

**Education and Families Committee****16 June 2015****Early Years Childcare Inspectorate - Inspections****CS-17-15-F****Report by: Executive Manager, Quality Improvement****Children's Services****1.0 Summary**

- 1.1 On 20 August 2014, the Council agreed a new policy and procedure regarding the presentation of reports from Audit Scotland and other external bodies. (Min Ref: 61/14)
- 1.2 Children's Services receives reports regarding education provision in schools from Education Scotland and regarding early years provisions and hostel accommodation from the Care Inspectorate.
- 1.3 The purpose of this report is to highlight three such recent reports, all from the Care Inspectorate, to Education and Families Committee and to highlight any actions to be taken as a result of the reports.
- 1.4 There has been one Education Scotland "continuing engagement" visit in this period and that is the subject of a separate report.

2.0 Decisions Required

- 2.1 That Education and Families Committee consider the reports on Bell's Brae Primary School Early Years, Brae High School Early Years, and Skeld Primary School Early Years, and
 - i. Note the actions to be taken by the Schools/Quality Improvement Service.
 - ii. Note the recommendations to be included, where are appropriate, in the relevant School's Improvement Plan.

3.0 Detail

- 3.1 The following establishments were inspected by the Care Inspectorate since the approval of the policy in August 2014:

- Bell's Brae Primary School Early Years: Unannounced Inspection, 26th January 2015;
- Brae High School Early Years: Unannounced Inspection, 20th January 2015;
- Skeld Primary School Early Years: Announced Inspection (short notice), 18th February 2015;

3.2 Each report generates an action plan. These are available as background papers to this report. A link is given for each setting.

3.3 Bell's Brae Primary School

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 5 – Very Good

Two recommendations have been made.

These were:

1. The staff should continue with plans to review and update the children's learning stories. They should look at how they involve the parents and carers with their children's learning and development. *Actioned and completed.*
2. To review how the care plans are used and how they support the care needs of each child. These plans should be stored individually within the service. *Actioned and completed.*

The link to the report can be found at:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=273927>

3.4 Brae High School

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 4 – Good

Five recommendations were made. Of these first four have been actioned and completed.

These were:

1. Staff need to review the management of the children's personal plans ensuring plans are stored individually and reviewed at least every six months. *Actioned and completed.*
2. 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 and schools have already been individually advised. *Actioned.*

3. The service should not keep Disclosure Scotland certificates but shred these and keep a record of the Disclosure number and date

only. They should also maintain a record of when re-checks are due.

This will be taken forward by Schools/Quality Improvement Service. *Actioned.*

4. To update the Complaints Policy to reflect the regulatory body Care Inspectorate and to include the new telephone number.

This will be taken forward by Schools/Quality Improvement Service. *Actioned.*

5. The service should look at their quality assurance regime and make sure that nursery parents and carers are given formal opportunities to evaluate and comment on the nursery. They should also make sure results are shared with parents and carers and how they plan to action any suggestions and comments they received. *Will be actioned and completed in June.*

The link to the report can be found at:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=273671>

3.5 Skeld Primary School

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

Three recommendations have been made.
These were:

1. It is recommended that the service continue with plans to upgrade the outdoor area. This area should be checked before the preschool aged children go outdoors to enable children to safely enjoy their play. *Agreed and actioned – this will be ongoing.*
2. The Head Teacher must ensure that all staff have an annual review which is recorded. *Agreed and actioned – this will be ongoing.*
3. Staff to attend refresher training in First Aid as soon as possible. *Actioned and organised.*

The link to the report can be found at:

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repId=CS2003016126

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities –

Shetland Single Outcome Agreement 2015

- Our children have the best start in life and are ready to succeed.

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

- The best possible start for every child;
- Our children have the best start in life and are ready to succeed.

In addition Schools and Quality Improvement Service 2015-16 plan's vision statement is of "Building a Brighter Future Together."

- 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 – NONE
- 4.5 Equalities, Health And Human Rights – NONE
- 4.6 Environmental – NONE

Resources

- 4.7 Financial – The funding of any improvements required as a result of the reports' recommendations, will be met from within the Children's Services budget.
- 4.8 Legal – NONE
- 4.9 Human Resources – Actions 2 and 3 from 3.5 will ensure that staff receive the appropriate support and development to effectively carry out their roles, which is a requirement of effective people management within the Council.
- 4.10 Assets And Property – NONE

5.0 Risk Implications

- 5.1 Risk Management – The Council has a statutory duty to secure improvement in the quality of education it provides.

6.0 Conclusions

- 6.1 Education and Families Committee should consider this report, note the actions to be taken by the Schools/Quality Improvement Service, and also note the recommendations to be included, where appropriate, in the relevant Improvement Plan. Progress required through action plans will be monitored by Quality Improvement Officers.
- 6.2 The recommendations in these reports, which show the grades as good or very good are of the nature that they can be actioned very quickly. The longer term recommendations can be met by inclusion in the relevant school improvement plans.

