

**Education and Families Committee****20 January 2015****Accounts Commission Report: School Education****CS-06-15-F****Report by : Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This Accounts Commission Report was presented to the Special Education and Families Committee on 1 July 2014 as an appendix of the Secondary Education Cost per Pupil in Shetland report.
- 1.2 It provides useful comparative information across Scotland.
- 1.3 Sarah Pollock, Project Manager from Audit Scotland contacted Shetland Islands Council to advise us that members of the Audit Scotland Team were available to attend our Committee meeting to present findings from the report, answer questions from Members and discuss the recommendations.
- 1.4 Sarah Pollock and Kirsty Whyte are attending this meeting to discuss the report with Members.

**2.0 Decisions Required**

- 2.1 The Committee is requested to;
  - 2.1.1 Discuss the report, ask any questions of the Audit Scotland representatives and note the report.

### 3.0 Detail

- 3.1 The key messages from the School Education Report are listed in a summary document which is included as Appendix 1.
- 3.2 This provides the four key messages and highlights the recommendations which Councils should take forward.
- 3.3 The main report can be accessed through the link at the end of this report. This contains much more detail regarding comparative information from across Scotland.
- 3.4 The recommendations will be taken forward in Shetland and Report CS-01-15-F: Secondary School Comparison Project which is also presented at this meeting, uses the School Education Report as background to the development of the recommendations within it.

### 4.0 Implications

#### Strategic

- 4.1 Delivery on Corporate Priorities – To be a properly led and well managed council dealing with the challenges of the present and the future and doing that within our means.
- 4.2 Community /Stakeholder Issues – Effective performance management and continuous improvement are important and the comparisons within this report adds to the information available to do this.
- 4.3 Policy and/or Delegated Authority – in accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority.
- 4.3 Risk Management –There are no risk management issues directly from this report.
- 4.4 Equalities, Health And Human Rights – There are none from this report.
- 4.5 Environmental – There are none from this report.

#### Resources

- 4.6 Financial – There are no financial impacts directly from this report.
- 4.7 Legal –NONE.
- 4.8 Human Resources - NONE
- 4.9 Assets and Property – NONE

## 5.0 Conclusions

- 5.1 This gives Members the opportunity to question and discuss the School Education Report with representatives from Audit Scotland.

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*Report Finalised: 12 January 2015*

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### Appendix

Appendix 1 – Key Messages: School Education

### Links to Background documents:

The Accounts Commission: Audit Scotland Report – School Education  
[http://www.audit-scotland.gov.uk/docs/local/2014/nr\\_140619\\_school\\_education.pdf](http://www.audit-scotland.gov.uk/docs/local/2014/nr_140619_school_education.pdf)



# School education



Prepared by Audit Scotland  
June 2014

## What's this report about?


Education is fundamental in shaping a child's life. Getting a good education improves the likelihood of earning a higher income, enjoying better health and living longer. An effective school education system is an important factor in supporting the Scottish Government's strategic objectives to be a 'Smarter Scotland' and a 'Wealthier and Fairer Scotland'. Better educational outcomes are a strong predictor of economic growth, and success in a global economy means that Scotland needs to keep pace with the best countries in the world.

School education accounts for a significant proportion of local government spending, and a number of important education policy developments have taken place in recent years, such as the introduction of Curriculum for Excellence (CfE). Gaining qualifications (attainment) is still an integral part of CfE and the education system, but CfE also aims to ensure pupils develop a range of skills for living and working in the wider world (wider achievement).

There has been no independent evaluation of how much councils spend on education and what this delivers in terms of improved attainment and wider achievement for pupils. 2014 is the first year in which pupils are sitting new qualifications introduced as part of CfE. Comparisons with previous years will not be possible for some time. This audit is therefore timely as it provides an assessment of attainment over the last decade and identifies how effectively councils made improvements during this time.

Our audit assessed how efficiently and effectively councils are using their resources to maximise pupil achievement in schools. We examined:

- how much councils spend on school education and what they spend it on
- how effectively councils are driving forward improvement in pupil achievement
- how efficiently councils are using their resources to maximise pupil achievement.

There is a range of attainment measures used within Scottish education. We have selected ten of these to examine the range of performance across the entire senior phase, S4-S6. The selected measures are closely aligned to the measures that councils report to their own education committees ([Appendix 1, main report](#))(PDF) .

The report highlights examples of good practice from a range of councils which have made the most improvements in raising levels of attainment in schools and makes recommendations to drive forward improvement.

## Key messages

- 1** In 2012/13, councils spent £4.8 billion on education services, of which £3.8 billion was spent on primary and secondary education. Around two-thirds of this expenditure (68 per cent) was on staff costs. Councils' spending on education fell by five per cent in real terms between 2010/11 and 2012/13, largely as a result of employing fewer staff. Councils' education services are likely to continue to face budgetary pressures, and they need to be alert to the potential impact of increased workloads on remaining staff.
- 2** Performance has improved against all ten of the attainment measures we examined over the last decade. However, there is significant variation in attainment between individual councils, schools, and groups of pupils; and there is a considerable gap between Scotland and the top performing countries. Current measures at both national and council level focus on attainment of secondary pupils at S4-S6 level. There are no comparable measures available at a council and national level on wider achievement, or the performance of pupils from P1-S3.
- 3** Levels of deprivation have a large influence on attainment. Some schools have achieved better attainment results than their levels of deprivation would indicate, suggesting that the gap between the lowest and highest performing schools cannot be wholly attributed to different levels of deprivation. Closing the gap in performance between schools is likely to be critical to improving overall attainment levels.
- 4** Councils that have made the most improvements have focused on areas such as developing leadership skills, and improving both teacher quality and systems for monitoring and tracking pupil data. There are also increasing opportunities for pupils to develop a wide range of skills for living and working in the wider world. Councils are starting to target resources to improve both


attainment and wider achievement but there is scope to improve strategic planning and strengthen the role of elected members in holding education services to account.

## Recommendations

### Councils should:

- ensure they fully understand why levels of attainment vary between their schools and different groups of pupils
- develop and implement strategies to reduce the gaps in performance between the highest and lowest-performing schools
- continue to work with the Scottish Government and Education Scotland to develop a suite of agreed performance measures which would provide an overall picture of educational attainment and achievement across Scotland
- review the sufficiency of information provided to education committees on attainment at S4-S6, pupil performance between P1-S3 and wider achievement. They should also ensure committees have the time and support to adequately challenge and hold to account education services
- develop more coordinated approaches to gathering and recording information on the range of wider achievement activities offered in schools, including the levels of pupil participation and the outcomes they achieve. This will help councils to scrutinise performance and ensure resources are being used as efficiently as possible
- ensure education strategic documents contain clear priorities and actions that set out what is to be achieved in the short, medium and long term. Performance management arrangements should monitor outcomes and report regularly on delivery against strategic objectives, such as raising attainment among the lowest-performing pupils
- consistently use the Scottish Local Government Benchmarking Framework to compare their performance against other councils, and share good practice to improve educational attainment and wider achievement
- fully assess the potential long-term impact on attainment and wider achievement of budget reductions
- monitor and act on the impact of revised working practices and staff reductions across all affected groups (eg, teachers, administrative staff, classroom assistants) on staff wellbeing by, for example, monitoring sickness absence levels, and through specific questions in staff surveys.

## What happens now?

The full report can be accessed on our website [www.audit-scotland.gov.uk](https://www.audit-scotland.gov.uk) . The Accounts Commission is keen to see the issues raised in this audit further discussed by the general public and a wide range of public bodies and interested parties.

We will also monitor progress against our recommendations through our audit work.

## Key messages

# School education

This report is available in PDF and RTF formats, along with a podcast summary at:

[www.audit-scotland.gov.uk](http://www.audit-scotland.gov.uk) 

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**Education and Families Committee  
Shetland Islands Council**

**20 January 2015  
18 February 2015**

## **Strategy for Secondary Education in Shetland – Amendment to Statutory Consultation Timeline**

**CS-04-15-F2**

**Director of Children's Services**

**Children's Services**

### **1.0 Summary**

- 1.1 The Strategy for Secondary Education was agreed by Shetland Islands Council on 2 July 2014 (Min Ref: SIC 52/14). Arising from this agreed Strategy were a number of statutory consultations on changes to the secondary school estate in Shetland. These were the proposed closure of the secondary department, or the discontinuation of Secondary 4 education at: Mid Yell Junior High School, Whalsay School, Baltasound Junior High School, Aith Junior High School and Sandwick Junior High School, with pupils transferring to the Anderson High School when the new school is open.
- 1.2 The purpose of this report is to seek approval to:
- a) cease the current statutory consultations to discontinue Secondary 4 education or close the secondary department at Mid Yell Junior High School, and to discontinue Secondary 4 education or close the secondary department at Whalsay School, and agree that these will be carried out in full at future dates to be agreed;
  - b) postpone the planned future statutory consultations to discontinue Secondary 4 education or close the secondary department at Baltasound Junior High School; to discontinue Secondary 4 education or close the secondary department at Aith Junior High School; and to discontinue Secondary 4 education or close the secondary department at Sandwick Junior High School, and agree that these will start at future dates to be agreed.
- 1.3 In accordance with the timeline presented in the Strategy for Secondary Education, the first two statutory consultations arising from Strategy, namely to discontinue Secondary 4 education or close the secondary departments at Mid Yell Junior High School and Whalsay School commenced on 19 September 2014. Following an extension, the statutory consultation period for these consultations ended on 12 December 2014.
- 1.4 It is clear from the public meetings held, the written responses received and the consultations with staff and pupils in both Mid Yell Junior High School and Whalsay School that, amongst those who responded, there is overwhelming

opposition to any change to secondary provision in these two schools at this time.

- 1.5 In addition, on 4 November 2014 Education and Families Committee did not support the recommendation to close of North Roe Primary School and Urafirth Primary School and Nursery Class. On 5 November 2014, Shetland Islands Council resolved to keep North Roe Primary School and Urafirth Primary School and Nursery Class open. These two schools and the nursery class are now protected from a further closure proposal for five years due to the new provisions in the Schools (Consultation) (Scotland) Act 2010.
- 1.6 At the same meeting Shetland Islands Council also decided to remove the planned statutory consultations on Sandness Primary School and Burravoe Primary School from the remaining Blueprint for Education proposals.
- 1.7 Children's Services is clear that the current Strategy for Secondary Education remains valid from an educational perspective and therefore should not be further amended. As set out in the Strategy, transitions during secondary education should be avoided where possible and if a transition is required, for geographical reasons, it should not be during the Senior Phase. However, at this time support for these proposals, as evidenced in the feedback from all meetings held, and in the written responses is almost nil.
- 1.8 As part of the recommendations on sustainability and efficiency, the Schools Comparison Project has identified the value of considering Hall of Residence and transport costs for pupils from S3. It is recommended in order to maintain the integrity of the Strategy for Secondary Education that these fees should be waived from June 2015. This will also facilitate the Shetland Learning Partnership.
- 1.9 In addition, since the changes to the Schools (Consultation) (Scotland) Act 2010, which came into force from 01 August 2014 a five year moratorium applies to any school where a closure proposal has been consulted on formally and a decision taken not to implement it.
- 1.10 If we continued to progress the current statutory consultations to their conclusion by publishing consultation reports we would then be required to take them to Shetland Islands Council for a decision. If Shetland Islands Council did not implement any closure proposal Mid Yell Junior High School and Whalsay School would be protected from any further statutory consultation on a closure proposal for five years.
- 1.11 As a result, in order to avoid any further uncertainty or concern about secondary education provision in Shetland for pupils, parents and staff, to protect the Strategy for Secondary Education, and to ensure staff time is utilised better to avoid undertaking unnecessary consultations which are unlikely to succeed, we consider it would be prudent at this time to amend the statutory consultation timeline. We propose that this would be until at least, 2017 when the new Anderson High School is open and the Shetland Learning Partnership is up and running. This is unless the financial position of Shetland Islands Council worsens and Children's Services is required to reconsider statutory consultations on school closure proposals in secondary earlier than 2017.

## **2.0 Decision Required**

- 2.1 I recommend that Education and Families Committee RECOMMEND that Shetland Islands Council RESOLVE to approve the following recommendations:
- a) Cease the current statutory consultation on the options of the proposed closure of Mid Yell Junior High School Secondary Department, or the discontinuation of Secondary 4 education only, does not proceed to publish a consultation report, and that this consultation is carried out in full again at a future date to be agreed;
  - b) Cease the current statutory consultation on the options of the proposed closure of Whalsay School Secondary Department, or the discontinuation of Secondary 4 education only, does not proceed to publish a consultation report, and that this consultation is carried out in full again at a future date to be agreed;
  - c) Do not commence statutory consultation on the options of the proposed closure of Baltasound Junior High School Secondary Department or the discontinuation of Secondary 4 education only, in August 2015, and that this consultation is postponed and starts at a future date to be agreed;
  - d) Do not commence statutory consultation on the options of the proposed closure of Aith Junior High School Secondary Department or the discontinuation of Secondary 4 education only, in October 2015, and that this consultation is postponed and starts at a future date to be agreed;
  - e) Do not commence statutory consultation on the options of the proposed closure of Sandwick Junior High School Secondary Department or the discontinuation of Secondary 4 education only, in October 2015, and that this consultation is postponed and starts at a future date to be agreed.
- 2.2 That the Director of Children's Services come forward in 2017 with a revised timeline for these planned statutory consultations.
- 2.3 It is recommended in order to maintain the integrity of the Strategy for Secondary Education that the Hall of Residence fees should be waived from June 2015 for pupils from S3. This will also facilitate the Shetland Learning Partnership.

## **3.0 Detail**

- 3.1 On 13 November 2013, Children's Services presented a Strategy for Secondary Education in Shetland to Education and Families Committee and to Shetland Islands Council. This work was the culmination of a comprehensive look at the current secondary education provision in Shetland which began with councillors' request to Children's Services in February 2012, to 'Refresh of the Blueprint for Education' proposals.
- 3.2 The recommendations in the Strategy for Secondary Education Report were from Professor Don Ledingham, the independent education expert engaged to support the work, and were as follows:
- a) Create an ambitious partnership between Shetland High Schools and the Further and Higher Education sector in Shetland;
  - b) Create a Shetland Learning Campus;
  - c) Rationalise secondary education provision in Shetland, by moving to statutory consultation on the proposed closure of Aith Junior High School

Secondary Department and Sandwick Junior High School Secondary Department; and the proposed discontinuation of Secondary 3 and Secondary 4 provision at Baltasound Junior High School, Mid Yell Junior High School and Whalsay School.

- 3.3 On 13 November 2013, Shetland Islands Council agreed to create an ambitious partnership between Shetland High Schools and the Further and Higher Education sector in Shetland, and they agreed to create a Shetland Learning Campus. However they did not agree to the proposed programme of rationalisation of secondary education as presented.
- 3.4 Instead of approving statutory consultation on the proposed closure of Aith Junior High School Secondary Department and Sandwick Junior High School Secondary Department, they instructed Children's Services to consult on the discontinuation of Secondary 3 and Secondary 4 education in these secondary departments as well as in Whalsay School, Mid Yell Junior High School and Baltasound Junior High School.
- 3.5 The proposal to discontinue the provision of Secondary 3 and Secondary 4 education at Sandwick Junior High School was the first proposal Children's Services put forward for statutory consultation as part of implementing the decisions of 13 November 2013. This statutory consultation took place between 13 February 2014 and 28 March 2014. The resulting Consultation Report was presented to Education and Families Committee and Shetland Islands Council on 9 June 2014. The Consultation Report recommended the discontinuation of Secondary 3 and Secondary 4 education at Sandwick Junior High School. This recommendation was not accepted.
- 3.6 Instead, the Director of Children's Services was asked to reconsider the way ahead within the Strategy for Education in Shetland and come forward with a proposal for consultation on Secondary 1 to Secondary 3 and closure for each of the Junior High Schools: Sandwick Junior High School, Aith Junior High School, Mid Yell Junior High School, Baltasound Junior High School and Whalsay School, and to bring back a report to Education and Families Committee and Shetland Islands Council before the recess which includes a revised timetable.
- 3.7 In presenting the way forward, Children's Services took account of the following:
- The Strategy for Secondary Education Report presented to Shetland Islands Council on 13 November 2013, including the informal consultation feedback which informed that Report;
  - The responses, both oral and written to the statutory consultation on the Proposal to discontinue Secondary 3 and Secondary 4 education at Sandwick Junior High School;
  - Education Scotland's Report on the Educational Aspects of the Proposal to Discontinue Secondary 3 and Secondary 4 education at Sandwick Junior High School;
  - The developing work of the Shetland Learning Partnership Project;
  - The final Report of the Wood Commission published on 3 June 2014.
- 3.8 The Strategy for Secondary Education – Amended was approved on 2 July 2014, including the resulting statutory consultations on the proposed closure of the secondary department or the discontinuation of Secondary 4 education at: Mid Yell Junior High School, Whalsay School, Baltasound Junior High School, Aith Junior High School and Sandwick Junior High School, with transfer of pupils to the Anderson High School.

- 3.9 Statutory consultations on the proposed closure of the secondary department, or the discontinuation of Secondary 4 provision at Mid Yell Junior High School and Whalsay School commenced on 19 September 2014. The statutory consultation periods for these consultations ended on 12 December 2014.
- 3.10 For each of these two statutory consultations:
- Two public meetings were held;
  - Meetings were held with school staff in Mid Yell Junior High School, Whalsay School and Anderson High School;
  - Meetings were held with school pupils in Mid Yell Junior High School, Whalsay School and Anderson High School;
  - Written responses were received.
- 3.11 A total of 382 written responses were received for the consultation on Mid Yell Junior High School Secondary Department and a total of 350 written responses were received for the statutory consultation on Whalsay School Secondary Department.
- 3.12 In both consultations, at all meetings, and in written responses there was overwhelming opposition to any change to secondary provision in these schools.
- 3.13 Some of the key arguments made in both consultations relate to:
- The potential impact on children, their families and their communities of the proposed changes, with children having to move to the Halls of Residence at an earlier age;
  - A high level of satisfaction with the high quality of secondary education currently on offer in both schools, and no acceptance that this might need to change in the light of the implementation of Curriculum for Excellence;
  - A desire to see the Shetland Learning Partnership up and running before considering whether it would be a positive step forward for their children's Senior Phase experience.
- 3.14 In addition, on 4 November 2014 Education and Families Committee did not recommend the closure of North Roe Primary School and Urafirth Primary School and Nursery Class to Shetland Islands Council. On 5 November 2014, Shetland Islands Council decided to keep North Roe Primary School and Urafirth Primary School and Nursery Class open. These two schools and the nursery class are now protected from a further closure proposal for five years due to the new provisions in the Schools (Consultation) (Scotland) Act 2010.
- 3.15 At the same meeting Shetland Islands Council also decided to remove the planned statutory consultations on Sandness Primary School and Burravoe Primary School from the remaining Blueprint for Education proposals.
- 3.16 As a result, to avoid unnecessary concern and further uncertainty about secondary education provision in Shetland for pupils, parents and staff, to protect the Strategy for Secondary Education, we consider it would be prudent at this time to amend the statutory consultation timeline. We propose that this amended timeline is brought forward in 2017 when the new Anderson High School is open and the Shetland Learning Partnership is up and running.
- 3.17 If we continued to progress the current statutory consultations to their conclusion and published consultation reports on each, we are then required to take them to Shetland Islands Council for a decision. If Shetland Islands Council did not

implement any closure proposal, Mid Yell Junior High School and Whalsay School would be protected from any further statutory consultation on a closure proposal for a period of five years. Such a decision would have an impact on our opportunities to progress the Strategy for Secondary Education at a future date.

## **4.0 Implications**

### Strategic

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

##### Shetland Islands Council's Corporate Plan

Within the Key Actions section of the updated Corporate Plan 2014/17 the actions set out in Section 2 – The Best Possible Start for Every Child, relate directly to the delivery of an amended Strategy for Secondary Education:

- we will implement Curriculum for Excellence in accordance with national timescales and milestones;
- we will undertake a number of statutory consultations under the auspices of the Schools Reconfiguration Project.
- by the end of this Plan we will have reconfigured the school estate to provide the best possible service within the resources available.

In addition, the updated Corporate Plan 2014/17 also makes a number of important commitments to the Shetland community as follows. By the end of the term of the updated Corporate Plan 2014/17 we shall have:

- made the decisions we were required to make, and we will have done that properly, on time and with a proper assessment of risk;
- made many, and sometimes radical, changes in how we provide services, and we will have done that through proper consultation with communities and staff;
- demonstrated that we are providing Best Value in all our services, after having had a successful cross-council review from Audit Scotland;
- made sure that in making any changes we have considered and dealt with equalities, health and human rights issues;
- stuck to the Medium Term Financial Plan and be financially strong;
- made further significant savings by reducing the number of buildings we have.

##### Shetland Single Outcome Agreement 2013

- Shetland is the best place for children and young people to grow up in;
- People are supported to be active and independent throughout adulthood and in older age;
- Shetland stays a safe place to live, and we have strong, resilient and supportive communities;
- Shetland has sustainable economic growth with good employment opportunities and our people have the skills to match, good places to stay and the transport people and businesses need;
- We have tackled inequalities by ensuring the needs of the most vulnerable and hard to reach groups are identified and met, and that services are targeted at those most in need;
- We deliver all our services in an environmentally sustainable manner to safeguard and enhance our outstanding environment which underpins all our actions and our economic and social well-being;

- We have financial sustainability and balance within each partner; and a better balance between a dynamic private sector, a strong third sector and efficient and responsive public services.

Children's Services Directorate Plan has the following relevant priorities:

- to get it right for every child;
- to demonstrate effective leadership and clear direction for staff and services;
- to achieve improvement within reduced budgets.

In addition Children's Services Directorate Plan set outs the key aims for all its services in 2014-15. The aims relevant to this Proposal are:

- we will deliver our objectives to ensure Shetland Islands Council's Corporate Plan commitments are met;
- we will deliver the best possible service we can which balances access, opportunities and resources;
- we will provide clear and consistent communication to all staff, customers and partners in order to achieve the Directorate's priorities;
- we will ensure staff feel valued and supported particularly through periods of challenge and change;
- we will deliver our budget requirements within Shetland Islands Council's Medium Term Financial Plan.

The Schools/Quality Improvement Service Plan for 2014-15 in turn has the following priority.

"The following statutory consultations will be undertaken in 2014-15: change of stage from Secondary 1-Secondary 4 to Secondary 1-Secondary 2 at Sandwick Junior High School Secondary Department, Mid Yell Junior High School Secondary Department, Baltasound Junior High School Secondary Department, Whalsay School Secondary Department; closure of three Primary Schools i.e. two of the three in Northmavine and commence the statutory consultation on Sandness Primary School. Further consultations will be undertaken in 2015-16 as set out in the Schools Reconfiguration Project Plan."

- 4.2 Community /Stakeholder Issues – in accordance with the Schools (Consultation) (Scotland) Act 2010, Children's Services has carried out full community and stakeholder consultations for their closure proposals on Mid Yell Junior High School Secondary Department, and Whalsay School Secondary Department, in line with relevant legal requirements. The outcomes of these extensive consultations have informed the position Children's Services now considers it is in.
- 4.3 Policy And/Or Delegated Authority –in accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. However, as the decision required would be a variation of an existing plan and policy, a decision of Shetland Islands Council is required. This report is related to the function of an education authority.
- 4.4 Risk Management –Changes to the statutory consultation process were implemented through the Children and Young People (Scotland) Act 2014. These changes took effect from 1 August 2014. Careful attention must be paid to these changes in progressing any statutory consultation. Failure to reduce the net ongoing running costs of the Council carries a significant risk of Shetland

Islands Council's financial policies not being adhered to and will require a further draw from Reserves.

- 4.5 Integrated Impact Assessment – Relevant Integrated Impact Assessments were prepared in respect of these options as part of the work to develop the Strategy for Secondary Education presented on 13 November 2013, particularly those which related the Blueprint Extant model and the Next Steps model. Initial individual Integrated Impact Assessments were prepared on each option for each junior high school as part of the work to prepare the Proposal Papers on Mid Yell Junior High School Secondary Department and Whalsay School Secondary Department.

## Resources

- 4.6 Financial – The approved 2014-19 Medium Term Financial Plan includes a savings target of £4.673m for Children's Services. The Children's Services Directorate budget set for 2015/16 includes savings of £1.508m, leaving £927k savings required to be found in 2016/17 (2.4% in comparison with the 2% to be found by other Directorates), followed by a 2% efficiency saving from 2017/18 onwards in line with all other Directorates. Failure to address any shortfall in budget would result in an additional cost pressure on Children's Services. In addition, if the financial position for Shetland Islands Council worsens, which has an impact on Children's Services, then statutory consultation on school closure proposals in secondary may have to be reconsidered earlier than 2017.
- 4.7 Legal – A proposal to close a school or end a stage of education is a "relevant proposal" in terms of the Schools (Consultation) (Scotland) Act 2010. In carrying out any statutory consultation process, Shetland Islands Council must comply with the requirements as set out in that Act.
- 4.8 Human Resources – There are no human resource implications arising directly from this report.
- 4.9 Assets And Property – There are no implications for Assets and Property arising directly from this report.

## **5.0 Conclusions**

- 5.1 This report recommends that current statutory consultations on the proposed closure of the secondary department or the discontinuation of Secondary 4 provision at Mid Yell Junior High School and Whalsay School cease; and begin again at a future date to be agreed. In addition, that planned future statutory consultations on the proposed closure of the secondary department or the discontinuation of Secondary 4 at Baltasound Junior High School, Aith Junior High School and Sandwick Junior High School are postponed to a future date to be agreed.
- 5.2 Children's Services considers that at this time, no decision would be taken to make a change to the secondary school estate in Shetland. We want to avoid such a situation in order to progress the Strategy at a time when the affected communities in Shetland may be more receptive to considering change: when the Shetland Learning Partnership is up and running, and when the new Anderson High School has been built.



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Report finalised: 13 January 2015

Background documents:

Blueprint for Education 2012 – 2017; CS-19-F, Education and Families Committee; 14 September 2012

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=13620>

A Strategy for Secondary Education in Shetland; CS-55-13-F2; Education and Families Committee; 13 November 2013

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=15233>

Proposed Discontinuation of Secondary Three and Secondary Four Education at Sandwick Junior High School – Decision; CS-12-14-F; Education and Families Committee; 9 June 2014

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=16334>

Strategy for Secondary Education in Shetland - Amendment; CS-14-14-F, Education and Families Committee; 1 July 2014

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=16467>

END



**Education and Families Committee****20 January 2014****Secondary School Comparison Project****CS-01-15-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to present the findings and recommendations of the School Comparison Project, and seek approval to explore further each of the recommendations.
- 1.2 The School Comparison Project is a follow-up to the Secondary Education Cost per Pupil in Shetland Report presented to Education and Families Committee on 1 July 2014 (Min Ref:E&F21/14). This report showed that Shetland provided the most expensive model of secondary education in Scotland.
- 1.3 At Education and Families Committee on 1 July 2014, the Committee instructed the Chief Executive, or his nominee, to investigate further areas of potential efficiencies in secondary education, and bring forward reports on how these might be achieved to reduce the cost of secondary education.
- 1.4 Members also highlighted the need to explore further Shetland secondary school attainment versus cost and staff / pupil ratios with other relevant education authorities including Orkney and the Western Isles.
- 1.5 Subsequently, the Secondary School Comparison Project was established in November 2014 to address these issues. A project team was formed, and a project brief agreed in consultation with the Chair and Vice Chair of the Education and Families Committee and the Chief Executive.
- 1.6 The project brief set out six themes for further exploration:  
**Theme 1:** Compare attainment data at Scottish Credit and Qualifications Framework Levels 3 to 7 against the national average over the last five years

**Theme 2:** Compare Shetland attainment at Scottish Credit and Qualifications Framework Levels 3 to 7 against national comparative authorities over the last five years

**Theme 3:** Compare Shetland attainment at Scottish Credit and Qualifications Framework Levels 3 to 7 against Orkney and the Western Isles over the last five years

**Theme 4:** Consider additional comparable data from other local authorities, including approaches to budget reductions, costs per pupil, teaching staff per pupil ratios, subject specialisation in Secondary 3 and subject choice in Secondary 4, vocational learning and promoted posts and management structures in schools and within education departments.

**Theme 5:** Further exploration of attainment and staffing provision in comparable Shetland and Orkney Schools: Stronsay Junior High School with Baltasound Junior High School and Stromness Academy with Brae High School. The project team have also looked at the costs of schools in Shetland with those of comparable size elsewhere in Scotland.

**Theme 6:** Shetland secondary school comparisons: Compare attainment, including the attainment of Junior High School pupils in Anderson High School in Secondary 5 and Secondary 6, staffing levels, subject choice and management and promoted post structures across the secondary school estate in Shetland.

- 1.7 Appendix A provides a commentary and summary on each of these six themes and makes five recommendations for moving forward from this comparative study. As part of any further exploration of each of the five recommendations, estimated potential savings and the timescale within which these would be realised would be identified.
- 1.8 A comprehensive analysis on the possible impact on learning and teaching and implications on service provision in general of each of the recommendations would also be considered.

## **2.0 Decision Required**

That the Education and Families Committee RESOLVE to RECOMMENDED to Shetland Islands Council to:

- 2.1 Note the content of Appendix A: Secondary School Comparison Project Report.
- 2.2 Agree that the five recommendations as detailed below are further explored.

Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record in line with Audit Scotland's 2014 '*School education*' recommendations.

Recommendation 2: Carry out a review of promoted posts and management structures in Shetland's school estate.

Recommendation 3: Carry out a further review of secondary teaching posts with a view to identifying further opportunities to share teaching staff.

Recommendation 4: Review other aspects of secondary provision to make secondary education more efficient and sustainable, including:

- Examining the scale of subjects to choose from in all our schools as part of personalisation and choice in Secondary 3 and for qualifications from Secondary 4 to Secondary 6;
- The organisation of classes, including possible composites in Secondary 1 and 2 in junior high settings where pupil numbers allow, clarity on viable class-sizes in general and consider the delivery of Higher and Advanced Higher courses in the same class in Brae High School;
- The use of ICT to support online and distance learning where appropriate;
- The opportunity for young people to move to other schools to access subjects as part of their learning programmes by looking at removing transport costs and hostel fees for pupils from Secondary 3;
- Examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools / departments.

Recommendation 5: Review the local authority's approaches to quality assurance in schools as part of a wider review of Children's Services, Schools and Quality Improvement Staffing.

2.3 Agree that the Director of Children's Services will appoint a Lead Officer to take forward each of the five recommendations.

2.4 Agree that further reports on each of the recommendations will be presented to Education and Families Committee by September 2015.

### **3.0 Detail**

3.1 Appendix A, the Secondary School Comparison Project Report, will inform the Shetland Islands Council's Education and Families Committee of the key findings emerging from the comparative data gathered as part of the Secondary School Comparison Project.

3.2 The Secondary School Comparison Project Report also makes reference to the current budget situation for the Children's Services Directorate and the significant financial challenges that lie ahead between 2016 and 2020.

3.3 Recent cost per pupil figures are included in the Secondary School Comparison Report, which underlines that real progress has been made in reducing Shetland's comparative costs for secondary education over the last two years. This work has resulted in a 13% reduction in the average cost per secondary pupil and represents a

combination of real savings, and costs within the Local Finance Return being moved elsewhere.

- 3.4 At the same time, Shetland's expenditure on secondary education is still the highest in Scotland in terms of cost per pupil.
- 3.5 In respect of the attainment themes in the project brief - Themes 1 to 3 - Shetland outperforms Orkney and the Western Isles in all but one comparator, which is pupils achieving 1+ at Level 7 (Advanced Highers) by the end of Secondary 6, 2009 to 2013.
- Shetland is above its "family" of comparable authorities and the national average in all the attainment comparisons apart from the pupils achieving 1+ at Level 7 by the end of Secondary 6, 2009 to 2013.
  - Based around the percentage of pupils achieving 3+ and 5+ passes at SCQF Levels 3 to 6 (Foundation level through to Higher) from 2009 to 2013, Shetland performs strongly, particularly at national level at SCQF 3 to 5.
  - At SCQF Levels 3 to 5, this has continued in 2014, the first year of new National Qualifications.
  - Shetland is also above the national average at SCQF Level 6 (Higher level). However, performance at SCQF Level 5 (formerly Credit Standard Grade and now National 5) is stronger than SCQF Level 6 when comparing nationally. Shetland is the third strongest authority at SCQF Level 5 between 2011 and 2013 but still a highly respectable, sixth strongest authority at SCQF Level 6 in 2011, 2013 and 2014.
- 3.6 Aside from comparing attainment, when gathering and comparing additional data from other local authorities in Scotland as part of Theme 4 of the project brief, the project team have found that:
- Shetland continues to have the lowest pupil-teacher ratio in Scotland; this means the lowest number of pupils per teacher. All of Shetland's secondary schools are operating at below 75% capacity in terms of the number of pupils they accommodate. Factors such as smaller school sizes, lower pupil teacher ratios and more schools operating at lower capacity levels will add to the cost per pupil of secondary education in island and more remote rural authorities.
  - Children's Services have reduced secondary teaching staff by 21% since 2010; this is a reduction well above the national average of teacher reductions in local authorities.
  - The number of Quality Improvement Officers in Scotland has fallen by over 100 since 2010. Increasingly there is a risk based approach to quality assuring schools with a greater focus on identifying and working with schools requiring significant external support.
  - From the information received, only two other local authorities spend more on education than they receive from the government.

