



**Education and Families Committee
Policy and Resources Committee**

**5 October 2015
26 October 2015**

Zetland Educational Trust

F-052-F

**Report Presented by Executive Manager –
Finance**

Corporate Services

1.0 Summary

- 1.1 The purpose of this report is to enable the Education and Families Committee to review the investment position of the Zetland Educational Trust (ZET).
- 1.2 Investment income over the past year has been limited to fixed bank deposit interest, which has only allowed the audit fee and bursaries to be paid. Concern amongst Elected Members was raised regarding the limited income being generated by the Trust which was preventing greater benefit being distributed to eligible applicants.
- 1.3 The report will look at possible investment options that may improve the investment return from the ZET's capital.

2.0 Decision Required

- 2.1 That the Education and Families Committee RESOLVE to recommend a further report be prepared for the Policy and Resources Committee recommending an investment strategy for the Zetland Educational Trust; and
- 2.2 That the Education and Families Committee RESOLVE to recommend that the Policy and Resources Committee approve that the audit fee for the Zetland Educational Trust be met by Shetland Islands Council, with effect from the financial year 2015/16 and going forward, until such time as rates of return on investments improve.

3.0 History

- 3.1 The ZET as currently constituted was formed in 1961 and amended in 1965. The ZET comprises of a number of endowments as specified in the ZET schemes 1961 and 1965, which are vested in Shetland Islands Council (SIC) as the governing body and statutory successors to the County Council for the County of Zetland.
- 3.2 The ZET after paying the necessary expenses of management and any taxes can apply any free annual income to various educational purposes, some of which have payment values specified. These educational purposes are laid out in the 1961 Act and are as follows:
- Educational prizes
 - Bursaries
 - Assistance in obtaining practical experience of trades
 - Grants for student apprentices
 - Travel scholarships
 - Educational excursions
 - Special equipment
 - Promotion of ability and skill in swimming
 - Promotion of knowledge of Shetland
 - Educational experiments and research
- 3.3 The Trust is limited by the total amount it can pay out during a financial year. The Trust can only pay out the income it receives during a specific financial year in that financial year. Any balance of income left exceeding £600 must be added to the capital of the Trust. The capital of the Trust cannot be spent.
- 3.4 The SIC, as the trustee, is responsible for the administration of the Trust in accordance with the provisions of the 1961 scheme. The SIC registered the ZET with the Scottish Charities Regulator and keeps proper records and produces annual accounts.
- 3.5 The SIC is responsible for any major decisions relating to the Trust, with authority to award grants delegated to the education service. The Executive Manager – Quality Improvement is the nominated officer to authorise expenditure within the stated scheme limitations.
- 3.6 Applications for grants to the scheme are on an annual basis.

4.0 Financial Situation

- 4.1 At the 31 March 2015 the Trust had a capital sum of £655,000 invested in a fixed term deposit with the Bank of Scotland. This fixed term deposit is due to end on the 30 November 2015.
- 4.2 The Trust also has a current account with the Bank of Scotland with a balance at 31 March 2015 of £7,548.
- 4.3 Currently income is derived from bank interest. The expected income figure for 2015/16 is a combination of interest from the fixed term

deposit and from the current account. The fixed term deposit will pay £4,244.94 at the end of November, while the current account earns some interest depending on the balance held on any particular day.

- 4.4 During 2014/15 and 2013/14 the Trust paid the following expenses and supported the following bursaries and grants:

	2014/15	2013/14
	£	£
Audit /Independent Examiner's fee	1,200	50
Bursaries and Grants	<u>2,745</u>	<u>17,842</u>
	3,945	17,892

- 4.5 The reduction in bursaries and grants from 2013/14 to 2014/15 is due to a couple of factors:
- Fixed term deposit rates have fallen over the past few years with a one year fixed term deposit now at only 1% interest, which limits severely the income generated for disbursement; and
 - Education officers decided not to over commit the Trust by limiting the approval of applications, and in doing so reduced the amount disbursed.
- 4.6 Many years ago a decision was made by the Council to invest the capital of the Trust in a way that would preserve the capital value, i.e. the capital value could not fall. This took away any risk with investing the capital sum but it reduced the income generating possibilities, and so reduced the return achievable. This has resulted over the past few years in the Trust investing the capital sum in fixed term deposits that preserves the capital value. This did produce reasonable sums when interest rates were higher but the present low interest rate environment has led to this review.
- 4.7 It is clear from the table at 4.4 above that the cost of the audit fee has increased substantially; mainly due to the specific requirement to undertake a full audit in order that Local Authority registered charities comply with the Office of the Scottish Charity Regulator (OSCR). One option available to the Council would be to agree to meet the cost of the audit fee in order to enable increased disbursement of income received by the Trust to grant applicants. This would reduce the costs of the Trust by £1,200 per annum.

5.0 Investment Options

- 5.1 There are various criteria to consider before looking at possible investment options:

- Income can only be spent in the year that it is received;
- There requires to be sufficient income annually to meet the cost of the bursaries and any management / audit fees;
- Decisions can be made on grants once there is a general understanding of the income that will be generated;
- The capital cannot be spent;

- The capital is to be invested to produce a receivable income, i.e. it cannot be growth;
 - The capital value is to be preserved.
- 5.2 The first option is the status quo and to continue to invest in fixed term deposit products. This currently is not producing the desired income but may do so again in the future given that there is talk of interest rate rises starting next year. This option will produce low income returns for at least the next year or two e.g. £655,000 x 1% = £6,550.
- 5.3 The other end of the investment scale would be to invest the capital in equities however there is no guarantee with this type of investment that the capital would be preserved. An income returning product could be used which would pay dividends on a quarterly basis. The income would not be exact but could be roughly calculated. This option would cover the necessary payments and bursaries plus additional grants, but with higher income the Trust will incur increased risk with the capital value in the equity markets.
- 5.4 The Trust could split the investment of their capital. Invest an amount in a fixed term deposit to generate a known income to cover the management costs and bursaries. The remainder of the capital could be invested to produce a higher income from possibly equities. Again there is no guarantee on capital preservation but it would be on a reduced capital amount.
- 5.5 A Government bond product would fit well with the criteria required as it pays a steady known income. With current low cash interest rates bond rates are also low, and as bonds are traded on a market there is again no guarantee to preserve capital.
- 5.6 Another option is to look into other investment products that have a good guarantee of protecting the capital value, that are similar to a bond product and would produce a return slightly higher than the one year fixed term deposit rate. The Council's fund managers have many different investment products that could be considered, and should be explored to see if there are any that are suitable. For instance asset backed securities which produce a known steady return and are backed by property investments.
- 5.7 There may be alternatives that a fund manager could suggest and given that the current fixed term deposit is in place until the end of November it is recommended that these options are explored with fund managers before making a recommendation to Policy and Resources Committee on a suitable investment strategy.
- 5.8 As can be seen there is no obvious specific option that can fulfil all the criteria and produce a higher income, and any investment made or managed by an outside body might incur additional fees. With current low cash returns and if the capital is to be preserved and risk free then income returns will likely be low. It could be advantageous to the Trust to allow some flexibility around this low risk capital preservation approach, as it could increase the range of investment options and help enhance future income returns.

6.0 Implications

Strategic

- 6.1 Delivery On Corporate Priorities – Maintaining a review of the investment opportunities for the Trust is a key part of the overall governance and reporting arrangement for the Trust.
- 6.2 Community /Stakeholder Issues – None.
- 6.3 Policy And/Or Delegated Authority – The Education and Families Committee have delegated responsibility for the functional and service areas within their remit and within Council policy. The investment strategy of the Trust will be subject to change should an alternative approach be identified and this will be set out in a further report to Policy and Resources Committee. In accordance with Section 2.2.1(7) of the Council's Scheme of Administration and Delegations, the Policy and Resources Committee has delegated authority to secure the coordination, control and proper management of the financial affairs of the Council.
- 6.4 Risk Management – The investment of the Trust cash balances has been based on a low risk approach to the capital value and in order to improve upon the income being achieved by the Trust an increase in risk may have to be taken. This will be clearer following work with the Council's Fund Managers. In 2015/16 the return from the fixed interest deposit will be paid out at the end of November 2015, guaranteeing an income for the trust this year.
- 6.5 Equalities, Health And Human Rights – None.
- 6.6 Environmental – None.

Resources

- 6.7 Financial – Where the Council agrees to pay for the audit fee of the ZET there will be an increased cost of approximately £1,200 per annum. This would represent an increase in the Council audit fee of 0.6%, which would be met from the audit fee budget.
- 6.8 Legal – None.
- 6.9 Human Resources – None.
- 6.10 Assets And Property – All Trust assets are held in cash, and this report seeks to identify the options that may deliver increased income from those assets.

7.0 Conclusions

- 7.1 The current income generated by cash investments is only sufficient to cover the audit fee and bursaries, limiting options to pay any grants. Investing the Trust's capital is not straight forward as there are various

investment criteria, but allowing some flexibility around the preservation of capital could increase income. As the current capital investment is in place until the 30 November the Executive Manager – Finance will work with the Council's Fund Managers to enquire about alternative investments, to allow all the criteria to be covered.

- 7.2 The Council is in the position of being able to meet the costs of the audit fee for the ZET and in doing so this would enable increased disbursement of income to applicants.

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27/9/2015

List of Appendices

None.

Background documents:

None.

END

**Education and Families Committee****5 October 2015****School Comparison Project Report****CS-30-15-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to inform the Shetland Islands Council's Education and Families Committee of the key findings and further actions emerging from the School Comparison Project.
- 1.2 The inaugural Secondary School Comparison Project Report was presented to Education and Families Committee on the 20 January 2015 (Min Ref: E&F03/15) as a follow-up to the Shetland Island's Council's Financial Services, Secondary Education Cost per Pupil in Shetland Report, that had been presented to Education and Families Committee on 1 July 2014 (Min Ref: E&F21/14).
- 1.3 At the Education and Families Committee on 20 January 2015, the Committee decided that the five recommendations identified in the inaugural Secondary School Comparison Project Report were to be explored further and subsequent reports presented to the Education and Families Committee in September 2015.
- 1.4 The five recommendations outlined in January's report were as follows:

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 halls of residence 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.

- 1.5 Appendix A: The School Comparison Project Report contains an introduction then five update reports, one on each of the five recommendations.
- 1.6 Appendix B provides a summary of the further actions required along with projected estimated savings and costs.

2.0 Decision Required

That Education and Families Committee RESOLVE to:

- 2.1 note the content of Appendix A: The School Comparison Project Report, which outlines the progress of the project to date and the further actions required in moving forward;
- 2.2 note the content of Appendix B: The School Comparison Project: A Summary of Further Actions and Projected Savings and Costs;
- 2.3 note that a further update on the progress of the project will be provided;
- 2.4 agree that the School Comparison Project is re-branded and is referred to as a "Quality Improvement Framework".

3.0 Detail

3.1 Appendix A has been developed following the rationale and aims of the School Comparison Project, which are to:

- establish a more sustainable and efficient model of education in Shetland, taking account of the reduced local and national resources at our disposal over the next five years to finance and resource our school estate;
- improve attainment, outcomes and service delivery and consider carefully learning and teaching implications and pupil pathways and progression through the Broad General Education into the Senior Phase of Curriculum for Excellence.

3.2 A similar format has been followed within each of the five update reports as follows:

- Introduction, Context and Background;
- Summary of Findings;
- Authority by Authority Comparisons (if applicable);
- Conclusions and Further Actions;
- Proposed Timescale for Implementation of Actions and Further Work Required;
- Implications and Risks on Learning and Teaching;
- Projected Estimated Savings / Costs and Associated Timescales;
- Appendices.

