1 The Feasibility and Design stage of work for this project has now been completed including the approval of Planning Permission and Building Warrant.
- 3.2 The work was advertised for tender and 3 tenders were received, the lowest of which was £283,914 excluding VAT, which with an allowance for professional fees, Planning Permission and Building Warrant gives a total project cost of £385,499 including VAT.
- 3.3 Following consideration of the tender a series of meetings have taken place between the hall committee, Officers of Community Development and the Project Design Team. The purpose of these meetings was to consider a cost cutting exercise on the project in order to address a deficit in funding.
- 3.4 This has resulted in savings of £5,000 being identified, which gives a revised total project costs of £380,499 inclusive of professional fees, statutory consents and VAT. The items of savings identified from the overall cost have been selected to ensure no loss of amenity to the Walls hall.
- 3.5 The hall committee have now submitted a Capital Grant application form for their project to extend and refurbish the Walls hall facilities.
- 3.6 The works will provide the Walls community with a modern, fully compliant, extensively refurbished energy efficient hall that has also been extended to include the following facilities:
- Construct a small extension and rearrange existing space to provide a community room, toilet facilities and bar area;
 - Enlarge the main entrance area to hall to improve access;
 - Reshape kitchen to improve layout, storage and upgrade kitchen to comply with current regulations;
 - Replace present insulation and rewire hall electrics;
 - Provision of new windows;
 - Creation of a designated computer room with Internet access for use by the community and visitors.

- 3.7 It should be noted that Walls Public Hall has charitable status but is not registered for VAT.

4. Links to Corporate Plan

- 4.1 This project will assist the Council to achieve its priorities by contributing towards Strengthening Rural Communities through the refurbishment of an important community facility. The project will contribute towards the strengthening of the Walls district through the development of a facility that meets a community need and assists in the retention of people living in this area.

5. Financial Implications

- 5.1 The following funding arrangement is proposed:

	Total Project Costs (£)	Total Paid to Funding Date (£)	Remaining Required (£)
Shetland Islands Council	118,701	18,701	100,000
Big Lottery Fund	150,000	0	150,000
Awards for All	5,000	5,000	0
Robertson Trust	10,000	0	10,000
Sandness and Walls Community Council	6,500	0	6,500
Crofters Commission	6,500	0	6,500
Lloyds TSB Foundation	7,000	0	7,000
Social Investment Scotland	25,000	0	25,000
Shetland Enterprise	<u>30,000</u>	<u>0</u>	<u>30,000</u>
Total Public Funding	358,701	23,701	335,000
Walls Public Hall	<u>21,798</u>	<u>8,869</u>	<u>12,929</u>

TOTAL PROJECT COSTS 380,499 32,570 347,929

- 5.2 The Big Lottery Fund has agreed to fund the above amount.

- 5.3 Awards for All have agreed to the above amount.

- 5.4 The Robertson Trust has agreed to the above amount.

- 5.5 The Sandness and Walls Community Council has agreed to the above amount.

- 5.6 The Crofters Commission has agreed to the above amount.

- 5.7 Walls Public Hall has confirmed to Community Development that its contribution is in place.

Agenda Item No. 15 - Public Report

5.8 An application for funding has been submitted to Lloyds TSB Foundation for the above amount and although no decision has been taken yet a decision is expected by the end of the month.

5.9 An application to borrow £25,000 has been submitted to Social Investment Scotland and although no decision has been taken yet a decision is expected by the end of the month.

5.10 An application for funding has been submitted to Shetland Enterprise for the above amount and although no decision has been taken yet a decision is expected by the end of the month.

6. Financial Implications

6.1 The Community Development Service budget for Capital Grants to Voluntary Organisations (GCL4314 2406) for financial year 2006/2007 has sufficient funds to meet the request from Walls Public Hall.

7. Policy and Delegated Authority

7.1 The Council has a general policy to continue to promote improvement in the range and quality of community facilities and services in the islands for all sections of the population (Min Ref: 15/93).

7.2 The Services Committee has delegated authority to make decisions regarding Grants to Voluntary Organisations within approved policy and budget (Min. Ref.: 70/03).

8. Recommendation

I recommend that the Services Committee agree that: -

8.1 a grant of up to £100,000 is offered to Walls Public Hall for the purposes outlined in this report. The source of this grant is Community Development's budget for Capital Grants to Voluntary Organisations (GCL4314 2406) for financial year 2006/07:

8.2 the above grant be subject to the standard Council conditions applying to the Capital Grant Aid Scheme.