- A number of local authorities have reduced spending in secondary education over the last three to five years and will continue to do so over the coming years.
- Across Scotland, a number of reviews have taken place or are planned around promoted post and management structures in schools and education departments.
- From the evidence gathered, there is a very variable picture across the country in relation to structures around Third Year personalisation and choice and the number of subjects that pupils choose in Fourth Year.

### 3.7 With regard to Theme 5, comparisons between specific schools:

- Staffing in Baltasound Junior High School and Stronsay Junior High School is reasonably similar with the majority of subjects being delivered by part-time teaching staff. Attainment is also similar between the two schools but needs to be analysed cautiously due to very small numbers.
- There is a greater choice of subjects on offer at Baltasound Junior High School compared to Stronsay Academy.
- Attainment in Stromness Academy is higher than in Brae High School. Both schools have a high proportion of promoted staff and Brae High School offers a greater number of subjects for pupils to choose from in the Senior Phase (Secondary 4 to Secondary 6).
- Compared to schools of comparable size elsewhere in Scotland, Shetland's secondary schools are not significantly different in terms of their costs per pupil or their pupil teacher ratios, although there is some potential for improvement and areas for further investigation. However there is a need to validate and interrogate the data before reaching any firm conclusions.

### 3.8 The final theme of the project brief, Theme 6 was to look at attainment, staffing and subject choice across Shetland's secondary estate.

There are real difficulties and issues with comparing attainment across Shetland's secondary schools principally because of the sheer difference in size between year groups. However, some of the key findings were:

- Aith Junior High School has the strongest average performance overall during the five year period, if the averages at SCQF Levels 3 to 5 (Standard Grades and Intermediates) from 2009 to 2013 are combined, followed by Sandwick Junior High School, Whalsay School and then Anderson High School. Yet, all secondary schools have similar levels of attainment at these 3 levels between 2009 and 2013 with overall variations from year to year, especially in smaller schools.
- From a statistical perspective, Anderson High School performs more strongly than Brae High School in Secondary 5 and Secondary 6 at Higher and Advanced Higher level.

- The performance of former Aith and Sandwick Junior High School Secondary 3 and 4 pupils when they are in Secondary 5 and 6 at the Anderson High School compared to the pupils in the Secondary 5 and 6 year groups, who had been in Secondary 3 and 4 at Anderson High School, are very similar.
  - The North Isles schools have far fewer pupils; therefore, the attainment of their former cohorts in Anderson High School in Secondary 5 and 6 is too variable to offer a meaningful comparison against former Secondary 3 and 4 pupils from the larger Junior High Schools and Anderson High School.
- 3.9 Children's Services are continuing to strive for efficiencies at all times and sharing of staff where possible. Secondary staffing is now more efficient as the numbers of Full-Time Equivalents have fallen but there remains scope for some further sharing opportunities.
- 3.10 All schools offer a substantial variety of courses and options from each of the curricular areas for young people when they specialise in their learning in Secondary 3 and choose subjects in Secondary 4. Whilst the actual number of subjects that young people choose should not be based around efficiency, the range and menu to choose from and how classes are organised in general, especially in schools with very small year groups, should be considered further on sustainability grounds.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities - This report links to the Corporate Plan objective to be a properly led and well managed council, dealing with the challenges of the present and the future and doing that within our means.
- 4.2 Community /Stakeholder Issues - The intention of this Secondary School Comparison Project Report has been to explore attainment against cost, gather data from other authorities and explore further similarities and differences between Shetland's secondary schools / departments.

A decision to proceed with the recommendations will lead to extensive discussion and communication with stakeholders: school management teams, teaching staff, pupils, parent councils and unions.

Careful consideration will be given to the implications on learning and teaching of each of the recommendations.

- 4.3 Policy And/Or Delegated Authority – in accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority.

This report may impact upon the Amended Strategy for Secondary Education, even although it is a separate piece of work, it is being



presented to the Education and Families Committee at a time when the future of the Schools Reconfiguration Project is being considered.

- 4.4 Risk Management - Whilst there are no direct Human Resource consequences arising from the report, there are implications on school management teams, promoted staff, teaching staff and central education staff in respect of the recommendations. Human resource issues will have to be considered carefully if there is to be a review of promoted posts and management structures, secondary teaching and central staffing.

The very challenging local and national education climate also has to be taken into account when looking to enact further change.

- 4.5 Equalities, Health And Human Rights - None arising directly from this report.

- 4.6 Environmental - None arising directly from this report.

### Resources

- 4.7 Financial - Projected savings from the recommendations have not been included in this report. However, they would be worked up along with a timeframe for when they would be realised if there is agreement to proceed with further analysis of the recommendations.

Savings emerging from the recommendations would potentially support the Children's Services Directorate with structural savings that are still to be found as part of the Medium Term Financial Plan in 2016-17 and efficiency savings from 2017-18 to 2019-20.

- 4.8 Legal - None at this stage.

- 4.9 Human Resources – see paragraph 4.4.

- 4.10 Assets And Property – None.

## **5.0 Conclusions**

- 5.1 Five recommendations for further exploration at this stage are suggested for moving forward from this comparative study.

Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record in line with Audit Scotland's 2014 '*School education*' recommendations.

Recommendation 2: Carry out a review of promoted posts and management structures in Shetland's school estate.

Recommendation 3: Carry out a further review of secondary teaching posts with a view to identifying further opportunities to share teaching staff.

Recommendation 4: Review other aspects of secondary provision to make secondary education more efficient and sustainable, including:

- Examining the scale of subjects to choose from in all our schools as part of personalisation and choice in Secondary 3 and for qualifications from Secondary 4 to Secondary 6;
- The organisation of classes, including possible composites in Secondary 1 and 2 in junior high settings where pupil numbers allow, clarity on viable class-sizes in general and consider the delivery of Higher and Advanced Higher courses in the same class in Brae High School;
- The use of ICT to support online and distance learning where appropriate;
- The opportunity for young people to move to other schools to access subjects as part of their learning programmes by looking at removing transport costs and hostel fees for pupils from Secondary 3;
- Examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools / departments.

Recommendation 5: Review the local authority's approaches to quality assurance in schools as part of a wider review of Children's Services, Schools and Quality Improvement Staffing.

- 5.2 Elements of the fourth recommendation are already agreed council policy as part of the Shetland Learning Partnership's development of a common curriculum structure.
- 5.3 However, the Committee is asked to support a study into the feasibility and capacity of offering free hostel accommodation and transport costs for pupils from Secondary 3 onwards, who wish to study at another school, to support their learning programmes.
- 5.4 The School Comparison Project focused on secondary provision. However, as Junior High Schools have primary and nursery departments, it is therefore suggested that the second recommendation also includes a review of management and promoted post structures across the Shetland school estate.
- 5.5 It is proposed that a Lead Officer is appointed to take forward each of the five recommendations with further reports presented to the Education and Families Committee by September 2015 following discussions with school management teams, teaching staff, the LNCT, teaching unions and parent and pupil councils.

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 Report finalised: 13 January 2015

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List of Appendices:

Appendix A – Secondary School Comparison Project Report

Background documents:

Report F-31-F2: Secondary Education Cost per Pupil in Shetland

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=16466>

Report F-075-F: Long-Term Financial Plan 2015-2050

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=16961>

The Accounts Commission: Audit Scotland Report – School Education

[http://www.audit-scotland.gov.uk/docs/local/2014/nr\\_140619\\_school\\_education.pdf](http://www.audit-scotland.gov.uk/docs/local/2014/nr_140619_school_education.pdf)

END





**Shetland Islands Council**

**Children's Services**

**Directorate**

**Schools / Quality**

**Improvement**

Secondary School Comparison Project

Report

January 2015

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## 1. Introduction:

- 1.1: The purpose of this report is to inform the Shetland Islands Council's Education and Families Committee of the key findings emerging from the comparative data gathered as part of the Secondary School Comparison Project. This project was set up to explore attainment against the cost of secondary education per pupil in Shetland and identify possible further efficiencies in Shetland's secondary education provision. Section 9 contains recommendations emerging from the comparative data that may benefit from further exploration.
- 1.2: The Schools Reconfiguration Project was not part of the remit of this project and there are also separate pieces of work on-going; reviewing Clerical Staffing and Catering and Cleaning.
- 1.3: Children's Services seek approval from the Education and Families Committee to proceed with further analysis and discussion with stakeholders and develop more comprehensive pieces of work on each of the recommendations. A further report, setting out detailed recommendations, would then be presented to the Education and Families Committee by September 2015 with a proposed timeline for implementation.

## 2. Context for this Report:

- 2.1: On the 1 July 2014, a report was presented to Education and Families Committee: '*Annual Cost of Secondary Education per Pupil in Shetland: A comparison with Scotland's other Island Authorities*'. This followed requests by Councillors both within the Education and Families Committee and at Full Council over the last year for further comparative work to be done exploring the reasons for the apparent higher costs per pupil in secondary education in Shetland in contrast to Orkney and the Western Isles, reflected in the published Local Finance Return data.

- 2.2: The key findings from the July report were as follows:

Secondary School Cost per Pupil (£), 2012-13: Gross Expenditure

- Eilean Siar: 9,759
- Orkney Islands: 9,780
- **Shetland Islands: 13,657**
- Scottish Average: 6,427

In 2012-13, the report highlighted that Shetland Islands Council appeared to be spending over twice the Scottish average per pupil in secondary education and provided the most expensive secondary education in Scotland.

- 2.3: The report showed that compared to Orkney and the Western Isles Shetland had:
- more secondary schools
  - more teachers

- more Head Teachers
- more ancillary staff
- more principal teachers (PTs) than Orkney

The table below demonstrates the position in 2012/13:

| Local Authority | Population    | Secondary Schools | No of pupils | Pupils per school | Principal Teachers | Ancillary Staff |
|-----------------|---------------|-------------------|--------------|-------------------|--------------------|-----------------|
| <b>Shetland</b> | <b>23,210</b> | <b>7</b>          | <b>1,462</b> | <b>209</b>        | <b>43.63</b>       | <b>67.45</b>    |
| Orkney          | 21,530        | 5                 | 1,240        | 248               | 36                 | 35.24           |
| Western Isles   | 27,560        | 5                 | 1,645        | 329               | 45                 | 53.91           |

Note: No of schools excludes Skerries Secondary Department which closed in 2014

- 2.4: However, the cost per pupil report also highlighted recent budget reductions and progress with addressing budget reduction requirements for the Children's Services Directorate as part of the Medium Term Financial Plan, including a 13.78 Full-Time Equivalent (FTE) reduction in secondary teaching staff from 2012-13 to 2014-15. As the report acknowledges, Children's Services scrutinise every vacant post to consider the amount of time which the post has to be replaced with and potential opportunities from using time from an existing member of staff in another school with the ultimate aim of deploying secondary teachers efficiently.
- 2.5: On the 1 July 2014, following discussion of the report, Education and Families Committee resolved to investigate areas of potential efficiencies and bring forward reports on how these might be achieved but, at the same time, taking into account potential implications on learning and teaching in Shetland. Members highlighted in particular the need to explore further teacher/pupil ratios in schools and cost to attainment ratios.
- 2.6: Subsequently, the Secondary School Comparison Project was set-up in November 2014 to take this work forward and gather comparable data around the following six themes:
- **Theme 1:** Compare attainment data against the national average over the last five years;
  - **Theme 2:** Compare Shetland attainment against national comparative authorities over the last five years;
  - **Theme 3:** Compare Shetland attainment against Orkney and the Western Isles over the last five years;
  - **Theme 4:** Consider additional comparable data against other local authorities, including costs per pupil, teaching staff per pupil ratios, subject choice, promoted posts and management structures in schools and within education departments;
  - **Theme 5:** Case-Studies: Further exploration of attainment and staffing provision in comparable Shetland and Orkney Schools: Stronsay Junior High School with Baltasound Junior High School and Stromness Academy with Brae High School;



- **Theme 6:** Internal comparisons: Comparing attainment, staffing and subject choice across Shetland's secondary schools.

2.7: At this stage initial data has been gathered to start addressing these themes. However further work will be necessary to validate and add to the data to clarify any link between expenditure and attainment and the potential for savings in the secondary school budget.

### **3. The Budget Context:**

- 3.1: Children's Service budget for 2015-16 was recommended by the Education and Families Committee on Monday 24 November 2014 with full Council approval on Wednesday 3 December. The savings target for the Directorate of £715,000 for the next financial year has been surpassed with approximately £1.5 million of savings identified.
- 3.2: However this still leaves the Children's Services Directorate with £926,990 of savings to be found for 2016-17, and thereafter, for the remainder of the currently agreed Medium Term Financial Plan, 2% efficiency savings in each financial year up to the end of 2019-20. In short, the amount of savings still to be found totals £3.165million.
- 3.3: There is no indication at this stage that increased Council income will mean that these savings will not need to be realised. In-fact, Council income, in cash terms is likely to fall over the next few years. As the recently published Long Term Financial Plan indicated, the block grant the Council receives from the Scottish Government is expected to continue to reduce until at least 2020. For 2015-16, the overall block grant from Scottish Government to Shetland Islands Council has been reduced to £85.3 million from the £91.9 million received in 2013/14. Council Tax has been frozen at the same level for seven consecutive years as part of the Concordat between local authorities and the Scottish Government. Finally, projected revenues from the new Total Gas plant will not be sufficient to alter this picture.
- 3.4: The Council's Reserves have stabilised and Council spending across the directorates has fallen by £35 million since 2011-12. Indeed, spending from the Reserves to fund public services has been reduced from £36 million in 2011-12 to £6.9 million in 2014/15. However, education spending for many years has been considerably higher than the Grant Aided Expenditure allocation from the Government.
- 3.5: Considerable savings and rationalisation of service provision have taken place over the last five years within Children's Services, Schools and Quality Improvement as outlined in the table below. The recommendations emerging from this Report offer additional options to explore for further potential savings.

#### **Savings from reviews and reductions: 2010-11 to 2015-16**

| Item  | Saving   |
|---|----------|
| Implementation of National Staffing Levels in Primary | £518,860 |

|  |            |
|--|------------|
| Secondary teaching staff reductions  | £1,939,557 |
| Nursery teacher input reductions   | £325,091   |
| ASN teacher staffing reductions  | £443,716   |
| Ongoing reviews of Catering and Cleaning, support staff and clerical staff | £1,218,847 |
| Charging for Music Instruction   | £161,393   |
| Reduction in the use of SRT facilities                                     | £97,000    |
| In-Service Training budget reduced   | £900       |
| Reductions in Supply budgets   | £410,803   |
| Cessation of knitting instruction  | £122,400   |
| Reduction in Central Staff   | £106,219   |

*Source: Shetland Islands Council - Budget Working Papers 2010/11 and 2015/16*

- 3.6: In conclusion, whilst the Children's Services Directorate has successfully managed to bring its expenditure levels into line with the Medium Term Financial Plan up to the end of 2016, significant financial challenges lie ahead.

#### **4. Recent Cost Comparisons per Pupil Against Other Local Authorities:**

- 4.1: The project was instigated following the 2012-13 cost per pupil figures, which underlined the need to explore further potential savings to bring Shetland's spending on secondary education in line with Orkney and the Western Isles.
- 4.2: Subsequently, draft budget costs for 2014/15 have been published for each of Scotland's 32 Local Authorities, along with information on pupil and teacher numbers. The table below shows that real progress has been made in reducing Shetland's comparative costs for secondary education. The average cost per pupil in Shetland has reduced from £13,657 to £11,849 – a fall of over 13% in a period when the Scottish average cost has risen by over 1.8%. The costs per pupil in Orkney and the Western Isles (Eilean Siar) have also increased over that period, to £10,505 and £10,173 respectively so that the gap between expenditure in Shetland and other island authorities has closed markedly.
- 4.3: At the same time Shetland's expenditure on secondary education is still the highest in Scotland in terms of cost per pupil and the pupil/teacher ratio is still the lowest in Scotland as is shown in the table below.

**Secondary Schools in Scotland 2014**

|                              | Schools    | Pupils         | Teachers      | Pupils<br>per<br>school | Pupil/<br>teacher<br>ratio | Secondary<br>costs 000 | Cost per<br>pupil |
|------------------------------|------------|----------------|---------------|-------------------------|----------------------------|------------------------|-------------------|
| <b>Shetland Islands</b>      | <b>7</b>   | <b>1,400</b>   | <b>163</b>    | <b>200</b>              | <b>8.6</b>                 | <b>16,589</b>          | <b>11,849</b>     |
| Aberdeen City                | 12         | 8,850          | 745           | 738                     | 11.9                       | 64,785                 | 7,320             |
| Aberdeenshire                | 17         | 14,281         | 1,205         | 840                     | 11.9                       | 91,693                 | 6,421             |
| Angus                        | 8          | 6,466          | 555           | 808                     | 11.7                       | 40,522                 | 6,267             |
| Argyll & Bute                | 10         | 4,775          | 438           | 478                     | 10.9                       | 37,430                 | 7,839             |
| Clackmannanshire             | 3          | 2,605          | 229           | 868                     | 11.4                       | 18,191                 | 6,983             |
| Dumfries & Galloway          | 16         | 8,148          | 747           | 509                     | 10.9                       | 57,158                 | 7,015             |
| Dundee City                  | 9          | 7,248          | 657           | 805                     | 11.0                       | 49,348                 | 6,808             |
| East Ayrshire                | 9          | 6,778          | 545           | 753                     | 12.4                       | 44,875                 | 6,621             |
| East Dunbartonshire          | 8          | 7,404          | 611           | 926                     | 12.1                       | 50,295                 | 6,793             |
| East Lothian                 | 6          | 5,600          | 455           | 933                     | 12.3                       | 35,200                 | 6,286             |
| East Renfrewshire            | 7          | 7,858          | 643           | 1123                    | 12.2                       | 49,380                 | 6,284             |
| Edinburgh City               | 23         | 18,279         | 1,429         | 795                     | 12.8                       | 112,127                | 6,134             |
| Eilean Siar                  | 5          | 1,500          | 159           | 300                     | 9.4                        | 15,260                 | 10,173            |
| Falkirk                      | 8          | 8,621          | 741           | 1078                    | 11.6                       | 56,418                 | 6,544             |
| Fife                         | 19         | 20,180         | 1,622         | 1062                    | 12.4                       | 128,140                | 6,350             |
| Glasgow City                 | 30         | 25,374         | 2,013         | 846                     | 12.6                       | 159,593                | 6,290             |
| Highland                     | 29         | 13,654         | 1,219         | 471                     | 11.2                       | 94,133                 | 6,894             |
| Inverclyde                   | 6          | 4,374          | 358           | 729                     | 12.2                       | 28,780                 | 6,580             |
| Midlothian                   | 6          | 5,122          | 415           | 854                     | 12.3                       | 31,426                 | 6,135             |
| Moray                        | 8          | 5,265          | 440           | 658                     | 12.0                       | 33,319                 | 6,328             |
| North Ayrshire               | 9          | 7,749          | 631           | 861                     | 12.3                       | 53,268                 | 6,874             |
| North Lanarkshire            | 23         | 20,771         | 1,659         | 903                     | 12.5                       | 127,444                | 6,136             |
| Orkney Islands               | 5          | 1,148          | 131           | 230                     | 8.8                        | 12,060                 | 10,505            |
| Perth & Kinross              | 10         | 7,582          | 630           | 758                     | 12.0                       | 53,905                 | 7,110             |
| Renfrewshire                 | 11         | 10,097         | 758           | 918                     | 13.3                       | 58,432                 | 5,787             |
| Scottish Borders             | 9          | 6,423          | 478           | 714                     | 13.4                       | 42,677                 | 6,644             |
| South Ayrshire               | 8          | 6,260          | 509           | 783                     | 12.3                       | 40,444                 | 6,461             |
| South Lanarkshire            | 17         | 18,704         | 1,471         | 1100                    | 12.7                       | 109,948                | 5,878             |
| Stirling                     | 7          | 5,731          | 485           | 819                     | 11.8                       | 37,053                 | 6,465             |
| West Dunbartonshire          | 5          | 5,172          | 424           | 1034                    | 12.2                       | 43,054                 | 8,324             |
| West Lothian                 | 11         | 10,749         | 832           | 977                     | 12.9                       | 67,028                 | 6,236             |
| <b>All local authorities</b> | <b>361</b> | <b>284,168</b> | <b>23,398</b> | <b>787</b>              | <b>12.1</b>                | <b>1,859,975</b>       | <b>6,545</b>      |

Pupil Census Supplementary Data, published December 2014, available at :

[www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets)

Teacher Census Supplementary Data, published December 2014 available at:

[www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets)

Provisional Outturn & Budget Estimates 2014-15 Workbook, available at :

[www.scotland.gov.uk/Topics/Statistics/Browse/Local-Government-Finance/Datasets](http://www.scotland.gov.uk/Topics/Statistics/Browse/Local-Government-Finance/Datasets)

- 4.4: Through this project these comparative costs are further explored, along with comparisons on attainment.

Please note that the Scottish Government no longer releases costs per pupils for individual schools within each authority. Therefore detailed comparisons on costs for individual schools have been dependent on local authorities being able to release figures in time to include in this report.

## **5: National Attainment Comparisons - Themes 1 to 3 of the Project Brief:**

- 5.1: Shetland continues to be the highest spender on the secondary education per pupil in Scotland. The purpose of this report is to analyse this cost against attainment in national qualifications. However, whilst attainment in terms of exam results is an important educational outcome for young people, nationally, in line with the ethos of Curriculum for Excellence, local authorities and schools are being encouraged to broaden the definition of successful pupil outcomes away from a sole focus on exam and course passes and monitor and self-evaluate pupil experience in school against their entitlements for a 3 to 18 Curriculum for Excellence, which are:

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18;
2. Every child and young person is entitled to experience a broad general education (up to end of Secondary 3);
3. Every young person is entitled to a senior phase where he or she can develop the four capacities and also obtain qualifications (Secondary 4-6 and ages 16-18);
4. Every child and young person is entitled to develop skills for learning, life and work, with a continued focus on literacy, numeracy and health and wellbeing;
5. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities within Curriculum for Excellence;
6. Every young person is entitled to support in moving into a positive and sustained destination (post 16).

As well as the extent to which our young people develop the four capacities of Curriculum for Excellence:

- Successful Learners;
- Confident Individuals;
- Effective Contributors;
- Responsible Citizens.

So for future pieces of work on cost and attainment, a recommendation would be to also focus on wider achievement and positive destinations rather than an emphasis solely on exam results.

- 5.2: The project team was tasked with gathering and comparing attainment data against the national average over the last five years: comparator authorities and Shetland's attainment against Orkney and the Western Isles with the traditional 1, 3 and 5 + Level Passes at Scottish Credit and Qualifications Framework (SCQF) Levels 3 to 7 considered.

However, it should be noted this traditional, Standard Tables and Charts (STACs), type approach to measuring attainment has very recently been superseded by a new Education Scotland benchmarking tool for the Senior Phase called Insight. Insight is more in concordance with the aspirations of Curriculum for Excellence with national and local measures that take a more holistic view of learners' outcomes in school, looking at wider achievement, positive destinations for them beyond school and the school's efforts in tackling disadvantage and poverty as well as considering subject, school, local and national attainment.

- 5.3: The recent *Commission for Developing Scotland's Young Workforce* Report by the Wood Group also highlighted the importance of school and college partnerships in the Senior Phase with pupils experiencing flexible learner journeys between Secondary 4 and Secondary 6 with courses at local colleges to supplement school based studies very much at the fore of national and local thinking. In Shetland, the developing Shetland Learning Partnership with virtual academy courses for pupils at both the Shetland College and the NAFC Marine Centre being developed for delivery from June 2015 are examples of this authority's approach to addressing the recommendations in the report. Dual accreditation will feature with both colleges and schools receiving recognition for pupil attainment. These developments are examples of more flexible pathways for young people from Secondary 4-6 and a move away from the emphasis on 3+ and 5+ at SCQF Levels as the main attainment measure for schools.

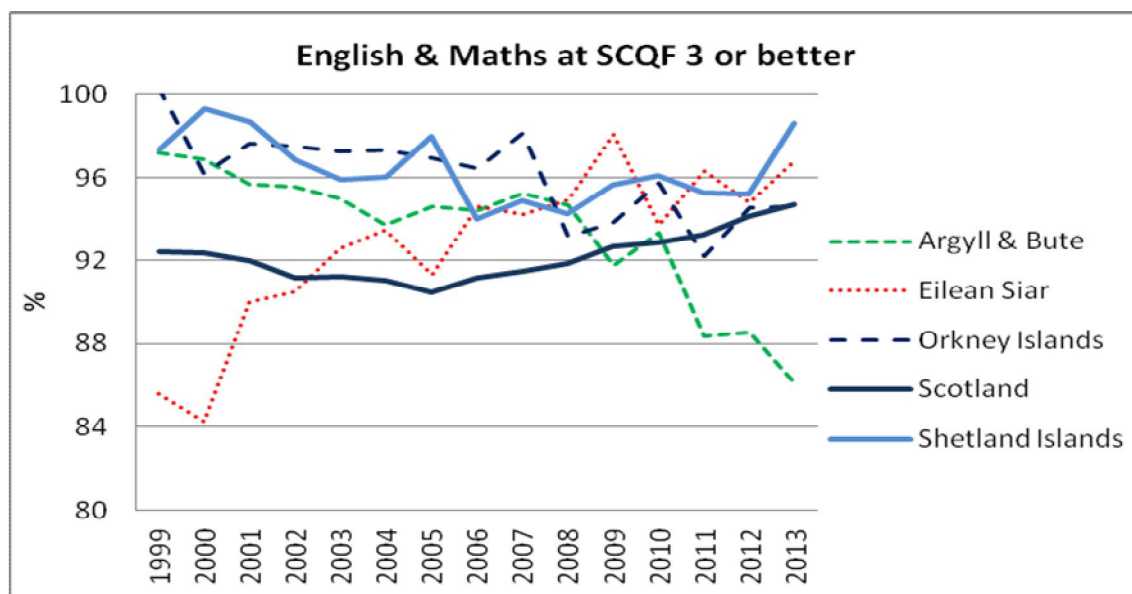
Nevertheless, for this particular project, with a brief to explore Shetland's attainment against the national average, comparator authorities and other island authorities, the Project Team concentrated on the more traditional form of benchmarking.

- 5.4: An overview of the Scottish Credit and Qualifications Framework (SCQF)

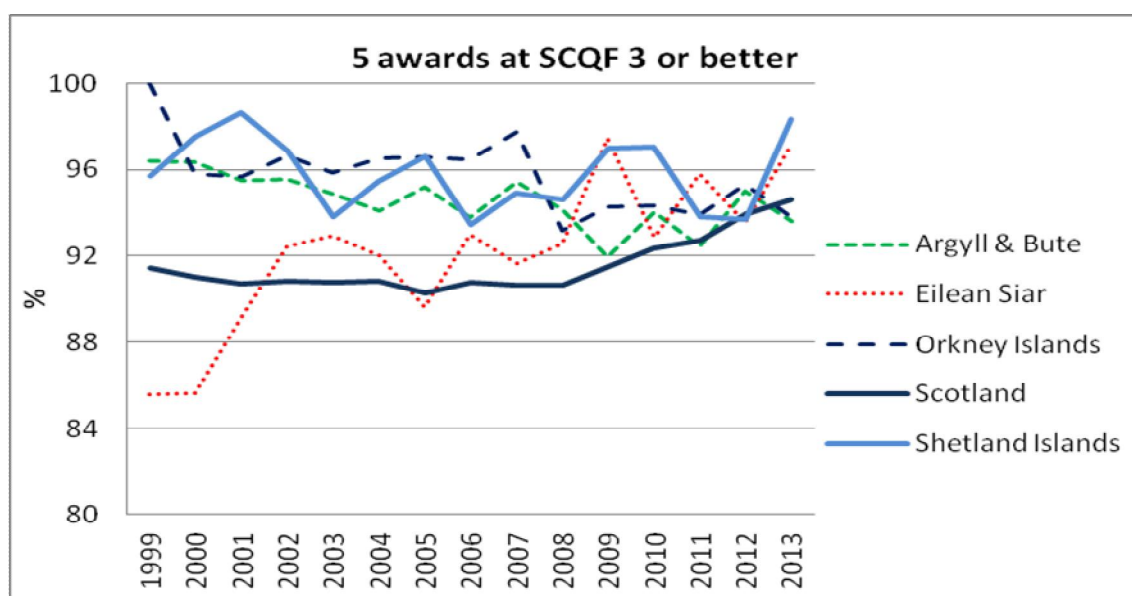
| SCQF Level | Scottish Qualifications Agency Qualification (former) | Scottish Qualifications Agency Qualification (from 2013/14) |
|------------|---|---|
| SCQF 3     | Standard Grade (Foundation) / Access 3                | National 3  |
| SCQF 4     | Standard Grade (General) / Intermediate 1             | National 4  |
| SCQF 5     | Standard Grade (Credit) / Intermediate 2              | National 5  |
| SCQF 6     | Higher  | Higher  |
| SCQF 7     | Advanced Higher                                       | Advanced Higher   |

#### 5.5: SCQF Levels 3 to 5 from 2009 to 2013: Standard Grade, Intermediate 1 and 2

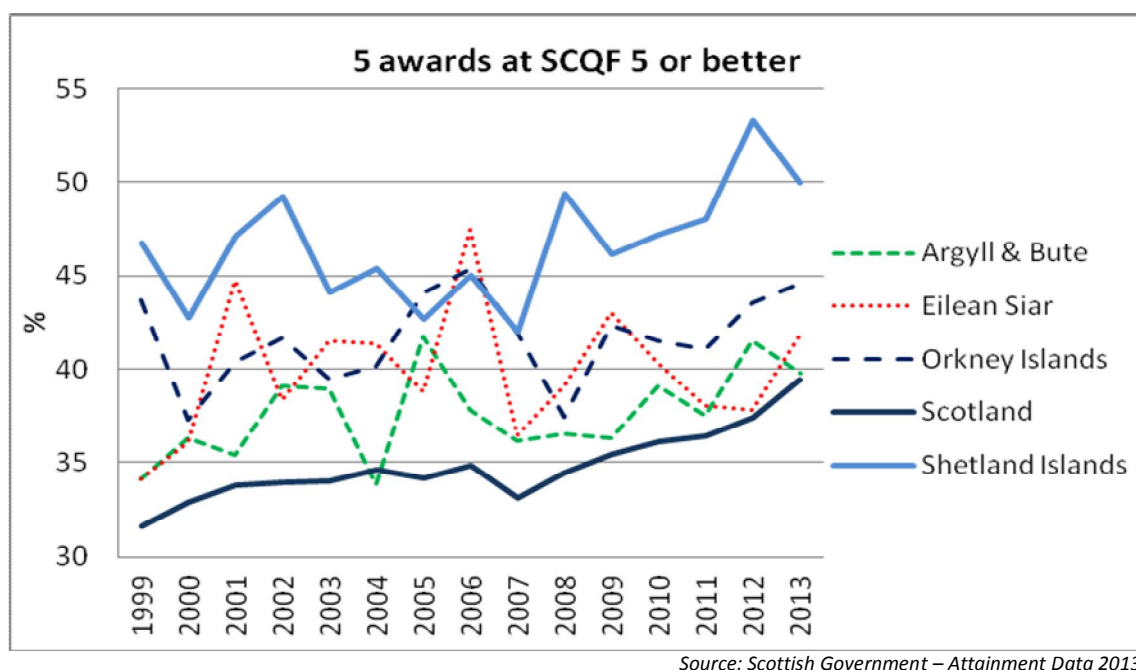
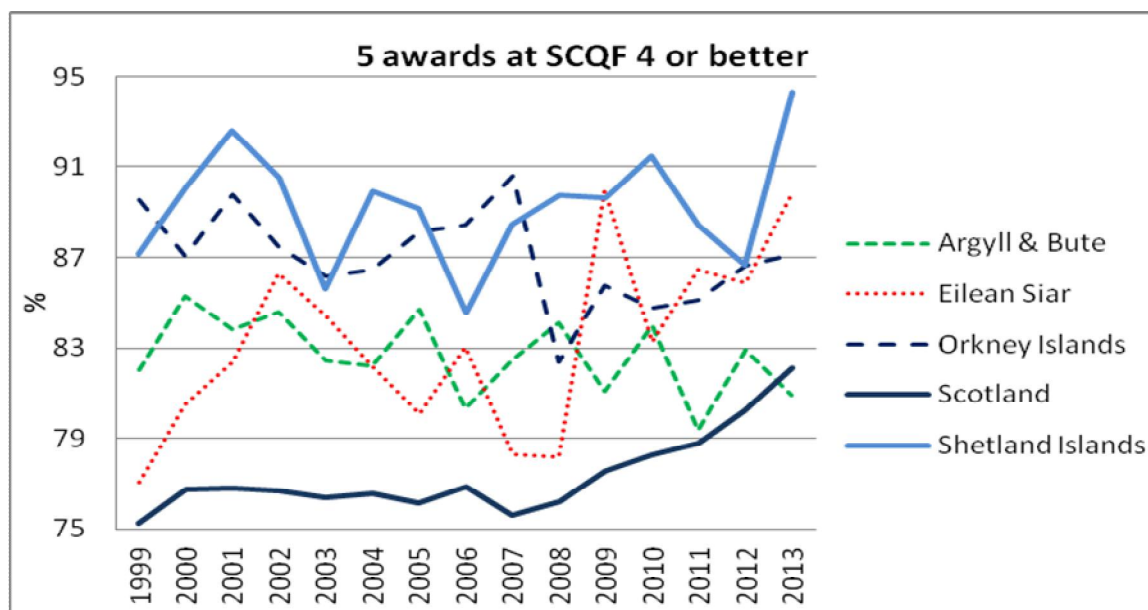
There is ample evidence to demonstrate that Shetland performs very strongly at SCQF Levels 3 to 5 in Secondary 4. These tables summarise Secondary 4 attainment comparisons from 2009 to 2013 with other island authorities



Source: Scottish Government – Attainment Data 2013



Source: Scottish Government – Attainment Data 2013



- 5.6: From 2010-11 to 2013-14, Shetland was the third highest performing authority in Scotland, in respect of the percentage of pupils achieving 5+ at Credit Standard Grade, with only East Dunbartonshire and East Renfrewshire exceeding our authority.
- 5.7: Comparing with Comparator Authorities (2004 to 2013, pre-Insight) and the Western Isles at SCQF Levels 3 to 5 underlines that Shetland is consistently highly attaining in terms of SCQF Level 5 and also outperforms the other island authorities. Shetland is also an inclusive authority which meets the needs of all young people as demonstrated by its success at SCQF Levels 3 and 4.