For further information please contact:

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Report finalised: 9 June 2015

Links to Background documents:

Bell's Brae Primary School -

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=273927>

Brae High School –

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=273671>

Skeld Primary School –

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repId=CS2003016126

Appendices:

None

**Education and Families Committee****16 June 2015****Education Scotland Continuing Engagement – Skeld Primary School****CS-18-15-F****Report by: Executive Manager, Quality Improvement****Children's Services****1.0 Summary**

- 1.1 On 20 August 2014, the Council agreed a new policy and procedure regarding the presentation of reports from Audit Scotland and other external bodies. (Min Ref: 61/14)
- 1.2 Children's Services receives reports regarding education provision in schools from Education Scotland and regarding Early Years provisions and hostel accommodation from the Care Inspectorate.
- 1.3 There has been one Education Scotland "continuing engagement" visit in this period, as described in this report.

2.0 Decisions Required

- 2.1 That Education and Families Committee considers the report on Skeld Primary School and nursery class and note that, as a result of the progress made by the school, Education Scotland will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Shetland Islands Council will inform parents about the school's progress.

3.0 Detail

- 3.1 Skeld Primary School and Nursery Class was inspected in March 2014 by Education Scotland. During that inspection, they made the following evaluations:

Skeld Primary School:

Improvements in Performance – Very Good

Learners' Experiences – Excellent

Meeting Learner's Needs – Very Good

Nursery Class:

Improvements in Performance – Weak

Children's Experiences – Weak

Meeting Learner's Needs – Weak

The following aspects of the work of the School and Nursery Class:

Curriculum – Good

Improvement through Self Evaluation – Very Good

- 3.2 As the evaluations for the nursery class were weak, Education Scotland decided that the nursery class needed additional support and more time to make necessary improvements. They returned in February 2015 to carry out a further inspection, and have issued another letter to parents on the extent to which the provision has improved.
- 3.3 In February 2015 the inspectors found the following main points with respect to the nursery:
- The learning which children experience is much better;
 - Staff are working very well together to find the best ways to involve children in planning and recording their learning;
 - Children are making better progress in early language and mathematics;
 - Staff are becoming much more confident at meeting children's needs;
 - Children who needed extra help in their learning are supported very well;
 - The nursery teacher and nursery assistant are a strong team;
 - The Head Teacher provides creative, strong leadership.
- 3.4 As a result of the progress made by the school, Education Scotland will make no further visits in connection to this inspection.

The link to the report can be found at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/SkeldPrimarySchoolShetlandIslands.asp>

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities –

Shetland Single Outcome Agreement 2015

- Our children have the best start in life and are ready to succeed.

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

- The best possible start for every child;
- Our children have the best start in life and are ready to succeed.

In addition Schools and Quality Improvement Service 2015-16 plan's vision statement is of "Building a Brighter Future Together."

4.2 Community /Stakeholder Issues – This report is available to the general public through the Education Scotland 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 – NONE

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 Risk Implications

5.1 Risk Management – The Council has a statutory duty to secure improvement in the quality of education it provides.

6.0 Conclusions

- 6.1 Education and Families Committee should consider this report, note the actions to be taken by the Schools/Quality Improvement Service and also note the recommendations to be included, where appropriate, in the relevant Improvement Plan. Progress required through action plans will be monitored by Quality Improvement Officers.

For further information please contact:

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Report finalised: 9 June 2014

Links to Background documents:

Skeld Primary School –

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/SkeldPrimarySchoolShetlandIslands.asp>

Letter to parents and carers from HM Inspector –

http://www.educationscotland.gov.uk/Images/SkeldPSNCCEV280415_tcm4-857299.pdf

Appendices:

None

**Education and Families Committee****16 June 2015****Janet Courtney Halls of Residence – Care Inspectorate Inspection****CS-20-15-F2****Report by: Executive Manager, Schools****Children's Services****1.0 Summary**

- 1.1 On 20 August 2014, the Council agreed a new policy and procedure regarding the presentation of reports from Audit Scotland and other external bodies. (Min Ref: SIC 61/14).
- 1.2 Children's Services receives reports regarding education provision in schools from Education Scotland and regarding early years provisions and hostel accommodation from the Care Inspectorate.
- 1.3 The purpose of this report is to highlight a recent report, from the Care Inspectorate, to Education and Families Committee and to highlight any actions to be taken as a result of the reports.

2.0 Decisions Required

- 2.1 That Education and Families Committee consider the report on the Janet Courtney Halls of Residence, note the actions to be taken by the Schools/Quality Improvement Service, and note the recommendations to be included, where are appropriate, in the relevant Improvement Plan.

Education and Families Committee is receiving this information as part of the audit process, agreed on 20 August 2014.

3.0 Detail

- 3.1 The following establishment was inspected by the Care Inspectorate since the approval of the policy in August 2014:
 - The Janet Courtney Halls of Residence was inspected on 15 and 16 April 2015.

3.2 The report was such that it did not identify any recommendations requiring of an action plan.

3.3 The following grades were received

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

Whilst there were no recommendations noted within the report that required action there was some discussion around some possible areas for further improvement. These include:

- further development of the complaints procedure;
- aspects of staff involvement in the running of the service;
- the development of a registration record for SSSC registration;
- continuing to work hard to maintain meaningful links with families.