3.4 As part of the further work we have undertaken, engagement with our stakeholders has been crucial. We formed three stakeholder groups: Teachers and Teaching Unions, Principal Teachers and a Parent Council Group. In addition we held discussions with school staff and pupils during our regular quality assurance visits to schools.

3.5 The following local and national issues have been considered carefully during the process:

- the current national and local focus on raising attainment;
- stakeholder feedback on the Recommendations;
- Career Long Professional Learning opportunities for teaching staff;
- Shetland Island's Council's agreement with the Scottish Government on teacher numbers;
- the importance of striving for greater sustainability and efficiency in the challenging local and national financial climate.

- 3.6 Appendix B outlines the further actions that will be taken forward from November 2015 as well as projected estimated savings and costs.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities - This report links to the Corporate Plan objective “Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential”.
- 4.2 Community /Stakeholder Issues – There has been extensive engagement with stakeholders around this project since March 2015. The views of all stakeholders: school management teams, teaching staff, support staff, pupils and parents have been considered carefully when shaping the further actions required of this project.
- 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 and these recommendation. This report is related to the function of an education authority.
- 4.4 Risk Management – There are human resource implications arising from the report, specifically in terms of Recommendations 2, 3 and 5.
- The Shetland Islands Council’s Policy for Organisational Restructure will be followed in respect of Recommendation 2 and potentially in respect of recommendation 5, following an options appraisal staffing review of Schools and Quality Improvement Service.
- 4.5 Equalities, Health and Human Rights – There are no direct implications at present but a full impact assessment will be done on the further actions moving forward from November 2015.
- 4.6 Environmental - None arising directly from this report.

Resources

- 4.7 Financial – Initial projected savings and costs from the recommendations have been included in Appendix B and further information will follow in the subsequent update report to the Education and Families Committee.

Savings emerging from the recommendations will partially 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 - There are no legal implications arising from this report, but Children's Services will continue to work closely with Governance and Law on their statutory duties in relation to the provision of Education.
- 4.9 Human Resources – see paragraph 4.4.
- 4.10 Assets and Property – None.

5.0 Conclusions

- 5.1 This report provides Education and Families Committee with an update on the progress of the project and the further actions required.
- 5.2 It is also recommended that the School Comparison Project is rebranded to provide clarity that its aim is to develop a policy for delivering education in Shetland that improves attainment, service delivery and sustainability.

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Report finalised: 28 September 2015

List of Appendices:

Appendix A – The School Comparison Project Report

Appendix B – The School Comparison Project: A Summary of the Further Actions and Projected Savings and Costs

Background documents:

Report F-31-F2: Secondary Education Cost per Pupil in Shetland
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=16466>

Report CS-01-15-F: Secondary School Comparison Project Report
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=17085>

END



Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

Introduction to the School Comparison
Project Report

September 2015

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 and further actions emerging from the School Comparison Project.

2. The Context for this Report

- 2.1 The School Comparison Project was set-up in October 2014 on the recommendation of the Shetland Islands Council's Education and Families Committee as a follow-up to Shetland Islands Council's Financial Services Report *Annual Cost of Secondary Education per Pupil in Shetland: A comparison with Scotland's other Island Authorities* presented to the Education and Families Committee in July 2014.

- 2.2 The project team from October 2014 to December 2014 focused on:

- the attainment of young people in Shetland at Scottish Credit and Qualifications Framework Levels 3 to 7 (Standard Grade and now National 3, 4 and 5, Higher and Advanced Higher) between 2009 and 2014 against the national average, comparable local authorities and Orkney and the Western Isles;
- analysing the similarities and differences between Shetland's secondary schools and settings in relation to attainment, staffing and subject choice;
- exploring how other local authorities in Scotland are responding to budget challenges in education;
- identifying further potential efficiencies and savings within the school estate.

- 2.4 *The Secondary School Comparison Project Report* was then presented to Education and Families Committee in January 2015 and contained five recommendations to explore in more depth.

- 2.5 The recommendations approved by the Education and Families Committee in January 2015 to explore further were:

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 halls of residence 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 Service Staffing.

2.6 This overall report, Appendix A, includes five reports, one on each of the recommendations.

A similar format has been followed for each of the five reports as follows:

- Introduction, Context and Background;
- Summary of Findings;
- Authority by Authority Comparisons (if applicable);
- Conclusions and Further Actions;
- Proposed Timescale for implementation and Further Work Required;
- Implications and Risks on Learning and Teaching;
- Projected estimated savings / costs and associated timescale for realising savings;
- Appendices.

3. The Aims of the School Comparison Project

- 3.1 The purpose of the project is to establish a more sustainable and efficient model of education in Shetland, taking account of the reduced local and national resources at our disposal over the next five years to finance and resource our school estate.
- 3.2 This project has been set-up to support the savings that the Children's Services Directorate are required to find from 2016 to 2020 as part of fulfilling its requirements in Shetland Islands Council's Medium Term Financial Plan.
- 3.3 However, as importantly, the project has a strong learning and teaching theme, aiming to provide a structure and strategy to improve attainment, outcomes and service delivery. The implications of all the recommendations on pupil experiences, including their programmes and pathways through the Broad General Education and Senior Phase, have been considered carefully.

4. Engaging with our Stakeholders on the School Comparison Project, March to September 2015

- 4.1 As part of the further exploration of the five recommendations, three stakeholder groups were set up:
 - Teachers and Teaching Unions;
 - Principal Teachers;
 - Parent Councils.
- 4.2 Ten members of staff participated in the teachers and teaching union group and 13 in the principal teachers group. Staff participating were from three schools: Aith Junior High School, Anderson High School and Brae High School.
- 4.3 The following parent councils were represented on the stakeholder group:
 - Aith Junior High School;
 - Anderson High School;
 - Baltasound Junior High School;
 - Brae High School;
 - Burravoe Primary School;
 - Cullivoe Primary School;
 - Cunningsburgh Primary School;
 - Dunrossness Primary School;
 - Happyhansel Primary School;
 - Nesting Primary School;
 - Sandwick Junior High School;
 - Sound Primary School;
 - Whalsay School.

- 4.4 The feedback from these stakeholder groups, collected at the five meetings held between March and June, is referred to in the Summary of Findings section of each of the five reports. The feedback in full is also attached as an appendix to each report.
- 4.5 In addition, as part of the Central Service's Term Four quality assurance visits to schools, all head teachers were given the opportunity to organise a staff and pupil meeting with the school's quality improvement officer to discuss the recommendations, or gather views on them in other ways.
- 4.5.1 In total, 12 schools / departments took part in engagement around the School Comparison Project recommendations as follows:
- Anderson High School Chemistry Department;
 - Aith Junior High School;
 - Baltasound Junior High School;
 - Burravoe Primary School;
 - Cullivoe Primary School;
 - Cunningsburgh Primary School;
 - Dunrossness Primary School;
 - Mid Yell Junior High School;
 - Skeld Primary School;
 - Sound Primary School;
 - Whalsay School;
 - Whiteness Primary School.
- 4.6 Finally, there was a written response to the recommendations as a whole, from Aith Junior High School Parent Council, Baltasound Junior High School Parent Council, Sandwick Junior High School Parent Council and Whalsay School Parent Council. The Joint Junior High School Parent Council Chairs Group also submitted a paper, responding to the recommendations.
- 5. Situational Analysis – a summary of the key local and national issues that have underpinned the direction of the School Comparison Project and the further recommendations, next-steps and actions emerging from it.**
- 5.1 The key issues that have shaped the direction of the project are:
- the national and local raising attainment focus;
 - stakeholder feedback on the recommendations;
 - the Career Long Professional Learning agenda for teaching staff;
 - Shetland Islands Council's agreement with the Scottish Government on teachers numbers;
 - the importance of striving for greater sustainability and efficiency in the challenging local and national financial climate.

- 5.2 As with January's Secondary School Comparison Project report, information has been gathered from other local authorities in respect of attainment priorities, reviews of promoted posts and management structures, approaches to subject choice, quality assurance processes involving the local authority and schools, and staffing in education departments.
- 5.3 More detail on the key issues is provided below.
- 5.4 Raising attainment in the Broad General Education and Senior Phase of Curriculum for Excellence
- 5.4.1 This project was initially set-up to explore Shetland's attainment trends at the Scottish Credit and Qualifications Framework Levels 5 to 7 against the national average, other island authorities as well as drawing internal comparisons between secondary settings in Shetland.
- 5.4.2 January 2015's Secondary School Comparison Project Report highlighted Shetland's strong attainment record and this trend continued in 2015 with an increase in the percentage of passes at National 4 and 5 level compared to 2014.
- 5.4.3 Improving attainment for all our young people is fundamental to the aspirations of the School Comparison Project with a new four year strategic attainment action plan to be implemented as part of Recommendation 1.
- 5.4.4 The focus on attainment is very timely given recent interventions and developments by the Scottish Government in an effort to raise attainment nationally in literacy, numeracy and health and wellbeing and reduce educational disadvantage among children from socially deprived areas of Scotland.
- 5.4.5 The key interventions are listed here.
- The Scottish Attainment Challenge: a four year £100 million Attainment Fund. The seven local authorities with the highest concentration of Multiple Deprivation are to benefit initially from this additional funding to support raising attainment projects;
 - As part of the Attainment Challenge, an Attainment Adviser will be appointed by Education Scotland to every local authority in Scotland. Shetland's Attainment Adviser, when appointed, we hope will support the implementation of our Attainment Action Plan, with the draft action plan attached as Appendix 1 of the Recommendation 1 Report.
 - The Education (Scotland) Bill 2015 proposes placing a statutory duty on councils to narrow the attainment gap from the most and least deprived areas.
 - A new, still in draft, National Improvement Framework will set out key priorities for young people, including:

- improvement in attainment, specifically in reading, writing and numeracy with the introduction of standardised assessments for children in primaries 1, 4, 7 and in secondary 3;
- closing the attainment gap between the most and least disadvantaged children;
- improvement in children and young people's health and wellbeing;
- improvement in sustained school leaver destinations for all young people.

5.5 Stakeholder Feedback

- 5.5.1 The views and concerns of parents and staff in schools around some of the elements within the recommendations have also influenced the next-steps being proposed.
- 5.5.2 This period of engagement on the five recommendations has been carried out after several years of consultations and reviews on the future of the school estate. This has led to a sense of “burn-out” and many of the parent council stakeholders, in particular, were concerned about the pace and timing of the project.
- 5.5.3 Furthermore, junior high school parent council representatives stated consistently that without a clear commitment to maintain and resource junior high schools in the longer-term, it was difficult not to view the School Comparison Project with mistrust and as a means of closing schools through the “back-door” by reducing subject choice and encouraging the movement of pupils to the high schools at a younger age.
- 5.5.4 From a school staff and school management perspective huge curriculum change, coupled with a reduction in resources and rationalisation of staffing in many establishments, has left schools in general very apprehensive and weary of further significant changes to support the sustainability and efficiencies agenda.
- 5.5.5 Many teachers and parents called for more time to embed Curriculum for Excellence, including the new National Qualifications and the Developing Scotland's Young Workforce agenda, before determining a core subject list of options in both the final year of the Broad General Education Phase, and in the Senior Phase.
- 5.5.6 The relationship between the Shetland Learning Partnership and the School Comparison Project has caused some confusion amongst school staff and within the wider Shetland community. In particular, this relates to current discussions around the number of learning options in Secondary 4, solely the remit of the Shetland Learning Partnership, and the range and menu of subjects offered in schools, part of the School Comparison Project.

- 5.5.7 This issue will require clarity moving forward with the further actions within this project.