5.8: The National Comparison Deciles (NCDs) divide Scotland's local authorities as a whole into tenths. The NCDs indicate where the local authority value for a measure comes in a National Ranking; 1 means the authority is in the top 10% of local authorities. More specifically:

- 1 to 3 means the performance is above the national performance
- 4 to 7 in line with the national pattern
- 8 to 10 below the national pattern

Each local authority's comparator authorities were decided upon by Education Scotland in 2004 using 13 measures which, taken together, allow authorities to be grouped in families that lead to the family average figures. Shetland is grouped with five other authorities (Highland, Moray, Orkney, Angus and the Scottish Borders). This is a very reasonable means of comparison as like is being compared with like.

**Percentages and NCDs for pupils achieving 5+ Level 5 by the end of Secondary 4: Credit Level and Intermediate 2, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 38.98              |
| Orkney           | 2.2            | 42.60              |
| National average | -              | 36.94              |
| Shetland         | 1              | 48.94              |
| Western Isles    | 3              | 40.20              |

*Source: AF Consultants 2013*



**Percentages and NCDs for pupils achieving 5+ Level 4 by the end of Secondary 4: General Level and Intermediate 1, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 81.78              |
| Orkney           | 1.6            | 86                 |
| National average | -              | 79.40              |
| Shetland         | 1              | 90.10              |
| Western Isles    | 1.4            | 86.80              |

*Source: AF Consultants 2013*

**Percentages and NCDs for pupils achieving 5+ Level 3 by the end of Secondary 4: Foundation Level, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 92.88              |
| Orkney           | 4.2            | 94.20              |
| National average | -              | 93.02              |
| Shetland         | 3.2            | 95.96              |
| Western Isles    | 2.6            | 95.20              |

*Source: AF Consultants 2013*

**Percentages and NCDs for pupils achieving English & Maths by the end of Secondary 4, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 93.74              |
| Orkney           | 5.4            | 94.40              |
| National average | -              | 93.58              |
| Shetland         | 2.4            | 96.18              |
| Western Isles    | 2              | 94.40              |

*Source: AF Consultants 2013*

**Percentages and NCDs for pupils achieving 5+ Level 5 by the end of Secondary 5: Credit Level and Intermediate 2, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 53.34              |
| Orkney           | 1.8            | 57.60              |
| National average | -              | 50.64              |
| Shetland         | 1              | 62.26              |
| Western Isles    | 2.8            | 21.6               |

*Source: AF Consultants 2013*

**5.9: New National Qualifications, 2014:**

Shetland's strong performance at Scottish Credit Qualifications Framework Levels 3, 4 and 5 continued in 2014 with the new National Qualifications when compared to the national average, comparator authorities and the Western Isles as indicated in the table below. The table shows the percentage of pupils achieving passes at Level 3, Level 4 and Level 5.

|                                       | <b>Level 3: National<br/>3</b>   | <b>Level 4: National<br/>4</b>   | <b>Level 5: National<br/>5</b>   | <b>Number in<br/>Cohort</b> |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------|
| Shetland                              | 3 or more: 97%<br>5 or more: 92% | 3 or more: 97%<br>5 or more: 89% | 3 or more: 70%<br>5 or more: 54% | 264                         |
| Comparator<br>(Family)<br>Authorities | 3 or more: 92%<br>5 or more: 82% | 3 or more: 88%<br>5 or more: 77% | 3 or more: 61%<br>5 or more: 42% | 2640                        |
| National Average                      | 3 or more: 92%<br>5 or more: 83% | 3 or more: 88%<br>5 or more: 77% | 3 or more: 56%<br>5 or more: 39% | 53971                       |
| Western Isles*                        | 3 or more: 95%<br>5 or more: 90% | 3 or more: 89%<br>5 or more: 83% | 3 or more: 64%<br>5 or more: 46% | 298                         |

Source: 2013-14 National Benchmarking Data

\*Orkney Islands Council did not release 2014 information.

#### 5.10: Performance at SCQF Level 6: Highers, 2009 to 2013:

Between 2009 and 2013, Shetland performed consistently above the national, comparator (family) and other island authorities at SCQF Level 6. In 2010-11 and 2012-13, Shetland was the sixth strongest local authority in terms of the percentage of pupils achieving 5+ Level passes at SCQF Level 6.

#### Percentages and NCDs for pupils achieving 5+ Level 6 (Highers) by the end of S5, 2009 to 2013:

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 11.64              |
| National Average | -              | 12.1               |
| Orkney Islands   | 4.6            | 11.8               |
| Shetland Islands | 1.8            | 15.8               |
| Western Isles    | 5.8            | 11.2               |

Source: AF Consultants 2013

**Percentages and NCDs for pupils achieving 3+ Level 6 (Highers) by the end of S5, 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 26.7               |
| National Average | -              | 26.14              |
| Orkney Islands   | 3.4            | 28.4               |
| Shetland Islands | 1.6            | 31.68              |
| Western Isles    | 5.2            | 11.2               |

*Source: AF Consultants 2013***Percentages and NCDs for pupils achieving 1+ Level 6 (Highers) 2009 to 2013 by the end of S5:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 46.18              |
| National Average | -              | 44.86              |
| Orkney Islands   | 3.2            | 48.40              |
| Shetland Islands | 1.6            | 50.56              |
| Western Isles    | 2.2            | 49.60              |

*Source: AF Consultants 2013***Percentages and NCDs for pupils achieving 5+ Level 6 (Higher) by the end of S6 2009 to 2013:**

| School           | All Candidates |                    |
|------------------|----------------|--------------------|
|                  | Average NCD    | Average Percentage |
| Family Average   | -              | 24.58              |
| National Average | -              | 23.80              |
| Orkney Islands   | 4.6            | 25                 |
| Shetland Islands | 2              | 28.22              |
| Western Isles    | 2.2            | 0.6                |

*Source: AF Consultants 2013*

**5.11:** SCQF attainment in 2014 at Level 6 was less strong compared to national and comparator (family) comparisons with Shetland slightly below the national, comparative and Western Isles average for the percentage of pupils achieving five or more Level 6 passes.

|                        | <b>SCQF Attainment at Level 6 in 2014</b> |        |        |        |        |       |       |       |       |       |
|------------------------|---|--------|--------|--------|--------|-------|-------|-------|-------|-------|
|                        | (Awards)                                  |        |        |        |        |       |       |       |       |       |
|                        | 1+  | 2+     | 3+     | 4+     | 5+     | 6+    | 7+    | 8+    | 9+    | 10+   |
| Shetland               | 56.23%                                    | 44.44% | 37.37% | 25.93% | 14.14% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Comparator Authorities | 56.43%                                    | 43.97% | 35.66% | 28.05% | 18.59% | 1.18% | 0.13% | 0.03% | 0.00% | 0.00% |
| National Average       | 52.58%                                    | 41.50% | 33.16% | 25.27% | 16.52% | 0.91% | 0.05% | 0.01% | 0.00% | 0.00% |
| Western Isles*         | 56.75%                                    | 45.33% | 34.60% | 26.30% | 17.30% | 1.73% | 0.00% | 0.00% | 0.00% | 0.00% |

Source: 2013-14 National Benchmarking Data

\*Orkney Islands Council did not release 2014 information

#### 5.12: Performance at SCQF Level 7: Advanced Highers

Shetland's percentages and NCDs for pupils achieving 1+ Level 7 by the end of Secondary 6, Advanced Highers, is marginally higher than the national average but below the Western Isles and Orkney averages for the period 2009-2013.

#### Percentages and NCDs for pupils achieving 1+ Level 7 (Advanced Highers) by the end of S6 2009-13

| School           | All Candidates |      |      |      |      |             |            |      |      |      |      |                    |
|------------------|----------------|------|------|------|------|-------------|------------|------|------|------|------|--------------------|
|                  | NCD            |      |      |      |      |             | Percentage |      |      |      |      |                    |
|                  | 2009           | 2010 | 2011 | 2012 | 2013 | Average NCD | 2009       | 2010 | 2011 | 2012 | 2013 | Average Percentage |
| Angus            | 5              | 5    | 6    | 6    | 7    |             | 14         | 16   | 16   | 17   | 16   |                    |
| Highland         | 7              | 5    | 3    | 5    | 6    |             | 13         | 16   | 18   | 17   | 16   |                    |
| Moray            | 7              | 6    | 5    | 8    | 6    |             | 13         | 14   | 16   | 14   | 17   |                    |
| Orkney Islands   | 1              | 2    | 7    | 3    | 6    | 3.8         | 18         | 19   | 15   | 20   | 17   | 17.8               |
| Scottish Borders | 2              | 3    | 3    | 4    | 4    |             | 17         | 18   | 18   | 18   | 18   |                    |
| Family Average   |                |      |      |      |      |             | 14.3       | 16.1 | 17   | 16.8 | 16.8 | 16.2               |
| Shetland Islands | 2              | 8    | 4    | 8    | 5    | 5.4         | 17.3       | 12.7 | 16.7 | 14.4 | 17.5 | 15.72              |
| National Average |                |      |      |      |      |             | 13.5       | 14.6 | 15.8 | 16.4 | 17.3 | 15.52              |
| Western Isles    | 4              | 3    | 1    | 1    | 7    | 3.2         | 16         | 18   | 20   | 22   | 16   | 18.4               |

Source: AF Consultants 2013

However Secondary 6 attainment at Level 7 was stronger in 2014:

|                      | SCQF Attainment at Level 7 for Secondary 6 in 2014<br>(Awards) |       |       |       |       |       |       |       |       |       |
|----------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                      | 1+   | 2+    | 3+    | 4+    | 5+    | 6+    | 7+    | 8+    | 9+    | 10+   |
| Shetland             | 18.64%   | 9.68% | 3.23% | 0.36% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Comparator Authority | 18.53%   | 7.60% | 2.80% | 0.22% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| National Average     | 18.71%   | 7.84% | 2.51% | 0.21% | 0.02% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

Source: 2013-14 National Benchmarking Data

### 5.13: Summary of Findings for Themes 1 to 3:

- Shetland outperforms Orkney and the Western Isles in terms of average NCD in all but one comparator, which is pupils achieving 1+ at Level 7 by the end of Secondary 6 (2009 to 2013).
- Shetland is above the family of comparable authorities and the national average in all the attainment comparisons apart from comparable authorities in respect of pupils achieving 1+ at Level 7 by the end of Secondary 6 (2009 to 2013). Performance at SCQF Level 6 dipped below the national average this year.
- Overall, there is sufficient evidence to state that from an attainment perspective, based around the number of pupils achieving 3+ and 5+ passes at SCQF Levels 3 to 5, Shetland performs very strongly and this has continued in 2014, the first year of new National Qualifications.
- Shetland is also above the national average at SCQF Level 6. However, performance at SCQF Level 5 is stronger than SCQF Level 6 when comparing nationally with Shetland the third strongest authority at SCQF Level 5 between 2011 and 2013 but still a highly respectable, sixth strongest authority at SCQF Level 6 in 2011, 2013 and 2014.
- Shetland's overall attainment at SCQF Level 7 has been less strong over recent years compared to other SCQF Levels, although performance at this level was above the national average in 2013 and in line with the national average in 2014.
- Shetland's unique circumstances need to be considered carefully when commenting on performance at this level. Many Secondary 6 pupils choose to leave school during the year, as the additional costs for university are proportionately greater for Shetland residents, so some able youngsters, with potential to achieve Advanced Higher, do not complete Secondary 6. Hence percentage and NCD comparisons are less valuable at this level.
- Attainment comparisons between schools in Shetland at SCQF Levels 3 to 7 will be considered later in the report.
- Notwithstanding the fact that attainment in general is very strong in comparison to other island authorities and in a national context, Children's Services needs to continue

to identify and implement specific strategies to raise the attainment and achievement of our all learners in Shetland over the next five years in both the Broad General Education and Senior Phase of Curriculum for Excellence. This is especially important given the huge curricular change currently on-going with new qualifications and assessment arrangements at SCQF Levels 3 to 7.

- Audit Scotland's 2014 Report on School Education underlined the importance of councils having a specific focus on raising attainment and looking at areas such as developing the leadership capacity and opportunities for teachers, systems around tracking and monitoring and the quality assurance of the Senior Phase, improving further teacher quality, increasing parental engagement and further developing pupil motivation.

## **6. Additional Comparisons at Local Authority Level: Theme 4 of the Project Brief**

6.1: The Project Team have also gathered a range of other comparable data from local authorities in Scotland aside from attainment statistics. One of the risks for the project identified in the brief was the fact that this information would depend on the goodwill of other authorities in providing data as it was not possible to gather it all through nationally published reports. At this point, 15 of Scotland's local authorities have responded to requests for information with varying degrees of detail. Other data was obtained from nationally published Scottish Government reports.

### **6.2: School Size and Pupil –Teacher ratio:**

6.2.1: Shetland's secondary schools have the lowest pupil / teacher ratio in Scotland (the lowest number of pupils per teacher). This is hardly surprising, given Shetland's geography and the resultant number of small secondaries it has. All of the 3 island and more remote local authorities in Scotland have secondary schools with an average pupil size well below the Scottish average of 787. The average in Shetland - 200 pupils per school - is the lowest of all local authorities.

6.2.2: Shetland's overall pupil teacher ratio in secondary (the number of pupils per teacher) is 8.6, just below that in Orkney. Again all of the island and more remote local authorities in Scotland have pupil teacher ratios lower than the Scottish average and, with relatively more teachers employed for each pupil, this naturally increases the cost per pupil.

|                              | Schools    | Pupils         | Teachers      | Pupils per school | Pupil/teacher ratio |
|------------------------------|------------|----------------|---------------|-------------------|---------------------|
| <b>Shetland Islands</b>      | <b>7</b>   | <b>1,400</b>   | <b>163</b>    | <b>200</b>        | <b>8.6</b>          |
|                              |            |                |               |                   |                     |
| Argyll & Bute                | 10         | 4,775          | 438           | 478               | 10.9                |
| Eilean Siar                  | 5          | 1,500          | 159           | 300               | 9.4                 |
| Highland                     | 29         | 13,654         | 1,219         | 471               | 11.2                |
| Orkney Islands               | 5          | 1,148          | 131           | 230               | 8.8                 |
|                              |            |                |               |                   |                     |
| <b>All local authorities</b> | <b>361</b> | <b>284,168</b> | <b>23,398</b> | <b>787</b>        | <b>12.1</b>         |

Source: 2014 Pupil Census

### 6.3: School Capacity

- 6.3.1 The Scottish Government's audit of the School Estate shows that no secondary school in Shetland is operating at 75% capacity in terms of the number of pupils in the school. As shown in the table below, the majority of schools in the more rural and island areas of Scotland are operating at less than 75% capacity, which is different from Scotland generally where most schools are operating at over 75% capacity. In the secondary sector overall in Scotland 23% of schools were operating at 90% or more capacity, compared with fewer than 9% of schools in these remote and island authorities.

|                          | <50% of capacity | 50-<75% of capacity | 75-<90% of capacity | 90-<100% capacity | >100% capacity |
|--------------------------|------------------|---------------------|---------------------|-------------------|----------------|
| Argyll & Bute            | 2                | 6                   | 2                   | -                 | -              |
| Eilean Siar              | 3                | 1                   | -                   | 1                 | -              |
| Orkney Islands           | 3                | 1                   | 1                   | -                 | -              |
| <b>Shetland Islands*</b> | <b>5</b>         | <b>3</b>            | <b>0</b>            | <b>-</b>          | <b>-</b>       |
| Scotland                 | 30               | 130                 | 121                 | 58                | 24             |

Source: 2014 Schools Estates Data

- 6.3.2 Given that much of the costs of a secondary school are fixed, operating at a lower capacity would have the effect of increasing the cost per pupil, and this will have an impact on Shetland's figures.



#### 6.4: Projected School Rolls

- 6.4.1 Based on figures which provide projected pupil numbers for each Local Authority for 2013-2018: secondary pupil numbers in Shetland are set to fall from 1,400 to 1,300 over the coming three years.

#### 6.5: Secondary Teaching Staff

- 6.5.1 The latest Teacher Census, *Teachers in Scotland 2014*, shows that Shetland has reduced its total secondary school teaching staff from 206 in 2010/11 to 163 in 2014/15 – a fall of almost 21%. These figures include Additional Support Needs teachers and peripatetic teachers working in secondary schools. This compares to a reduction of 12.4% in the Western Isles, 4.4% in Orkney and 5.4% across Scotland. In percentage terms, Shetland shows the highest reduction in teacher numbers in Scotland.
- 6.5.2 Figures for Secondary Teachers by Grade are not yet available for 2014/15, but those for 2013/14 show that Shetland's number of secondary principal teachers is broadly similar to other island authorities. The spread of promoted posts across selected local authorities and across Scotland is shown in the table below.

|                              | Head Teacher | Depute Head Teacher | Principal Teacher | Chartered Teacher | Total Promoted Posts |
|------------------------------|--------------|---------------------|-------------------|-------------------|----------------------|
|                              | %            | %                   | %                 | %                 | %                    |
| <b>Shetland Islands</b>      | <b>3.0</b>   | <b>4.7</b>          | <b>23.7</b>       | <b>4.1</b>        | <b>35.5</b>          |
|                              |              |                     |                   |                   |                      |
| Argyll & Bute                | 2.5          | 5.8                 | 25.6              | 2.1               | 35.9                 |
| Eilean Siar                  | 1.7          | 5.7                 | 21.8              | 2.3               | 31.6                 |
| Highland                     | 2.3          | 5.0                 | 27.7              | 4.2               | 39.2                 |
| Orkney Islands               | 3.1          | 3.9                 | 28.1              | 0.0               | 35.2                 |
| <b>All local authorities</b> | <b>1.5</b>   | <b>4.9</b>          | <b>24.7</b>       | <b>2.5</b>        | <b>33.6</b>          |

Source 2013: Teacher Census

- 6.5.3 Other than the Western Isles, all these island and rural authorities have a slightly higher percentage of promoted posts in secondary than the Scottish average.
- 6.5.4 The average cost of employing a teacher in island authorities is higher than average across Scotland, and this can be partly explained by the island allowances that are applied. The cost in Shetland is very similar to that in the Western Isles. On average, Shetland's secondary school teachers are slightly older than elsewhere, and so are likely to have progressed further on the national pay scales.

|                              | Secondary School Teaching Staff costs £000 | Cost per teacher £ | Average Age |
|------------------------------|--|--------------------|-------------|
| <b>Shetland Islands</b>      | <b>8,528</b>                               | <b>52,319*</b>     | <b>46</b>   |
| Argyll & Bute                | 19,523                                     | 44,573             | 44          |
| Eilean Siar                  | 8,317                                      | 52,308             | 45          |
| Highland                     | 54,853                                     | 44,998             | 44          |
| Orkney Islands               | 6,680                                      | 50,992             | 44          |
| <b>All local authorities</b> | <b>1,096,020</b>                           | <b>46,842</b>      | <b>42</b>   |

\*The figures on average cost of a teacher are derived by dividing the 2014/15 budget estimate figure for Secondary School Teaching Staff in the Local Authority Provisional Outturn (2013-14) and Budget Estimates (2014-15) by the number of secondary teaching staff in the 2014 Teacher Census.

Sources: <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets>  
<http://www.scotland.gov.uk/Publications/2014/05/6411/downloads>

## 6.6: Quality Improvement Officers

6.6.1 Quality improvement officers (QIO) posts have been reduced in general and in some places removed entirely from central education departments. Generally, Councils are using QIOs in a more proportionate and risk-based way encouraging schools to evaluate their own performance. QIOs provide support and challenge to schools to help them and those that remain in post are increasingly targeting the bulk of their work only to schools that require additional support. Quality improvement officers have a standard Scottish Negotiating Committee Teachers (SNCT) job-description. In Shetland, in respect of remits, QIOs have been allocated some variations to these duties, which were agreed locally through the Local Negotiating Committee for Teachers (LNTC).

### 6.6.2 2010-2013: National and Shetland Figures – QIOs:

|                 | 2010 | 2013 | Change |
|-----------------|------|------|--------|
| <b>National</b> | 472  | 369  | -103   |
| <b>Shetland</b> | 4    | 3    | -1     |

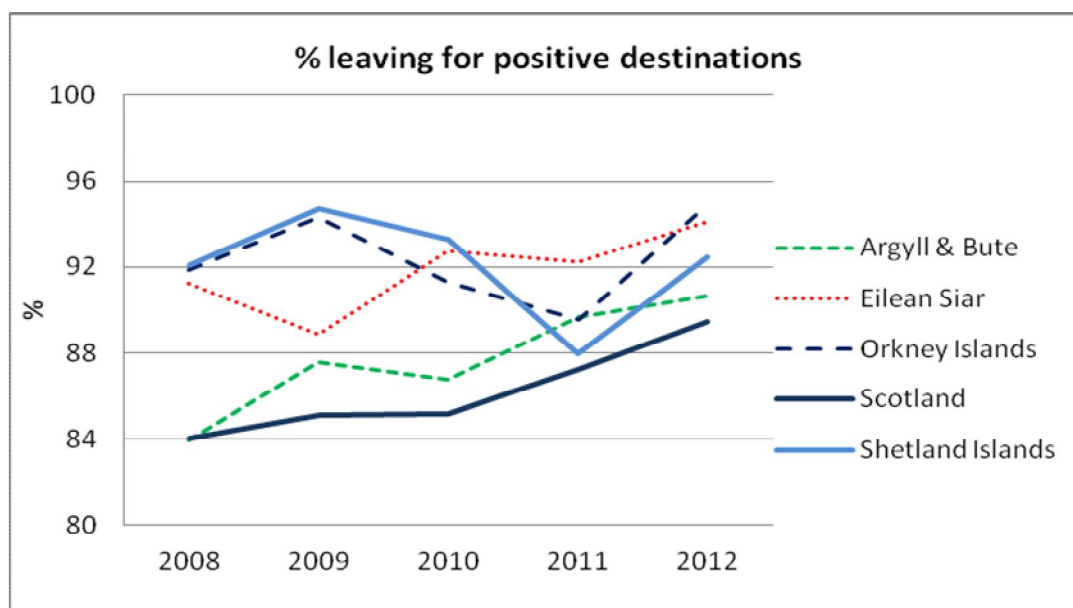
Source: Audit Scotland Report, June 2014

## 6.7: Other National Comparators

### 6.7.1: Leaver Destinations

Shetland is similar to the other island authorities in terms of percentage of pupils moving into positive destinations beyond school, a fundamental entitlement of Curriculum for Excellence. The development of the Shetland Learning Partnership with virtual academies in

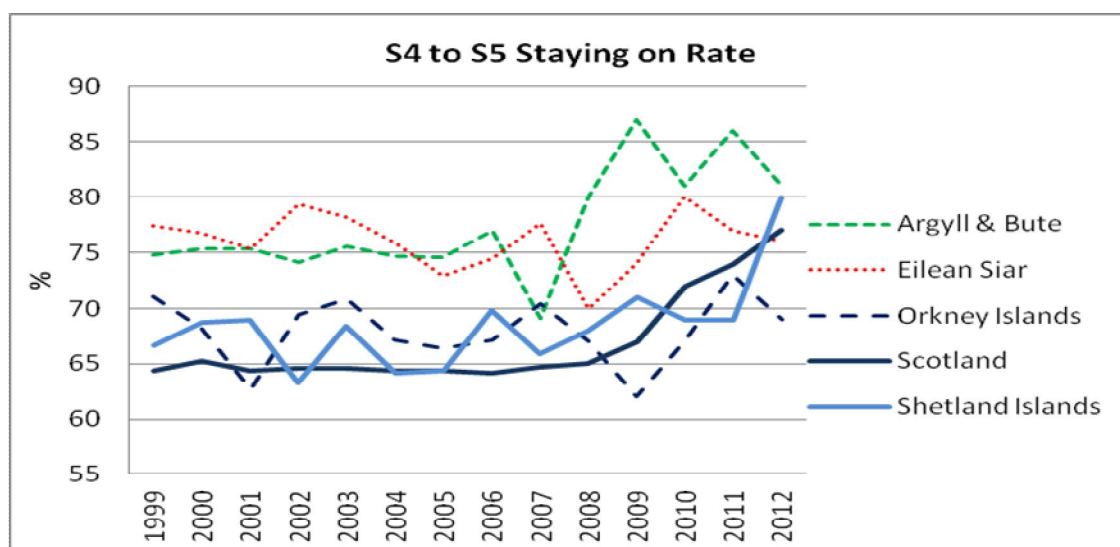
engineering and health and care in the first instance, with more academies planned over the next few years, will aim to build upon this successful positive destination record. Further academies will be developed in future years.



Source: Scottish Government Statistics 2013

### 6.7.2: Staying On Rates

The long-term pattern of high staying on rates also underline the importance of a flexible approach to the Senior Phase between academic and vocational learning and, again, this is central to the Shetland Learning Partnership initiative.



Source: Scottish Government – Attainment Data 2012

**6.8: Other Comparative data collected from Local Authorities not available in published reports:**

A questionnaire was sent to all local authorities in Scotland, requesting information on the seven broad areas of education service provision set out below.

1. Grant Aided Education allocation and was the local authority spending more on education compared to what they receive from the Government for education over recent years;
2. Budget Reductions in secondary education:
  - Examples of budget reductions over the last three to five years in secondary education;
  - Further proposed budget reductions in the next two financial years;
3. Promoted post and management structures: Reviews that have taken place and / or planned;
4. Central education staffing;
5. Personalisation and Choice in Secondary 3;
6. Subject Choice in Secondary 4;
7. Skills for Work Provision.

Fifteen authorities responded with information on at least one of the areas.

**6.9: Summary of findings from the comparable data in relation to other local authorities not available from nationally published reports**

- Six local authorities commented on their education spending in relation to their Grant Aided Education allocation. Only two of spent more on education than they received from the Scottish Government.
- Nine authorities commented on budget reductions over the last 3 to 5 years; seven have reduced their spending in secondary education in this period although spending in Aberdeen and Aberdeenshire with regard to secondary education has been maintained at existing levels.
- Examples of efficiencies to meet budget reductions include:
  - common timetabling structures, including the asymmetric week and a half day one day per week. 33 x 50 minute period weeks to maximise teachers contact time and reduce the need for supply cover;
  - increased class sizes in early secondary especially in English and Maths;
  - revised promoted post structures and management structures;
  - national changes of teachers terms and conditions, probationers contact time and supply teachers terms and conditions;
  - support staff reductions;

- absence cover rationalisation;
  - early release programme for teachers on conserved salaries;
  - reduction in operating costs and more focus on per capita per pupil when allocating budgets to schools;
  - reduction in subject choice – Advanced Highers only being delivered in certain schools with pupils travelling to access or using ICT.
- A number of local authorities indicated they are required to make further savings, reflecting the current retrenchment in the public sector. Examples of further savings planned include:
    - moving to maximum class sizes for English and Maths;
    - reviewing and rationalising management and pupil support structures, including shared headships between smaller schools;
    - further reducing support staff;
    - reducing schools' library service;
    - reducing devolved school budgets;
    - increasing charges for music instruction;
    - reducing Continued Professional Development (CPD) and using in-house teachers to deliver training as opposed to external providers;
    - greater use of technology in schools and "distance" learning;
    - reviewing central education support for schools;
    - reviewing subject choice.
  - Apart from Dundee City, the other local authorities that responded to the questionnaire have reviewed or will be reviewing promoted posts in secondary schools. More specifically:
    - Some authorities have adopted, or are moving to, a faculty structure where a principle teacher is responsible for more than one subject, or more than one curricular area. For example a school has one principal teacher responsible for all three science subjects rather than three individual principal teachers of biology, chemistry or physics. Similarly, within a faculty structure, there may be a principal teacher of all three social subjects as opposed to individual principal teachers of geography, history or modern studies;
    - Other authorities have a combination of principal teachers of one subject and faculty leaders;
    - Glasgow City provides choice for head teachers to organise the faculties and promoted post structures within their schools within certain parameters Aberdeen is planning a similar approach;
    - Anderson High School has also moved in this direction with a reduction in the number of principal teacher posts from 25 to 20 in the last five years with some principal teachers taking on responsibility for an additional subject including the line management of staff teaching in the other subject;
    - Brae High School's Secondary Department currently has 9 principal teachers. One of these posts, the Principal Teacher of Additional Support Needs, has whole

school responsibilities. The current pupil roll of Brae High School Secondary Department is 169 pupils, projected to fall to 157 by 2018. When compared nationally, and to the Anderson High School, the school has a generous allocation of promoted posts.

- East Lothian, Angus and South Lanarkshire, along with Shetland, are among the authorities that have reduced QIO posts. Scottish Borders have removed them completely and replaced them with senior education officers.
- Moray is one of a number of authorities which offers secondments to teaching staff to take forward developments at local authority level. Examples of secondments that other authorities offer to teaching staff are leading on the management of probationers; 1+2: The national Modern Foreign Languages initiative; Senior Phase, curriculum planning; profiling; and outdoor learning.
- In terms of pupils specialising in different subjects in Secondary 3 as part of personalisation and choice in their learning, staying within the parameters of the Broad General Education, none of the seven authorities that responded to this question have a specific number of subjects that pupils have to study. However, aside from Orkney and the Western Isles, almost all of these authorities do not have the same transition arrangements as Shetland at the end of Secondary 4.
- Dundee City, Angus, Aberdeen City, Aberdeenshire and the Scottish Borders enable their Secondary 4 learners to choose up to six National subjects to study in Secondary 4. Other authorities allow schools to make their own decisions with the average number being either six or seven from the nine authorities in total that responded to this particular theme.
- Skills for Work courses continue to be central to school – college partnerships.