The link to the report can be found at:

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repId=CS2005112118

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities –

Shetland Single Outcome Agreement 2015

- 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 sets out 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 – The report is available to the general public through the Care Commission website, and parents of pupils residing in the Halls of Residence 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. It may be considered that such a positive report reflects positive performance in all aspects of the care provided that will minimise the likelihood of any risks emerging.

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 Education and Families Committee should consider this report, note the actions to be taken by the Schools/Quality Improvement Service, and also note the recommendations to be included, where appropriate, in the relevant Improvement Plan. Progress required through action plans will be monitored by Quality Improvement Officers.

5.2 The longer term recommendations can be met by inclusion in the Janet Courtney Halls of Residence Improvement Plan that is produced on an annual basis. These include:

- further development of the complaints procedure;
- aspects of staff involvement in the running of the service;
- the development of a registration record for SSSC registration;
- continuing to work hard to maintain meaningful links with families.

For further information please contact:
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Report finalised: 9 June 2015

Links to Background documents:

Janet Courtney Halls of Residence

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repld=CS2005112118

Appendices:

None



Education and Families Committee

16 June 2015

Chair's Report: Shetland College Board – 28 May 2015

Shetland College Term Dates 2015/16

Report No. E&F-0616-SCB083

1.0 Summary

- 1.1 The purpose of this report is to consider a recommendation from the Shetland College Board in relation to a report requiring a Committee decision, via a recommendation from the Shetland College Board.
- 1.2 The Board considered a report which presented the proposed term dates for the academic session 2015/16.

2.0 Decision Required

- 2.1 That the Education and Families Committee considers the recommendation from the Shetland College Board, and RESOLVES to approve the College Term Dates for the academic year 2015/16.

3.0 Report

- 3.1 The report outlined that every further and higher education college is required to set term dates for full-time and part-time classes, as student bursaries and loans require start and finish dates.

A full-time further education course lasts 38 weeks. Other training programmes (eg Construction) vary according to the terms of the contract set by the industry-related body.

Higher education courses at Shetland College are delivered either discretely at the College or on a networked basis with other UHI academic partners. These require common start and finish dates (eg for student loans) and common delivery and examination dates are set across the university.

- 3.2 It benefits mature students with family commitments to try to match College dates as far as possible with local school dates, although given the diverse nature of term dates across the university this continues to be a complex exercise:
- Varying October and Easter holiday dates across the university's academic partner colleges continue to disadvantage students on some networked courses;
 - A changing student client group with significantly more part-time students in employment (so that other public holidays also become significant);
 - Ongoing sensitivity to the financial burden of full-time programmes: the shorter the term, the less costly it is for students to undertake such courses.
- 3.3 The majority of College teaching staff members continue to express a view to retain the match with school term dates as far as possible.
- 3.4 Copies of the report have been previously circulated or can be accessed via the Council's website at the link shown below, or by contacting Committee Services.
- 3.5 The Chair will present any further information to the Committee as to the debate or issues that the Board considered.

4.0 Implications

- 4.1 Detailed information concerning the proposals was contained within the report already circulated to the Board, including the strategic and resources implications for the Council.
- 4.2 There are no additional implications to be considered by the Committee

For further information please contact:

Mr P Campbell, Chair of the Shetland College Board
1 June 2015

List of Appendices

Appendix 1 – Shetland College Term Dates 2015/16

Background documents:

Shetland College Board – 28 May 2015

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=17884>

END



Term Dates 2015/16 *(all term dates in line with Shetland school term dates except for Tues 5 Jan start in line with UHI date)*

	Term 1	Term 2	Term 3	Term 4
Students	Monday 31 August 2015 - Friday 09 October 2015 (FE courses induction and start/HE induction)	Monday 26 October 2015 - Monday 21 December 2015	Tuesday 05 January 2016 - Friday 25 March 2016 (Tues 5 Jan start in line with UHI date)	Monday 11 April 2016 - Friday 01 July 2016
Lecturers	Monday 17 August 2015 - Friday 09 October 2015	Monday 26 October 2015 - Monday 21 December 2015	Tuesday 05 January 2016 - Friday 25 March 2016	Monday 11 April 2016 - Friday 01 July 2016
	40days	41 days	59 days	60 days

Shetland Schools	Monday 17 August 2015 - Friday 09 October 2015	Monday 26 October 2015 - Tuesday 22 December 2015	Wednesday 06 January 2015 - Friday 25 March 2015	Monday 11 April 2016 - Friday 01 July 2016
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UHI Semester Dates	Semester 1 - HN Provision		Semester 2 - HN Provision	
	Monday 07 September 2015 - Friday 22 January 2016		Monday 25 January 2016 - Friday 03 June 2016	
	Semester 1 - all UG/PGT Degree Provision		Semester 2 - all UG/PGT Degree Provision	
	Monday 07 September 2015 - Friday 11 December 2015		Monday 25 January 2016 - Friday 13 May 2016	
	October Reading Week - 12-16 October 2015			

In-service dates - 17 - 21 August 2015

Up Helly Aa holiday Wednesday 27 January 2016 - if lecturing staff take this as a holiday, they must make up these hours at another time throughout the session