5.6 Professional Development of Teaching Staff

- 5.6.1 The recent Education Scotland Inspection Advice Note 2015-16 and the Curriculum for Excellence Implementation Plan reflect the current prominence being attached to Career Long Professional Learning for teaching staff. This is in order to promote professional development through the General Teaching Council for Scotland Professional Update scheme, opportunities for Masters Level and Middle Leadership learning through university providers, and the national Into Headship Programme.
- 5.6.2 Opportunities for professional learning have been considered carefully in the context of the raising attainment, promoted posts and management structures and the review of quality assurance recommendations.

5.7 Teacher Numbers

- 5.7.1 Shetland Islands Council, along with all other local authorities in Scotland, has an agreement in place with the Scottish Government to maintain teacher numbers and the related pupil teacher ratio at the September 2014 Census levels as part of its funding settlement.
- 5.7.2 This agreement has been considered carefully in the context of Recommendation 3 and approaches to filling secondary teaching posts.

5.8 The Budget Context

- 5.8.1 Children's Services budget for 2015-16 surpassed its savings target for the Directorate of £715,000 with approximately £1.5 million of savings identified.
- 5.8.2 However this still leaves the Children's Services Directorate with £0.97million 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.
- 5.8.3 In line with the requirements of the Medium Term Financial Plan and the savings required of Children's Services, decisions have been made within the Children's Services Directorate that the Schools / Quality Improvement Service are to make savings of £727,156 in financial year 2016/17, and further savings of £1,775,762 for financial years 2017-18 up to 2019-2020, in total £2,502,919.
- 5.8.4 Moreover, whilst the overall budget available to Children's Services has fallen, the percentage of budget allocated to the Children's Services Directorate within the Council's Medium Term Financial Plan has increased from 37.18% share of the budget in 2012-13 to 39.53% in 2015-16.

- 5.8.5 Considerable savings and rationalisation of service provision have already taken place over the last five years within Children's Services, Schools and Quality Improvement, outlined in January 2015's Secondary School Comparison Project Report. Some of the recommendations emerging from this report offer modest savings to partly address this budget gap.
- 5.8.6 However, given the importance of improving attainment and delivering high quality learning and teaching as drivers for this project, the resultant projected estimated savings are relatively modest.



Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

School Comparison Project

Recommendation 1: Improving Attainment

September 2015

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1. Introduction, Context and Background

- 1.1 This section of the report describes the context within which a four year draft action plan has been developed to address Recommendation 1, which is:
- “Set out clear priorities and actions at a local authority level for improving further on Shetland’s very strong overall attainment record in line with Audit Scotland’s 2014 “School Education” recommendations.”
- 1.2 The four key messages in the “School Education” report are summarised as follows:
1. 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. There are no comparable measures available at a council and national level on wider achievement, or the performance of pupils from Primary 1 to Secondary 3;
 3. Closing the gap in performance between schools is likely to be critical to improving overall attainment levels;
 4. Improving both teacher quality and systems for monitoring and tracking pupil data and improve strategic planning and strengthen the role of elected members in holding education services to account.
- 1.3 The qualifications attainment record in Shetland is impressive, as demonstrated in Audit Scotland’s report, which shows Shetland as the third best authority in the percentage of Secondary 4 pupils achieving five awards at Level 5 in 2013. However, the Schools/Quality Improvement section of Children’s Services has made substantial reductions in its expenditure since 2013, and needs to assess the impact of this (with reference to Point 1 of 1.2 above). It also needs to support staff to maintain and improve its attainment levels, for the benefit of each pupil and each pupil’s future.
- 1.4 In March 2015 a working group was set up to take forward Recommendation 1 of the Schools Comparison Project. Its brief was to develop a four year action plan to improve attainment in schools. This is attached at Appendix 1 to the Recommendation 1 Report. This group consisted of a junior high school head teacher (the chair), two quality improvement officers, a depute head teacher from a junior high school, a principal teacher (secondary), and the Workforce Development Training and Development Officer linked to Schools/Quality Improvement.
- 1.5 When considering the structure of this draft action plan, key themes were identified, which have formed the basis of the action points. These themes were:

- attainment in the Broad General Education (nursery to Secondary 3), including the consideration of how to measure, track and moderate attainment;
- attainment in the Senior Phase (Secondary 4 to Secondary 6), including analysis using the new tool, Insight, which uses new measures in addition to the previous reporting; for example, attainment in numeracy and literacy; attainment versus deprivation; positive destinations and improving attainment for all;
- engaging with the proposed new Education Scotland attainment adviser on common approaches to raising attainment;
- wider achievement, and ways to evidence and report on achievement not captured by national qualifications;
- provide support and structure to the existing secondary Subject Development Groups. These are groups of teachers from across Shetland who teach the same subject, so there is an English group, a mathematics group, and so on;
- pupil engagement and motivation in their learning;
- further develop teacher quality and identify leadership training opportunities;
- enhance and support greater parental engagement in children's education.

Each member of the working group considered research and national reports around one or two of the themes, in order to suggest actions relevant for Shetland schools and in line with the national direction.

- 1.6 The aim of the action points is to make them specific enough to give direction, but wide enough to enable reflection with local and national initiatives as they develop over the next four years.
- 1.7 The Scottish Government is committed to raising attainment. This is demonstrated in programmes such as the Raising Attainment for All Programme, which was launched in June 2014, which helps schools in the most deprived communities to close the gap in performance between children from the poorest and the richest households. Recently through The Attainment Challenge, The Scottish Government has financially supported seven Local Authorities that have the highest number of children living in the most deprived areas of Scotland, and has pledged £100 million pounds of additional support for its Raising Attainment agenda.
- 1.8 Shetland is not categorized as a deprived area and does not expect any funding, but it will have access to a nationally appointed attainment adviser, employed by Education Scotland.
- 1.9 There are four “stretch aims” in the Raising Attainment for All Programme:

- Stretch Aim 1
To ensure that 85% of children within each school cluster have successfully experienced and achieved Curriculum for Excellence Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2016.
- Stretch Aim 2
To ensure that 85% of children within each school cluster have successfully experienced and achieved Curriculum for Excellence Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.
- Stretch Aim 3
To ensure that 95% of young people within each school cluster go on to positive participation destinations on leaving school by 2018.
- Stretch Aim 4
To provide the leadership for improvement, both nationally and locally, across the Raising Attainment for All Programme.

By implementing the actions on the draft action plan, Schools and Quality Improvement within Children's Services will be able to identify its baseline figures to compare with the Stretch Aim, and identify interventions and strategies that may be required to raise attainment to these levels if required.

- 1.10 At present, schools in Shetland do not collect performance data that evidences the percentages of children that have achieved a Curriculum for Excellence level in the Broad General Education as set out in the stretch aims. Schools do, however, have a range of tracking and monitoring systems in place which are seen by quality improvement officers, during an annual visit to all schools to discuss Quality Indicator 1.1 of How Good is Our School 3, which is: "Improvements in Performance". The work carried out as part of the new Action Plan will enable the Schools/Quality Improvement, section of Children's Services, to make a decision about how performance information may be gathered from schools, taking into account the new National Improvement Framework.
- 1.11 Evidence from the attainment in the broad general education quality assurance visit demonstrates that:
- all primary settings have processes in place to track and monitor pupils' achievement and attainment progress;
 - all primary settings support pupils in compiling a portfolio of work;
 - moderation of assessment takes place in most primary settings and in some secondary subjects, and in some clusters;
 - some schools record summative data as pupils progress through the Broad General Education;

- Some schools have developed an assessment strategy.
- 1.12 Head teachers, at their meeting on 21 May 2015 agreed to support the development of the principles that would underpin an effective approach to Shetland's monitoring, tracking and moderation for the Broad General Education, for ages 3 -15 within the new draft Attainment Action Plan.
- 1.13 Quality improvement officers visit each secondary school and department on an annual basis to discuss the school's performance in the National Qualifications. Up until 2013, quality improvement officers used the statistical analysis provided by consultants to inform discussions. In 2014 quality improvement officers used the new tool, Insight. Insight aims to support the key principles of Curriculum for Excellence by helping local authorities and schools to focus on raising attainment for all and understanding and reducing the gap between higher and lower attainers. Insight's key benchmarking features measure attainment at the point of exit from school, reflecting a key ambition of Curriculum for Excellence, in which schools are encouraged to consider the best and most flexible progression routes for their pupils within the Senior Phase.
- 1.14 The Raising Attainment for All programme was informed by a paper, Closing the Attainment Gap in Scottish Education, by Edward Sosu and Sue Ellis (2014). The strategies, contained in the paper have been considered when developing the draft action plan, and the ones that will be considered as the action points to be taken forward are listed below.
- Effective parental involvement programmes that focus on helping parents to use appropriate strategies to support their children's learning at home rather than simply seeking to raise aspirations for their children's education.
 - Carefully implemented nurture groups and programmes to increase social, emotional and behavioural competencies. Schools in Shetland are encouraged to implement nurture groups , appropriate to needs.
 - Collaborative work in small groups if effective collaboration is thoroughly taught across the school and facilitated by teachers. It is the policy of Children's Services, Schools/Quality Improvement, that all teachers are trained in Co-operative Learning approaches.
 - Literacy instruction that has a responsive learning mix of decoding, fluency, comprehension, engagement and digital literacy research skills. Shetland now has a Literacy Strategy framework document.
 - High-quality, evidence-informed, context-specific, intensive and long- term professional development.
 - Academically focused after-school activities such as study support.
 - Targeted funding which avoids situations where budget increases in one area are undermined by reduced budgets elsewhere.

- 1.15 Insight in 2014 tells us that, for 2010-14, Shetland is consistently above or well above the Virtual Comparator in the following measures:

- Improving Attainment in Literacy and Numeracy;
- Increasing Post-School Participation;
- Improving Attainment for All.

Caution must be used when comparing Standard Grade results with the new National Qualifications, and further work is required on the reliability of Shetland's "areas of deprivation" data, that can inform us about any attainment gap between the least and most deprived children.

- 1.16 Education Scotland has issued its Inspection Advice Note for 2015-16. This note describes what they expect to find in schools. The key expectations that are relevant to this working group are (included as extracts only from the following quality indicators):

5.1 The Curriculum:

- "The rationale for the Senior Phase has a focus on improving attainment and achievement of all young people and progression to positive and sustained post-school destinations."
- "Schools should have a clear and shared strategy for raising attainment in literacy and numeracy."
- "The curriculum is designed to raise standards of attainment and achievement...it aims to raise attainment for all..."

5.9 Improvement through self evaluation

- "Staff have a clear knowledge and understanding about how learners are progressing, developing and achieving in *literacy, numeracy, health and wellbeing and across other curriculum areas*. This includes data on overall achievement of Curriculum for Excellence levels in literacy and numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3."

2. Summary of Findings

- 2.1 Stakeholder groups consisted of parent council representatives, principal teachers, and teachers and teacher unions. Several meetings were held in which views were sought on the different recommendations, and their feedback on Recommendation 1 is summarised below, and the full feedback is included in Appendices 2, 3 and 4. Four representations were received from individual parent councils, Aith, Sandwick and Baltasound Junior High Schools and Whalsay School, and one response was received from joint junior high school parent council chairs.

- 2.2 Each stakeholder group was asked the following questions.

- How should we measure attainment and success?

- What actions can we take to improve success?

The collective responses can be categorised into the following main common themes.

With regard to measuring attainment:

- attainment starts in primary, and progression is crucial;
- pupils achieving the four capacities, skills and personal goals;
- professional judgement;
- pupils' learning portfolios;
- exam results;
- wider achievement;
- end of year awards, academic and non-academic (sports, music, vocational, voluntary);
- parents' evening feedback and report cards;
- post-school destinations.