#### **6.10: Overall summary of comparable data at local authority level:**

- Shetland continues to have the lowest pupil-teacher ratio in Scotland; this means the lowest number of pupils per teacher.
- All of Shetland's secondary schools are operating at below 75% capacity in terms of the number of pupils they accommodate.
- Shetland's projected school roll in secondary will continue to fall until 2018.
- Children's Services has reduced secondary teaching staff since 2010 with a reduction well above the national average of teacher reductions in local authorities. The overall reduction includes Additional Support Needs teachers and peripatetic teachers.
- Factors such as smaller school sizes, lower pupil teacher ratios and more schools operating at lower capacity levels will add to the cost per pupil of secondary education in island and more remote rural authorities.

- The number of quality improvement officers in Scotland has fallen by over 100 since 2010. The role of QIOs, who remain in post, in terms of quality assuring schools, have therefore changed in this time in many areas of the country, increasingly there is a risk based approach to quality assuring schools with a greater focus on identifying and working with schools requiring significant external support.
- From the information received, only two other local authorities spend more on education than they receive from the government.
- A number of local authorities have reduced spending in secondary education over the last three to five years and will continue to do so over the coming years.
- A number of reviews have taken place or are planned around promoted post and management structures
- From the evidence gathered, there is a very variable picture across Scotland in relation to structures around third year personalisation and choice and the number of subjects that pupils choose in fourth year.

## **7. Case-Studies of Comparable Schools**

- 7.1: Further comparisons of specific Orkney and Shetland schools as suggested in the *'Annual Cost of Secondary Education per Pupil in Shetland: A comparison with Scotland's other Island Authorities'*, in particular Stronsay Junior High School with Baltasound Junior High School and Stromness Academy with Brae High School have been made. The Secondary Cost per Pupil Report had a number of comparisons and detailed analysis between Secondary Schools in Shetland and Orkney and should be read in conjunction with the information set-out below.

The comparisons in that earlier report were:

- Comparisons of data in the local finance return;
- A review of employee costs;
- A review of school property costs;
- A review of school transport costs;
- A Review of school meal costs.

### **7.2: Case-Study 1: Stronsay Junior High School with Baltasound Junior High School**

- 7.2.1: Current secondary school rolls as at September 2014:

Stronsay Junior High School Secondary Department: 24 pupils

Baltasound Junior High School Secondary Department: 22 pupils

## 7.2.2: Attainment:

The attainment of the two schools is similar and needs to be treated with caution given the very small number of pupils in Secondary 4 in both schools in any given year.

| Average 2007 to 2013 | Stronsay Junior High School | Baltasound Junior High School |
|----------------------|-----------------------------|-------------------------------|
| 5+ Level 5           | 34%                         | 44%                           |
| 5 + Level 4          | 82%                         | 79%                           |
| 5 + Level 3          | 100%                        | 85%                           |

## 7.2.3: Staffing

**Stronsay Junior High School Staffing**

Stronsay has only two resident full-time secondary staff at present covering Maths, Sciences and English and Pupil Support, and the Head Teacher who is nominally non- teaching but tends to do a little bit of teaching to support curriculum choice. All other teachers are itinerants who fly in on a daily basis to deliver secondary curriculum, primary expressive arts and required teacher non-contact time

|  |                                     |             |
|--|-------------------------------------|-------------|
| Maths/Science                                  | Secondary Staff (Teacher 1)         | 1.00        |
| English/Additional Support Needs (ASN)         | Secondary Staff (Teacher 2)         | 1.00        |
| Personal and Social Education (PSE)            | Personal and Social Education (PSE) | 0.15        |
| <b>Stronsay VISITING SECONDARY SPECIALISTS</b> |                                     |             |
| French & Religious and Moral Education (RME)   |                                     | 0.60        |
| Home Economics                                 |                                     | 0.20        |
| Social Subjects                                |                                     | 0.60        |
| Technical                                      |                                     | 0.40        |
| General Secondary                              |                                     | 0.06        |
| <b>Stronsay EXPRESSIVE ARTS Itinerant</b>      |                                     |             |
| Art  | Art (0.40 - 50% to primary)         | 0.20        |
| Music  | Music (0.40- 50% to primary)        | 0.20        |
| PE   | PE (0.20 - 50% to primary)          | 0.10        |
| Approx. Total                                  |                                     | <b>4.51</b> |



### Baltasound Junior High School Staffing

Baltasound has a Head Teacher, who also manages Fetlar Primary School, as well as a 0.4 Depute Head Teacher with 0.6 teaching duties and a Principal Teacher of Pupil Support with a Maths and Physics teaching commitment. There are three full-time teachers in the school - the Depute Head Teacher, the Principal Teacher of Pupil Support and the Science Teacher. A number of teachers in Baltasound Junior High School are shared with Mid Yell Junior High School.

The overall Full-Time Equivalents in both schools is fairly similar with Baltasound Junior High School higher by 0.565, although the school's teacher numbers has been reduced significantly over the last five years and by 1.43 Full-Time Equivalents since 2012-13.

|  |                                      |              |
|--|--------------------------------------|--------------|
| Maths/Physics/ PSE   |                                      | 1.00         |
| English  |                                      | 0.60         |
| DHT: Business Studies and RE                                   |                                      | 0.60         |
| ASN  |                                      | 0.175        |
| French   |                                      | 0.30         |
| Home Economics   |                                      | 0.40         |
| Social Subjects  |                                      | 0.40         |
| Technical  |                                      | 0.45         |
| Science (Chemistry/Biology)                                    |                                      | 1.00         |
| <b>Baltasound Junior High School EXPRESSIVE ARTS Itinerant</b> |                                      |              |
| Art  | 0.6 in total (0.2 in Primary / ASN)  | 0.4          |
| Music  | 0.4 in total (0.2 in Primary / ASN)  | 0.2          |
| PE   | 0.65 in total (0.2 in Primary / ASN) | 0.45         |
| Approx. Total  |                                      | <b>5.975</b> |

- 7.2.4: In total, Stronsay Junior High School offers around 16 subjects to their Secondary 3 and Secondary 4 pupils. This includes core subjects such as RE and PSE. Baltasound Junior High School offers 23 subjects.

### 7.3: Case-Study 2: Stromness Academy with Brae High School

#### 7.3.1: School Rolls

Brae High School has a nursery and primary department as well as providing education to secondary 1 to secondary 6. Stromness Academy is a secondary 1 to secondary 6 School. In this respect, Brae High School and Stromness Academy are different schools and this is reflected in the fact that they are not grouped together in comparator exam school statistics through either STACs or now Insight. Therefore the comparisons outlined below should be treated with caution.

Current Secondary School Roll as at September 2014 Stromness: 374 pupils

Current School Roll Brae High School: 305 (169 pupils in the Secondary Department)

The respective secondary school rolls for the previous eight years are set out below:

#### **Stromness Academy:**

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|------|------|------|------|------|------|------|------|
| S4   | 79   | 77   | 82   | 82   | 86   | 79   | 83   |
| S5   | 75   | 61   | 55   | 53   | 67   | 62   | 58   |
| S6   | 37   | 57   | 47   | 38   | 42   | 45   | 53   |
| S1-6 | 427  | 441  | 428  | 420  | 409  | 404  | 391  |

#### **Brae High School:**

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|------|------|------|------|------|------|------|------|
| S4   | 35   | 47   | 43   | 46   | 49   | 37   | 32   |
| S5   | 41   | 22   | 34   | 33   | 34   | 42   | 33   |
| S6   | 24   | 26   | 12   | 25   | 20   | 23   | 31   |
| S1-6 | 238  | 232  | 222  | 228  | 220  | 206  | 197  |

#### 7.3.2: 2007 to 2013 Average Attainment: Secondary 4 (percentage of pupils):

| Level      | Stromness Academy | Brae High School |
|------------|-------------------|------------------|
| 5+ Level 5 | 46%               | 45%              |
| 5+ Level 4 | 88%               | 85%              |
| 5+ Level 3 | 98%               | 95%              |

## 7.3.3: 2007 to 2013 Average Attainment: Secondary 5 (percentage of pupils):

| Level       | Stromness Academy | Brae High School |
|-------------|-------------------|------------------|
| 5+ Level 5  | 60%               | 58%              |
| 1+ Level 6  | 54%               | 39%              |
| 3+ Level 6  | 34%               | 24%              |
| 5 + Level 6 | 17%               | 11%              |

## 7.3.4: 2007 to 2013 Average Attainment: Secondary 6 (percentage of pupils):

| Level      | Stromness Academy | Brae High School |
|------------|-------------------|------------------|
| 3+ Level 6 | 46%               | 32%              |
| 5+ Level 6 | 31%               | 20%              |
| 1+ Level 7 | 20%               | 10%              |

## 7.4: Staffing Comparisons

|  | Stromness Academy   | Brae High School  |
|--|---|---|
| Depute Head Teachers                                 | 2   | 2 (1 DHT for Primary / Nursery)   |
| Number of Principal Teachers                         | 19 (including 1 Guidance Manager)<br>Ratio of PT's to Total Number of Teachers: 49% | 9 (including Additional Support Needs Principal Teacher with responsibilities across the whole school)<br><br>Ratio of PT's to Total Number of Secondary: 37% |
| Number of Full Time Equivalent Teachers in Secondary | 39  | 24.25*  |

\*This includes 1.6 FTE of ASN teaching time with whole-school responsibility.

## 7.5: Subject Choice:

There is a greater range of subject choice in Brae High School compared to Stromness Academy.

- Brae High School: 42 pupils in Secondary Four currently have around 23 subjects to choose from;  
39 pupils in Secondary Five and Six have around 24 subjects to choose from;
- Stromness Academy: 83 pupils in Secondary Four have around 19 subjects to choose from;  
111 pupils in Secondary Five and Six have around 18 subjects to choose from.

## 7.6: National cost comparisons

- 7.6.1: As part of this project we have also sought to compile cost comparisons, looking at the costs of schools in Shetland with those of comparable size elsewhere in Scotland. These should be treated with some caution. We have approached local authorities for budget information on individual schools, but further work would be required to ensure that it has been provided on a consistent basis and that differences between schools have been taken into account. For example, it would seem that in some cases all staff costs are included, while in others only teaching costs have been provided.
- 7.6.2: Budget information in the tables below is provided by the local authority. Information on pupil and teacher numbers are taken from the Scottish Government's School Contact list dataset, which means they are based on the 2013 Pupil and Teacher Census. Pupil numbers for Shetland schools have been updated to reflect the current position, but for the sake of consistency the teacher numbers are 2013/14 figures throughout this section. They include all teaching staff allocated to the school, including ASN and peripatetic. Because of the informal way budget data has been collected, derived figures on costs per pupil should be seen as indicative.
- 7.6.3: There are six schools in Scotland with a secondary pupil roll of 25 or fewer. As well as Baltasound Junior High School in Shetland, these schools are in Orkney, Western Isles and Argyll & Bute. Information available on each is given below.

|                                      | Pupils    | Teachers    | Pupil/<br>Teacher<br>ratio | Budget         | Cost per<br>pupil | Staff costs    | Staff<br>cost per<br>pupil | Property<br>cost per<br>pupil |
|--------------------------------------|-----------|-------------|----------------------------|----------------|-------------------|----------------|----------------------------|-------------------------------|
| Westray Junior High School           | 16        | 5.20        | 3.08                       | 552,800        | 34,550            | 271,600        | 16,975                     | n/a                           |
| <b>Baltasound Junior High School</b> | <b>22</b> | <b>6.48</b> | <b>3.40</b>                | <b>572,355</b> | <b>26,016</b>     | <b>481,226</b> | <b>21,874</b>              | <b>4,318</b>                  |
| Lionel School                        | 19        | 2.90        | 6.55                       | n/a            | n/a               | n/a            | n/a                        | n/a                           |
| Sanday Community School              | 20        | 4.45        | 4.49                       | 518,700        | 25,935            | 260,400        | 13,020                     | n/a                           |
| Tiree High School                    | 21        | 12.14       | 1.73                       | 878,657        | 41,841            | 733,984        | 34,952                     | 4,645                         |
| Stronsay Junior High School          | 23        | 4.34        | 5.30                       | 466,300        | 20,274            | 273,000        | 11,870                     | n/a                           |

7.6.4: All of the smallest schools have a relatively high cost per pupil, ranging from £20,274 to £41,841. Of the six schools, Baltasound Junior High School has the third lowest pupil/teacher ratios and sits in the middle regarding costs. It should be recognised that in such small schools relatively small changes in pupil numbers can have a marked effect on ratios and on the cost per pupil. Tiree, which has the highest cost per pupil, provided Gaelic language teaching.

7.6.5: There are eight secondary schools in Scotland with rolls between 26 and 100. Three of these are in Shetland (Whalsay School, Mid Yell Junior High School and Aith Junior High School), three in the Highland Council area, one in the Western Isles and one in Dumfries and Galloway. Information available on each is given below.

|                                    | Pupils    | Teachers     | Pupil/<br>Teacher<br>ratio | Budget         | Cost<br>per<br>pupil | Staff costs    | Staff<br>cost per<br>pupil | Property<br>cost per<br>pupil |
|------------------------------------|-----------|--------------|----------------------------|----------------|----------------------|----------------|----------------------------|-------------------------------|
| <b>Mid Yell Junior High School</b> | <b>43</b> | <b>9.28</b>  | <b>4.63</b>                | <b>623,799</b> | <b>14,507</b>        | <b>544,358</b> | <b>12,659</b>              | <b>2,038</b>                  |
| Kinlochbervie High School          | 48        | 12.84        | 3.74                       | 683,958        | <b>14,249</b>        | 570,176        | <b>11,879</b>              | <b>2,003</b>                  |
| <b>Whalsay School</b>              | <b>55</b> | <b>9.77</b>  | <b>5.63</b>                | <b>575,478</b> | <b>10,463</b>        | <b>463,293</b> | <b>8,424</b>               | <b>2,134</b>                  |
| Dalry School                       | 60        | 11.52        | 5.21                       | n/a            | n/a                  | n/a            | n/a                        | n/a                           |
| Kilchuimen Academy                 | 64        | 13.20        | 4.85                       | 699,917        | 10,936               | 624,323        | 9,755                      | 915                           |
| Castlebay School                   | 70        | 20.22        | 3.46                       | n/a            | n/a                  | n/a            | n/a                        | n/a                           |
| Farr High School                   | 71        | 13.10        | 5.42                       | 746,832        | 10,519               | 655,200        | 9,228                      | 919                           |
| <b>Aith Junior High School</b>     | <b>73</b> | <b>12.42</b> | <b>5.88</b>                | <b>699,955</b> | <b>9,588</b>         | <b>606,683</b> | <b>8,311</b>               | <b>1,388</b>                  |

7.6.6: Aith Junior High School and Whalsay School have the highest pupil teacher ratios, and also the lowest costs per pupil, although all of these schools have average costs well above the Scottish average. Mid Yell Junior High School has the highest cost per pupil.

7.6.7: 10 Scottish Secondary schools have a pupil roll between 100 and 175, including Sandwich Junior High School and Brae High School (Secondary Department) in Shetland. There is one each in the Western Isles and in Perth and Kinross, two in Argyll and Bute and four in Highland.

|                                    | Pupils     | Teachers     | Pupil/<br>Teacher<br>ratio | Budget           | Cost<br>per<br>pupil | Staff<br>costs   | Staff<br>cost per<br>pupil | Property<br>cost per<br>pupil |
|------------------------------------|------------|--------------|----------------------------|------------------|----------------------|------------------|----------------------------|-------------------------------|
| Sir E Scott School                 | 102        | 22.70        | 4.49                       | n/a              | n/a                  | n/a              | n/a                        | n/a                           |
| Tarbert Academy                    | 106        | 17.90        | 5.92                       | 1,087,609        | 10,260               | 935,694          | 8,827                      | 834                           |
| Ardnamurchan High School           | 108        | 15.80        | 6.84                       | 846,166          | 7,835                | 814,939          | 7,546                      | n/a                           |
| Mallaig High School                | 125        | 18.80        | 6.65                       | 1,069,435        | 8,555                | 932,167          | 7,457                      | 796                           |
| <b>Sandwick Junior High School</b> | <b>140</b> | <b>17.63</b> | <b>7.94</b>                | <b>1,101,405</b> | <b>7,867</b>         | <b>922,168</b>   | <b>6,587</b>               | <b>1,424</b>                  |
| Tobermory High School              | 143        | 20.4         | 7.01                       | 1,228,937        | 8,594                | 1,060,800        | 7,418                      | 639                           |
| Kinlochleven High School           | 145        | 16.7         | 8.68                       | 935,630          | 6,453                | 896,006          | 6,179                      | n/a                           |
| Gairloch High School               | 152        | 22.2         | 6.85                       | 1,218,521        | 8,017                | 1,035,228        | 6,811                      | 951                           |
| Pitlochry High School              | 156        | 21.8         | 7.16                       | 1,392,885        | 8,929                | 1,186,945        | 7,609                      | 1,190                         |
| <b>Brae High School</b>            | <b>169</b> | <b>29.74</b> | <b>5.68</b>                | <b>1,569,687</b> | <b>9,288</b>         | <b>1,411,598</b> | <b>8,353</b>               | <b>1,022</b>                  |

7.6.8: Ardnamurchan and Kinlochleven High Schools were built under the public finance initiative arrangements and so premises costs are not included in the school budgets. From the figures provided average costs per pupil range from £6,453 to £10,260. Brae High School has the second highest cost per pupil and also the second lowest pupil teacher ratio. Sandwick Junior High School has the third lowest cost per pupil and the second highest pupil teacher ratio.

7.6.9: A number of local authorities have been approached for financial information on larger schools, but none was received in time to be included here. As a result the only comparison that can be made for Anderson High School is with pupil teacher ratio. As can be seen below, the range is between 10.79 and 12.23. At 10.89 Anderson High School does have one of the lower pupil teacher ratios, but not the lowest.

|                                      | Pupils     | Teachers      | Pupil/<br>Teacher<br>ratio | Budget           | Cost<br>per<br>pupil | Staff costs      | Staff<br>cost<br>per<br>pupil | Property<br>cost per<br>pupil |
|--------------------------------------|------------|---------------|----------------------------|------------------|----------------------|------------------|-------------------------------|-------------------------------|
| Banff Academy                        | 888        | 78.4          | 11.33                      | n/a              | n/a                  | n/a              | n/a                           | n/a                           |
| Stirling High School                 | 888        | 76.0          | 11.68                      |                  | n/a                  | n/a              | n/a                           | n/a                           |
| Our Lady's High School - Cumbernauld | 892        | 67.4          | 13.23                      |                  | n/a                  | n/a              | n/a                           | n/a                           |
| <b>Anderson High School</b>          | <b>898</b> | <b>82.49*</b> | <b>10.89</b>               | <b>4,552,686</b> | <b>5,070</b>         | <b>3,870,142</b> | <b>4,310</b>                  | <b>787</b>                    |
| Wallace High School                  | 899        | 83.3          | 10.79                      | n/a              | n/a                  | n/a              | n/a                           | n/a                           |
| Inverurie Academy                    | 901        | 73.7          | 12.23                      | n/a              | n/a                  | n/a              | n/a                           | n/a                           |
| Meldrum Academy                      | 910        | 74.5          | 12.22                      | n/a              | n/a                  | n/a              | n/a                           | n/a                           |
| Balfron High School                  | 922        | 76.1          | 12.12                      | n/a              | n/a                  | n/a              | n/a                           | n/a                           |

\*This figure includes the 11.19 FTE ASN teachers who work in the Additional Support Needs base at Gressy Loan. The total number of teachers at the Anderson High School has now decreased slightly to 81.53 FTE.

### 7.7: Summary of Case-Studies:

- Staffing in Baltasound Junior High School and Stronsay Junior High School is reasonably similar with the majority of subjects being delivered by part-time teaching staff. Baltasound Junior High School has a 0.4 DHT and a PT Pupil Support, which Stronsay Junior High School does not have, although Stronsay has a full-time Head Teacher. However, the number of teaching staff in Baltasound Junior High School has been reduced considerably in recent years. Attainment is also similar between the two schools but needs to be analysed cautiously due to very small numbers
- There is a bigger choice of subjects on offer at Baltasound Junior High School compared to Stronsay Academy.
- Attainment in Stromness Academy is higher than in Brae High School. Both schools have a high proportion of promoted staff and Brae High School offers a larger number of subjects to in the Senior Phase (Secondary 4 to Secondary 6).
- Compared to schools of comparable size elsewhere in Scotland, Shetland's secondary schools are not untoward in terms of their costs per pupil or their pupil teacher ratios, although there is some potential for improvement and areas for further investigation. However there is a need to validate and interrogate the data before reaching any firm conclusions.

## 8. Shetland Secondary comparisons

8.1: As part of this Comparison Project, the Project Team were asked to compare Shetland schools as follows:

- Attainment at Scottish Credit and Qualifications Framework Level 3 to 5 (Foundation to Credit and Intermediate 1 and 2) and 6 to 7 (Higher and Advanced Higher) for Anderson High School and Brae High School from 2009 to 2013.

Again, it is important to stress that this traditional form of benchmarking has been developed into a more holistic profile from 2014 with Education Scotland's new Insight Benchmarking Tool.

- Staffing in all of Shetland's Secondary Schools / Departments;
- Subject choice in all of Shetland's Secondary Schools / Departments.

### 8.2: **Attainment Comparisons:**

Attainment comparisons between schools are of interest but there are significant factors that mean they are not like for like comparisons:

- The variations in year group sizes between each of the junior high schools and Brae High School and between all the schools and the Anderson High School.
- Anderson High School's roll, and consequently their exam statistics, includes pupils from across Shetland who have severe and complex needs, including most young people who are educated at the Additional Support Base, as well as all the pupils who attend the Additional Support Needs Department at Gressy Loan.
- For instance in 2012-13, 22% of the Secondary 4 cohort at Anderson High School had severe and complex additional support needs, complex social, emotional and behavioural needs or moderate needs.

### 8.3: **Attainment Percentages**

**2009-2013 Pupil percentages for average attainment over a five year period: pupils at the end of Secondary 4:**

| Level                       | Aith Junior High School | Anderson High School | Baltasound Junior High School | Brae High School | Mid Yell Junior High School | Sandwick Junior High School | Whalsay School |
|-----------------------------|-------------------------|----------------------|-------------------------------|------------------|-----------------------------|-----------------------------|----------------|
| 5+ Level 5                  | 61%                     | 45%                  | 40%                           | 47%              | 48%                         | 55%                         | 45%            |
| 5+ Level 4                  | 94%                     | 90%                  | 73%                           | 85%              | 84%                         | 91%                         | 93%            |
| 5+ Level 3                  | 98%                     | 95%                  | 80%                           | 95%              | 93%                         | 98%                         | 99%            |
| Achieving English and Maths | 98%                     | 96%                  | 82%                           | 93%              | 90%                         | 96%                         | 99%            |



**2009-2013 Pupil percentages for average attainment at the end of Secondary 5 and end of Secondary 6:**

| Level      | Anderson High School |             | Brae High School |             |
|------------|----------------------|-------------|------------------|-------------|
|            | Secondary 5          | Secondary 6 | Secondary 5      | Secondary 6 |
| 1+ Level 6 | 52%                  | 55%         | 47%              | 48%         |
| 3+ Level 6 | 33%                  | 41%         | 25%              | 32%         |
| 5+ Level 6 | 17%                  | 29%         | 10%              | 20%         |
| 1+ Level 7 | -                    | 16%         | -                | 11%         |

- 8.3.1: The Project Team was asked to consider the performance of junior high school pupils attending the Anderson High School in Secondary 5 and Secondary 6 compared to the performance of Anderson High School Secondary 1 to Secondary 4 pupils in Secondary 5 and 6. The Project Team looked at this in terms of three or more passes at SCQF 6: Higher (Secondary 5), five or more passes at SCQF 6: Higher (Secondary 5), three or more passes at SCQF 6: Higher (Secondary 6) and one or more pass at SCQF 7: Advanced Higher (Secondary 6) over a three year period of Secondary 4 cohorts in 2010, 2011 and 2012 moving into Secondary 5 and then Secondary 6 the following year.
- 8.3.2: As the number of children from the island junior high schools is very small, the tables have not been published in this report. However, the data shows that there is little difference in the attainment of former Aith Junior High School pupils compared to pupils who have been at Anderson High School in Secondary 1 to Secondary 4 or former Secondary 1 to Secondary 4 Sandwick Junior High School pupils. Former Aith Junior High School pupils do have a very slight higher number of 3 and 5 passes at SCQF Level 6 and 1 pass at SCQF Level 7 than the pupils who completed Secondary 1 to 4 at Anderson High School and Sandwick Junior High School.
- 8.3.3: The performance of the north isles junior high school pupils in Secondary 5 and Secondary 6 against these traditional benchmarking measures are similar but on average not as strong as the other former Secondary 1 to Secondary 4 junior high schools or Anderson High School pupils. However, there are often very small numbers of pupils in Secondary 5 and Secondary 6 from Baltasound Junior High School, Mid Yell Junior High School and Whalsay School so it is difficult to make meaningful comparisons.

**8.4: Staffing efficiency:**

- 8.4.1: The Project Team considered the extent to which secondary teachers in all the secondary schools are teaching up to their maximum contact time as a means of establishing how efficient secondary teaching is organised within the authority. There was also consideration given to how schools utilise teaching staff who are not teaching to their maximum contact time, including their deployment providing wider achievement opportunities and programmes, such as ASDAN (the Award Scheme, Development and Accreditation Network, with a series of awards promoting team work, life skills and community involvement),

modules and short courses in subjects like Music, Art and Design, Technical and Drama. Expressive arts teachers in junior high schools also continue to have a 50 minute teaching period with each of the school's primary classes.

- 8.4.2: Secondary teachers have experienced significant curricular change in recent years with Standard Grades replaced by National 3 to 5 courses and in Anderson High School and Brae High School new Higher courses to develop with support through the Subject Development Groups. The local and national context in which secondary teachers have been working in over the last five years has been very challenging and this needs to be considered carefully when considering the whole issue of efficiency in respect of them teaching up to maximum class contact time.
- 8.4.3: A piece of work has been started as part of the project, looking at the average difference between current contact time and maximum possible contact time for secondary teaching staff across each individual school and subject areas: English, Maths, Science, Social Subjects, Modern Languages, Music, PE, Technical, Home Economics, Business Studies and ICT and Art and Design. As teacher numbers in secondary have fallen and, in many cases, backfill identified from within existing resources, secondary staffing is currently more efficient, if measured solely in terms of teachers teaching to their maximum possible contact time, compared to the start of session 2012-13.
- 8.4.4: However, from the evidence gathered so far, there continues to be capacity for some further opportunities to backfill teaching posts, at least partially, from the existing secondary teaching cohort in some subject areas. It is recommended that further work is undertaken in this area and that there continues to be a commitment on the part of Children's Services and school management teams to utilise teaching staff as efficiently as possible.
- 8.4.5: Indeed, all schools are instructed to timetable as efficiently as possible following agreed Timetabling Principles issued in 2012. These include where and when they are able to reduce staff class contact time they should seek to create the potential for sharing staff between schools through timetabling. If a school needs 0.6 Full-Time Equivalent this should be timetabled across three days where possible and practical. The practice of "splitting" of year groups into separate classes within subjects unless the class maxima of 20 for practical subjects and 30 for non-practical subjects exceeded is no longer permitted unless there are exceptional circumstances, agreed in advance with Children's Services, that prevent it, for instance, the size of a classroom or teaching space.
- 8.4.6: From analysis of current secondary school timetables, further work is required to ensure complete consistency in all schools regarding the Timetabling Principles.

## **8.5: Subject Choice**

- 8.5.1: At present our current Secondary 3 pupils select up to 11 subjects as part of their entitlement to personalisation and choice in their learning in the final year of the Broad General Education phase. From these 11 choices, at the end of Secondary 3, pupils will select up to seven subjects to work towards National Certification in Secondary 4.

- 8.5.2: Longer-term, authority decisions on the actual number of subjects that our young people will have the opportunity to specialise in Secondary 3 as part of the personalisation and choice entitlement of Curriculum for Excellence and in the Senior Phase should **not be** determined with efficiencies in mind. Instead, the Shetland Learning Partnership, Workstream 1, which is led by central staff and secondary Head Teachers, is developing a common curriculum structure, which will provide a Shetland wide approach that best meets our learners' needs and the aspirations of Curriculum for Excellence.
- 8.5.3: However, from a sustainability perspective, we need to consider further the range and number of subjects available to young people when they are making choices in their learning in Secondary 3 and during the Senior Phase.
- 8.5.4: The Project Team did look at the current number of subjects on offer from each of the curricular areas, including short courses, modules and other courses delivered in school when young people have the opportunity to choose subjects, taking into account the fact that some subjects are compulsory such as English, Maths, a Modern Language up to the end of Secondary 3, RE and Core PE.

Please note when referring to the table below and appendix 6 that not all subjects will be running in all of the schools depending on pupil uptake and the actual number of subjects being delivered in schools may have changed since this information was gathered.

| <b>School</b>                 | <b>Total number of all subjects offered to learners in Secondary 3 (national courses, short courses, modules, RE, PE, etc)</b><br>*pupil numbers in brackets | <b>Total number of all subjects offered to learners in Secondary 4 (national courses, short courses, modules, RE, PE, etc)</b><br>*pupil numbers in brackets |
|-------------------------------|--|--|
| Aith Junior High School       | <b>23</b> (21)   | <b>23</b> (24)   |
| Anderson High School          | <b>25</b> (130)  | <b>25</b> (164)  |
| Baltasound Junior High School | <b>23</b> (4)  | <b>23</b> (6)  |
| Brae High School              | <b>25</b> (27)   | <b>23</b> (42)   |
| Mid Yell Junior High School   | <b>25</b> (14)   | <b>27</b> (8)  |
| Sandwick Junior High School   | <b>27</b> (32)   | <b>25</b> (37)   |
| Whalsay School                | <b>25</b> (11)   | <b>26</b> (14)   |

See Appendix 6

Specifically, in relation to National Qualifications, the number of courses offered to current Secondary 4 pupils in session 2014/15 are:

| <b>School</b>                 | <b>National 1 to 5<br/>courses offered to<br/>current S4 pupils</b> | <b>Courses with<br/>sufficient pupil<br/>uptake to run</b> |
|-------------------------------|---|--|
| Aith Junior High School       | 19  | 17   |
| Anderson High School          | 20  | 20   |
| Baltasound Junior High School | 21  | 17   |
| Brae High School              | 21  | 21   |
| Mid Yell Junior High School   | 21  | 19   |
| Sandwick Junior High School   | 19  | 19   |
| Whalsay School                | 17  | 15   |

#### **8.6: Summary of Findings:**

- There are real difficulties and issues with comparing attainment within the Shetland secondary school estate because of the sheer difference in size between year groups in Anderson High School and year groups in the other schools such as Baltasound Junior High School.
- These are not like-for-like comparisons when considering the greater range of ability and additional support needs in a larger setting compared to a smaller setting. Moreover, junior high schools attainment can also vary markedly each year as a result of the composition of the year group. Whilst attainment comparisons between schools are of interest, what is more useful for each school is to compare the performance of pupils internally across their different subjects.
- However, the premise of this project was to explore and compare attainment using the traditional benchmarking. From the evidence gathered, Aith Junior High School has the strongest average performance overall during the five year period, if the averages at SCQF Levels 3 to 5 from 2009 to 2013 are combined, followed by Sandwick Junior High School, Whalsay School and then Anderson High School but all secondary schools / departments have similar levels of attainment at these levels with overall variations from year to year, especially in smaller schools.
- Anderson High School performs better than Brae High School in Secondary 5 and Secondary 6 in terms of the percentages and NCDs of pupils achieving 5+ Level 6 (Higher)

by the end of Secondary 5, the percentages and NCDs for pupils achieving 3+ Level 6 (Higher) by the end of Secondary 5, the percentages and NCDs for pupils achieving 1+ Level 7 (Advanced Higher) by the end of Secondary 6, the percentages and NCDs for pupils achieving 5+ Level 6 by the end of Secondary 6 (Higher), the percentages and NCDs for pupils achieving 3+ Level 6 (Higher) by the end of S6 and the percentages and NCDs for pupils achieving 1+ Level 6 by (Higher) the end of Secondary 6.