REPORT

To: Services Committee 15 June 2006

From: Brian Doughty, Executive Director, Education and Social Care
Chief Inspector Malcolm Bell, Chair, Shetland Child Protection Committee

**SHETLAND CHILD PROTECTION COMMITTEE ANNUAL REPORT AND
BUSINESS PLAN**

1. Introduction

- 1.1 This report presents to Members details of Shetland Child Protection Committee's work for the period April 2005 to March 2006, as set out in its Annual Report for 2005-6
- 1.2 The Report including the Business Plan for 2006-7 were agreed by CPC on 18 April 2006 and are being presented for approval by Chief Officers at the Community Planning Board on 13 June, before being lodged with the Scottish Executive.

2. Background

- 2.1 Shetland Child Protection Committee (CPC) is an inter-agency body, now constituted under new Scottish Executive guidance – Protecting Children: Child Protection Committees: 2005. CPC is required to carry out specified functions in the areas of Public Information, Continuous Improvement and Strategic Planning.
- 2.2 The Executive Summary (**appendix 1 attached**) to the Annual Report summarises the work done during 2005-6 to fulfil each function. The full Annual Report is available from Social Care on request.
- 2.3 The guidance requires CPC to take an enhanced role in quality assurance, and accordingly an inter-agency audit of child protection practice in Shetland was commissioned in 2005-6. The outcome was reported previously to Services Committee and informs the Business Plan for 2006-7 (Appendix 12 to the Annual Report), which also takes account of lessons to be learned from enquiries and reports elsewhere in Scotland (such as the inspection into the care and protection of children in the Western Isles, which reported in August 2005).

- 2.4 The Plan also takes forward work in progress that was agreed last year and which remains to be completed, and links into the Integrated Children and Young People's Service Plan for Shetland.
- 2.5 In seeking to promote the protection of children from all forms of abuse and neglect, Local Authorities are required to work closely with other agencies. CPC provides the mechanism for this to happen, and produces the agreed Shetland inter-agency Child Protection Procedures. Safeguarding children is everyone's job, and CPC seeks to promote the involvement of the whole community in this.
- 2.6 Scottish Ministers recently sought further assurances from key agencies – Local Authorities, Health Boards and the police – about the implementation of the new guidance and the response to substance misuse issues locally; Chief Officers were briefed through the Community Planning Board to enable an appropriate response to be sent.

3. Links to Corporate Priorities

- 3.1 Protecting children and vulnerable people is crucial in achieving policy priorities of Community Safety, Achieving Potential and Improving Health.

4. Proposals

- 4.1 Services Committee is asked to note the report and to support the efforts of its dedicated professional staff in this difficult but essential area of work.

5. Financial Implications

- 5.1 There are no financial implications arising from this report.

6. Policy and Delegated Authority

- 6.1 All Social Work and related child care matters stand referred to Services Committee (Min. Ref. SIC 70/03.) However, this report is for information only and no decision is required. Therefore, there are no policy and delegated authority issues to be addressed.

7. Conclusions and Recommendations

- 7.1 I recommend that the Services Committee note CPC's Annual Report for 2005-6 which will now be submitted to the Scottish Executive and placed in the public domain via the Library service.

- 1 Shetland Child Protection Committee (CPC) is an inter-agency body. Under government guidance and its Constitution its core functions are as follows:

- **Public Information**
- **Continuous improvement**
 - Policies, Procedures and Protocols
 - Management Information
 - Quality Assurance
 - Promotion of Good Practice
 - Training and Staff Development
- **Strategic Planning**
 - Communication and Co-operation
 - Planning and Connections
 - Listening to and Involving Children and Young People and their Families

- 2 During the year 2005-6 CPC:

Promoted public information by:

- Preparation of child protection 'wallet cards' for the voluntary sector
- Maintaining an advertisement in the local directory
- Arranging for the distribution of child protection information to households in Shetland as part of a Community Safety promotion
- Providing information to community representatives and the media

Promoted continuous improvement by

- Dissemination of a Protocol for responding to under-age sexual activity, to supplement the Shetland inter-agency Child Protection Procedures
- Completing a self-evaluation exercise against the national Framework for Standards in child protection
- Undertaking an inter-agency audit and disseminating the findings
- Providing training to a wide variety of staff, ranging from specialist child protection practitioners to volunteers working with small community groups

Contributed to Strategic Planning by:

- Formalising its links with other multi-agency bodies through its new Constitution
- Contributing to the work of a wide variety of organisations and inter-agency strategic planning bodies.
- Seeking input from children and young people directly through Youth Voice and indirectly through the Children and Young

Services Committee - Thursday 15 June 2006

Agenda Item No. 16 - Public Appendix

People's Rights Information and Support Service and the
Shetland Youth Information Service.