Performance within the school setting is not the only indicator of success; children's success can also be measured by how well they contribute to their wider community, for example:

- part-time employment;
- involvement in local hall committees;
- sports coaching;
- charity fundraising;
- providing support to friends or family (babysitting, helping older members of the community);
- learning and passing on traditional skills (fishing, crofting, knitting).

With regard to actions to improve success:

- maintain teacher numbers;
- maintain subject choice;
- greater opportunities for subject based continuing professional development;
- successful Subject Development Groups;
- improve ICT resources;
- develop the Senior Phase as a three year experience;
- improve pupil involvement and engagement;
- sharing good practice;
- value junior high schools;
- partnerships between schools and parents;
- professional discussions around exam statistics;
- close links between the school and the wider community;
- recruit and retain good quality teaching staff;
- a spread of subjects throughout the week;
- extra-curricular activities are very important;

- valuing staff is key to motivating excellence in the classroom;
- attainment is linked to the community ethos and sense of belonging to the school;
- college Vocational Pathways;
- first there needs to be identification of what improvements Shetland wants not Scotland but within the Shetland context.

2.3 During Term 4, quality improvement officers gave all head teachers the opportunity to organise staff meetings so that points could be put forward and fed back to the working groups for consideration.

2.4 Some of the recurring points that were raised at these meetings are:

With regard to measuring attainment:

- a consistent approach to tracking, monitoring and moderation from early years to Senior Phase;
- examination results;
- achievement of life and learning goals or skills;
- post-school destinations and employment.

With regard to actions to improve success:

- detrimental effect of budgetary reductions, especially for additional support needs and support staff;
- the effect of larger and multi-composite and split classes; the reduction in the resources budget;
- positive role that parents can play in raising attainment;
- all schools should have a home learning policy;
- a focus on reading, writing and numeracy from early level to Senior Phase;
- develop children's listening skills;
- de-clutter the curriculum, which keeps changing, for example, with the introduction of Modern Foreign Language 1 + 2 policy;
- nurture groups and early intervention to meeting pupils' social, emotional and behavioural needs,
- more access to professional learning opportunities.

2.5 Working Group feedback

The members of the working group found the research, the reflections, and the professional dialogue focussed on raising attainment stimulating, motivating, and interesting. All the members struggled with the time commitment to do the research and thinking, and all felt that secondments to free up their time would have been valuable. It is felt that this area is so important, that the staff who will lead the action points mostly require dedicated time, provided by backfilling all or some of their posts. It is felt that not to do so puts the developments suggested on the action plan at risk.

3. Authority by Authority Comparisons

- 3.1 Full comparison analysis was included in the inaugural School Comparison Report, January 2015. The analysis demonstrated that Shetland's attainment in qualifications has been consistently very strong when benchmarked against the national figures and other comparable authorities. It was noted in that report that "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 Scottish Credit Qualifications Framework Levels 3 to 7."
- 3.2 As part of the Attainment Challenge Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire and North Lanarkshire have been awarded over £11 million to raise the gap in attainment between the performance of pupils from the most deprived backgrounds and those from the least deprived. These authorities have the highest concentration of pupils living in deprived areas.
- 3.3 As Shetland is not in the category of a deprived area, it is not included in this funding allocation. However, Education Scotland will employ attainment advisers for all 32 authorities, who can share the practices implemented across authorities.

4. Conclusions and Further Actions

- 4.1 The four year draft action plan has seven action points. Collectively the action points address the conclusions in Audit Scotland's 2014 "School Education" recommendations" and the four "stretch aims" in the Raising Attainment for All Programme. They also support some of the expectations in Education Scotland's Inspection Advice Note for 2015-16 and take into account the recent National Improvement Framework announced by The Scottish Government.
- 4.2 Recommendations for specific personnel to develop the various sections within the action points have been included in the plan, and costs associated with that are listed below. Each development will require a report to the Project Board on its findings, with recommendations on the implementation process of any strategies.
- 4.3 This draft action plan links with 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. An aspect of this recommendation explored the professional development of teachers and promoted post holders with a view to providing secondment

opportunities and leadership opportunities. Action point 6 provides a framework for further exploration.

5. Proposed Timescale for Implementation of the Recommendations and further work required

- 5.1 A clear draft action plan is included (Appendix 1), that suggests timescales for either the conclusion of investigations, or the implementation of strategies. The draft action plan spans four years.
- 5.2 Raising attainment takes time and it involves many different strategies. It starts in the early years and requires attention at every stage in a child's education. Attainment can only improve if teachers and head teachers receive high quality development opportunities; pupils engage with education; and parents are fully involved. Conclusions about the impact of improvements will only be able to be reached after a period of time. This draft action plan spans four years but requires a focus on raising attainment and analysis long after that.

6. Implications and Risks on Learning and Teaching

- 6.1 The implementation of this draft action plan contains no risks. The action points reflect good practice and national advice.
- 6.2 If this action plan was **not** approved, each school would still have a responsibility to raise attainment, but this plan gives central direction and support to schools which (a) fulfils the education authority's responsibility to provide support and (b) increases the likelihood that Shetland's schools will receive positive inspection reports.
- 6.3 The action plan aims to support staff at a time when they are facing increased workloads as a result of reduced staffing complements and reduced resources.

7. Projected Savings / Costs and Associated Timescale for Realising Savings

- 7.1 The Raising Attainment Draft Action Plan involves substantial pieces of work. The action plan contains recommendations for who should take forward the individual actions. If these targeted pieces of work are to be fully developed and implemented, the personnel involved will need dedicated time. That time can be released within Children's Services current resources.
- 7.2 This report does not pre-empt any outcomes of investigations carried out by taking forward the actions, but raises the point that in doing so, there may be additional costs pressures on the Schools /Quality Improvement Service. Examples include the cost of possible implementation and associated training

of standardised assessments in all schools; investment in, and the cost of training for, the Subject Development Groups; and the costs of teachers' professional development and leadership opportunities. These costs would be analysed and included in future reports to the School Comparison Project Board, as the individual actions are developed over the four years of this plan.

8. Appendices

Appendix 1	Raising Attainment Draft Action Plan
Appendix 2	Parent Council Stakeholder Responses
Appendix 3	Principal Teachers Stakeholder Responses
Appendix 4	Teachers and Teaching Unions Stakeholder Feedback

Raising Attainment Draft Action Plan

Appendix 1

Schools Comparison Project: Recommendation 1

Four Year Strategic Local Authority Action Plan for Further Improving Attainment in Shetland

Action	Method	Impact measure	By whom	Implementation date
1. Decide upon and implement in schools a common and effective approach to Shetland's monitoring, tracking and moderation for the Broad General Education, for ages 3 -15.	<p>Develop a Shetland Strategy Document for monitoring, tracking and moderation, which includes guidelines and examples of good practice.</p> <p>In developing that strategy the following will be considered:</p> <ul style="list-style-type: none"> Evidence from quality improvement officer quality assurance visits on attainment and achievement in broad general education The new National Implementation Framework, with standardised assessment to be 	<p>Trends in attainment/achievement over time are used to identify where improvements are required. Strategies for improvements are implemented to address these.</p> <p>Staff and pupils moving between schools are using similar systems based on the agreed strategy or common approach.</p> <p>The Quality Improvement Team monitors progress towards raising attainment.</p> <p>The Scottish</p>	<p>In consultation with the National Improving Attainment Adviser.</p> <p><i>Standardised Assessment:</i> Representatives from both the Primary and Secondary Sector.</p> <p><i>Strategy Document:</i> Primary Head Teacher</p>	<p>Draft document by June 2016. Implementation in schools during 2016/17. Review of document by June 2017. Final strategy by August 2017.</p>

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	<p>implemented in Primaries 1, 4, 7 and Secondary 3.</p> <ul style="list-style-type: none"> • The Plan, Assess Moderate initiative • Education Scotland's self-evaluation toolkits for 3 to 15 • The use of SEEMIS in tracking 	<p>Government's Stretch Aim 1 is:</p> <p>To ensure that 85% of children within each school cluster have successfully experienced and achieved Curriculum for Excellence Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for secondary school by 2016.</p> <p>Stretch Aim 2:</p> <p>To ensure that 85% of children within each school cluster have successfully experienced and achieved Curriculum for Excellence Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.</p> <p>Education and Families Committee reviews</p>		
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		information provided on pupil performance between Primary 1-Secondary 3. To adequately challenge Schools Quality Improvement Service.		
<p>2. To use nationally and locally collected data and knowledge to evaluate the performance of Shetland's pupils in National Qualifications, and to set annual actions that will improve the specific areas where performance is weaker.</p>	<p>Make decisions about the areas of Insight that can be used as a baseline to demonstrate improvements.</p> <p>Use Insight to evaluate data and set appropriate and specific improvement targets and actions that can be monitored annually. Use analysis and evaluations from Term 3 quality improvement officers Quality Assurance visits on the Senior Phase.</p> <p>Investigate issues around the validity of the Scottish Index of Multiple Deprivation in order to improve the</p>	<p>The information data on Insight shows that the actions taken by secondary settings demonstrate an improvement in the Positive Destinations, Relative Values and Wider Achievement information on Insight by 2018.</p> <p>Improved performance of qualifications in the lower-performing areas.</p> <p>Education and Families Committee reviews information provided on pupil attainment at</p>	<p>Quality Improvement Officers</p> <p>Management information support assistants</p> <p>Suggest a Secondary Head Teacher as a short secondment, but to include:</p> <p>Scottish Qualifications Authority co-ordinators in schools; school management teams; every secondary teacher.</p> <p>In consultation with the local Attainment Adviser.</p>	<p>September 2015 and annually.</p> <p>Evaluative report on achievement in qualifications is presented to members annually.</p>

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	<p>attainment of lower attainers, relative to higher attainers.</p> <p>Rigorously monitor the National Qualifications data using the Scottish benchmarking tool, Insight.</p> <p>Develop further actions to support raising attainment in the Senior Phase with respect to those listed in the “Report of the Working Group on the First Year of the New Qualifications” by the Curriculum for Excellence Management Board.</p> <p>Fully assess the potential long-term impact on attainment and wider achievement of budget reductions.</p>	<p>Secondary 4-Secondary 6, to adequately challenge the Schools / Quality Improvement Service.</p> <p>The Scottish Government’s Stretch Aim 3 is: To ensure that 95% of young people within each school cluster go on to positive participation destinations on leaving school by 2018.</p>		
3. Scrutinise and record at Local	Quality improvement officer visits on	Use the co-ordinated approach to identify any	To be led by: secondary head	

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<p>Authority level, pupils' performance in wider achievement.</p>	<p>attainment and achievement should contain a coordinated approach to gathering and recording information on:</p> <ul style="list-style-type: none"> • the range of wider achievement in schools; • the levels of pupil participation; • the outcomes they achieve; • the efficient use of resources provided for wider achievement; • procedures in schools to formally recognising the achievements of their pupils. <p>Work with schools to identify costs associated with the provision of</p>	<p>links between attainment and wider achievement.</p> <p>Work with schools to exemplify impact of wider achievement opportunities.</p> <p>Education and Families Committee reviews information provided on pupil performance in wider achievement to adequately challenge the Schools / Quality Improvement Service.</p>	<p>teacher, as part of a secondment.</p>	
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	wider achievement opportunities and identify cost-benefits and efficiencies.			
4. Provide support and structure to the existing Subject Development Groups	<ul style="list-style-type: none"> • Work with the current chairs to discuss the format and the impact of subject development groups, and create a Position Paper for our subject development groups. • Consider an annual training plan and action plan for each group. • Use Scottish Qualifications Authority nominees and staff involved in Scottish Qualifications Authority procedures to lead training in understanding standards • Consider time allocation for chairing the group and administrative 	<p>More motivated teachers impact on motivation of pupils.</p> <p>Teachers being supported by each other.</p> <p>Teachers are confident in the latest developments in their specialist areas, enhancing pupils performance in these areas.</p>	<p>Led by a Quality Improvement Officer and a secondary head teacher with input from:</p> <ul style="list-style-type: none"> • training and development officer; • quality improvement officers; • current subject Development group chairs. 	Implementation of principles by August 2016.