- In coming to this conclusion, both schools' performance against their own set of comparator schools over the past five years has been taken into account. Furthermore, when considering performance at Level 6, the percentage of those staying on at school from Secondary 4 to 5 and from Secondary 5 to 6 have been taken into account. When the staying-on rates in these areas for both the Anderson High School and Brae High School are factored in, there is no significant difference in performance between the two schools, either in terms of percentages or NCD.
- However, as with the comparisons between Anderson High School and the junior high schools at SCQF Levels 3 to 5, this comparison between the two high schools in Shetland has to be treated with caution given the huge difference in the size of the Secondary 5 and 6 year groups. Anderson High School Secondary 5 and 6 is roughly five and sometimes six times larger than Brae High School's between 2009 and 2013. The Brae High School performance is more likely to fluctuate as a result of the performance of a few individuals.
- The performance of former Aith and Sandwick Junior High School pupils in Secondary 5 and 6 compared to former Anderson High School's Secondary 3 and Secondary 4 pupils in Secondary 5 and 6 is very similar. The north isles schools have far fewer pupils; therefore, the attainment of their cohorts in Anderson High School is too variable to offer a meaningful comparison against the bigger Junior High Schools and Anderson High School.
- Children's Services are continuing to strive for efficiencies at all times and sharing of staff where possible. Secondary staffing is now more efficient as the numbers of full-time equivalents have fallen but there remains some capacity for further sharing opportunities.
- The agreed Timetabling Principles are designed to facilitate staff working between two schools where possible continue to be embedded. Further work is still required in this area to ensure complete consistency in respect of not splitting year groups under the class maxima for practical and non-practical subjects, where there are no issues around the size of classrooms.
- All schools offer a substantial variety of courses and options from each of the curricular areas for young people when specialising in their learning in Secondary 3 and choosing subjects in Secondary 4. Whilst the actual number of subjects that young people choose should not be based around efficiency, the range and menu of subjects to choose from, especially in schools with very small year groups, and what is viable and sustainable, should be considered further.
- Subject choice and organisation of classes in Secondary 5 and Secondary 6 at Brae High School, where the number of pupils is very small (currently 24 in Secondary 5 and 15 in Secondary 6) should also be looked into.
- More generally, in terms of subject choice, we need to focus on the subjects, courses and programmes we are offering to our young people in Shetland as a whole rather than trying to maintain the same high level of subject choice in all our schools as we no longer have the resources to be able to do this. All young people in Shetland need to be able

access the appropriate subjects as part of their learning programmes and accumulate qualifications and experience wider achievement opportunities, but, in order to do this, they may need to move to another school or take part in online learning where appropriate

## **9. Situational Analysis around Further Change and Recommendations**

- 9.1: This piece of work is timely with decisions required on how to find the target savings within the Medium Term Financial Plan and the efficiency targets that have been set out for all of Shetland Islands Council's Directorates.
- 9.2: However, before suggesting areas for further exploration, it is important to be mindful of the very challenging local and national climate that secondary schools and the Children's Services Directorate are operating under, which has to be considered very carefully if Children's Services are indeed to explore alternative means of reducing budgets with a view to having a more sustainable model of secondary provision.
- 9.3: Over the last 11 years, there has been a series of reviews and analysis of the secondary school estate, including:
- Best Value Reviews 2004;
  - Examination of the SIC's Best Value Education Service Review, 2006;
  - Secondary Schools Teaching Staff Review: 2007;
  - Developing a "Blueprint" for the Education Service, 2007;
  - Blueprint Refresh, August 2012;
  - Blueprint Next Steps, September 2013;
  - Informal Consultation on Secondary Education, September and October 2013;
  - Strategy for Secondary Education, November 2013;
  - Amended Strategy for Secondary Education, July 2014.
- 9.4: In short, secondary provision has been scrutinised and debated repeatedly in this time and the receptiveness of teachers, pupils, parents and wider communities to engage with further analysis may be challenging, even although the resource reductions and the requirement to consider Best Value at all times necessitate this work.
- 9.5: The updated cost per pupil figures now indicate secondary education in Shetland has been rationalised in terms of reduced operating budget allocations and a reduction in staffing. As a result careful consideration needs to be given to the implications of further reductions on the workload and wellbeing of secondary staff and management teams.
- 9.6: The impact of a new Anderson High School due to open in 2017 has also to be considered very carefully when proposing recommendations. The new school has the potential to change the dynamics of secondary education further and, from experience in other authorities, including the recently newly built Kirkwall Grammar School and Nicolson

Institute, is likely to lead to an increase in placing requests and Anderson High School's pupil roll.

- 9.7: Moreover the Shetland Learning Partnership represents a clear strategy for developing a common timetable structure and common curriculum structure in secondary, online learning, adult learning, and professional development for teaching staff, independent learning skills for our young people and school-college pathways. Recommendations emerging from this report around any of these themes will be taken forward within the framework of the Shetland Learning Partnership.
- 9.8: Nationally, education is experiencing a time of huge change and all local authorities and schools are supporting our young people through the Broad General Education and the Senior Phase. Change can be challenging but this national curriculum change has been very demanding on pupils, teachers, school managers and parents given the reduced national and local budget available to support schools and local authorities.
- 9.9: The challenge of developing a coherent Senior Phase in Shetland, Secondary 4 to 6, for all our young people as a progressive and flexible three year experience within the resources that are available to the authority, will not go away.
- 9.10: As an education authority, we need to accept the resources are no longer what they were and difficult decisions need to be taken to provide a sustainable model of delivery. Given all the change and uncertainty at local and national level, and the impact this has had on morale, this will be very challenging.
- 9.11: The current provision we have is no longer as viable financially, and a plan is required to make secondary education more sustainable in Shetland. Therefore the recommendations, if agreed, offer options which may go some way to address the financial savings still required. The impact the recommendations may have on learning and teaching also require further study.

## **10. Conclusions and Recommendations for Further Exploration and Analysis:**

- 10.1: Shetland Islands Council has the most expensive model of education in Scotland with generous staff versus pupil ratios and extensive subject choice options for our young people in all our secondary schools / departments.
- 10.2: There has been a significant reduction in resources within the Children's Services Directorate in recent times, which is now truly reflected in the cost per pupil national comparisons, which show that we are in line with Orkney and the Western Isles and have closed the gap on the Scottish average.
- 10.3: As appendices 1 and 2 demonstrate, from an overall attainment perspective, Shetland performs very well and the evidence demonstrated in this report shows that the investment the authority places in education is rewarded with strong exam results, in particular at Levels 3 to 5 compared to the national average and other island authorities. At SCQF Level 6,

we are one of the leading authorities in Scotland, even although we do not perform as well as we do at Levels 3 to 5.

- 10.4: There has been a great deal of debate about the performance of junior high school pupils in comparison with Anderson High School pupils at SCQF Levels 3 to 5. The conclusion from this report is that there is little discernible difference in attainment and like for like comparisons are extremely problematic given the very different scales that Anderson High School and the junior high schools operate in. At SCQF Levels 3 to 5, we should celebrate the attainment of all our young people in Shetland as a whole.
- 10.5: Yet, given our high levels of investment in education and the current scrutiny of spending in this very challenging climate, as well as for on-going self-evaluation and improvement purposes, we need to review attainment results and analyse trends more rigorously with all our schools.
- 10.6: On the other hand, it cannot be emphasised enough that attainment and the focus on exam passes is only part of the picture and over the next three to five years, other outcomes for young people, including their literacy and numeracy skills, their opportunities to access courses that focus on wider achievement and their pathways through the Senior Phase in school and college will come to the fore. Future studies on costs against outcomes need to encompass these areas too.
- 10.7: At this point, reductions in teachers and support staff as well as operating costs and other resources has not had a significant impact on attainment at SCQF Levels 3 to 5 and Shetland has successfully implemented the new National Qualifications. However, more time is needed to fully evaluate the impact of this on attainment and learning and teaching more broadly as most of the reductions have only taken place in the last two years.
- 10.8: Considerable financial challenges remain for the Children's Services Directorate and there is a need to look into further efficiencies, which have the potential to move this authority towards a sustainable model of educational delivery for all our young people. At this point, with our spending on education compared to what we receive from the government and the reductions in financial resources at local and national level, we still have some way to go to achieve this.
- 10.9: Projected school rolls across the secondary school estate fall further over the next three years from an overall total of 1400 in 2015 to 1313 in 2018 which only underlines the importance of considering further efficiencies in our secondary education provision to achieve a sustainable and more cost effective model.
- 10.10: This report has drawn comparisons from other authorities in respect of approaches to declining education budgets and staffing models both within secondary schools and in central education departments. Promoted posts and central staffing are among the areas being looked at nationally. Further analysis has been carried out between Shetland and Orkney and the Project Team have considered carefully staffing and subject choice within our schools in Shetland.



10.11: Five recommendations for further exploration at this stage are suggested for moving forward from this comparative study.

Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record in line with Audit Scotland's 2014 '*School education*' recommendations;

Recommendation 2: Carry out a review of promoted posts and management structures in Shetland's school estate;

Recommendation 3: Carry out a further review of secondary teaching posts with a view to identifying further opportunities to share teaching staff;

Recommendation 4: Review other aspects of secondary provision to make secondary education more efficient and sustainable, including:

- examining the scale of subjects to choose from in all our schools as part of personalisation and choice in Secondary 3 and for qualifications from Secondary 4 to Secondary 6;
- the organisation of classes, including possible composites in Secondary 1 and 2 in junior high settings where pupil numbers allow, clarity on viable class-sizes in general and consider the delivery of Higher and Advanced Higher courses in the same class in Brae High School;
- the use of ICT to support online and distance learning where appropriate;
- the opportunity for young people to move to other schools to access subjects as part of their learning programmes by looking at removing transport costs and hostel fees for pupils from Secondary 3;
- examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools / departments;

Recommendation 5: Review the local authority's approaches to quality assurance in schools as part of a wider review of Children's Services, Schools and Quality Improvement Staffing.

Elements of Recommendation 4 are already agreed Council policy as part of the Shetland Learning Partnership's development of a common curriculum structure. However, a study into the feasibility of offering free hostel accommodation and transport costs to pupils from Secondary 3 onwards, who wish to study at another school, to support their learning programmes, is not part of the Shetland Learning Partnership remit.

The School Comparison Project focused on secondary provision. However, as junior high schools have primary and nursery departments, a review with respect to Recommendation 2 will require consideration of current management arrangements in primary to ensure parity across all schools.

10.12: It is proposed that a Lead Officer is appointed to take forward each of the five recommendations with further reports presented to the Education and Families Committee by September 2015.

- 10.13: A comprehensive analysis on the implications on learning and teaching would be required if there is agreement on the 20 January to take forward further study of the recommendations. Such an analysis would be carried out as part of the work on each of the recommendations in discussion with school management teams, teaching staff, pupils, trade unions and parent councils.
- 10.14: Any further exploration of each recommendation would also identify estimated potential savings and the timescale within which these would be realised.

## 11. Appendices

### *Appendix 1: Percentage of pupils achieving 5+ Awards at Level 5 in all the Local Authorities from 2010 to 2013*

| Local Authority     | 2010/11 | Rank | 2011/12 | Rank | 2012/13 | Rank | Change 2010/11-2012/13 | Change in rank 2010/11-2012/13 | Change 2011/12-2012/13 | Change in rank 2011/12-2012/13 |
|---------------------|---------|------|---------|------|---------|------|------------------------|--------------------------------|------------------------|--------------------------------|
| Aberdeen City       | 32      | 25   | 33      | 21   | 38.02   | 19   | 6.02                   | -6                             | 5.02                   | -2                             |
| Aberdeenshire       | 39      | 6    | 39      | 10   | 39.14   | 17   | 0.14                   | 11                             | 0.14                   | 7                              |
| Angus               | 33      | 22   | 33      | 21   | 35.06   | 25   | 2.06                   | 3                              | 2.06                   | 4                              |
| Argyll & Bute       | 36      | 15   | 41      | 8    | 39.92   | 15   | 3.92                   | 0                              | -1.08                  | 7                              |
| Clackmannanshire    | 31      | 28   | 30      | 29   | 27.95   | 31   | -3.05                  | 3                              | -2.05                  | 2                              |
| Dumfries & Galloway | 38      | 10   | 38      | 15   | 43.86   | 9    | 5.86                   | -1                             | 5.86                   | -6                             |
| Dundee City         | 27      | 31   | 26      | 32   | 27.93   | 32   | 0.93                   | 1                              | 1.93                   | 0                              |
| East Ayrshire       | 33      | 22   | 33      | 21   | 35.02   | 26   | 2.02                   | 4                              | 2.02                   | 5                              |
| East Dunbartonshire | 56      | 2    | 56      | 2    | 61.10   | 2    | 5.10                   | 0                              | 5.10                   | 0                              |
| East Lothian        | 37      | 13   | 38      | 15   | 37.66   | 21   | 0.66                   | 8                              | -0.34                  | 6                              |
| East Renfrewshire   | 61      | 1    | 67      | 1    | 70.71   | 1    | 9.71                   | 0                              | 3.71                   | 0                              |
| Edinburgh City      | 39      | 6    | 39      | 10   | 40.76   | 13   | 1.76                   | 7                              | 1.76                   | 3                              |
| Eilean Siar         | 38      | 10   | 38      | 15   | 41.55   | 11   | 3.55                   | 1                              | 3.55                   | -4                             |
| Falkirk             | 35      | 18   | 37      | 18   | 38.53   | 18   | 3.53                   | 0                              | 1.53                   | 0                              |
| Fife                | 32      | 25   | 33      | 21   | 35.07   | 24   | 3.07                   | -1                             | 2.07                   | 3                              |
| Glasgow City        | 24      | 32   | 27      | 31   | 28.61   | 30   | 4.61                   | -2                             | 1.61                   | -1                             |
| Highland            | 37      | 13   | 37      | 18   | 41.84   | 10   | 4.84                   | -3                             | 4.84                   | -8                             |
| Inverclyde          | 36      | 15   | 33      | 21   | 37.41   | 22   | 1.41                   | 7                              | 4.41                   | 1                              |
| Midlothian          | 31      | 28   | 33      | 21   | 34.15   | 28   | 3.15                   | 0                              | 1.15                   | 7                              |
| Moray               | 36      | 15   | 40      | 9    | 40.80   | 12   | 4.80                   | -3                             | 0.80                   | 3                              |
| North Ayrshire      | 32      | 25   | 30      | 29   | 34.66   | 27   | 2.66                   | 2                              | 4.66                   | -2                             |
| North Lanarkshire   | 33      | 22   | 33      | 21   | 37.94   | 20   | 4.94                   | -2                             | 4.94                   | -1                             |
| Orkney Islands      | 41      | 5    | 43      | 5    | 44.17   | 8    | 3.17                   | 3                              | 1.17                   | 3                              |
| Perth & Kinross     | 38      | 10   | 39      | 10   | 46.67   | 6    | 8.67                   | -4                             | 7.67                   | -4                             |
| Renfrewshire        | 35      | 18   | 39      | 10   | 40.41   | 14   | 5.41                   | -4                             | 1.41                   | 4                              |
| Scottish Borders    | 39      | 6    | 42      | 6    | 46.70   | 5    | 7.70                   | -1                             | 4.70                   | -1                             |
| Shetland Islands    | 47      | 3    | 52      | 3    | 50.00   | 3    | 3.00                   | 0                              | -2.00                  | 0                              |
| South Ayrshire      | 39      | 6    | 42      | 6    | 47.04   | 4    | 8.04                   | -2                             | 5.04                   | -2                             |
| South Lanarkshire   | 34      | 20   | 34      | 20   | 36.95   | 23   | 2.95                   | 3                              | 2.95                   | 3                              |
| Stirling            | 44      | 4    | 45      | 4    | 46.31   | 7    | 2.31                   | 3                              | 1.31                   | 3                              |
| West Dunbartonshire | 29      | 30   | 32      | 28   | 32.44   | 29   | 3.44                   | -1                             | 0.44                   | 1                              |
| West Lothian        | 34      | 20   | 39      | 10   | 39.86   | 16   | 5.86                   | -4                             | 0.86                   | 6                              |
|                     |         |      |         |      |         |      |                        |                                |                        |                                |
| <b>Scotland</b>     | 36      |      | 37      |      | 39.28   |      | 3.28                   |                                | 2.28                   |                                |

Source: 2013-14: National Benchmarking Data

**Appendix 2: Percentage of pupils achieving 5+ awards at Level 6 in all the Local Authorities from 2010 to 2013**

| Local Authority     | CHN 5       |      |         |      |             |      |         |      |                               |  |                                   |  |
|---------------------|-------------|------|---------|------|-------------|------|---------|------|-------------------------------|--|-----------------------------------|--|
|                     | 2010/<br>11 | Rank | 2011/12 | Rank | 2012/<br>13 | Rank | 2013/14 | Rank | Change<br>2010/11-<br>2013/14 | Change<br>in rank<br>2010/11<br>-<br>2013/14 | Change<br>2012/13<br>-<br>2013/14 | Change<br>in rank<br>2012/13<br>-<br>2013/14 |
| Aberdeen City       | 22          | 19   | 27      | 10   | 23.14       | 21   | 25.64   | 21   | 3.64                          | 2  | 2.49                              | 0.00   |
| Aberdeenshire       | 24          | 13   | 27      | 10   | 25.33       | 14   | 27.25   | 18   | 3.25                          | 5  | 1.92                              | 4.00   |
| Angus               | 21          | 23   | 23      | 20   | 24.78       | 17   | 24.96   | 25   | 3.96                          | 2  | 0.18                              | 8.00   |
| Argyll & Bute       | 22          | 19   | 27      | 10   | 22.98       | 23   | 31.25   | 5    | 9.25                          | -14  | 8.27                              | -18.00                                       |
| Clackmannanshire    | 18          | 30   | 20      | 28   | 21.05       | 29   | 21.90   | 29   | 3.90                          | -1   | 0.85                              | 0.00   |
| Dumfries & Galloway | 24          | 13   | 25      | 16   | 27.60       | 10   | 27.48   | 17   | 3.48                          | 4  | -0.12                             | 7.00   |
| Dundee City         | 20          | 26   | 20      | 28   | 21.56       | 27   | 21.90   | 30   | 1.90                          | 4  | 0.34                              | 3.00   |
| East Ayrshire       | 21          | 23   | 20      | 28   | 22.93       | 24   | 25.54   | 22   | 4.54                          | -1   | 2.62                              | -2.00  |
| East Dunbartonshire | 40          | 2    | 44      | 2    | 45.97       | 2    | 47.49   | 2    | 7.49                          | 0  | 1.52                              | 0.00   |
| East Lothian        | 25          | 8    | 28      | 8    | 28.94       | 8    | 29.67   | 12   | 4.67                          | 4  | 0.73                              | 4.00   |
| East Renfrewshire   | 49          | 1    | 53      | 1    | 46.05       | 1    | 55.42   | 1    | 6.42                          | 0  | 9.37                              | 0.00   |
| Edinburgh City      | 28          | 4    | 29      | 5    | 29.70       | 5    | 30.40   | 9    | 2.40                          | 5  | 0.70                              | 4.00   |
| Eilean Siar         | 25          | 8    | 28      | 8    | 20.85       | 30   | 25.00   | 24   | 0.00                          | 16   | 4.15                              | -6.00  |
| Falkirk             | 24          | 13   | 23      | 20   | 25.10       | 15   | 26.90   | 19   | 2.90                          | 6  | 1.80                              | 4.00   |
| Fife                | 21          | 23   | 22      | 24   | 23.14       | 22   | 25.73   | 20   | 4.73                          | -3   | 2.59                              | -2.00  |
| Glasgow City        | 15          | 32   | 16      | 32   | 17.48       | 32   | 21.58   | 31   | 6.58                          | -1   | 4.10                              | -1.00  |
| Highland            | 25          | 8    | 26      | 13   | 26.26       | 12   | 27.68   | 15   | 2.68                          | 7  | 1.42                              | 3.00   |
| Inverclyde          | 22          | 19   | 24      | 19   | 26.28       | 11   | 23.95   | 28   | 1.95                          | 9  | -2.32                             | 17.00  |
| Midlothian          | 19          | 27   | 21      | 26   | 21.41       | 28   | 24.13   | 27   | 5.13                          | 0  | 2.71                              | -1.00  |
| Moray               | 22          | 19   | 23      | 20   | 23.85       | 19   | 27.59   | 16   | 5.59                          | -3   | 3.74                              | -3.00  |
| North Ayrshire      | 19          | 27   | 18      | 31   | 22.19       | 26   | 21.13   | 32   | 2.13                          | 5  | -1.07                             | 6.00   |
| North Lanarkshire   | 19          | 27   | 22      | 24   | 23.57       | 20   | 25.29   | 23   | 6.29                          | -4   | 1.72                              | 3.00   |
| Orkney Islands      | 25          | 8    | 26      | 13   | 22.71       | 25   | 30.12   | 11   | 5.12                          | 3  | 7.40                              | -14.00                                       |
| Perth & Kinross     | 27          | 6    | 30      | 4    | 31.09       | 4    | 30.55   | 7    | 3.55                          | 1  | -0.54                             | 3.00   |
| Renfrewshire        | 24          | 13   | 25      | 16   | 24.49       | 18   | 30.35   | 10   | 6.35                          | -3   | 5.86                              | -8.00  |
| Scottish Borders    | 25          | 8    | 29      | 5    | 29.30       | 7    | 30.52   | 8    | 5.52                          | 0  | 1.22                              | 1.00   |
| Shetland Islands    | 27          | 6    | 26      | 13   | 29.45       | 6    | 31.07   | 6    | 4.07                          | 0  | 1.62                              | 0.00   |
| South Ayrshire      | 28          | 4    | 29      | 5    | 28.40       | 9    | 31.78   | 4    | 3.78                          | 0  | 3.39                              | -5.00  |
| South Lanarkshire   | 23          | 17   | 25      | 16   | 25.54       | 13   | 27.86   | 14   | 4.86                          | -3   | 2.33                              | 1.00   |
| Stirling            | 31          | 3    | 33      | 3    | 34.64       | 3    | 38.34   | 3    | 7.34                          | 0  | 3.70                              | 0.00   |
| West Dunbartonshire | 16          | 31   | 21      | 26   | 20.54       | 31   | 24.49   | 26   | 8.49                          | -5   | 3.95                              | -5.00  |
| West Lothian        | 23          | 17   | 23      | 20   | 25.05       | 16   | 29.24   | 13   | 6.24                          | -4   | 4.19                              | -3.00  |
|                     |             |      |         |      |             |      |         |      |                               |  |                                   |  |
| <b>Scotland</b>     | 23          |      | 25      |      | 25.70       |      | 28.08   |      | 5.08                          |  | 2.39                              |  |

Source: 2013-14: National

Benchmarking Data

**Appendix 3: Scottish Credit Qualifications Framework Attainment 2014**

| Awards                | Level 1 | Level 2 | Level 3 | Level 4       | Level 5       | Level 6 | Level 7 | Number in Cohort |
|-----------------------|---------|---------|---------|---------------|---------------|---------|---------|------------------|
| <b>Shetland: S4</b>   |         |         |         |               |               |         |         |                  |
| 1 or more             | 98.86%  | 98.86%  | 98.86%  | <b>98.86%</b> | <b>85.98%</b> | 0.38%   | 0.00%   | 264              |
| 2 or more             | 97.35%  | 97.35%  | 96.97%  | <b>96.97%</b> | <b>77.65%</b> | 0.00%   | 0.00%   | 264              |
| 3 or more             | 96.59%  | 96.59%  | 96.59%  | <b>96.59%</b> | <b>70.08%</b> | 0.00%   | 0.00%   | 264              |
| 4 or more             | 96.21%  | 96.21%  | 95.83%  | <b>92.80%</b> | <b>63.26%</b> | 0.00%   | 0.00%   | 264              |
| 5 or more             | 92.80%  | 92.80%  | 92.05%  | <b>89.02%</b> | <b>54.17%</b> | 0.00%   | 0.00%   | 264              |
| 6 or more             | 87.12%  | 87.12%  | 87.12%  | <b>85.23%</b> | <b>44.70%</b> | 0.00%   | 0.00%   | 264              |
| 7 or more             | 82.58%  | 82.58%  | 82.58%  | <b>79.55%</b> | <b>34.85%</b> | 0.00%   | 0.00%   | 264              |
| 8 or more             | 69.70%  | 69.70%  | 69.32%  | <b>61.36%</b> | <b>19.70%</b> | 0.00%   | 0.00%   | 264              |
| 9 or more             | 17.05%  | 17.05%  | 16.67%  | <b>15.15%</b> | <b>0.38%</b>  | 0.00%   | 0.00%   | 264              |
| 10 or more            | 1.89%   | 1.89%   | 1.89%   | <b>1.52%</b>  | <b>0.00%</b>  | 0.00%   | 0.00%   | 264              |
| <b>Comparator: S4</b> |         |         |         |               |               |         |         |                  |
| 1 or more             | 95.95%  | 95.64%  | 95.19%  | <b>93.83%</b> | <b>79.58%</b> | 1.33%   | 0.04%   | 2640             |
| 2 or more             | 94.36%  | 94.02%  | 93.48%  | <b>90.64%</b> | <b>69.36%</b> | 0.11%   | 0.00%   | 2640             |
| 3 or more             | 92.27%  | 92.05%  | 91.59%  | <b>88.26%</b> | <b>61.02%</b> | 0.04%   | 0.00%   | 2640             |
| 4 or more             | 88.56%  | 88.45%  | 88.07%  | <b>84.24%</b> | <b>52.08%</b> | 0.00%   | 0.00%   | 2640             |
| 5 or more             | 82.80%  | 82.69%  | 82.46%  | <b>77.23%</b> | <b>42.16%</b> | 0.00%   | 0.00%   | 2640             |
| 6 or more             | 70.19%  | 70.11%  | 69.77%  | <b>64.62%</b> | <b>33.52%</b> | 0.00%   | 0.00%   | 2640             |
| 7 or more             | 45.80%  | 45.72%  | 45.64%  | <b>41.17%</b> | <b>19.77%</b> | 0.00%   | 0.00%   | 2640             |
| 8 or more             | 23.07%  | 22.99%  | 22.92%  | <b>20.08%</b> | <b>9.20%</b>  | 0.00%   | 0.00%   | 2640             |
| 9 or more             | 3.86%   | 3.86%   | 3.86%   | <b>3.37%</b>  | <b>0.91%</b>  | 0.00%   | 0.00%   | 2640             |
| 10 or more            | 0.45%   | 0.45%   | 0.45%   | <b>0.38%</b>  | <b>0.15%</b>  | 0.00%   | 0.00%   | 2640             |
| <b>National S4</b>    |         |         |         |               |               |         |         |                  |
| 1 or more             | 96.44%  | 96.39%  | 96.26%  | <b>94.24%</b> | <b>77.75%</b> | 1.04%   | 0.01%   | 53971            |
| 2 or more             | 94.70%  | 94.63%  | 94.47%  | <b>91.49%</b> | <b>65.58%</b> | 0.11%   | 0.00%   | 53971            |
| 3 or more             | 92.46%  | 92.40%  | 92.23%  | <b>88.43%</b> | <b>55.93%</b> | 0.02%   | 0.00%   | 53971            |
| 4 or more             | 89.39%  | 89.34%  | 89.16%  | <b>84.20%</b> | <b>47.56%</b> | 0.01%   | 0.00%   | 53971            |
| 5 or more             | 83.35%  | 83.32%  | 83.15%  | <b>76.71%</b> | <b>39.21%</b> | 0.00%   | 0.00%   | 53971            |
| 6 or more             | 71.21%  | 71.19%  | 71.06%  | <b>63.90%</b> | <b>30.41%</b> | 0.00%   | 0.00%   | 53971            |
| 7 or more             | 47.04%  | 47.03%  | 46.95%  | <b>41.14%</b> | <b>18.51%</b> | 0.00%   | 0.00%   | 53971            |
| 8 or more             | 24.97%  | 24.96%  | 24.92%  | <b>21.66%</b> | <b>9.50%</b>  | 0.00%   | 0.00%   | 53971            |
| 9 or more             | 4.00%   | 3.99%   | 3.99%   | <b>3.25%</b>  | <b>0.89%</b>  | 0.00%   | 0.00%   | 53971            |
| 10 or more            | 0.59%   | 0.59%   | 0.59%   | <b>0.47%</b>  | <b>0.12%</b>  | 0.00%   | 0.00%   | 53971            |
| <b>Western Isles</b>  |         |         |         |               |               |         |         |                  |
| 1 or more             | 97.65%  | 96.98%  | 96.64%  | <b>94.63%</b> | <b>82.55%</b> | 0.34%   | 0.00%   | 298              |
| 2 or more             | 96.64%  | 95.97%  | 95.97%  | <b>91.95%</b> | <b>73.15%</b> | 0.34%   | 0.00%   | 298              |
| 3 or more             | 95.97%  | 95.30%  | 94.97%  | <b>89.26%</b> | <b>63.76%</b> | 0.00%   | 0.00%   | 298              |
| 4 or more             | 93.96%  | 93.96%  | 93.29%  | <b>85.57%</b> | <b>54.36%</b> | 0.00%   | 0.00%   | 298              |
| 5 or more             | 90.94%  | 90.94%  | 89.60%  | <b>82.89%</b> | <b>45.64%</b> | 0.00%   | 0.00%   | 298              |
| 6 or more             | 82.21%  | 82.21%  | 81.88%  | <b>72.48%</b> | <b>38.59%</b> | 0.00%   | 0.00%   | 298              |
| 7 or more             | 67.79%  | 67.79%  | 66.78%  | <b>59.73%</b> | <b>25.50%</b> | 0.00%   | 0.00%   | 298              |
| 8 or more             | 41.61%  | 41.61%  | 40.94%  | <b>36.24%</b> | <b>14.77%</b> | 0.00%   | 0.00%   | 298              |
| 9 or more             | 3.36%   | 3.36%   | 3.36%   | <b>3.36%</b>  | <b>1.68%</b>  | 0.00%   | 0.00%   | 298              |
| 10 or more            | 0.34%   | 0.34%   | 0.34%   | <b>0.34%</b>  | <b>0.34%</b>  | 0.00%   | 0.00%   | 298              |

Source: National Benchmarking Data

**Appendix 4:****Table 2.2: Pupil teacher ratios in publicly funded schools (all sectors excluding ELC), 2007 to 2014<sup>(1)</sup>**

|                              | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> | <u>2013</u> | <u>2014</u> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Aberdeen City                | 12.3        | 13.0        | 12.8        | 13.6        | 13.4        | 13.5        | 13.5        | 13.6        |
| Aberdeenshire                | 13.7        | 12.8        | 13.1        | 13.0        | 13.4        | 13.4        | 13.3        | 13.5        |
| Angus                        | 13.3        | 13.2        | 13.3        | 13.0        | 13.2        | 13.2        | 13.1        | 13.3        |
| Argyll & Bute                | 12.8        | 12.8        | 12.5        | 12.6        | 12.9        | 12.5        | 12.4        | 12.2        |
| Clackmannanshire             | 13.3        | 12.7        | 13.1        | 13.8        | 13.6        | 13.7        | 13.5        | 13.3        |
| Dumfries & Galloway          | 12.7        | 12.3        | 12.4        | 12.5        | 12.7        | 12.5        | 12.7        | 12.7        |
| Dundee City                  | 11.7        | 11.5        | 11.7        | 11.8        | 12.1        | 12.3        | 12.6        | 12.9        |
| East Ayrshire                | 13.2        | 13.5        | 13.2        | 13.6        | 13.7        | 14.0        | 14.0        | 14.0        |
| East Dunbartonshire          | 13.1        | 13.1        | 13.6        | 13.3        | 13.6        | 13.7        | 13.6        | 13.6        |
| East Lothian                 | 13.9        | 14.1        | 13.7        | 14.4        | 14.4        | 14.8        | 15.1        | 15.2        |
| East Renfrewshire            | 13.0        | 13.5        | 13.6        | 13.6        | 13.7        | 13.5        | 13.4        | 13.7        |
| Edinburgh City               | 13.5        | 13.5        | 13.9        | 14.1        | 14.3        | 14.2        | 14.3        | 14.9        |
| Eilean Siar                  | 9.4         | 9.4         | 9.2         | 9.9         | 9.8         | 10.2        | 10.1        | 10.4        |
| Falkirk                      | 13.0        | 12.9        | 13.2        | 13.4        | 13.4        | 13.4        | 13.4        | 13.5        |
| Fife                         | 13.8        | 13.7        | 13.6        | 13.4        | 13.7        | 13.7        | 13.7        | 14.0        |
| Glasgow City                 | 12.3        | 12.4        | 13.2        | 13.4        | 13.1        | 13.1        | 13.6        | 13.6        |
| Highland                     | 12.5        | 12.3        | 12.6        | 13.0        | 13.2        | 13.2        | 13.2        | 13.2        |
| Inverclyde                   | 12.3        | 12.7        | 13.1        | 13.5        | 13.8        | 13.6        | 13.8        | 13.8        |
| Midlothian                   | 13.1        | 13.1        | 13.7        | 14.3        | 14.4        | 14.6        | 14.2        | 14.2        |
| Moray                        | 13.2        | 12.9        | 13.0        | 13.3        | 13.5        | 13.4        | 13.7        | 13.7        |
| North Ayrshire               | 13.4        | 13.2        | 14.0        | 13.8        | 13.7        | 14.0        | 13.7        | 13.7        |
| North Lanarkshire            | 13.0        | 13.1        | 13.4        | 13.6        | 13.8        | 13.9        | 13.9        | 13.8        |
| Orkney Islands               | 11.1        | 10.4        | 10.5        | 10.6        | 11.0        | 11.0        | 10.6        | 10.5        |
| Perth & Kinross              | 13.6        | 13.5        | 13.1        | 13.0        | 12.9        | 13.1        | 13.1        | 13.3        |
| Renfrewshire                 | 13.5        | 14.1        | 14.8        | 14.9        | 14.9        | 14.6        | 14.8        | 14.7        |
| Scottish Borders             | 13.0        | 13.1        | 13.4        | 13.3        | 13.2        | 13.2        | 13.3        | 13.7        |
| Shetland Islands             | 8.7         | 8.5         | 8.5         | 8.6         | 9.2         | 9.5         | 9.7         | 10.0        |
| South Ayrshire               | 13.3        | 13.6        | 13.4        | 12.8        | 13.2        | 13.0        | 13.1        | 13.2        |
| South Lanarkshire            | 13.4        | 13.2        | 13.5        | 13.9        | 13.7        | 13.7        | 13.6        | 13.7        |
| Stirling                     | 13.3        | 13.6        | 13.1        | 13.0        | 13.2        | 13.4        | 13.1        | 13.2        |
| West Dunbartonshire          | 12.2        | 12.4        | 12.8        | 13.3        | 13.6        | 13.7        | 13.6        | 13.6        |
| West Lothian                 | 13.3        | 13.0        | 13.3        | 13.5        | 14.0        | 14.1        | 14.0        | 14.0        |
| <b>All local authorities</b> | <b>13.0</b> | <b>13.0</b> | <b>13.2</b> | <b>13.3</b> | <b>13.5</b> | <b>13.5</b> | <b>13.5</b> | <b>13.7</b> |

Source: Summary Statistics for Schools in Scotland 2014

**Appendix 5: School Roll Projections over 2014 – 2018, based on data to 2013**

| <b>Local Authority</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Aberdeen City          | 8,900       | 8,800       | 8,700       | 8,600       | 8,700       | 8,900       |
| Aberdeenshire          | 14,300      | 14,000      | 13,800      | 13,800      | 13,900      | 14,100      |
| Angus                  | 6,500       | 6,400       | 6,300       | 6,200       | 6,100       | 6,100       |
| Argyll & Bute          | 5,000       | 4,800       | 4,600       | 4,500       | 4,400       | 4,400       |
| Clackmannanshire       | 2,700       | 2,600       | 2,500       | 2,500       | 2,500       | 2,500       |
| Dumfries & Galloway    | 8,400       | 8,100       | 7,900       | 7,800       | 7,800       | 7,900       |
| Dundee City            | 7,400       | 7,200       | 7,100       | 7,100       | 7,200       | 7,200       |
| East Ayrshire          | 6,900       | 6,800       | 6,700       | 6,600       | 6,600       | 6,600       |
| East Dunbartonshire    | 7,500       | 7,400       | 7,400       | 7,300       | 7,300       | 7,400       |
| East Lothian           | 5,700       | 5,800       | 5,700       | 5,700       | 5,800       | 6,000       |
| East Renfrewshire      | 7,800       | 7,700       | 7,600       | 7,600       | 7,500       | 7,500       |
| Edinburgh, City of     | 18,400      | 18,000      | 17,800      | 17,800      | 17,600      | 17,800      |
| Eilean Siar            | 1,500       | 1,500       | 1,500       | 1,500       | 1,400       | 1,400       |
| Falkirk                | 8,700       | 8,600       | 8,600       | 8,700       | 8,700       | 9,000       |
| Fife                   | 20,400      | 20,200      | 19,900      | 19,900      | 20,100      | 20,300      |
| Glasgow City           | 26,000      | 25,300      | 24,600      | 24,200      | 24,100      | 24,400      |
| Highland               | 14,000      | 13,600      | 13,200      | 12,900      | 12,900      | 12,900      |
| Inverclyde             | 4,400       | 4,300       | 4,200       | 4,100       | 4,100       | 4,100       |
| Midlothian             | 5,100       | 5,100       | 5,000       | 4,900       | 4,900       | 5,000       |
| Moray                  | 5,400       | 5,200       | 5,000       | 4,800       | 4,700       | 4,700       |
| North Ayrshire         | 8,000       | 7,900       | 7,700       | 7,600       | 7,600       | 7,700       |
| North Lanarkshire      | 21,100      | 20,700      | 20,400      | 20,300      | 20,300      | 20,400      |
| Orkney Islands         | 1,200       | 1,100       | 1,000       | 1,000       | 1,000       | 1,100       |
| Perth & Kinross        | 7,600       | 7,400       | 7,400       | 7,300       | 7,300       | 7,200       |
| Renfrewshire           | 10,400      | 10,100      | 9,800       | 9,600       | 9,500       | 9,500       |
| Scottish Borders       | 6,500       | 6,300       | 6,200       | 6,100       | 6,100       | 6,100       |
| Shetland Islands       | 1,400       | 1,400       | 1,400       | 1,300       | 1,300       | 1,300       |
| South Ayrshire         | 6,600       | 6,300       | 6,100       | 6,000       | 5,900       | 5,900       |
| South Lanarkshire      | 18,900      | 18,600      | 18,400      | 18,200      | 18,300      | 18,600      |
| Stirling               | 5,800       | 5,600       | 5,600       | 5,500       | 5,500       | 5,600       |
| West Dunbartonshire    | 5,300       | 5,100       | 5,100       | 5,000       | 5,000       | 5,100       |
| West Lothian           | 10,900      | 10,900      | 10,800      | 10,900      | 11,000      | 11,200      |
| Scotland               | 288,700     | 282,800     | 278,000     | 275,300     | 275,100     | 277,900     |

Source: School Rolls: Annual Census 2013

- Notes:
1. Figures rounded to nearest 100.
  2. Covers pupils in publicly funded primary and secondary schools only (excludes special and centrally funded schools).
  3. Local Authority projections have been scaled to Scotland totals but may not sum due to rounding.

**Appendix 6: Subjects we understand are currently offered to Secondary 3 and Secondary 4 learners in Shetland's schools**

**Aith Junior High School**

Secondary 3 Pupils: 21

Secondary 4 Pupils: 24

| Curricular Area               | S3  | S4   |
|-------------------------------|---|--|
| Languages                     | English<br>French   | English<br>French  |
| Mathematics                   | Maths   | Maths<br>Life Skills Maths   |
| Science                       | Biology<br>Chemistry<br>Physics<br>Environmental Science  | Physics<br>Biology<br>Chemistry<br>Environmental Science   |
| Expressive Arts               | Music<br>Art and Design<br>Drama  | Music<br>Art and Design<br>Drama   |
| Health and Wellbeing          | Core PE<br>PE<br>PSE<br>Hospitality   | PE<br>PSE  |
| Social Studies                | History<br>Geography  | History<br>Geography   |
| Technologies                  | Practical Woodwork<br>Administration<br>Business Management<br>Graphic Communication<br>Computing Studies | Hospitality<br>Administration<br>Business Management<br>Computing<br>Practical Woodwork<br>Graphic Communication |
| Religious and Moral Education | RE  | RE   |
| Additional                    | Independent Study Period  |  |

Total No of Subjects in Secondary 3: 23

Total No of Subjects in Secondary 4: 23



**Anderson High School**

Secondary 3 Pupils: 130

Secondary 4 Pupils: 164

| Curricular Area               | S3   | S4   |
|-------------------------------|--|--|
| Languages                     | English<br>French<br>German  | English<br>Literacy<br>French<br>German  |
| Mathematics                   | Maths  | Maths<br>Numeracy  |
| Science                       | Biology<br>Chemistry<br>Physics  | Biology<br>Chemistry<br>Physics  |
| Expressive Arts               | Music<br>Art and Design  | Music<br>Art and Design  |
| Health and Wellbeing          | Core PE<br>PE<br>Health and Food Technology<br>PSE<br>Club XL  | Health and Food Technology<br>PE<br>Club XL<br>PSE   |
| Social Studies                | Geography<br>History<br>Modern Studies   | History<br>Geography<br>Modern Studies   |
| Technologies                  | Administration<br>Business Management<br>Computing<br>Design and Manufacture<br>Engineering Science<br>Graphic Communication<br>Practical Woodwork | Administration<br>Business Management<br>Computing<br>Design and Manufacture<br>Engineering Science<br>Graphic Communication |
| Religious and Moral Education | RMPS   | RMPS   |
| Additional                    | College Study  |  |

Total No of Subjects in Secondary 3: 25

Total No of Subjects in Secondary 4: 25

**Baltasound Junior High School**

Secondary 3 Pupils: 4

Secondary 4 Pupils: 6

| <b>Curricular Area</b>        | <b>S3</b>   | <b>S4</b>  |
|-------------------------------|---|--|
| Languages                     | English<br>French<br>Modern Languages   | English<br>French<br>Modern Languages<br>Modern Languages for Life and Work  |
| Mathematics                   | Maths   | Maths  |
| Science                       | Biology<br>Chemistry<br>Physics   | Physics<br>Biology<br>Chemistry  |
| Expressive Arts               | Art<br>Music  | Art<br>Music   |
| Health and Wellbeing          | Health and Food Technology<br>PE<br>PSE<br>Enterprise and Employability   | Health and Food Technology<br>PE<br>PSE<br>Enterprise and Employability  |
| Social Studies                | Modern Studies<br>History   | History  |
| Technologies                  | Administration and IT<br>Business Management<br>Computer Science<br>Construction Skills<br>Graphic Communication<br>Practical Metalwork<br>Practical Woodwork | Administration and IT<br>Business Management<br>Computer Science<br>Construction<br>Graphic Communication<br>Practical Metalwork<br>Practical Woodwork |
| Religious and Moral Education | RE  | RE Core  |
| Additional                    |   |  |

Total No of Subjects in Secondary 3: 23

Total No of Subjects in Secondary 4: 23

**Brae High School**

Secondary 3 Pupils: 27

Secondary 4 Pupils: 42

| <b>Curricular Area</b>        | <b>S3</b>   | <b>S4</b>   |
|-------------------------------|---|---|
| Languages                     | English<br>French<br>German<br>Spanish  | English<br>French<br>German   |
| Mathematics                   | Maths   | Maths   |
| Science                       | Biology<br>Chemistry<br>Engineering Science<br>Physics  | Biology<br>Chemistry<br>Engineering Science<br>Physics  |
| Expressive Arts               | Art<br>Music  | Art<br>Music  |
| Health and Wellbeing          | PE<br>PSE<br>Fashion and Textiles<br>Health and Food Technology                                       | PE<br>PSE<br>Fashion and Textiles<br>Health and Food Technology                                       |
| Social Studies                | Geography<br>History<br>Modern Studies  | Geography<br>History<br>Modern Studies  |
| Technologies                  | Administration<br>Business Management<br>Computing<br>Graphic Communication<br>Practical Craft Skills | Administration<br>Business Management<br>Computing<br>Graphic Communication<br>Practical Craft Skills |
| Religious and Moral Education | Religious Studies   |   |
| Additional                    | Study   | Study   |

Total No of Subjects in Secondary3: 25

Total No of Subjects in Secondary 4: 23

**Mid Yell Junior High School**

Secondary 3 Pupils: 14

Secondary 4 Pupils: 8

| <b>Curricular Area</b>                       | <b>S3</b>   | <b>S4</b>   |
|--|---|---|
| Languages                                    | English<br>French   | English<br>Literacy<br>French   |
| Mathematics                                  | Maths   | Maths<br>Numeracy   |
| Science                                      | Biology<br>Chemistry<br>Physics   | Chemistry<br>Physics<br>Biology   |
| Expressive Arts                              | Art<br>Music<br>Music with Technology   | Art<br>Music  |
| Health and Wellbeing                         | PE (Core)<br>PSE<br>Physical Education<br>Practical Cookery (Basic)<br>Life Skills  | PE (Core)<br>PSE<br>Physical Education (N4/5)   |
| Social Studies                               | History<br>Modern Studies<br>Business Management  | History<br>Modern Studies<br>Business Management  |
| Technologies                                 | Administration and IT<br>Computing Science<br>Graphic Communication<br>Hospitality: Practical Cookery<br>Practical Woodwork/<br>Metalwork | Administration and IT<br>Computing Science<br>Practical Woodwork/<br>Metalwork<br>Graphic Communication   |
| Religious and Moral Education                | RE  |   |
| Additional Short-Courses,<br>Skills for Work | Construction Craft Skills<br>My World of Work -<br>Employability Award  | Construction Craft Skills<br>My World of Work -<br>Employability Award<br>ASDAN – Silver Award<br>ASDAN – Food Wise<br>Sound Engineering (Shetland College)<br>NPA - Modern Languages For<br>Life And Work<br>PC Passport |

Total No of Subjects in Secondary3: 25

Total No of Subjects in Secondary 4: 27

**Sandwick Junior High School**

Secondary 3 Pupils: 32

Secondary 4 Pupils: 37

| Curricular Area               | S3   | S4  |
|-------------------------------|--|---|
| Languages                     | English<br>French  | English<br>French   |
| Mathematics                   | Maths  | Maths   |
| Science                       | Biology<br>Chemistry<br>Environmental Science<br>Physics   | Biology<br>Chemistry<br>Environmental Science<br>Physics  |
| Expressive Arts               | Art<br>Music   | Art<br>Music  |
| Health and Wellbeing          | Home Economics<br>PE<br>PSE  | Home Economics<br>PE<br>PSE   |
| Social Studies                | Geography<br>History<br>Modern Studies   | Geography<br>History<br>Modern Studies  |
| Technologies                  | Business Management<br>Computing<br>Design and Manufacturing<br>Graphic Communication  | Business Management<br>Computing<br>Design and Manufacturing<br>Graphic Communication   |
| Religious and Moral Education | RE   |   |
| Additional                    | <u>Short courses :</u><br>Personal and<br>Social Development<br>Pottery<br>Music<br>Seamanship<br>Photography<br>Gardening<br>Robotics | <u>Short courses:</u><br>Personal and<br>Social Development<br>Pottery<br>Fabric Printing<br>Photography<br>Benchwork<br>Robotics |

Total No of Subjects in Secondary 3: 27

Total No of Subjects in Secondary 4: 25

**Whalsay School**

Secondary 3 Pupils: 11

Secondary 4 Pupils: 14

| <b>Curricular Area</b>        | <b>S3</b>  | <b>S4</b>   |
|-------------------------------|--|---|
| Languages                     | English<br>French<br>German Module   | English<br>French<br>German Module  |
| Mathematics                   | Maths  | Maths   |
| Science                       | Biology<br>Chemistry<br>Physics  | Biology<br>Chemistry<br>Physics   |
| Expressive Arts               | Art<br>Music   | Art<br>Music  |
| Health and Wellbeing          | Home Economics<br>PE<br>PSE<br>Rural Skills  | Home Economics<br>PE<br>PSE<br>Rural Skills   |
| Social Studies                | Geography<br>History   | Geography<br>History  |
| Technologies                  | Administration and IT<br>Design and Manufacturing<br>Graphic Communication               | Administration and IT<br>Business Management<br>Design and Manufacturing<br>Graphic Communication |
| Religious and Moral Education | RE   | RE  |
| Additional                    | <u>Short courses:</u><br>Music<br>Art<br>Biology<br>ASDAN<br>Fashion and Textiles<br>ICT | <u>Short courses:</u><br>Music<br>Art<br>Biology<br>ASDAN<br>Fashion and Textiles<br>ICT          |

Total No of Subjects in Secondary 3: 25

Total No of Subjects in Secondary 4: 26

**Education and Families Committee****20 January 2015****Islesburgh Out of School Care Service – Inspection Report****CS-03-15-F****Executive Manager – Children’s Resources****Children’s Services****1.0 Summary**

- 1.1 The purpose of this report is to present Education and Families Committee with the Islesburgh Out of School Care Service Care Inspectorate Report August 2014 (Appendix 1) and Action Plan (Appendix 2).

**2.0 Decision Required**

- 2.1 That the Education and Families Committee RESOLVES to approve the Islesburgh Out of School Care Services Action Plan.

**3.0 Detail**

- 3.1 Islesburgh Out of School Club was reviewed in 2013 by Anderson Solutions (Consulting) Ltd who undertook an option appraisal of SIC Childcare Provision in Lerwick. On 24 April 2013 (Min Ref: 14/13) Shetland Islands Council resolved to adopt the recommendations from Education and Families Committee to approve Option 2, which proposed the rationalisation of the former Blydehaven Nursery and Islesburgh Preschool into a single service (Isles Haven Nursery) delivered from the Old Infant School, and the continuation of the Out of School Service at Islesburgh. In addition, the Council agreed that there should be a presumption against expanding local authority provision in this sector, and that there would be continuing dialogue with partner providers with a view to growing their capacity to cope with any future growth.
- 3.2 From August 2013, Isles Haven Nursery and Islesburgh Out of School have been managed under a single Lead Practitioner/Registered Manager. Islesburgh Out of School provides an afterschool club and a holiday club in the Easter, Summer and October school breaks for children aged 4 ½ -14. The Breakfast Club ceased in July 2014 due to very poor uptake of places. The Out of School service delivers a

service for up to 24 children, as agreed by Council when adopting Option 2 of the Review. This was considered to better reflect usage and ensure a more efficient ratio of staff to children. The fee structure was also reviewed to reflect market rates. Parents are charged on a per session basis. At present this is £8.95 per after school session (i.e. 3.00pm - 5.30pm) and during the school holidays it is £32.20 per full day and £16.10 per half day.

3.3 Islesburgh Out of School Service has consistently been considered a 'very good' service. The inspection in August 2014 considered four areas: quality of care and support; quality of environment; quality of staffing; and, quality of management and leadership. All were considered to be 'very good' with aspects of the quality of staffing considered 'excellent'.

3.4 Service strengths included the following:

- How well the children and young people were involved with the service and encouraged to have their say;
- All the staff had positive relationships with the children and promoted positive behaviour;
- The Care Inspectorate considered that children felt valued and included and were supported in developing a sense of responsibility and respect for others;
- Staff were observed to be dedicated and caring, supporting each other, working well together and treating each other with respect. The Care Inspectorate considered the staff team to be a key strength of the service;
- Parents and carers reported that Out of School was very well organised and that they were kept up to date with events and changes as they occurred;
- The service works in partnership with other agencies to support the attendance of children with additional support needs at the Out of School club.

3.5 Two areas for improvement were identified during the inspection and these were reflected in the Action Plan (Appendix 2). Both areas were addressed in September 2014 and so there are no outstanding actions.

## **4.0 Implications**

### Strategic

#### **4.1 Delivery On Corporate Priorities**

Reporting to Education and Families Committee on the Care Inspectorate report for Islesburgh Out of School Service (Appendix 1) and subsequent Action Plan (Appendix 2) contributes to the strategic objective that our public services are high quality, continually improving, efficient and responsive to local people's needs.

#### **4.2 Community /Stakeholder Issues**



Children, young people and their families who use the Out of School service have had the opportunity to contribute to the Care Inspectorate inspection process and their views of the service are reflected in the report.

4.3 Policy And/Or Delegated Authority

The Out of School Service sits within Children's Resources and as such all matters stand referred to Education and Families Committee. Audit, Risk and Improvement will present the Committee's response to this report to the Audit Committee as Shetland Island's Council resolved on 20 August 2014 (Min Ref: SIC 61/14).

4.4 Risk Management

The Inspection report was 'very good'. All actions arising from the inspection and detailed in the Action Plan (Appendix 2) have been completed.

4.5 Equalities, Health and Human Rights – None

4.6 Environmental – None

Resources

4.7 Financial - None

4.8 Legal - None

4.9 Human Resources - None

4.10 Assets And Property - None

## 5.0 Conclusions

- 5.1 Islesburgh Out of School Service received a 'very good' inspection report in August 2014 (Appendix 1). The Action Plan (Appendix 2) has been completed.

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For further information please contact:

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*martha.nicolson@shetland.gov.uk*

*Report Finalised: 9 January 2015*

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### List of Appendices

Appendix 1 - Islesburgh Out of School Care Service Inspection Report

Appendix 2 - Islesburgh Out of School Care Service Action Plan



## Care service inspection report

# Islesburgh Out of School Care Service

## Day Care of Children

Islesburgh Community Centre  
King Harald Street  
Lerwick  
Shetland  
ZE1 0EQ  
Telephone: 01595 745398

Type of inspection: Unannounced

Inspection completed on: 22 August 2014



HAPPY TO TRANSLATE

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**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Care service number:**

CS2006128813

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0845 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

### Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

|                                      |   |           |
|--------------------------------------|---|-----------|
| Quality of Care and Support          | 5 | Very Good |
| Quality of Environment               | 5 | Very Good |
| Quality of Staffing                  | 5 | Very Good |
| Quality of Management and Leadership | 5 | Very Good |

### What the service does well

The service is very good at seeking the children's views, opinions and ideas which they then use when planning any activity or outing. This aids the warm, relaxed, positive atmosphere we noted within the service.

Parents who we talked to told us that they were kept up to date by staff and felt included and welcome in the setting.

During this summer holiday period the children were offered a wide and varied range of trips and outings.

The service has a history of working in partnership with other agencies to enable children with additional support needs to attend and enjoy the out of school care service.

### What the service could do better

The service would need to develop personal plans for each child and review these every six months in line with current guidelines.

The service needs to update the medication policy to reflect that staff will not administer the first dose of any medication the child has not had previously. Storage of medication should be looked at to ensure this is stored at the correct temperature.

### **What the service has done since the last inspection**

Since the last inspection the out of school care service has had a change of manager. Both the new peripatetic manager and the staff team have settled into a positive, well-organised working partnership which ensures the club runs smoothly and the children have not been affected by these changes.

### **Conclusion**

Overall Islesburgh Out of School Care Service (OOSCS) continues to provide a welcoming, stimulating and safe environment for children with a wide choice of activities which the children have helped to plan.

# 1 About the service we inspected

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

## Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

**A recommendation** is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

**A requirement** is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Islesburgh Out of School Care Service operates from areas within Islesburgh community centre in Lerwick, Shetland. The centre is a large three-storey building with car parking and a garden at the rear.

During the operating times the service will have exclusive use of the general purpose room, multipurpose hall, occasional use of room 16, the radio room, the drama room, and shared use of the "techno" booth, the lounge area, toilets within the centre and the outdoor garden. They may also use Rooms 5, 6 and 7, and shared use of kitchen and toilets in Islesburgh House.

The service was registered to provide a care service to a maximum of 42 children aged four and a half to 14 years. When using the radio room and drama room together the maximum number will be 38. Children due to start school in August may attend the club for the summer holidays before they begin.

At the time of inspection the service operated between the times of 3.00 pm - 6.00 pm during term time. During the school holidays and in-service days the service operated a full day session from 8.30 am - 6.00 pm.

The service is managed by a peripatetic manager, who was out with some of the children on a day trip during the first unannounced inspection visit. She was present during the second day the Inspector was in the service.

Included within the aims and objectives of the service was:

- "The main aim of the Islesburgh Out of School Club is to provide a safe, stimulating environment".

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at: [www.careinspectorate.com](http://www.careinspectorate.com)



Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very Good**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

This report was written following an unannounced inspection. It was carried out by one Inspector from the Care Inspectorate. The inspection took place over a period of time, the first unannounced visit was on the morning of Tuesday 22 July 2014 between the times of 10.00 am to 2.00 pm.

The second unannounced inspection took place on 21 August between the times of 3.00 pm and 6.00 pm. This was to enable us to meet and talk with parents, carers and the children who used the service regularly during school term time.

We then followed both visits up with a feedback session on Friday 22 August 2014 at 12.00 pm where we talked with the peripatetic manager and the support worker.

We issued 20 care standards questionnaires to parents and carers of children using the service. We received eight care standards questionnaires during this inspection process.

In this inspection we gathered evidence from various sources, including the out of school care service's policies, procedures, records, other documents and also:

- evidence from the service's most recent self assessment and annual return
- talking with the peripatetic manager
- talking with the four members of staff on duty over the two days
- talking with four parents and carers during the inspection on 22 July 2014 who were using the holiday club only
- short interviews with four parents and carers during the second inspection on 21 August 2014 who had used the service for many years
- the information pack for parents
- the OOSCS notice boards

- children's records
- the planning regime
- health and safety records
- the risk assessment regime
- information provided by eight parents and carers in the returned care standards questionnaires
- looking Islesburgh OOSCS own quality assurance regime which included the recent questionnaire sent and received from parents this year 2014
- observing staff practice during the visit
- viewing the environment and equipment
- viewing the garden at the rear and outdoor equipment store.

The peripatetic manager was not present during the first inspection visit on 22 July 2014 which was to the full day summer holiday club, but was present during the second inspection.

### **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firelawscotland.org](http://www.firelawscotland.org)

### **What the service has done to meet any recommendations we made at our last inspection**

The service had one recommendation on the previous inspection report dated 11 November 2011.

#### **Recommendation 1**

To continue with plans to support staff to gain appropriate qualifications in order to register with the SSSC when required.

#### **National care standards early education and childcare up to the age of 16 Standard 12: Confidence in staff.**

The service gave us an appropriate action plan which detailed how they planned to meet the recommendation.

### **The annual return**

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes – Electronic

### **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

This was submitted online before the inspection visit. This gave a description of the service they provided and also identified some areas they planned to work on.

### **Taking the views of people using the care service into account**

During the inspection process we try to consult parents, carers and the children who use the service. During the first inspection visit we talked with some of the children present. They were all new to the club or only used it during the school holidays. They told us they had fun there and liked the craft best. One boy told us he liked getting outdoors in the garden.

During the second inspection visit we talked with some of the children. When we asked if they had fun at the out of school care service they replied that they did. They liked the staff and felt comfortable. They confirmed there was always lots to do and that they were involved in choosing and planning future activities, outings and trips.

One told the Inspector that:

- "It is cool here, better than school" !

### **Taking carers' views into account**

We took time to talk with four of the parents and carers who arrived to collect their child/children on 22 July 2014. The parents we talked with told us they thought they might not be able to give us much information as they had only started using it or only used it for a few weeks per year (holiday time). However, they confirmed that they thought the building was safe and secure, they thought their children could choose from a good range of activities. They also thought the staff were helpful, friendly and good with the children.

On 21 August 2014 the parents who were asked told they had used the care service for many years and in that time had never had any worries that the children were not being looked after. They all praised the staff for how well they kept them informed about what was happening in the club and future plans, as well as how their child was getting on.

There were several very positive comments from the parents about the staff including:

- "excellent",
- "brilliant" and
- "great".

One parent also commented:

- "I would recommend this club to any parent".

### 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

#### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

##### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

##### Service strengths

Islesburgh Out of School Care Service (OOSCS) continues to work in very positively with the children and young people they care for. During these two unannounced inspection visits we looked at how the parents, carers and the children were involved with all the out of school care service. We found that the service was performing to a very good standard in relation to ensuring that service users and carers participate in assessing and improving the quality of the care and support provided by the service. A particular strength was how well the children and young people were involved with the service and encouraged to have their say.

##### Children's Involvement

During both the inspection visits the Inspector looked at how the staff involved the children. We noted the staff were consulting and looking for the children's views regularly. This was done naturally throughout the sessions. They asked for their opinions and views of all areas for example - snacks for the next week. The staff planned new activities and themes, after asking the children. We saw them listening to ideas from the children. The senior told us that the children were very good at making suggestions and liked to suggest and plan what they would be doing in the centre.

We saw the children being asked what they would like to play with outdoors during the first day. The next time we went was for an after school session. We saw the children being asked to look in the cupboard, to see which toys and equipment they wanted to take to the park with them. The children's ideas were included in the planning. One member of staff told us if a child asked for something which they did not have, or they did not have time to take out that day they made a point of taking it out the next session.

During the inspection we asked the staff how they liked working at Islesburgh OOSCS and how they thought the service was working. The staff told us that they enjoyed their work and felt that the current staff team was "great". One told us they encouraged the children to make suggestions because then they could provide toys, activities and games they wanted to play with and themes which interested them. Parents and carers told us their child/children enjoyed their time at the service and one said his son looked forward to going after school and never said he was bored.

We talked to some of the children on both days and they told us they liked the OOSCS and had fun. One said they liked the art and craft and the garden. Another told us they liked the computer games and going out to the park. The children who attended summer holiday time only told us they thought there was a good choice of activities and that the staff were nice.

We observed the staff as they worked the first day and the peripatetic manager and staff as they worked with the children during the second inspection. We saw that all the staff knew the children well and had built up positive relationships with them.

We noted staff were aware of the children's individual needs for example who had food allergies or specific medical needs. Staff were seen to be warm and friendly with all the children and treating them fairly and with respect. We saw the children respond well to staff and that they were happy and content in their care.

### **Parental Involvement**

During both inspection visits we discussed the importance of involving parents with the out of school service. The staff told us they made time to talk with parents and carers to share information on a daily basis.



However they were aware that there was limitations with them and therefore they had various methods in place to share information including:

- several notice boards
- newsletters
- letters/notes home
- email
- parents' evenings
- web page
- digital photo frame.

We saw there were several informative notice boards with information about the service, staff on duty and the weekly planner. We noted there was health information as well as community information. The parents told us they were happy with the level of communication they received and felt they were kept up to date.

We talked with eight parents and carers during both sessions so we got the opinions of those who used the holiday club only, as well as parents who used the service daily. When asked, the parents and carers confirmed that they had received information about the OOSCS before their child/children started and that they had been encouraged to visit to see the premises and meet staff.

Those who were interviewed told us that the peripatetic manager and staff were very welcoming. They named two staff in particular who they felt were very good with the children. They liked that the staff had not changed much which they felt provided continuity for the children. They described the staff as "open and friendly" and "great with the bairns".

We looked at how the children and parents were introduced to the OOSCS. This included giving parents a welcome pack - a booklet which described the service, information sheet, the registration form and various consent forms. This information was held within the children's records, but we noted that the service had not yet developed personal plans for each child. However, they did have detailed records for children attending with additional needs. A requirement was made - **see**

**Requirement 1.**

We observed how the staff were as they worked with parents and carers who arrived to collect their child/children. We noted all members of staff were welcoming and friendly. We saw that staff took time to talk to the parents and feedback to them on how the session had been, sharing information generally about the service.

There was a suggestions' box in the cloakroom area where parents and carers could place any suggestion anonymously. We noted the service had a complaints policy displayed for parents and carers.

We also looked at the returned care standards questionnaires we received during this inspection process. Overall parents and carers were "very happy" and "happy" with the care service. We shared all comments with the peripatetic manager and one member of staff during the feedback session at the end of the inspections.

There were several positive comments noted including:

- "My son loves the after school club. The staff are very caring, enthusiastic and nurturing. I feel very included about decisions being made and I really appreciate that staff got to know my son very well in a short time frame. Great workers".
- "Staff are very friendly and I have noticed they are always involved with the children and not supervising from a distance. All the children seem really happy".

### **Areas for improvement**

The service will need to develop a personal plan for each child in their care in with current legislation.

During the first inspection visit we noted that all the children were outdoors in the garden at one point. The majority of the children wanted to return indoors to continue with their various activities. One child did not wish to go in but as most of the others went, this child had to go indoors, unwillingly. During the feedback session we talked about this and the peripatetic manager said this was a topic they would discuss at their next team meeting.

We discussed the adult to child ratios and how best to manage this to make sure the children's needs were met whilst maintaining safe supervision.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 1

**Number of recommendations:** 0

### **Requirements**

1. The service must ensure that each child has a detailed and accurate personal plan in place.

Each plan must be reviewed at least every six months or sooner if required.

**This is in order to comply with Regulation 5(1), (2)(a)(b) of SSI 2011/210-  
Personal Plans.**

**Timescale - within two weeks of receipt of this report.**

### Statement 3

We ensure that service users' health and wellbeing needs are met.

#### Service strengths

At this inspection we found the service to have a very good performance in relation to this quality statement. We found this after we looked at records, talked with the peripatetic manager and staff and observed practice on both days we inspected the service. We also took account of information from parents and carers we talked with as well as information we noted in the returned care standards questionnaires.