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	<p>support.</p> <ul style="list-style-type: none"> • Consider a central link for each subject chair, encouraging professional dialogue. • Consider subject specific training. • Establish a “lead subject specialist” who can link between local teachers and a senior education officer with Education Scotland. 			
<p>5. Create a longer-term plan to create the conditions for improved pupil motivation and engagement</p>	<p>Research recent national and international studies on motivation and engagement.</p> <p>Gather examples of existing good practice in Shetland.</p> <p>Plan practical systems for gathering information from Shetland schools.</p>	<p>Continue to monitor attendance, lateness and exclusions.</p> <p>Number of pupils who require support due to behaviour shows a decrease.</p> <p>Improved attainment of all pupils.</p>	<p>To be led by: seconded secondary teacher working with:</p> <ul style="list-style-type: none"> • training and development officer; • head teachers and teaching staff; • Opportunities for All Co-ordinator; • Home-Link teacher; • Additional 	<p>The plan developed during 2016 and implemented during 2016/17/18.</p>

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	<p>Emphasis on training of all school staff (see training section).</p> <p>Sharing of practice – teacher meet.</p>		<p>Support Needs, Outreach Team;</p> <ul style="list-style-type: none"> • Bridges; • Educational Psychology Service. 	
<p>6. Develop a strategy for professional learning that centres around feedback from the Professional Review and Development process, and provides leadership development and pathways at all levels.</p>	<p>The strategy will include the following:</p> <ul style="list-style-type: none"> • options for team/cluster based professional learning approaches, subject specific professional learning, the development of a bi-annual training plan and regular reviews of the Professional Review and Development process • Consideration of a different model for October in-service. • Confidence-building in teachers to share 	<p>Well-trained, well-qualified teachers understand pupil motivation and have the potential to get the best from young people, thus raising attainment.</p> <p>Well-trained, well-qualified leaders are able to identify strategies for raising attainment and lead school staff to achieve them.</p> <p>The Scottish Government Stretch Aim 4 is:</p> <p>To provide the leadership for improvement, both nationally and locally,</p>	<p>To be led by the Training and development officer. Supported by Quality Improvement Officers and other central staff.</p> <p>In consultation with the Attainment Adviser.</p>	<p>Strategy to be developed January to June 2016 for implementation during session 2016/17 and onwards.</p>

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	<p>practice across schools clusters</p> <ul style="list-style-type: none"> • Development of mentoring and peer support opportunities in schools • Development of a systematic approach to partnerships with universities for the provision of qualifications such as “action research projects”, “Into Headship” and Masters Level learning; • development of Head Teachers’ Development Days to replace Head Teachers’ business meetings; • development of secondment opportunities for teachers at all levels which provide development and leadership opportunities; 	<p>across the Raising Attainment for All Programme.</p>		
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	<ul style="list-style-type: none"> development of a leadership development and induction programme for staff new to or aspiring to be in a management role; <p>investigate the viability of and conditions applied to financially supporting secondary teachers to qualify to teach an additional subject.</p> <p>Engage with universities to explore a Middle Leadership Programme, and identify costs associated with this.</p>			
7. Increase the skills of and strategies used by teachers and parent councils to increase the	<p>Use the resource pack: "Harnessing Parent Power" at:</p> <ul style="list-style-type: none"> Head Teachers' Development Day; 	<p>Schools are able to report an increasing level of parental involvement which has a positive effect on pupils' attainment.</p>	<p>To be led by the Quality Improvement Officer with responsibility for parental involvement, supported by Community Learning</p>	<p>By 2017.</p>

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<p>level of parental engagement in pupils' learning.</p>	<ul style="list-style-type: none"> • workshops for teachers in clusters; • workshop for Parent Councils at Bi-annual Parent Council meeting; • reinforce the Parental Involvement Strategy; • continue probationers' sessions on parental involvement. <p>Develop and issue guidance to head teachers on communicating exam results from Insight analysis with parent councils.</p> <p>Reinforce the requirement for all schools to have a parental involvement action plan, agreed by their parent council, on their annual school improvement plan.</p>		<p>and Development Officer, and Shetland's representative on the National Parent Forum of Scotland.</p>	
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	<p>Work with parent councils and parent forums around the evolving secondary curriculum, especially around the Senior Phase.</p> <p>Develop a framework for a home learning policy.</p>			
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Parent Council Stakeholder Group

Appendix 2

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. Michael Spence and Maggie Spence Lead Officers

Summary of the feedback from group on Recommendation 1

- Measuring attainment and success:
 - attainment starts in primary;
 - we need to fully understand why attainment is high at the moment in the authority as a whole;
 - we cannot be complacent about attainment. We need to seek continual improvement, comparing and learning from practice in other authorities such as East Renfrewshire;
 - the importance of well rounded individuals and young people achieving personal goals;
 - the importance of university entrance and positive destinations.
- Actions to improve attainment, include:
 - schools identifying and sharing practice;
 - valuing junior high schools;
 - partnerships between schools and parents;
 - stronger and more reliable ICT;
 - develop communication and curricular links between primary and secondary (less repeating of topics);
 - rewarding able pupils and academic achievement as well as wider music and sporting achievement;
 - wider achievement opportunities are strong in Shetland;
 - we need to continue to engage with parents and encourage their input in schools.

Principal Teacher Stakeholder Group

Appendix 3

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. Michael Spence and Maggie Spence Lead Officers

Summary of Feedback from the Forum on Recommendation 1

- Measuring attainment and success:
 - exam results;
 - pupil involvement/engagement;
 - social / emotional targets and pupil reaching potential;
 - pupils achieving in relation to the four capacities;
 - importance of professional judgement;
 - importance of pupil progression.
- Actions to improve attainment, include:
 - constructive discussion around exam statistics;
 - relationships between pupils and teachers;
 - partnerships between schools and parents;
 - positive ethos in the school;
 - clear boundaries and high expectations;
 - praise and encouragement;
 - involvement of relevant outside agencies;
 - sharing local practice and link in with national practice.
- Importance of celebrating wider achievement with pupils, staff, parents and agencies involved and measure impact.
- High quality parental engagement is important, including regular communication from schools and opportunities for parents to come in for open days and school activities.

Teacher and Teaching Unions Stakeholder Group

Appendix 4

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. Michael Spence and Maggie Spence Lead Officers

Summary of Feedback from the Group on Recommendation 1

- The importance of considering wider achievement, positive destinations and the four capacities as well as attainment in the Broad General Education and Senior Phase when considering how we measure attainment.
- Actions to improve attainment include:
 - maintaining teacher numbers;
 - maintaining subject choice;
 - greater opportunities for subject based continuing professional development;
 - successful Subject Development Groups;
 - improve ICT resources;
 - develop the Senior Phase as a three year experience;
 - strategies around pupil progression through Curriculum for Excellence.
- Need for greater reflection of the impact of wider achievement on pupil learning and development and staff time is required to devote to it.
- High quality parental engagement comes from maintaining strong parent councils, regular and high quality communication from schools and opportunities for parents to come into school for open days and school activities.



Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

School Comparison Project

Recommendation 2: Review of Promoted Posts and Management Structures

September 2015

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5. Proposed Timescale for Implementation and Further Work Required
6. Implications and Risks on Learning and Teaching
7. Projected Savings/Costs and Associated Timescales
8. Appendices

1. Introduction and Methodology

- 1.1 A working group was set up to consider this recommendation. The group was made up of central staff, head teachers and depute head teachers. School staff on the group came from a variety of different sized schools.
- 1.2 The working group considered the following:
- the 2003 Management Structures Local Agreement, which outlines agreed management structures in all of Shetland's secondary departments/schools, including the number of principal teachers to be allocated to each school;
 - the anomalies within the Agreement, twelve years on from its inception, as some schools have reduced principal teachers below the stipulated number in the Agreement;
 - the number of principal teacher posts in each secondary departments/schools;
 - the whole school role of principal teachers in junior high schools;
 - the shared headship concept;
 - the role of depute head teachers in secondary departments/schools and primary departments/schools;
 - initial thoughts around management, promoted post arrangements and management time in primary schools with more than four classes as no local agreement is in place for these;
 - the impact of any changes to management structures on staff morale and workload of school management teams, as well as the implications on learning and teaching in general, including the quality assurance of classroom practice by senior managers in schools.
- 1.3 From the outset, it was decided that the 2008 local agreement on management time for teaching head teachers, which covers primary schools with one to four classes was still fit for purpose and would not be part of this review.
- 1.4 Work has been carried out based on the current school estate.
- 1.5 Faculty principal teachers or faculty heads refers to a post holder who is responsible for more than one subject in a school, for example Art and Music. Similarly, a faculty describes this partnership between subjects with staff line managed by a single post-holder

- 1.6 The three Stakeholder Groups set up to consult on all aspects of the School Comparison Project: teachers and teaching unions, principal teachers and parent council representatives also considered this recommendation at one of their respective stakeholder meetings. Individual post holders and individual school's promoted posts were not discussed, instead there was discussion around high level concepts such as shared headship.
- 1.7 School staff from across the school estate also had the opportunity to contribute to discussion of this recommendation as part of the Term Four, 2014-15, quality assurance focused visit to schools by quality improvement officers.

2. Local and National Context

- 2.1 Whilst there has been a general acceptance amongst secondary head teachers and other stakeholders that the 2003 local agreement on management structures for secondary departments/schools is out of date and needs revision, there was little support for a major overhaul.
- 2.2 Moreover, parent council representatives intimated at stakeholder meetings that, in general, they were very happy with current management models in their schools.
- 2.3 Three major reasons have emerged from our discussions with stakeholders as to why a radical re-shape of management structures is not appropriate at this time:
 - current pressures on school management teams;
 - Shetland's comparable position in terms of promoted posts with other island authorities and the Scottish average;
 - the importance of a career structure in Shetland's schools to recruit and retain teaching staff in Shetland.
- 2.4 Current pressures on school management teams:
 - 2.4.1 Head teachers were concerned about significant changes to management structures which would exacerbate the pressure on them, and their management teams, and which may restrict opportunities to quality assure, support, and monitor classroom teaching and learning.
 - 2.4.2 The challenges our school management teams identified include:
 - an increase in administration tasks, partly as a result of the removal of Devolved School Management Officer posts;
 - an increase in the expected use of corporate management systems particularly in the last year.

- an increase in workload as a result of new Council policies, particularly the Employee Review and Development policy for non-teaching staff and the Maximising Attendance policy;
- teaching staffing in general is tighter, with more teachers teaching closer to their maximum contact time. This means fewer internal supply options and therefore, management staff covering classes more frequently;
- leading huge national curricular change, including the implementation Curriculum for Excellence and new qualifications at Scottish Credit Qualifications Framework Levels 1 to 7;
- The revised Getting It Right for Every Child approach, policy, procedures and paperwork;
- operating budgets have been reduced in schools as have supply budgets and Additional Support Needs staffing has been rationalised;
- there has also been a reduction in teacher input in pre-school settings which places more responsibility on management staff to deal with the Care Inspectorate requirements.

2.4.3 Extracts from the January 2015 Secondary School Comparison Project Report are very pertinent and relevant to this work-stream:

Basically, 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.

Careful consideration needs to be given to the implications of further reductions on the workload and wellbeing of secondary staff and management teams.

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.

2.5 Comparisons with other local authorities

2.5.1 Shetland's 2013-14 comparable position in terms of secondary promoted posts with other island authorities and the Scottish average in 2013-14 was referred to in January's Secondary School Comparison Project Report.

2.5.2 A number of local authorities have progressed down the faculty route for organising middle management in secondary schools and consequently have reduced the number of promoted posts. A faculty is when a number of

subjects is managed by one curricular principal teacher. This has been a very challenging process with issues around line management, subject specialism, curriculum development, recruitment, and the salary costs of new faculty head posts.

- 2.5.3 Despite these challenges, information gathered from other local authorities for the January 2015 Secondary School Comparison Report, and more recently as part of this work, indicates that several authorities are continuing to review their management structures at a time of reductions in local authority budgets.
- 2.5.4 For example, recent information submitted by local authorities to the Scottish Parliament's Education and Culture Committee around how they are addressing budget deficits in 2015-16 show that a number of local authorities have already reviewed promoted posts and management structures

Name of authority	Description / example of budget reduction related to management and promoted post structures already agreed	Projected saving the local authority is hoping to achieve
Dumfries and Galloway	10% cut to secondary management points	£133,000
East Ayrshire	Review of staffing and management structures	£407,070
Perth and Kinross	Review of school management arrangements	£62,000
Scottish Borders	Pupil Support review	£185,000
South Ayrshire	Review of primary management structures	£177,761
West Dunbartonshire	Restructure of promoted posts	£225,000 (part year saving) £600,000 (full year saving)
West Lothian	Secondary School Management Review	£1,155,000
	Primary School Management Review	£127,000
Western Isles	Primary management efficiencies – shared headships	£62,000
	Establishment of further shared headships	£58,000

Source: Local authority submissions to Scottish Parliament, Education and Culture Committee, June 2015 on draft budgets

- 2.5.5 Overall, the percentage of teaching staff in promoted posts in Scotland as a whole has fallen from 31.1% in 2013-14 to 30.3% in 2014-15 (*Source: Teachers Census 2014*), a consequence of reviews and rationalisation across

Scotland at this time of budget reductions in the public sector. Shetland Islands Council remains in line with the national average in terms of the percentage of secondary teachers in promoted posts and this gives further credence for not significantly altering current management structures.

2.6 Recruitment and retention of staff

- 2.6.1 There is a concern around losing ambitious and able staff from Shetland if very few opportunities are available for them to progress in the event of a significant reduction in promoted posts. In line with Recommendation 1 of this project and strategies for improving Shetland's attainment with a new Action Plan, all stakeholders argued strongly that opportunities for career advancement need to be available for the profession locally.

3. **Summary of Findings**

- 3.1 Views were gathered from stakeholders on various general promoted posts and management themes including:

- the shared headship concept;
- the role of depute head teachers in respect of a teaching commitment;
- subject / faculty principal teachers.

Individual posts, post-holders and schools were not discussed by the working group or at the stakeholder groups.

3.2 Shared headships – summary of feedback from stakeholders

- 3.2.1 General reservations about the shared headship concept are:

- perceptions within communities that it is a route to closure or amalgamation of schools;
- communities may feel that their schools are less valued without a head teacher;
- head teachers not being on the school site as much given that they are working and travelling between two schools with adverse implications on the organisation and leadership of the school and longer-term attainment;
- workload concerns for head teachers having to manage more than one school, especially with the recent increase in administrative tasks;
- concerns about having to deal with a crisis in one school but action and resolution is delayed as the head teacher is having to travel between schools;
- at present, head teachers are covering classes more frequently given the challenges around obtaining supply teachers and cost pressures;
- head teachers potentially not being able to attend all collegiate activities and parents, and wider community events;

- there is concern that further shared headship would “water down” leadership at a time when its importance is being promoted nationally by Education Scotland, the new Scottish College for Educational Leadership (SCEL) and the Scottish Government with new initiatives such as the Into Headship qualification;
- a teaching commitment for senior management team was regarded as more favourable by some stakeholders as opposed to a shared headship arrangement;
- however, it was also stressed that it would be very difficult to implement a shared headship if the depute head teacher also had a teaching commitment;
- with many secondary staff shared between schools, there was concern that some teaching staff would not have the opportunity to have contact with their head teacher if the head teacher is also based in more than one school.

3.3 Potential benefits of shared headship - summary of feedback from stakeholders

- possible if geography allows and is done sensibly;
- some parents like shared headship, citing a successful arrangement in the West Mainland and the potential for a shared headship to provide shared experience, expertise and resources;
- all stakeholders agreed that any proposed shared headship would need to be taken forward in a positive light, planned and co-ordinated as part of growing links between the schools, as opposed to being seen as “closure through the back-door.”
- in Yell and Unst, there are growing links between the two secondary settings;
- in 2015-16, English, social subjects, home economics, art and design, modern languages, music and technical teachers will work between Baltasound Junior High School and Mid Yell Junior High School;
- shared headship could be another step to cementing the partnership between the two schools.

3.4 Depute head teachers teaching commitment- summary of feedback from stakeholders

- there are anomalies with the current system in terms of the teaching role, if any, of current depute head teachers with variations between similar sized schools;
- whilst the size of the school has to be considered some of these anomalies need to be addressed;

- depute head teachers teaching commitment builds up knowledge of cohorts of children and keeps them in touch with learning and teaching in the classroom;
- however, depute head teachers already have a huge workload which has increased with other recent changes;
- depute head teachers are involved in leading whole school projects (John Muir Awards for example) and there is a concern that this would be compromised if they were teaching;
- increasingly depute head teachers are covering classes as supply cover can be difficult to come by, therefore a teaching role would compromise the ability of depute head teachers to cover classes;
- depute head teachers also provide additional non-contact time for teaching staff to facilitate collegiate working with colleagues;
- depute head teachers in primary and secondary have very different roles – depute head teachers in primary also directly responsible for pastoral care, nurture groups and they supporting child's plans which are often the preserve of pupil support teachers in secondary.

3.5 Subject / Faculty Principal Teachers- summary of feedback from stakeholders:

- middle management is crucial to schools;
- subject principal teachers are really important for driving curriculum development and supporting subject teachers through new National, Higher and Advanced Higher courses;
- the Authority needs to ensure professional development opportunities for teaching staff and career progression;
- management time for faculty leaders can incur costs;
- there was general support for retaining single subject principal teachers where possible amongst stakeholders;
- nationally, Shetland is in line with other local authorities in terms of the percentage of secondary teaching staff in promoted posts;
- there is no clear national picture around faculties;
- faculty organisation has not always worked in other local authorities and there has been examples of some schools reverting back to single subject principal teachers;
- Shetland has already reduced its promoted structure compared to the 2003 agreement.

3.5.1 If faculties are established, stakeholders stated that.

- additional training for faculty heads is required;

- implications on staff need to be factored in when planning a faculty, including the loss of a specialist principal teacher;
- faculties should not be rushed through; there has been too much ad-hoc planning around faculties in recent times; there needs to be a strategy at local authority level.

3.6 A single Shetland wide principal teacher of each subject:

- 3.6.1 The idea of establishing a single Shetland wide principal teacher for each subject, responsible for developing and leading the subject in all secondary establishments, as well as possibly line managing colleagues teaching the subjects in other settings has also been considered. The advantages of such a structure would be retaining a lead subject specialist in all subjects / curricular areas to support the co-ordination of curriculum development and generally strengthen links and cohesion across the secondary school estate.
- 3.6.2 There is some support for this structure by some head teachers and a small number of stakeholders. A member of the parent council stakeholder group pointed out that in the engineering industry, this type of structure often exists with a lead engineer working across different sites.
- 3.6.3 However, in this era of budget reductions, such a model would be very expensive when considering the job-sized points that Shetland wide principal teachers would be placed at on the principal teacher scale. Significant management time would be required to enable these post-holders to travel across the school estate, which in turn would incur further costs around backfilling this management time and subsidising travel costs. There is also the potential issue with Shetland wide principal teachers' line managing staff in other schools. This would have job-sizing implications for head teachers', deputy head teachers and principal teachers.
- 3.6.4 Shetland wide principal teachers will not be explored as a model. However, the importance of "lead subject specialists" from subject areas will be taken forward within Recommendation 1 and its recommendation around developing the effectiveness of subject development groups, and supporting the chairs of these groups as part of the Attainment Action Plan.

3.7 Other points around the existing principal teacher structures

- 3.7.1 Stakeholders value principal teachers in junior high schools.
- 3.7.2 Pupil support in general remains fundamentally important in schools. Issues that teenagers face are increasingly complex with social media often contributing to problems around bullying and there is also a greater understanding within society of mental health issues. Many young people require dedicated time with pupil support staff, who have the skills, training and experience for the front line guidance role.

- 3.7.3 With the developing Senior Phase and its premise of flexible pathways and programmes for young people central to it, the role of pupil support teachers to advise young people is increasingly important.
- 3.7.4 In respect of the whole school role for principal teachers in “all-through” settings, principal teachers have led curriculum development, whole school projects and the development of monitoring and tracking processes across primary and secondary in some junior high schools. This is sensible given the emphasis on a progressive and continuous experience for young people from aged three to fifteen within the Broad General Education of Curriculum for Excellence, which require a close working relationship between nursery, primary and secondary departments.

4 Conclusions and Further Actions

- 4.1 Overall, partly owing to the challenging local and national context our schools are operating in at this time of change, comparisons with other local authorities and the importance of providing professional development and promotion opportunities, this element of the project is not proposing significant changes to the current management arrangements.
- 4.2 The further actions from Recommendation 2 will result in some tweaking of existing structures, roles and arrangements rather than wholesale changes.
- 4.3 Consequently, the further actions emerging are unlikely to contribute significant savings to help meet the budget reductions required from 2016 to 2020.
- 4.4 However, there is a case for making some modest changes to promoted posts and management structures:
- the 2003 Management Structures agreement is out of date as some of our secondary departments/schools have reduced their principal teachers beyond the allocated number stipulated in it;
 - therefore there is a need to consider a revised promoted posts structure, addressing the inconsistencies of the current situation and ensuring a greater degree of parity among similar sized schools in respect of the number of principal teachers in the school;
 - a revised structure also needs to take into account that circumstances have changed markedly since 2003. School rolls have fallen during this period from 1672 in August 2003 to 1390 in August 2015 in the secondary sector and from 2222 in to 1860 in primary during this same period;
 - Shetland no longer possesses comparable financial resources to those of 12 years ago.

- 4.5 When considering what modest changes may be reasonable the following have been taken account of:
- current and projected school rolls for each secondary setting including recent placing request trends;
 - Current total full-time equivalent of teaching and non-teaching staff in secondary schools;
 - current management time per pupil in secondary schools;
 - curriculum development demands and requirements, including the Broad General Education, National Qualifications Level 1 to 5, as well as the new Higher and new Advanced Higher courses in the high schools;
 - feedback from head teachers during individual meetings on this recommendation;
 - School Comparison Project Recommendation 2 working group discussions;
 - feedback from stakeholders at School Comparison Project stakeholder and staff meetings, as well as responses from parent councils on shared headships, depute head teachers and principal / faculty principal teachers;
 - comparisons with other local authorities around promoted post and management structures and reviews of them;
 - current workload pressures and demands on management teams and schools in general;
 - the importance of retaining professional development opportunities for teaching staff.
- 4.6 Balancing all these factors alongside the overriding need to develop a sustainable promoted post and management structure, the further actions emerging from this work-stream are as follows:
- 4.7 Action 1: Secondary Settings Promoted Posts and Management Structures
- Implement a revised management structure model for the secondary school estate.
- The revised model will include a modest reduction in principal teacher posts across the secondary school estate, which would be achieved largely through natural wastage.
- As well as the other factors listed in 4.4 and 4.5, bands for the number of principal teachers against total school rolls (nursery, primary and secondary) have been considered to help determine the number of principal teachers allocated to schools within the proposed new model.
- However, it is not expected that within the ultimate structure there will be changes year to year in respect of the number of principal teachers. The

school roll bands will act as an indicative guide as will the number of full-time equivalent teaching and non-teaching staff and it would require significant changes to either the number of full-time equivalent or total pupil roll to require a change in the number of promoted post holders.