We noted the staff team all promoted health and wellbeing during the time we were in the service. This was done naturally as part of the day for example simple explanations during snack as to how fruit was better for us than sweets. Another example was one member of staff encouraging the children to come outdoors into the sunshine. We saw that the planning included health and wellbeing. The planning regime was child-centred with an emphasis on leisure and recreation and exercise. Information was shared with parents and carers through the displayed planner and the newsletters.

The service promoted health and wellbeing in other ways. The cloakroom area contained a range of information regarding health and wellbeing for parents and carers including leaflets they could take away.

We discussed healthy eating and asked how the service promoted this. Healthy eating was discussed with children and healthy options offered for snack. We saw the staff asking for ideas for the snack menu for next week. During the school holidays the parent and carers were asked to supply a lunch box for their children which was stored in the fridge bought for that purpose.

We looked at how the staff promoted positive behaviour. We observed the staff encouraged the children to share and take turns, to be considerate of each other and to try to do things for themselves. We saw them take time to explain why certain behaviour was not nice in the out of school club and we saw them encouraging children to remember to be nice with each other.

It was also good to see the older children being encouraged to show new or younger children around and explain what they did at the club. At lunch time and snack times we noted that the staff encouraged good table manners and reminded the children of why they needed to eat their healthy snack.

As stated previously we noted all the staff had developed positive relationships with all the children. Staff demonstrated that they were aware of their individual likes, dislikes and needs.

The staff told us about specific children and how they planned individual care for them. They had received specific training to support children with additional needs. They had also received training in order to be competent in dealing with emergencies, for example the administration of an "Epi-pen". The service has a history of working in partnership with other professionals whenever necessary to support children e.g. ASN unit of the local school.

We noted that the children had access regularly to fresh air and exercise. The children had daily use of the garden. The staff said they used this as often as weather permitted - normally daily. There was evidence of visits and outings in the local area at times, as well as walks to the community play park nearby. The summer holiday programme was very good with outings weekly.

There was a suitable method for recording of accidents and incidents. We noted they took time to discuss with parents and carers any follow-up after a minor bump.

We looked at the administration of medication. The staff had recently looked at where they stored medication and had moved this from the cupboard to the office area. This had also been reorganised and labelled so all staff knew where to find medication eg. inhalors. There was some work yet to be done on this - **please see area for improvement below.**

All nursery staff had received training in first aid and appropriate first aid equipment was held within the nursery. Staff were aware of their role in keeping children safe on all levels. This included child protection and the service had appropriate child protection procedures and staff training.

Infection control was good with children being reminded to wash their hands appropriately. The staff reminded children to wash hands after playing outdoors and gave simple explanation regarding the spread of germs.

The staff were also good at making sure the environment was clean and were observed cleaning the table before and after snack.

We talked with eight parents and carers during both days we were present. The parents and carers who were interviewed considered that staff took very good care of the children's health and wellbeing and had no concerns about their child whilst at Islesburgh OOSCS.

As part of the inspection we looked at the returned care standards questionnaires. We also saw the service's own questionnaires they had recently given out. These were collated and any comments noted and action taken. Both were overall positive.

### **Areas for improvement**

We noted that the medication policy did not detail that the service must not give the first dose of any medication that a child had not been previously given. **See Requirement 2.**

We also noted that there was some medication stored within the service for specific children. This was safely stored, however, one medication noted not to be stored above 25 degrees. We noted the office area was stuffy and hot, therefore, we recommended this be stored appropriately - **see Recommendation 1.**

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 1

**Number of recommendations:** 1

### **Requirements**

1. The provider must ensure safe and effective systems are in place for the administration of medication. In order to achieve this the provider must:

Ensure medication is administered in accordance with line with current medication guidance - the service must not give the first dose of a medication that is new to the child.

**This is in order to comply with Scottish Statutory Instrument 2011/210 Regulation 4 (1) (a).**

### **Recommendations**

1. The service must look at how they store medication and ensure this is done following the manufacturer's guidelines.

**National care standard early education and childcare up to the age of 16  
Standard 3: health and wellbeing.**

### Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

#### Service strengths

Information recorded under Quality Theme 1, Quality Statement 1 also applies to this Statement.

#### Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 2

We make sure that the environment is safe and service users are protected.

### Service strengths

At this inspection we found the service to have a very good performance in relation to this quality statement. We came to this conclusion after we observed the accommodation, spoke with the peripatetic manager and staff, and observed practice during both inspection visits. We also took account of information from parents we spoke with and their responses to our care standards questionnaires we sent out prior to the inspection visits.

The service operates from the Islesburgh Community Centre which continues to be a very busy building, and well used by the general public, as well as other user groups. The OOSCS operates from areas within the centre and have systems in place to ensure the children are well supervised and cared for in a safe area. The service had access to a large room, part of which was used for high energy/gym, which offered flexibility around how the space was used. They also had a smaller art room where art and quieter activities took place. There was a wide range of activities available for the children suitable for those aged Primary 1 through to Primary 7.

The centre had a shared entrance which was monitored by the community centre reception staff. The OOSCS had two doors to the rooms they used but one was locked and the other was used. This enabled staff to monitor who accessed the premises. Only authorised adults were able to collect children. We also saw that staff monitored the whereabouts of children closely and undertook regular head counts. This helped to keep children safe and secure.

Suitable toilet and hand washing facilities were accessible though the service had developed a signing in and out sheet for older children as a way of making sure they knew who was out at the toilet during the sessions. Younger children were accompanied to and from the toilet to make sure of their safety.

The peripatetic manager and staff advised that there was a system in place for reporting maintenance issues and that, in general, any issues were dealt with in a prompt manner by the community centre staff or local authority workers should there be a larger fault.

We looked at the cleanliness of the areas and noted all areas were clean, well maintained, and safe for use. Records evidenced that daily checks were being undertaken by staff to ensure that the environment was safe. We also noted the staff had to set up and tidy away daily but this was done before the children arrived. Children were encouraged to help tidy at the end of the day and to do so in a careful and considerate manner.



Children had various opportunities to plan what went out in the setting as well as where to do for outings. This helped to make them feel valued and included. We observed that children were encouraged to look after the environment and equipment, and to tidy up after themselves. This supported children to develop a sense of responsibility and respect for others.

Both of the rooms were laid out to allow the children to play by themselves or with their chosen peers. The larger room was divided to create various "play areas" with different activities provided in each. We noted this was a wide and varied range to choose from, and we saw the children playing happily. We saw the rooms where the children played were well organised and tidy, with appropriate storage areas.

The service had access to a fully enclosed outdoor garden which they used for outdoor play. This area was well used with a good range of outdoor toys and equipment, growing opportunities as well as outdoor art. We noted safety checks were completed before using the area. During the inspection, we saw that the area was well maintained and appeared free from hazards. This provided children with a safe and secure area to enjoy outdoor play and fresh air. Staff demonstrated a very good awareness of safety and risk and we saw that children were very well supervised. Children were also asked to identify safety rules before going outside to play. This helped to keep children safe and supported them to learn about managing risks.

An infection control policy was in place and we saw that hand washing was promoted before snack. Staff had attended food hygiene training and we observed good hygiene practices were followed whilst preparing and serving food. The peripatetic manager told us that they kept a record of when this was due to be refreshed along with first aid and child protection awareness training - see also Quality theme 3:3.

### **Areas for improvement**

The staff had noted that they were currently looking at other ways to use the areas and planned to look at this with the children. They also noted they were very aware of this being a busy centre and were always being vigilant and aware of the need to maintain this high level of supervision.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

#### Service strengths

Information recorded under Quality Theme 1, Quality Statement 1 also applies to this Statement.

#### Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

### Service strengths

During both inspection visits we observed the staff working at Islesburgh OOSCS. We noted that all the staff were dedicated, caring people who worked hard to provide the children with a safe, stimulating and caring place to relax, play and have fun with their chums. We found that the staff team supported one another and worked very well together, treating each other with respect. We considered this staff team to be a key strength of the service.

The peripatetic manager told us she had been impressed by how well the staff worked both when she was present and the days she was not there. She considered them to be experienced in caring for this age group and to have a very good knowledge of the children and their needs. This was also the opinion of the parents who we talked with during both inspections visits to the service.

One parent told us the staff were:

- "second to none" whilst another told us they were,
- "just great, wonderful".

From looking at the returned care standards questionnaires we noted parents thought highly about the staff. This was further confirmed by written comments, one of which was:

- "The staff are amazing".

The staff told us they continue to meet together at the start of the session to discuss the day and any changes needed. They also have brief meetings at the end of the session. The peripatetic manager told us they have full staff meetings regularly where they all attend to discuss how the service is going and identify and sort out any issues. These meetings were recorded and minutes taken. The support worker told us these meetings allowed them to exchange information between all staff members and to plan for new sessions and were essential for the smooth running of the OOSCS.

Overall, the staff group demonstrated that they were skilled, motivated and committed to providing a very good quality service to the school aged children in their care.

The staff had built up positive relationships with the parents, carers and the children. We noted the atmosphere was relaxed and happy and staff were observed to be warm and caring towards all the children. Children had built up good relationships with staff and were encouraged to chat, share their news, stories and opinions. When asked if they liked the staff the children replied that they did. One child described the staff as "cool".

We looked at staff training. Staff told us they tried to attend training regularly. One said it allowed them to keep up to date with current practice and this helped them in their role as out of school care workers. Training records were kept by staff as part of their continuous professional development.

We also noted that the staff's training records were held centrally by the local authority training sections. We noted that staff core training was held centrally and the service was notified when this was to be refreshed.

Core training included:

- child protection awareness
- first aid
- food hygiene.

We noted that staff had an annual appraisal as well as ongoing support from the peripatetic manager who had recently introduced another method of staff supervision. This allowed staff to feel supported and also contributed to the quality assurance programme.

The peripatetic manager told us she was keen to monitor staff performance and assess training needs and offer help when needed. Staff told us they felt happy with this level of support. One told us they were able to talk together about any issues they wanted to discuss, and always received good support from each other and the peripatetic manager.

### **Scottish Social Services Council (SSSC)**

The SSSC is the body that regulates care staff and decides the level of qualification for each post. We saw that the staff were qualified to the required level and were taking responsibility for ensuring that their practice was regularly updated in line with best practice guidance. The peripatetic manager and all staff members were registered with the SSSC. The SSSC registration certificates were displayed for parents and carers to see which also contributed to the quality assurance programme.

We noted that all staff were checked under the Protection of Vulnerable Groups (PVG) Scheme before starting work in the nursery.

### **Areas for improvement**

The peripatetic manager told us they would continue to work to this very high standard and that she considered the staff team to be a key strength of Islesburgh OOSCS.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

### Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

#### Service strengths

Information recorded under Quality Theme 1, Quality Statement 1 also applies to this Statement.

In addition we noted that parents and carers who were asked thought that Islesburgh OOSCS was very well organised and they were kept up to date with events, changes as they occurred. When asked they told us they thought the service met their needs and those of the children. They also said that if they were concerned about any aspect of the service they would talk with any member of staff and they would be listened to.

#### Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

### Service strengths

At this inspection we found the service to have a very good performance in relation to this quality statement. We found this after we looked at records, talked with the peripatetic manager, the staff there on both inspection visits as well as and parents, carers and the children. We also observed practice and looked at the outcomes for children.

Parents and carers we talked with confirmed that they were regularly consulted and given opportunities to have their say. They told us they looked at the notice boards for updates and that the staff regularly reminded them of events or anything they needed to know or remember.

One of the parents who was new to the club told us they were very impressed with the choices available to the children and that it was better than they had expected. They said that they liked the planner displayed on the notice board as this kept them up to date and informed about topics and anything they needed to bring for outings.

Parents we spoke to told us they would be confident about raising any issues with staff. Three parents described how staff had helped them in the past and how their help and support had been very good.

We saw evidence of the peripatetic manager and staff responding positively towards the parents and carers who arrived to collect their child/children. Staff told us they thought that parents and carers would raise issues with them as and when they occurred. We noted that the staff had very good relationships with parents and carers. We saw them talk with parents and carers who arrived to collect children.

During the inspection we observed that staff were very good at reflecting on the sessions, for example, what worked well and they were quick to identify areas that were not so good and how they could improve these. The peripatetic manager told us staff made necessary changes whenever needed.

Again we noted that the regular team meetings also provided opportunities for staff to reflect on practice and undertake planning.

We noted several ways in which the OOSCS looked at the quality of the service including:

- self-assessment document
- daily staff meetings
- full staff meetings with peripatetic manager
- annual survey with parents and carers
- children's views
- suggestions' box.

The peripatetic manager told us they considered the Care Inspectorate inspection regime as a form of quality assurance. We noted previous inspection reports were shared with parents and carers.

This was also confirmed by comments made during the visit as well as within the care standards questionnaires. From looking at these we learned parents and carers were happy or very happy with the service overall. We also looked at the most recent Islesburgh OOSCS's own survey.

There were several written comments, two of which were:

- "Staff are very approachable and suited to working with children".
- "Staff ensure my child's needs are well met".

### **Areas for improvement**

There were some comments made on Islesburgh's own questionnaires concerning fees which the service are looking at. Overall they are keen to respond to suggestions made by parents and carers. They also listen to the children's views and opinions and incorporate these daily into the running of the service.

During the feedback session they told us they were looking at developing an OOSCS webpage.

They were also in the process of looking at a newsletter which could be developed on the computer using a PDF format and emailed to parents. They plan to involve the children with this and encourage the children to write part of the newsletter.



**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

### Enforcements

We have taken no enforcement action against this care service since the last inspection.

### Additional Information

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

|   |               |
|---|---------------|
| <b>Quality of Care and Support - 5 - Very Good</b>          |               |
| Statement 1   | 5 - Very Good |
| Statement 3   | 5 - Very Good |
| <b>Quality of Environment - 5 - Very Good</b>               |               |
| Statement 1   | 5 - Very Good |
| Statement 2   | 5 - Very Good |
| <b>Quality of Staffing - 5 - Very Good</b>                  |               |
| Statement 1   | 5 - Very Good |
| Statement 3   | 6 - Excellent |
| <b>Quality of Management and Leadership - 5 - Very Good</b> |               |
| Statement 1   | 5 - Very Good |
| Statement 4   | 5 - Very Good |

## 6 Inspection and grading history

| Date        | Type        | Gradings   |
|-------------|-------------|--|
| 11 Nov 2011 | Unannounced | Care and support 5 - Very Good<br>Environment Not Assessed<br>Staffing 5 - Very Good<br>Management and Leadership Not Assessed |
| 5 Nov 2010  | Unannounced | Care and support 5 - Very Good<br>Environment 5 - Very Good<br>Staffing Not Assessed<br>Management and Leadership Not Assessed |
| 14 Jan 2010 | Unannounced | Care and support 5 - Very Good<br>Environment 4 - Good<br>Staffing 4 - Good<br>Management and Leadership 4 - Good              |

## Inspection report continued

|             |                          |   |
|-------------|--------------------------|---|
|             |                          |   |
| 29 Aug 2008 | Announced (short notice) | <div>Care and support 4 - Good</div> <div>Environment 4 - Good</div> <div>Staffing 3 - Adequate</div> <div>Management and Leadership 4 - Good</div> |

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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# eForms Document

## **SCSWIS Action Plan Day Care of Children**

**Islesburgh Out of School Care Service**

**CS2006128813**

## General Information

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### General Information about the Inspection

**Inspected by:** Jenny Smith

**Type of Inspection:** Unannounced

**Inspection Completed on (date):** Friday 22nd August 2014



**We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.**

### **Requirements**

1

The service must ensure that each child has a detailed and accurate personal plan in place.

Each plan must be reviewed at least every six months or sooner if required.

This is in order to comply with Regulation 5(1), (2)(a)(b) of SSI 2011/210- Personal Plans.

Timescale - within two weeks of receipt of this report.

### **Action Planned:**

Personal plan for each child attending our setting has been in place and ready to be use by all the staff.

### **Timescale:**

September 2014

### **Responsible Person:**

Ashley Falconer- Play Practitioner

### **Recommendations**

**We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.**

**Requirements**

**Recommendations**

**We ensure that service user's health and wellbeing needs are met.**

### **Requirements**

1

The provider must ensure safe and effective systems are in place for the administration of medication. In order to achieve this the provider must:

Ensure medication is administered in accordance with line with current medication guidance - the service must not give the first dose of a medication that is new to the child.

This is in order to comply with Scottish Statutory Instrument 2011/210 Regulation 4 (1) (a).

### **Action Planned:**

Medicine policy has been revised in accordance with the current medication guidance and added an important notification in our Medicine consent form for parents regarding the administering of medicine.

### **Timescale:**

September 2014

### **Responsible Person:**

Marina Eva

### **Recommendations**

1

The service must look at how they store medication and ensure this is done following the manufacturer's guidelines.

National care standard early education and childcare up to the age of 16  
Standard 3: health and wellbeing.

### **Action Planned:**

Temperature gauge is in place regulated in the office where medicine/drugs are kept in a locked cabinet.

Safety box is in place for medicine needed to be refrigerated

### **Timescale:**

September 2014

### **Responsible Person:**

Ashley Falconer and Katie Henderson

**We use a range of communication methods to ensure we meet the needs of service users.**

**Requirements**

**Recommendations**

**We respond to service users' care and support needs using person centered values.**

**Requirements**

**Recommendations**

**We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.**

**Requirements**

**Recommendations**

**We make sure that the environment is safe and service users are protected.**

**Requirements**

**Recommendations**

The environment allows service users to have as positive a quality of life as possible.

**Requirements**

**Recommendations**



## Quality Statement 2.4 - Not Applicable

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Not applicable to this service type

**The accommodation and resources are suitable for the needs of the service users.**

**Requirements**

**Recommendations**

**We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.**

**Requirements**

**Recommendations**

**We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.**

**Requirements**

**Recommendations**

**We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.**

**Requirements**

**Recommendations**

**We ensure that everyone working in the service has an ethos of respect towards service users and each other.**

**Requirements**

**Recommendations**

**We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.**

**Requirements**

**Recommendations**

**We involve our workforce in determining the direction and future objectives of the service.**

**Requirements**

**Recommendations**



To encourage good quality care, we promote leadership values throughout the workforce.

**Requirements**

**Recommendations**

**We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.**

**Requirements**

**Recommendations**

## Submission Declaration

---

**Declaration** I confirm that by submitting this action plan I have the authority of the service provider to complete the action plan.

Name:

Marina Eva

I am: (Select an option)

***The manager of the service*** / The owner of the service



**Education and Families Committee****20 January 2015****External Audit Reports – Care Inspectorate****CS-02-15-F2****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit body's reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14)
- 1.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 1.3 Children's Services receives reports regarding education provision in schools from the Education Scotland and regarding nurseries and hostel accommodation from the Care Inspectorate.
- 1.4 The purpose of this report is to highlight three such recent reports, all from the Care Inspectorate, to the Education and Families Committee and to highlight any actions to be taken as a result of the reports.
- 1.5 There have been no Education Scotland inspections in this period.

**2.0 Decision Required**

- 2.1 That the Education and Families Committee consider the reports on Mossbank Primary School Wraparound Care, Sound Primary School Nursery Class and Aith Junior High School Nursery Class, note the actions to be taken by the Schools/Quality Improvement Service, and note the recommendations to be included, where appropriate, in the relevant School's Improvement Plan. Links to these reports are included at the end of the report.

### 3.0 Detail

- 3.1 The following establishments were inspected since approval of the policy in August 2014:
- Mossbank Wraparound Care: Unannounced Inspection, 19 September 2014
  - Sound Primary School Nursery Class, Unannounced Inspection, 5 November 2014
  - Aith Junior High School Nursery: Unannounced Inspection, 19 November 2014.

- 3.2 All three settings had a recommendation relating to new guidance on the administration of medicines: “The Management of Medication in Daycare and Childminding Services”, as follows:

“It is recommended that the service update the medication policy and procedure to reflect that care staff will not administer the first dose of a medication that is new to the child”.

This will be taken forward by Schools/Quality Improvement Service for all settings.

- 3.3 The grades that were awarded in the reports are as follows:

Mossbank Primary School Wraparound Care:

|  |                     |
|--|---------------------|
| Quality of Care and Support -          | Grade 4 - Good      |
| Quality of Environment -               | Grade 5 - Very Good |
| Quality of Staffing -                  | Grade 5 - Very Good |
| Quality of Management and Leadership - | Grade 4 – Good      |

Sound Primary School Nursery Class:

|  |                     |
|--|---------------------|
| Quality of Care and Support -          | Grade 5 - Very Good |
| Quality of Environment -               | Grade 5 - Very Good |
| Quality of Staffing -                  | Grade 5 - Very Good |
| Quality of Management and Leadership - | Grade 5 - Very Good |

Aith Junior High School Nursery Class:

|  |                     |
|--|---------------------|
| Quality of Care and Support -          | Grade 5 - Very Good |
| Quality of Environment -               | Grade 5 - Very Good |
| Quality of Staffing -                  | Grade 5 - Very Good |
| Quality of Management and Leadership - | Grade 5 - Very Good |

- 3.4 Any recommendations are taken forward by the school management, with support from the school’s Quality Improvement Officer, and are included, where appropriate, in the relevant School’s Improvement Plan.
- 3.5 Each report generates an action plan. These are available as background papers to this report. Mossbank Primary School Wraparound Care Report recommended improvement to care plans and lunchtime arrangements for the children. These actions are reflected in their action plan and have now been completed. Actions

recommended for Sound Primary School Nursery Class and Aith Primary School Nursery Class were minimal and these have already been carried out.

## **4.0 Implications**

### Strategic

#### **4.1 Delivery On Corporate Priorities –**

Shetland Single Outcome Agreement 2013

- Shetland is the best place for children and young people to grow up in.

Children's Services Directorate Plan has the following relevant priorities:

- to get it right for every child;

In addition Children's Services Directorate Plan set outs the key aims for all its services in 2014-15. The aim relevant to this Proposal is:

- we will deliver the best possible service we can which balances access, opportunities and resources;

#### **4.2 Community /Stakeholder Issues –** These reports are available to the general public through the Care Commission website, and parents of pupils at the relevant schools are made aware of the contents.

#### **4.3 Policy And/Or Delegated Authority –** in accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority.

#### **4.4 Risk Management –** the Council has a statutory duty to secure improvement in the quality of education it provides.

#### **4.5 Equalities, Health And Human Rights –** None

#### **4.6 Environmental –** None

### Resources

#### **4.7 Financial –** None

#### **4.8 Legal –** None

#### **4.9 Human Resources –** None

#### **4.10 Assets And Property –** None

## **5.0 Conclusions**

- 5.1 The attached reports can be considered at the appropriate time by Education and Families Committee, in line with the agreed policy. Progress through the action plans that are enclosed will be monitored.
- 5.2 The recommendations in these reports, which show the grades as good or very good, are of the nature that they can either be overturned very quickly. Generally, any longer term recommendations can be met by inclusion in the relevant school improvement plans that are produced on an annual basis.

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*Report finalised: 13 January 2015*

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#### List of Appendices

None

#### Background documents:

- 1 Mossbank Primary School Wraparound Care:  
<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=272073>
- 2 Sound Primary School Nursery Class:  
[www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=272268](http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=272268)
- 3 Aith Junior High School Nursery Class:  
[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails\\_action.php&action=displayReport&repld=CS2003016125](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repld=CS2003016125)
- 4 Mossbank Primary School Wraparound Care Action Plan
- 5 Sound Primary School Nursery Class Action Plan
- 6 Aith Junior High School Nursery Class Action Plan

END



**Education and Families Committee****20 January 2015****Get It Right for Children and Young People in Shetland: Integrated Children's Services Plan 2014-2017****CS-05-15-F2****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 Shetland's Integrated Children's Services Plan has been developed by the Integrated Children and Young People's Strategic Planning Group (ICYPSPG), supported by extensive engagement through the Children's Forum, who will take forward delivery and service improvement.
- 1.2 The plan focuses on the key priorities within the Single Outcome Agreement 2014, including 'Shetland is the best place for children and young people to grow up'; and on the government priorities of Early Years and Getting It Right For Every Child (GIRFEC).
- 1.3 Local outcomes focus on the shift to prevention and early intervention, the promotion of resilience and wellbeing, involving children and young people in our work, both at the level of service provision and in planning and improving services, and on continuous improvement and development.
- 1.4 The plan brings together more detailed work on themes such as Child Protection, Looked After Children, Shetland's Parenting Strategy, and supports the implementation of the Children and Young People's Act 2014.

**2.0 Decision Required**

- 2.1 That the Education and Families Committee RECOMMEND that the Shetland Islands Council approve the Integrated Children's Services Plan 2014-2017, including the priorities and action plan to be monitored and managed by the Education and Families Committee.

### **3.0 Detail**

- 3.1 Shetland's Integrated Children's Services Plan has been attached as Appendix A to this report.
- 3.2 Our vision is that Shetland is the best place for children and young people to grow up.
- 3.3 Key actions in the first year of the plan are:
- To further implement Getting It Right for Every Child (GIRFEC) in Shetland, with monitoring and evaluation that improves our understanding of outcomes and the impact of services on children's wellbeing. This includes:
    - exploring electronic systems to support staff working with GIRFEC
    - using the Barnado's Outcomes Framework in all Child's Plans.
  - To extend the learning from the Early Years Collaborative to make improvements to services and to the experience of children and families.
  - To better identify vulnerable children and young people, to improve access to services for those with greatest need, and to tackle inequalities.
  - To develop our skills and capacity for self-evaluation so that we continue to learn and develop in terms of quality and effectiveness of service delivery and planning, including using the experience and findings of the forthcoming Children's Services Inspection.
- 3.4 In addition the Committee is asked to note specific indicators on the outcomes of: safe, healthy, achieving, nurtured, active, respected, responsible and included. Progress on implementation of the plan will be monitored by the Planning Group reporting through the Single Outcome Agreement 2014, and on health issues through the Shetland Health Board's Performance Report.

### **4.0 Implications**

#### Strategic

#### 4.1 Delivery On Corporate Priorities

Shetland's Integrated Children's Services Plan 2014-2017 contributes to the Single Outcome Agreement strategic objective of improving the life chances for children, young people and families. It links to Shetland Island's Council priority in the Corporate Plan to achieve the best possible start for every child.

#### 4.2 Community /Stakeholder Issues

The Plan delivers on the Single Outcome Agreement priority: that Shetland is the best place for children and young people to grow up, and the two main objectives within this:

- Effective early intervention and prevention to enable all our children and young people to have the best start in life
- Effective early intervention and prevention to get it right for every child.

#### 4.3 Policy And/Or Delegated Authority

In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, all matters relating to children and families come under the remit of the Education and Families Committee. Under Section 2.1.3(3) of the Scheme, and in terms of Part 3 of the Council's Constitution, only the Council may approve a Plan forming part of the Council's Policy Framework and determine that it will be performance managed by the relevant functional Committee.

#### 4.4 Risk Management

If the Plan is not adopted, Shetland Islands Council risks not having a suitable plan to work towards the priorities and objectives in the Single Outcome Agreement 2014.

#### 4.5 Equalities, Health and Human Rights

The Plan includes action to tackle inequalities in outcomes for children and young people, with specific actions on tackling poverty and improving outcomes for vulnerable children and young people.

#### 4.6 Environmental – None.

### Resources

#### 4.7 Financial

The Plan is delivered within existing resources. Some targeted government funding, specifically the Early Years Change Fund, is designed to shift service spend towards prevention and early intervention, and the government monitors this spend and our progress towards this.

It remains the responsibility of operational teams within the Council to achieve their financial targets within the Council's Medium Term Financial Plan 2014-2019. The Early Years Change Fund ends in 2014/15. From 2015/16 onwards the Plan shall be funded from within the Children's Services approved revenue budget.

#### 4.8 Legal

The Plan supports changes to services introduced by the Children and Young People (Scotland) Act 2014.

#### 4.9 Human Resources

The Plan includes actions on training and workforce development.

#### 4.10 Assets And Property

There are no Assets and Property implications arising from this policy.

## 5.0 Conclusions

- 5.1 Shetland's Integrated Children's Services Plan 2014-2017 aims to help deliver one of the key priorities within the Single Outcome Agreement 2014 – 'Shetland is the best place for children and young people to grow up'.

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*Report Finalised 12 January 2015*

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### List of Appendices

Appendix A – Get it Right for Children and Young People in Shetland: Integrated Children's Services Plan 2014-2017

### Background Documents

Single Outcome Agreement 2014  
[http://www.shetland.gov.uk/communityplanning/documents/SOA\\_Shetland\\_2014\\_DRAFT\\_forweb\\_July14.pdf](http://www.shetland.gov.uk/communityplanning/documents/SOA_Shetland_2014_DRAFT_forweb_July14.pdf)

# Get It Right for Children and Young People in Shetland

Integrated Children's Services Plan  
2014 – 2017



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## Introduction

Welcome to Shetland's Integrated Children and Young People's Services Plan 2014 -17.

The Shetland Islands is situated 338km north of Aberdeen and 338km west of Norway. The main link to the Scottish mainland is via Aberdeen. Shetland consists of a group of 100 islands with 15 of those being inhabited.

Social Work services are delivered throughout the islands many of which are remote and very rural. The outer inhabited islands Fair Isle population of 68, Fetlar 61, Foula 38, and Skerries 74, have unique and specific challenges for service delivery. To access the most northerly island of Unst it takes four ferry journeys and 4 hours to complete the return journey from the main town of Lerwick. Some of those islands rely on air and sea services for provisions and experience many disruptions during winter months.

For specialist services, such as inpatient psychiatric services and residential school provision, Shetland uses mainland Scotland providers and this can also present a challenge to access. All travel can frequently be disrupted by adverse weather conditions such as fog and gale force winds.

Shetland's population is approximately 23,200, currently boosted by a transient workforce of approximately 2000 people engaged in the oil and gas industry productions.

The table below provides more information on the demographics:

Shetland in statistics 2013

| Age Group | Males  | Females | Total  | %      | Total population of Scotland |
|-----------|--------|---------|--------|--------|------------------------------|
| 0-15      | 2,270  | 2,087   | 4,375  | 18.8%  | 1.7% higher                  |
| 16-29     | 1,938  | 1,795   | 3,733  | 16.1%  | 2.2% lower                   |
| 30-44     | 2,240  | 2,170   | 4,410  | 19.0%  | 3 5% lower                   |
| 45-59     | 2,603  | 2,497   | 5,100  | 22.0%  | 0.5% higher                  |
| 60-74     | 1,015  | 1,871   | 3,886  | 16.8%  | 0.1% higher                  |
| 75+       | 706    | 1008    | 1,714  | 7.4%   | 0.6%lower                    |
| All ages  | 11,772 | 11,428  | 23,200 | 100.0% | 100.0%                       |

This plan continues and builds on the work of the previous three year plan ' A Better Brighter Future for all Children and Young People in Shetland'.

Our Partners are committed to working together to support the vision: Shetland is the best place for children and young people to grow up. This plan compliments existing individual agency and service plans. Whilst our previous plans have reflected the range of single agency and integrated activity in agencies, this plan focuses on the areas that require multi-agency integrated work to improve outcomes for our children and young people.

The plan will define our multi agency support and work for children and young people's wellbeing and evidence links to:

- the Shetland's Single Outcome Agreement,
- the National Performance Framework, and
- local outcomes.

Single Outcome Agreement objectives:

- ✱ Effective early intervention and prevention to enable all our children and young people to have the best start in life.
- ✱ Effective early intervention and prevention to get it right for every child.

National Performance Framework strategic objectives:

- ❖ Our children have the best start in life and are ready to succeed.
- ❖ We have improved the life chances for children, young people and families at risk.
- ❖ Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Local outcomes:

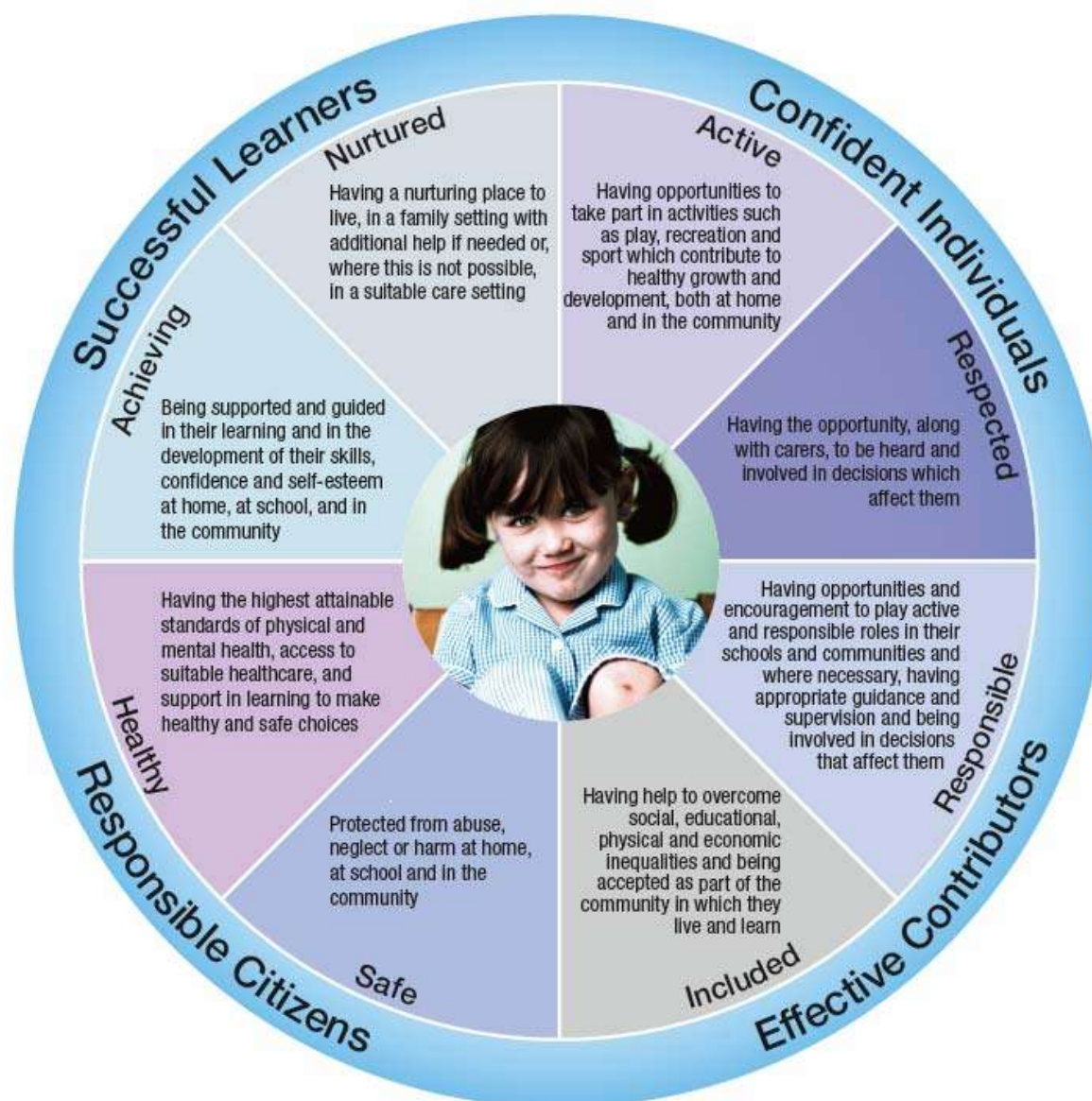
- Shift from crisis intervention to prevention and early intervention.
- Promote resilience and wellbeing of children, young people, families and communities.
- Timely engagement with children and young people to ensure their views shape current and future planning.
- Continue development of our workforce in delivering the best outcomes for children and young people through their multi-agency working.

All Partners participated in a major review of Getting It Right for Every Child<sup>1</sup> (GIRFEC) in Shetland, in 2013. This was followed by an implementation programme which was completed in 2014. We want children, young people and their families to experience a streamlined and coherent approach to their needs being met. A lot has been achieved through the review, but there is still more to do in embedding the principles of 'Getting it right'. In line with this, we will frame this plan within the GIRFEC agenda using the SHANARRI outcomes framework – **safe, healthy, achieving, nurtured, active, respected, responsible and included**, known as the well-being indicators. These have been identified as areas in which children and young people need to progress in order to do well now and in the future. The following Wellbeing Wheel further illustrates this:

---

<sup>1</sup> **Getting it Right for Every Child:** - is about improving outcomes for children and making sure that all agencies respond appropriately and when required work together to address the needs and risks for children and young people.





The Scottish Government's Early Years Taskforce Shared Vision and Priorities paper (March 2012) describes another important area of early intervention and prevention in the early years of children's lives. This strategy drives forward the need for all agencies to jointly commit and prioritise investment in early intervention and prevention, along with a requirement to evidence the shift in emphasis.

Both of these key national strategies underpin our local vision, aims and objectives to work together. There will continue to be a tension between redesigning services and at the same time meeting the needs of vulnerable families. (When we talk about vulnerable children and young people, we mean those who are Looked After, or have a GIRFEC plan in place, or who have additional needs.) In making this transition we recognise and value each service: the skills, expertise, experience and dedication our workforce bring to enabling our children and young people to have the best start in life.

The Children and Young People's Act 2014 has introduced further change which will impact on our children, young people and service providers. The Act is designed to ensure that children and young people across ALL of Scotland's local authority areas are able to access the support and services they need and realise the rights that they have. For **looked after children**<sup>2</sup> the Scottish Government specifically wanted to '*ensure better permanence planning for looked after children*'. The Act also:

- Provides for a clear definition of **corporate parenting**, and defines the bodies to which it will apply;
- Places a **duty on local authorities to assess a care leaver's request for assistance up to and including the age of 25**;
- Provides for **additional support to be given to kinship carers** in relation to their parenting role through the kinship care order and support for families in distress to access appropriate family counselling; and
- Puts **Scotland's Adoption Register on a statutory footing**.

---

<sup>2</sup> **Looked After:** The term 'looked after' is a legal definition. Under the terms of The Children (Scotland) Act 1995 and the Children's Hearing (Scotland) Act 2011, it applies when a child is:

- a) Provided with accommodation by a local authority
- b) Subject to a compulsory supervision order made by a Children's Hearing
- c) Subject to an Order, authorisation or interim compulsory supervision order
- d) Living in Scotland and subject to an order made in England, Wales or Northern Ireland
- e) Subject to a permanence order
- f) Placed in secure accommodation

Where a child is accommodated for more than 24 hours he/she is considered looked after. Children with disabilities who are receiving respite are considered looked after but only for the duration of their stay.

## **Vision, Aims and Priorities**

### **Vision:**

Shetland is the best place for children and young people to grow up.

### **Aims:**

1. Change the way we work to provide more effective early intervention to improve the wellbeing of children/young people, with a focus on the most vulnerable.
2. Create a structure with a clear understanding of local needs, planning, governance, centralised data support and service development; supporting continuous improvement in order to deliver our priorities.
3. Use GIRFEC principles when we work with children and young people.

### **Priorities:**

1. To be clear about who our most vulnerable children and young people are and to focus the work of the plan on improving the outcomes for these children and young people.
2. We will clearly hear the voices of children and young people, and show how this is changing their experiences, outcomes and service planning.
3. We will increase resilience in children, young people and families and improve their psychological well-being and self-esteem.

The action plan includes indicators relating to vulnerable children and young people. Our work under Priority 1 will enable us to begin setting baselines and measuring outcomes for these groups.

## Our Children & Young People

### GIRFEC Implementation Plan

GIRFEC is more than the framework supporting inter-agency assessment and planning. It provides the overarching principles and values for everything we do for our children and young people. In order to further embed these into our thinking and practice, this plan is formulated around the GIRFEC National Practice Model. We expect all our partner services to adopt this principle. The aim is to bring a common language and framework to all children and young people's services planning.

We have carried out a review and implemented the recommendations arising from that. Training has been delivered to our front line practitioners to continue to build on our work to improve outcomes for children and young people.

| Aim  | Objective  | Action  | Timescale                  | Progress |
|--|--|---|----------------------------|----------|
| Partner agencies will use the framework as delivered through the review to achieve the 'one child, one assessment, one plan' approach. | <ul style="list-style-type: none"> <li>We will have a single plan for children and young people who require support from more than one service to meet their needs.</li> <li>We will have an electronic system to support staff working with GIRFEC in Shetland.</li> </ul>  | Embed new GIRFEC process.<br><br>Complete options appraisal.  | Jan 2015<br><br>March 2015 |          |
| Agencies will adopt an outcome focused approach to ensure children and young people get the help they need when they need it.          | <ul style="list-style-type: none"> <li>The National Practice Model will be used by all staff who work with children and young people.</li> <li>We will record Outcomes (using the Barnardo's Outcomes Framework) on all Child's Plans.</li> </ul>  | Ensure that all staff that work with children are trained in National Practice Model.<br><br>Ensure all staff involved in planning are trained in the Outcomes Framework. | Dec 2014<br><br>Dec 2014   |          |
| Practitioners and services will work closely together to identify, assess, and plan to meet children and young people's needs          | <ul style="list-style-type: none"> <li>We will show that we are consistently using a co-ordinated and unified approach to identifying concerns, assessing needs and agreeing outcomes and action.</li> </ul>   | Measure via reports delivered as described in the Quality Assurance Framework.  | Oct 2015                   |          |
| The children's services workforce improve early identification of risks to wellbeing   | <ul style="list-style-type: none"> <li>We will make sure our workforce have the skills and knowledge to address needs and risks as early as possible.</li> <li>We will make sure children, young people and families receive appropriate, proportionate and timely support.</li> </ul>   | All staff involved in key roles are trained in early identification of needs and risks.<br>Measure via reports delivered as described in the Quality Assurance Framework. | Dec 2015<br><br>Dec 2015   |          |
| Services will work in partnership with children, young people and families to find solutions and improve outcomes                      | <ul style="list-style-type: none"> <li>We will involve children and families providing them opportunities to express their views, articulate their needs, and inform decision making processes that affect them.</li> <li>We will work with families to gain consent and share information where appropriate and necessary.</li> </ul> | Measure the level of recorded views and consent of children and families on documentation via the Quality Assurance Framework.  | Dec 2014                   |          |

## Early Years Collaborative Implementation Plan

The objective of the Early Years Collaborative nationally is to accelerate the conversion of the high level principles set out in GIRFEC and the Early Years Framework into practical action.

The Early Years Collaborative introduced a structure in which:

- “- partners can easily learn from each other and from recognised experts in areas where they want to make improvements
- improvement methodologies are applied to bridge the gap between what we know works and what we do.”

| Aim  | Objective  | Action   | Timescale | Progress |
|--|--|--|-----------|----------|
| Children's services workforce knowledgeable and skilled in using the Improvement Model.<br><br>We are able to identify our vulnerable children.  | <ul style="list-style-type: none"> <li>• We will increase the number of improvements identified in the work place by practitioners.</li> <li>• We will increase the number of practitioners confident in using the Improvement Model.</li> <li>• We will identify vulnerable children across the partnership.</li> </ul> | <p>Increase skills of workforce in using the 'Improvement Model'</p> <p>Support groups in the children's services workforce who have identified improvements in the use of the model.</p> <p>Oversee our focus on early intervention with early years to deliver the stretch aims.</p> <p>Report progress via the Early Years Collaborative Quarterly Data Report.</p> | 2017      |          |
| <p>The national stretch aims are:</p> <ul style="list-style-type: none"> <li>• Reduce by 15% the rates of stillbirth and infant mortality by 2015</li> <li>• 85% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review by end 2016</li> <li>• 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end 2017</li> </ul> | <ul style="list-style-type: none"> <li>• We will Increase the number of improvements within linked service areas to achieve stretch aims.</li> </ul>   |  |           |          |
| Increase autonomy of children's services workforce in identifying and carrying out improvements to achieve the stretch aims  | <ul style="list-style-type: none"> <li>• All staff working in children's services use the Improvement Model as part of their everyday work in improving outcomes for children and young people.</li> </ul>   |  |           |          |

## Overarching Actions

These overarching actions support work across the rest of the plan and will impact on a variety of indicators.

| Target   | Action  | Baseline   | Responsible   | Timeframe      | Progress |
|--|---|--|---|----------------|----------|
| Identification of vulnerable children and young people   | Identifying and analysing data currently available  | No current agreed criteria                               | Integrated Children and Young People's Strategic Planning Group | March 2015     |          |
| Vulnerable Child/Young Person criteria agreed Partnership wide with bands.   | Carry out exercise to create and agree criteria.  | Agreed criteria in place and being used in all measures. | Integrated Children and Young People's Forum                    | March 2015     |          |
| Partner wide data, specified by Integrated Children and Young People's Strategic Planning Group and Integrated Children and Young People's Forum, available in single report provided at specified intervals | Specify data requirements then centralise data collection and reporting.<br>All new measurements and reporting feeding into centralized data reporting. | Department specific children's data held in each agency. | Integrated Children and Young People's Strategic Planning Group | September 2015 |          |
| Self Evaluation Programme  | Programme in place to coach teams/services in carrying out self-evaluation to inform service planning   | Varies across Services                                   | Integrated Children and Young People's Strategic Planning Group |                |          |

## Safe

## Protected from abuse, neglect or harm at home, at school and in the community.

| <b>Outcomes:</b> <ol style="list-style-type: none"> <li>1. Safer from accidental injury and death</li> <li>2. Safer from neglect, abuse, violence and exploitation and other harms</li> <li>3. Safer from bullying and harassment</li> </ol> |   |  |   |   |                            |          |
|--|---|--|---|---|----------------------------|----------|
| Indicators   | Target  | Baseline   | Actions   | Responsible   | Timescale                  | Progress |
| Amount of excess drinking in school age children/young people<br>Numbers of young people in trouble (child concern forms) where substance use plays a part   | Increasing awareness of dangers of substance misuse<br><br>Reduction in harmful use of alcohol amongst children & young people. | 27% of 15 year olds had been drunk more than 10 times<br>19% in trouble with police as a result of drinking alcohol<br>35% of 15 year old boys and 34% of 15 year old girls had drunk the week before the survey<br>15% of 13 year old boys and 14% of 13 year old girls had drunk alcohol the week before the survey<br>SALSUS 2010 (new data to be published Nov 2014) | Review drug and alcohol education in schools and other settings and produce coordinated, multiagency, consistent and effective approach with the involvement of young people.<br>GIRFEC for all children & young people with child concern forms<br><br>Raise awareness of alcohol/drug services which support young people | Alcohol and Drug Development Officer<br>(NHS – Shetland Alcohol and Drugs Partnership, Sudden Death Group, Our Peer Educators Network (OPEN) Project, Community Alcohol and Drug Services Shetland) | Ongoing throughout 2014-15 |          |

| Indicators   | Target  | Baseline                                       | Actions   | Responsible  | Timescale | Progress |
|--|---|--|---|--|-----------|----------|
| <p>Numbers of children who are on the Child Protection Register<sup>3</sup></p> <p>Numbers on the Child Protection Register for over a year</p> <p>Numbers of re-registrations</p> | <p>Reduction in abuse, neglect and exploitation.</p> <p>Increase in detection of abuse.</p> | 17 on Child Protection Register during 2013/14 | <p>Raise awareness of abuse, neglect and exploitation through updating of protocols and Shetland Interagency Child Protection procedures, dissemination and training.</p> <p>Ensure that children who are at risk of significant harm are appropriately considered at child protection conferences and that protection plans reduce risk and improve outcomes within a 12 month maximum timeframe</p> | Child and Adult Protection Coordinator, Chairs of Child Protection Case Conferences, Team Leader Children and Families | Ongoing   |          |

<sup>3</sup> The numbers of children on the Child Protection register will vary, particularly if large families go onto the register or we receive transfer in registrations from other areas. We know that abuse is always under reported, and with better detection it is likely that our numbers will go up before they come down, but we do aim to reduce numbers of children on the Child Protection register in the longer term (5-10 years)



Appendix A

| Indicators   | Target  | Baseline                    | Actions   | Responsible  | Timescale  | Progress |
|--|---|-----------------------------|---|--|--|----------|
| No of reported bullying incidents per 1000 pupils per annum in young person settings | Reduction in numbers of reported bullying incidents per 1000 pupils per annum in Shetland schools and youth services. | To be agreed during 2014/15 | Produce, implement and monitor Integrated Bullying Policy and action plan, including reporting mechanism. Increase openness and encourage reporting of outcomes   | Antisocial Behaviour Coordinator and Lead Officer leading a working group via Community Safety Partnership | Policy and Plan agreed by March 2015<br><br>Reporting quarterly 2016 |          |
| Levels of engagement<br>Increases in understanding and confidence                    | All S3 and S4 pupils in Shetland have increased understanding of online safety.                                       | To be agreed during 2014/15 | To support the OPEN (Our Peer Educators Network) in the development and roll out of their "safe online" session for S3 and S4 pupils<br><br>Child Protection Mobile Phone and Internet Safety subgroup to plan and implement rollout of safe use of the internet and cyber-bullying | Child Protection Committee Working Group   | 2015   |          |

## Appendix A

| Indicators  | Target  | Baseline                          | Actions  | Responsible                      | Timescale  | Progress |
|---|---|-----------------------------------|--|----------------------------------|------------|----------|
| Numbers of children referred on three occasions to the weekly interagency screening group | Method in place to collect and report data from weekly Child Protection Screening meetings with 6 months available by March 2015.<br>Agree target in April 2015 (reducing numbers). | Baseline will be March 2015 data. | Develop and implement recording and reporting mechanism. | Business Systems Support Officer | March 2015 |          |

## Healthy

**Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.**

### Outcomes:

1. Healthy lifestyles
2. Mentally and emotionally healthy
3. Physically healthy
4. Sexually healthy

| Indicators   | Target   | Baseline                  | Action   | Responsible  | Timescale           | Progress |
|--|--|---------------------------|--|--|---------------------|----------|
| Number of children with dental caries in Primary 1.  | Increase to 70% without dental caries  | 67% without dental caries | Review/support ChildSmile in reaching the disengaged<br>Understand and implement ways of reaching those who don't currently engage.  | Child Health Manager linking to Dental Services  | 2014/15 and ongoing |          |
| % of children affected by parental substance misuse living in safer and more supportive home environments. | 6 months after problem has been identified, 100% of services are reporting a safer, more supportive environment for the child. | New – no baseline         | Implement comprehensive assessments of drug and alcohol service users to identify affected children/young people<br><br>Implement Getting Our Priorities Right (GOPR) training | Alcohol and Drug Development Officer via Health Improvement Manager – linking to Community Alcohol and Drugs Services Shetland, NHS and Shetland Islands Council | Ongoing             |          |

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| Indicators   | Target   | Baseline   | Action   | Responsible  | Timescale      | Progress |
|--|--|--|--|--|----------------|----------|
| Access to appropriate support services for children and young people experiencing neglect, abuse, violence and exploitation.     | Identification of children requiring/accessing support around mental health and wellbeing.   | Mix of data from linked groups and teams.  | Continue to collate multi agency information about the needs of children and young people in Shetland, the support currently being provided and any gaps in provision in order to understand needs and gaps. Links to Additional Support Needs Action Plan. Support vulnerable children and young people in being involved in positive activities. | Executive Manager Children's Resources Child and Adolescent Mental Health Services (CAMHS), Voluntary Action Shetland (VAS), Women's Aid, Mind Your Head, Youth Services and Schools | Ongoing        |          |
| No of Looked After children regularly accessing sports and leisure activities and achieving recommended physical activity levels | More children and young people have the opportunity to increase their confidence self-esteem and connection with the natural environment of Shetland | New – 2014 data will form baseline   | Undertake review of sports and leisure facilities and services in Shetland to increase opportunities for young people to improve their confidence, self-esteem, and connection with the natural environment of Shetland.<br><br>Links to LAC Strategy  | Executive Manager Sport and Leisure (create small working group)   | September 2015 |          |
| Numbers of overweight and obese children at pre-school health check and then at Primary 1  | Support 26 overweight and obese 3-4 year olds to be healthy weight   | 21.8% of Primary 1 children overweight or obese 2011<br>23.4% 2012<br>20.6% 2013 | Opt out referrals to be made to child/family weight management programmes at pre-school check<br>Continue pre-school based healthy eating/physical activity programmes   | Health Improvement Manager, NHS Shetland   | June 2017      |          |

**Active**

**Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.**

**Outcomes:**

1. Enjoy recreation and leisure
2. Participate in regular play
3. Regular participation in sport and physical activity
4. Increased physical activity levels

| Indicators   | Target   | Baseline   | Action   | Responsible   | Timescale                                      | Progress |
|--|--|--|--|---|--|----------|
| Number of Looked After, obese children and young people, or those not hitting the target of 2 school periods per week.<br><br>Numbers of sports sessions provided to vulnerable young people | Increased opportunities for vulnerable children/ young people to access activities linked to health, social and emotional wellbeing, | New – 2014 data will form baseline   | Provide weekly sports club sessions to enable young people with Additional Support Needs to participate in and build confidence in a wide variety of sports.<br><br>Identify, clarify and list funds available to support access for vulnerable/ LAC children (based on newly developed criteria).<br><br>Links to Looked After Children Strategy. | Team Leader Youth Services<br><br>Disability Shetland         | 2014-2017<br><br><br><br><br><br><br>2014-2017 |          |
| Pre-school obesity numbers.<br>Developmental targets met relating to activity.   | Reduce pre-school obesity.<br>Increase or maintain developmental milestones.   | 21.8% of Primary 1 children overweight or obese 2011<br>23.4% 2012<br>20.6% 2013 | Implementation of Play Strategy throughout all pre-school settings   | Executive Manager<br>Additional Support Needs and Early Years | 2016   |          |

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| Indicators   | Target  | Baseline  | Action   | Responsible  | Timescale | Progress |
|--|---|---|--|--|-----------|----------|
| Numbers of schools achieving 2 hours or 2 periods of PE per week.          | 100% of all schools achieving the target.   | 94% of primary schools – June 14<br><br>75% of secondary schools achieving the target – June 14           | PE Support Officers to implement their action plan to meet the target figure of 100%.  | Head Teachers<br><br>Physical Education Lead Officers<br><br>Executive Manager - Schools | 2014-2017 |          |
| Number of individual children accessing Active Schools Supported activity. | More than 50% of the school population accessing Active Schools supported activity, including most vulnerable i.e. overweight/obese, Looked After Children, affected by inequalities. | 48% in 2011-12<br>48% in 2012-13<br>51% in 2013-14<br><br>New baseline required for Looked After Children | Active Schools team to continue working with partners to co-ordinate and support a range of sport and physical activity opportunities, which are accessible to the whole school population.<br><br>Monitor number of Looked After Children that are accessing Active Schools supported activity. | Executive Manager – Sport and Leisure<br><br>Active Schools Manager                      | 2014-2017 |          |

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| Indicators  | Target  | Baseline  | Action   | Responsible   | Timescale  | Progress |
|---|---|---|--|---|------------|----------|
| Number of participant sessions within Active Schools i.e. the number of times pupils have been active.                    | Maintain participant session levels above 25,000.                                   | 17,804 in 2011-12<br>27,142 in 2012-13<br>29,621 in 2013-14<br><br>New baseline required for Looked After Children. | Active Schools team to continue working with partners to co-ordinate and support a range of sport and physical activity opportunities, which are accessible to the whole school population.<br><br>Monitor number of Looked After Children that are accessing Active Schools supported activity. | Executive Manager – Sport and Leisure<br><br>Active Schools Manager                                     | 2014-2017  |          |
| Numbers of children and young people that are members of a sports club.   | Increase the number of children and young people that are members of a sports club. | New baseline for all children.<br><br>New baseline for Looked After Children.                                       | Complete survey with Shetland sports club to establish current levels of membership i.e. under 18s and adults.<br><br>Monitor number of Looked After Children that are members of Shetland Sports Clubs  | . Executive Manager – Sport and Leisure<br><br>Active Schools Manager<br><br>Sports Development Officer | 2015-2017  |          |
| Number of children and young people taking part in outdoor education sessions delivered by the Outdoor Education Service. | Maintain participant sessions level above 1,200.                                    | 1,236 in 2013-14  | Outdoor Education and Activities Officer to continue working with schools and youth clubs to encourage more children to participate in outdoor education sessions.   | Executive Manager – Sport and Leisure<br><br>Outdoor Education and Activities Officer                   | 2014- 2017 |          |

**Nurtured**

**Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.**

**Outcomes:**

1. Children and young people live in suitable housing
2. Feel secure and cared for
3. Live in stable home environment

| Indicators   | Target   | Baseline  | Action  | Responsible  | Timescale                      | Progress |
|--|--|---|---|--|--------------------------------|----------|
| Looked After Children in Shetland in employment, education and training and suitable accommodation after leaving care. | Reduce % of children looked after away from home who experience 3 or more placement moves. | At year end 2013/14, 2 Looked After Accommodated Children had experienced 3 or more moves | Create a strategy and plan to develop nurturing communities (this links to the Looked After Children Strategy) .<br><br>Ensure decisions are made within 6 months securing permanency for Looked After Children.<br><br>Provide support and assistance in the form of benefits advice & income maximisation when moving into own tenancy. | Executive Manager Children's Resources<br><br>Housing, Shetland Islands Citizens Advice Bureau, Credit Union | Strategy 2015<br><br>Plan 2016 |          |
|  | Increase number of care leavers staying put until ready to move on.                        | Number of Looked After Accommodated Children over 16 and in placement – 5 at end of 13/14 | Supporting young people and their carers to maintain the best accommodation for them.   | Executive Manager Children's Resources<br>Voluntary Action Shetland<br>Support Worker - carers               | March 2015                     |          |



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| Indicators   | Target   | Baseline  | Action  | Responsible   | Timescale   | Progress |
|--|--|---|---|---|---|----------|
| Numbers of vulnerable parents accessing parenting classes. | Increase% of vulnerable parents who attend parenting programmes. | 2013 - Triple P: 3 courses, 13 attendees.<br>1 family 1:1 session<br><br>Parent Link: 4 courses, 21 attendees | Review and update the Parenting Strategy.<br><br>Design a recording and reporting mechanism that links to GIRFEC outcomes.  | Executive Manager Children's Resources<br><br>Parent Link Coordinator   | Autumn 2016                                       |          |
| Number of Young Carers known to services.                  | Increase number of young carers identified and supported.        | 5 supported by Voluntary Action Shetland<br><br>3 recorded on SEEMIS system                                   | Revise Carers Strategy including actions linked to: <ul style="list-style-type: none"> <li>helping young people understand what a carer is,</li> <li>what is preventing young carers from being identified, using existing research carried out by Psychological Services.</li> </ul><br>Promote the use of the Young Carers support pack in schools. | Interim Executive Manager – Adult Services<br><br>Voluntary Action Shetland Carers Support Worker<br><br>Psychological Services | June 2015<br><br><br><br><br><br><br>January 2015 |          |

## Achieving

**Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.**

### Outcomes:

1. Achieve national educational standards in the early years, primary and secondary schools
2. Increased numbers of vulnerable young people ready for employment, training, further or higher education

| Indicators   | Target   | Baseline   | Action  | Responsible  | Timescale | Progress |
|--|--|--|---|--|-----------|----------|
| Number of vulnerable children ready to go to school. Based on school readiness and developmental milestones. | Begin measuring and increase access to support for school readiness for vulnerable children. | New 2014   | Identify and support vulnerable children to attend early years childcare and learning.<br><br>Undertake review of integrated childcare across Shetland and work towards equalizing childcare fees<br><br>Develop school readiness assessments and support planning. | Child Health Manager,<br>Executive Manager ASN & Early Years.<br>Executive Manager, Children's Resources | Sept 2015 |          |
| Percentage of S4 students in the lowest 20% of national quintiles  | 5%   | 2009 9%<br>2010 11%<br>2011 12%<br>2012 14%<br>2013 7% | Ensure all children have Individualised Education Programme or GIRFEC Plan to improve outcomes. These children/young people have to be identified earlier to ensure they achieve better outcomes.   | Executive Manager Quality Improvement  | Annually  |          |

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| Indicators   | Target  | Baseline   | Action  | Responsible                   | Timescale | Progress |
|--|---|--|---|-------------------------------|-----------|----------|
| % school leavers going into employment, education or training for 12 months. | 98% of school leavers going into employment, education or training. | Overall the percentage of leavers entering a <b>positive destination</b> is <b>94.4%</b> <b>higher education (HE)</b> is <b>27.5%</b> <b>further education (FE)</b> has fallen by 1.1pp to <b>19.7%</b> <b>employment</b> has risen by 6.2pp since 2011/12 to <b>41.3%</b> . <b>training</b> has fallen by 2.7pp to <b>0.7%</b> <b>unemployed seeking</b> is <b>2.6%</b> , 3.4pp lower than in 2011/12 | Multi agency liaison group established to plan enhanced transitions for those who are at risk of not achieving a positive destination within both High Schools.<br><br>Development of ten work placements for vulnerable and disadvantaged young people to deliver requirements for Youth Employment Scotland | Team Leader<br>Youth Services | Annually  |          |

**Respected/Responsible**

**Having the opportunity, along with carers, to be heard and involved in decisions which affect them.**

**Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.**

**Outcomes:**

1. Young people positively engage in their community
2. Young people and their opinions are respected and sought
3. Young People active on joint working groups

| Indicators  | Target  | Baseline          | Action  | Responsible  | Timescale    | Progress |
|---|---|-------------------|---|--|--------------|----------|
| We can demonstrate the ways in which children/young people and families have contributed to the next Integrated Children and Young People's Plan and other service plans. | More contributions by children and young people in plans  | To be agreed 2014 | <p>Finding ways in which Children and Young People can share their views and opinions.</p> <p>Ongoing dialogue with other youth groups so that we don't duplicate their views and opinions. Draw up an overview that people can look at when they want to seek their views.</p> | Team Leader<br>Youth Services                                | January 2015 |          |
| Children and Young people feel more comfortable and relaxed in meetings where important decisions are being made.   | Increase the number of Children and Young People views recorded in GIRFEC plans and Looked after plans. | To be agreed 2014 | Sharing good practice to ensure that meetings are child centred.  | Youth Service<br>Team Leader<br>Children's<br>Rights Officer | March 2015   |          |

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| Indicators  | Target  | Baseline  | Action  | Responsible               | Timescale        | Progress |
|---|---|---|---|---------------------------|------------------|----------|
| Numbers of vulnerable children & young people positively engaging in their community through volunteering | Increase number of vulnerable children and young people volunteering        | 6 Challenge<br>30 Approach<br>74 Ascent<br>6 Summit | Promotion of Saltire Awards in schools and community groups, in particular to Looked After Children and more vulnerable children and young people.<br><br>Establish measures to evaluate increase in skills and confidence of volunteers and the overall impact of volunteering on the community. | Voluntary Action Shetland | Annual reporting |          |
| Young Adults aged between 16-25 are supported to develop youth services to meet their needs               | Youth Work developed in relation to social, education, health and wellbeing | New   | Develop workshops to assist young people to develop services through participation and support  | OPEN Project Coordinator  | Annual reporting |          |

**Included**

**Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.**

**Outcomes:**

1. Overcome inequalities and discrimination
2. Engage in decision making and planning
3. Live in households free from low income and poverty

| Indicators   | Target   | Baseline          | Action   | Responsible   | Timescale  | Progress |
|--|--|-------------------|--|---|------------|----------|
| Participation in sports and physical activity among vulnerable groups                | Increase numbers of vulnerable children/ young people accessing activities linked to health, social and emotional wellbeing. | New – no baseline | Work in partnership with Shetland Recreational Trust to arrange free access to gym and swimming for Looked After Children. | Executive Manager Sports and Leisure                              | Complete   |          |
| No of young people with additional support needs accessing Health advice and support | Increase accessibility and positive experience of access and engagement with Health.   | New – no baseline | Reducing inequalities for people with learning disabilities.   | Health Improvement Manager / Consultant in Public Health Medicine | March 2017 |          |

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| Indicators  | Target   | Baseline   | Action   | Responsible  | Timescale  | Progress |
|---|--|--|--|--|--|----------|
| Number of children living in households in receipt of out of work benefits or in receipt of child tax credit. | Reduce number of children living in households in receipt of out of work benefits or in receipt of child tax credit. | 200 families receiving out of work benefits.<br>1,600 families receiving in work benefits.(WFT/CTC)<br>(Data from Fairer Shetland Partnership 2013/14) | Promoting access to good quality childcare. (Through 600 hours and through support for childminders and private pre-school settings)<br><br>Identify funding to support a review of childcare provision across Shetland.<br><br>Raise awareness of Childcare Voucher scheme<br><br>Raise awareness of Healthy Start voucher scheme | Team Leader<br>Voluntary Action Shetland /<br>Executive Manager Early Years and<br>Additional Support Needs<br><br><br><br>Child and Family Health Manager | May 2015<br><br><br><br><br><br><br><br>March 2015 |          |
| Vulnerable young people are supported beyond the initial transition from school.                              | Increased numbers of young adults with the full range of ASN are supported to engage in appropriate activities       | Review of provision to identify gaps in services   | Numbers of young people with ASN who are accessing employment, education or training beyond initial transition phase   | Executive Manager – Early Years and<br>Additional Support Needs<br><br>Employability Pipeline Working Group  | March 2017   |          |

### Shetland Partnership Strategic Group Structure