4.8 Action 2: Depute Head Teachers

It will be for the discretion of the head teacher to utilise their depute head teachers to meet the needs of the school. For teaching depute head teachers, we would not expect changes to current teaching commitments at this point. Non-teaching depute head teachers will have an internal cover expectation equivalent to at least one day per week over the session.

4.9 Action 3: Principal Teachers in Junior High Schools

A whole school remit will be included in the job description of junior high school principal teachers. This may include aspects such as literacy, numeracy, health and wellbeing, whole school initiatives, curriculum development, monitoring and tracking. This will apply to new post-holders.

4.10 Action 4: Management Time for Principal Teachers

A set of principles and expectations will be developed around management time for new principal teachers posts.

4.11 Action 5: Primary Management Structures

Develop a local agreement around management time for primary schools with five to seven classes.

4.12 Action 6: Shared Headship

Explore the concept of a shared headship model further between Baltasound Junior High School and Mid Yell Junior High School with staff, pupils, parents and the wider communities of these schools but do so no earlier than 2017, when the Director of Children's Services will come forward with a revised timetable for statutory consultation.

4.13 Action 7: Management Arrangements in Remote Isles Schools

Management arrangements for remote isles schools would be included as part of a wider policy statement on remote isles schools to support their viability, including the sharing of practice amongst teaching staff, opportunities for pupils to work with peers in other schools, online learning and recruitment of staff.

5. **Proposed Timescale for Implementation and Further Work Required**

5.1 At this point there is no specific timescale provided for the implementation of most of these actions given that a number of them will be taken forward in

discussion and negotiation with the Local Negotiating Committee for Teachers and in accordance with the existing policy framework of Shetland Islands Council.

6. Implications and Risks on Learning and Teaching

- 6.1 These further actions have been considered carefully taking into account the case for change and the other areas of consideration outlined in sections 4.4 and 4.5 of this part of the report.
- 6.2 The revised promoted post and management structure model, Action 1 of this recommendation, will lead to a small reduction in principal teacher posts' in secondary settings over time. It is anticipated that this will be a gradual process of moving to a revised model, which will be largely achieved through natural wastage as teaching staff retire.
- 6.3 The value of principal teachers from a learning and teaching perspective, leading and developing new resources and materials in both the Broad General Education and Senior Phase, initiating wider achievement opportunities and supporting young people in a rapidly changing and often pressurised world as well as supporting school systems and structures has been recognised when considering a revised model.
- 6.4 Officers involved in this recommendation also acknowledge that a substantial rationalisation of middle management in the secondary school estate as a whole would have a detrimental impact, placing more pressure on schools and causing significant disruption to staff and pupils.
- 6.5 The underlying principle of any new promoted post structure is to provide clarity around the future of management arrangements, and also ensure a greater degree of parity among similar sized schools.
- 6.6 This project has been tasked with identifying savings to support the very challenging financial climate that Shetland Islands Council is operating within; however, the savings agenda has been of secondary importance compared to the need to support schools and staff during this time of change in Scottish education.
- 6.7 This is the reason why this project will not be proposing a universal teaching commitment of up to 0.5 full time equivalent for all depute head teachers, suggested as recently as 2013. Whilst there would be the potential for fairly significant savings, projected in 2013 to be up to £330 000 were this to be implemented, the lead officers of this recommendation, in discussions with stakeholders believe that such a move would only intensify and exacerbate pressures on school management teams with adverse implications on both learning and teaching and the school improvement agenda.

- 6.8 The other actions around principal teacher posts are also designed to support learning and teaching.
- 6.9 More specifically, confirming a whole school role for junior high school principal teachers is logical given that the Broad General Education encompasses early years through to the end of Secondary 3. Indeed, already, a number of principal teachers in junior high school settings lead initiatives, projects and priorities across the Broad General Education as part of the development of Curriculum for Excellence.
- 6.10 The proposal to explore shared headship in the North Isles junior high schools and strengthen links and connections between remote isles schools is underpinned by a desire to share practice, resources and expertise and develop opportunities for young people often in very small settings to access learning with peers by face to face means or within a virtual learning environment.
- 7. Projected Savings/Costs and Associated Timescales for realising savings**
- 7.1 The estimated approximate savings of implementing a revised promoted post model for the secondary school estate are £170 000. This would be achieved over a period of time and does not include the costs of conservation for displaced staff.
- 7.2 This does take into account backfill costs as part of any revised promoted posts model.
- 7.3 As a local agreement will need to be negotiated with the LNCT around the process and timescale of implementation, no target date for when savings would be achieved can be provided at this point.
- 7.4 Indicative recurring savings for implementing a cover role for non-teaching depute head teachers is approximately £9,500.
- 7.5 Principles and expectations are to be developed around management time, which will apply to new principal teacher post holders. Clearly, there is a potential cost issue around this that will be considered carefully.
- 7.6 Depending on the model, a shared headship in the North Isles could yield modest revenue savings of up to £23,580
- 7.7 Overall, the total estimated savings from this recommendation are approximately £193,580 and indicative recurring projected savings in supply costs of £9,500.

8. Appendices

Appendix 1	Parent Council Stakeholder Responses
Appendix 2	Principal Teacher Stakeholder Responses
Appendix 3	Teachers and Teaching Unions Stakeholder Responses
Appendix 4	Duties of a Principal Teacher, Depute Head Teacher and Head Teacher from the Scottish Negotiating Committee for Teachers.

Parent Council Stakeholder Group

Appendix 1

Carry out a review of promoted posts and management structures in Shetland's school estate.Summary of Feedback from the Group on Recommendation 2*Shared Headships in smaller Junior High Schools*

- some parents have liked it, shared experience and expertise;
- easier to share resources;
- West-mainland primary school perspective – seems to work very well – three schools may be too much. Two schools works well from a primary perspective;
- in secondary a head teacher needs to be on site all the time;
- need to have “focal point” at all times;
- need to consider bureaucracy – but duplication may be supportive;
- Who would be in charge when the head teacher wasn't there?
- can't consider management structures on their own.
- should be considered as one school on two sites. e.g. merging schools
- important to get the ethos right, needs to be seen as positive – create a new culture;
- which “smaller” junior highs are being referred to for possible shared headship;
- geographical argument and factors need to be considered – transport, distance etc;
- will be easier for primaries but more difficult for secondary schools;
- how much management time would be required in schools, what structure is required to deliver this;
- needs to be a statement of intent to keep junior highs – should be the Education Department's view that there is a future for junior high schools;
- junior high head teachers already manage two schools in essence (secondary / primary);
- closure by the back door a concern with all this;
- Getting it Right for Every Child increases workload for management staff;
- can Mid Yell and Baltasound be invited to submit a comment;
- one member liked the concept; worked when Mid Yell was trialled with Cullivoe; able to draw experience from a bigger pool of staff; easier to share resources; encourages things which should happen that generally don't;
- Happyhansel, Sandness and Skeld experience, three schools was probably too much but now it is two it works well; less sure about secondary – better to have head teachers there all the time.
- focal, accountable point in school at all times;
- If head teacher is not there, who is in charge;
- can't look at in isolation – need to consider whole management structure for Education in Shetland – think about it as one school on two/ three sites; campus approach.

- need to get the ethos right – e.g. threat of closure is the reason why it didn't work in Cullivoe;
- how are smaller junior high schools being defined for considering shared headships; only Baltasound Junior High School and Mid Yell Junior High School; geography concerns – lack of good links; does it work better if they are closer; sharing of primary head teacher – is sharing secondary head teacher more difficult? Responsibilities for nursery; primary and secondary;
- concerns about this - is depute head teacher taking on teaching commitment, impact of other reductions. Point of contact/ accountability if head teacher is travelling between sites and other staff are also shared too.
- how much management time is needed in school; different issue from the structure and need;
- statement of intent to keep junior high schools – then we can start discussions;
- should look at federated model of school management; teaching budgets controlled by head teachers;
- invite other schools to contribute to the debate – Mid Yell Junior High School and Baltasound Junior High School.

Teaching commitment of Depute Head Teachers

- some deposes may want to teach;
- separate management time requirement;
- if capacity exists it should be used;
- allows knowledge of children;
- may be an impact on extra-curricular activities, reduction in flexibility;
- can an administrative person undertake tasks being done by deposes;
- good teachers should be teaching;
- support staff may have done administrative tasks better;
- depends on person – some willing and able to do it;
- need to separate out your structure from your management time;
- would affect other things – e.g. John Muir Awards, or release other staff to do it; lack of flexibility;
- how much administration has to be done by teaching staff;
- effect of reduction in support staff.

Subject/Faculty Principal Teachers

- need to update information;
- need to consider other models;
- rationalisation recently has been done on a ad hoc basis;
- consider overall management time requirement;
- some schools have fewer principal teachers but may have more management time;
- we don't want people not working to their full time capacity;

- industry example: Lead engineer still undertakes work, shared promoted engineer with responsibility across a number of engineering sites;
- principal teacher Shetland – per subject – has this been looked at;
- do principal teachers in different settings do the same job;
- supports decentralisation;
- the University of the Highlands and Islands has faculties' and leaders of curricular areas;
- need to know how many there are now;
- need to know how much it would save – if it would save a lot, should stay on the table if it has a lesser impact than something else;
- need comparisons from other authorities;
- in most cases, single teacher departments, faculty heads – largely depend on individuals;
- need to establish what is required for management time for each subject:
Example: I lead mechanical engineering across number of sites = don't get bogged down in detail = allows specialism. Free up more contact time from other staff. Authority wide responsibility. All about communication = good communication links. Don't fly people all over the place. Grid structure. Change in management ethos is required.
- is there duplication going on between principal teachers in different settings; operational and functional approaches.
- lends itself to decentralisation – don't need everyone in one location; develop subject development groups to be stronger entities.
- ask subject development groups what they think;
- the University of the Highlands and Islands have this sort of model in place.

Principal Teachers Stakeholder Group

Appendix 2

Carry out a review of promoted posts and management structures in Shetland's school estate.Summary of Feedback from the Forum on Recommendation 2*Shared Headship in smaller Junior High Schools*

- when sharing staff it would be detrimental for some staff to never see a head teacher;
- somebody needs to be in each school all the time;
- if it was a deputy head teacher, and they had a 0.5 full time equivalent teaching commitment, then staff would not have access to the head teacher;
- where a deputy head teacher was a primary specialist, it wouldn't work;
- workload for one school is huge – what would it be like for 2 schools;
- head teachers have to go to many meetings, so staff might not see them for weeks;
- head teachers would need to organise and attend meetings in both schools;
- all junior high schools are on islands, and if there was a crisis, it is impossible to get into a car and go immediately;
- in context of more shared staff in junior high schools, shared head teacher means even more instability. Teaching commitment of deputy head teacher means more fragmentation. Need to remember that there is a need to cover leadership for primary and secondary. Workload for heads is large – shared heads would mean more stress for heads. Shared heads could be out at meetings and they could be out of a school for e.g. 2 weeks.

Teaching commitment of Deputy Head Teachers

- in primary schools deputy head teachers could provide some teacher's non-contact time, or release some teachers for planning and preparation;
- in secondary schools, it is normal and good for deputy head teachers to do some teaching, but 0.5 full time equivalent is too much (especially if the head teacher is not available);
- remember things that are not timetabled – currently deputy head teachers are doing supply – to save costs. Also it is a good thing that school management team members go into various classes;
- shared headships might conflict with teaching of deputy head teachers;
- a smaller school would prefer a head teacher in the school with some teaching commitment for deputy head teacher than no teaching commitment and a shared headship;
- can depend on the subject – look at it individually;
- not a “one size fits all.”

- depute head teacher could provide non-contact time for teachers. Have to watch combinations with e.g. shared head teacher would be negative;
- depute head teacher covers absences etc, this would be lost. Also depute head teacher carries out quality assurance by covering;
- careful about one size fits all approach.

Subject/Faculty Principal Teachers

- every school is unique;
- promoted posts have already been cut;
- good to meet with all principal teachers across Shetland;
- faculties – need to consider the best mix of subjects and depends on how the faculty is run;
- there should be special training for faculty heads;
- need to consider the implications for staff;
- it would be okay for the sciences, modern studies etc.
- might be difficult in smaller schools as the faculty head may be responsible for half the staff;
- would need to be given management time in their week;
- primary representation;
- sometimes there is no good reason for putting subjects together; think about the combination of subjects and training for faculty heads;
- management time for faculty heads needs to be greater.

Management time for Promoted Posts

- doesn't seem fair for a five teacher school to be non-teaching when a four teacher school is 0.5 full time equivalent teaching;
- there is such a lot of paperwork;
- need to look at schools where a non-teaching head teacher might also have other promoted members of staff with management time;
- principal teachers in secondary schools should have an official amount of management time – this is different each year and between schools;
- increase in administrative and developments in recent times;
- there is so much change in primary and secondary that makes it crucial to have a principal teacher;
- other local authorities have co-ordinators such as literacy co-ordinators but are given time to do this in the timetable;
- stress in teaching; it is important time is available for management tasks;
- increasing pressure on heads; there have been a lot of changes recently – need to give promoted staff more time to carry out tasks;
- in other local authorities time is given for development work.

Subject Development Groups

- chair without authority or remuneration;
- advice by chairs not official;

- if a principal teacher of a subject was expected to take the lead of Subject Development Group then there are advantages of this.
- should be recognised by time BUT this prevents others from gaining continuing professional development in this;
- very important group must be well led;
- Subject Development Group chair role is better supported; principal teacher could take on a development role but would need time;
- on the other hand, stops development opportunity for other staff if it is always a principal teacher leading the group.
- good to have meetings of principal teacher. Subject Development Groups could be in primary not just secondary; could have representatives from primary.

Teachers and Teaching Unions Stakeholder Group

Appendix 3

Carry out a review of promoted posts and management structures in Shetland's school estate.Summary of Feedback from the Group on Recommendation 2

- principal teacher has the hardest job; they don't enough time for management tasks – the job is not always good for work/life balance;
- principal teachers are burdened with administration, but have little time for it;
- super (Faculty) principal teachers – who have more than one department – faculty head often has to rely on subject specialist teacher;
- in the faculty – the folk need to get on, and personalities gel;
- does the faculty head understand the other subject; this could be problematic for the area which is not the principal teachers subject area;
- principal teacher has to ensure that things are done on time, but there are subject specific issues;
- having a principal teacher in each subject area is better;
- main concern is that things are going be steam-lined significantly; this must be guarded against; should look at what attracts teachers to Shetland , if opportunities for promotion and career advancement are taken away, so really can't go to the bare minimum;
- in Shetland, schools are so diverse in size, that it is not possible to get a one-size-fits-all;
- the differences between schools going to Secondary 4 compared to Secondary 6 needs to be acknowledged;
- schools all have different needs and wants;
- confused about purpose of work-stream – we should not attempt to define a model which fits across the authority anyway as all schools are very different, in terms of size;
- compared to other island authorities and the national average, we are not over-staffed in principal teachers or depute head teachers at the moment anyway– but how to get the best out of promoted posts;
- some principal teachers have dedicated management time and some don't;
- Historical – principal teachers job-sized in 2003 had some management time;
- looking at equality across all schools;
- principal teachers impact positively on learning and teaching;
- depute head teachers can't be compared to principal teachers – they are two different roles;
- depute head teachers week can vary very differently from one week to another, depending on what is going on in school;
- teaching depute head teachers – this needs to be looked at on a school by school basis, and not blanket across the authority;
- depute head teachers need to be free to deal with issues as they arise – can be used for internal cover, but not tied to a class;

- teaching should be part of a depute head teachers job, and it is good that they keep teaching;
- regarding being free to deal with things, in secondary periods are 50 minutes, and there isn't usually anything that can't wait 50 minutes; it can't be good that they can't drop everything and go, but have to finish the class;
- should primary depute head teachers have a class commitment;
- primary and Secondary depute head teachers have quite different jobs;
- depute head teachers teaching – the benefit is that it keeps them in touch with teaching a class;
- there are lots of issues around how to use your depute head teacher;
- vast difference between small / large primary and between secondary / primary;
- supply cover is a very real issue in both primary and secondary;
- depute head teacher – if they took on a teaching commitment then the post would be job-sized higher and increase the wage, so less savings would be made;
- principal teacher in a school – Pupil Support and Curriculum – they are very different jobs so should not be counted as the same;
- nationally, a different tool-kit is really needed for principal teacher Pupil Support – there are no points for dealing with other agencies or being the named person / lead professional for Child's Plans, but points for classes;
- subject principal teacher / multiple subject principal teacher / Pupil Support principal teacher – all different;
- in some other authorities the principal teacher Pupil Support also teaches a subject;
- the number of pupils in the caseload reflect whether they have a subject commitment;
- subject principal teachers are always going to be hit, not Pupil Support – unless the number of pupils on their case load is changed;
- don't think that we are over-staffed in principal teachers at the moment; there needs to be flexibility for schools to adjust and adapt their principal teacher to suit the needs of the school;
- principal teacher Pupil Support, because of Getting it Right for Every Child, is changing, becoming more like a social worker and depending on the school may have a large number of Child's Plans to deal with;
- too varied, too different, needs change too often to have a written down arrangement for a teaching role for principal teachers of Pupil Support;
- due to Scottish Qualifications Authority demands, principal teachers are having to cope with increasing administration;
- give head teachers freedom to run their school and decide on their management structure;
- think that we have the number of principal teachers about right for Shetland;
- Shetland is quite near the national average, and this suggests we are sustainable;
- Chartered Teachers should not be on the table for promoted posts;
- would be good to regain principal teachers for each department, the multi-subject principal teacher posts came about in an ad hoc way due to retirements, etc; there was no strategy;
- surely not going to bring it below the national average;

- many authorities are carrying out reviews of their promoted posts;
- also some authorities are going back to subject principal teachers, as the faculty route has not worked;
- school estate not likely to change in the short-term but the level of saving required not likely to change – savings still need to be found;
- some of the changes result (would result) in only very small sums of money being saved;
- the difference between the salary of a top of the scale class teacher and principal teacher (1st point) geography is not much;
- in a school having a principal teacher for a subject is better for attainment; don't think multi-subject principal teacher is a step to take in a perfect world;
- so now good to consider the national picture, need for flexibility, individual schools and see what can be done;
- however, there is no clear national picture, each authority is doing something different;
- it is good to talk about this, but if Shetland is in line with the national average, and deemed to be sustainable, then keep things as they are;
- sustainability – and this means sustaining standards for pupils and quality of life for teachers;
- ad-hoc – mind set needs to change, when staff leave, should not automatically think 'what saving can be made';
- good to see change of culture in Shetland Islands Council and full-time permanent posts being advertised again;
- in some subjects / schools we are struggling to recruit – Shetland is losing its attractiveness as a place to come and work and further reductions will only exacerbate this;
- age structure of teachers, many are moving towards the end of their career, and changes in environment is different; coming to Shetland is asking folk to come to the most remote place, we may get probationers who then stay for a few years, but keeping them will be more difficult;
- Shetland used to be excellent, but with changes like sharing teachers, moving teachers around, taking ferries, etc, it is a less attractive place to teach;
- it would be good to know why employees leave – exit interview;
- there was an agenda to reduce the numbers of staff, it that is coming to an end then that is welcomed;
- teachers numbers are subject to a national agreement;
- shared head teachers – represents watered down 'leadership';
- if it is about making savings, then keep the head teacher in the school but ask them to teach part of the time;
- head teachers are increasingly being asked to do administrative tasks previously reserved for Devolved School Management Officers, administrative tasks for head teachers greater than in other local authorities;
- Management structure and what represents best value – this needs to be looked at.

Appendix 4

Duties of Principal Teachers, Depute Headteachers and Headteachers
From SNCT Handbook
Principal Teachers

- 2.10 Subject to the policies and practice of the School and the Council, the duties of principal teachers are, in addition to any duties of a teacher that may apply, to:
- (a) lead, manage and support the work of colleagues providing strategic direction and guidance as necessary;
 - (b) lead curriculum development and quality assurance;
 - (c) contribute to the development of school policy in relation to the behaviour management of pupils;
 - (d) review and support professional needs, and performance of colleagues through continuous professional development. ;
 - (e) where required, lead, implement and manage whole school policies including, where appropriate, guidance, pastoral care and behaviour support.

Depute Headteachers

- 2.11 The role of a depute headteacher is to assist and, where necessary, deputise for the headteacher in the conduct of school affairs. The duties of a depute headteacher are to support the Headteacher in the performance of his/her duties to:
- (a) provide and promote leadership, good management and strategic direction in areas of work of the school;
 - (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
 - (c) take responsibility for aspects of curriculum development, learning and teaching and meeting learners' needs;
 - (d) take responsibility for aspects of improvement planning and quality assurance;
 - (e) work in partnership with parents, other professionals, agencies and other schools.

Headteachers

- 2.12 The role of the Headteacher is to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council. Headteachers have a corporate responsibility to contribute to an agenda of ongoing improvement in their school and across their Council area. The duties of the headteacher are to:
- (a) provide leadership, good management and strategic direction to the school;

- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for providing strategic leadership for curriculum development, learning and teaching and meeting learners' needs;
- (d) take overall responsibility for improvement planning and quality assurance;
- (e) act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- (f) work in partnership with parents, other professionals, agencies and other schools; and
- (g) take overall responsibility for the management of health, safety and well-being.

Depute Headteachers and Headteachers

- 2.13 Where a class teaching commitment is included in the remit of a headteacher or depute headteacher, its extent will be determined by the council on the basis of an assessment of the management content of the post.



Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

Recommendation 3: Sharing of
Secondary Teaching Staff

September 2015

Contents

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2. Context and Background
3. Summary of Findings
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5. Further Actions
6. Proposed Timescale for Implementation
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1. Introduction

- 1.1 The primary purpose of this recommendation is to review fully the use of current secondary teaching capacity with a view to identification of further feasible opportunities to share teaching staff.

2. Context and Background

- 2.1 In recent years, through various reviews of the secondary school estate instructed by Shetland Islands Council, it has become apparent that secondary settings in Shetland were generously staffed in relation to what was required to deliver the curriculum. There are two key reasons for this:
- primarily, declining secondary pupil rolls resulted in a surplus class contact capacity in almost all secondary settings in Shetland and across almost all curricular areas;
 - secondly, a generous resourcing historically allowed recruitment of secondary subject specialist teachers to full time posts where the class contact capacity associated with a full time post may have been greater than what was actually required to meet the needs of the setting; this was done to support successful recruitment of specialist staff.
- 2.2 In more recent times two key factors necessitate the sharing of staff between settings. These are:
- decreasing budgets within the Children's Services Directorate whilst retaining the existing secondary school estate;
 - difficulties in recruitment to posts, particularly part-time posts required in the smaller settings.
- 2.3 The salaries cost incurred by the Council for one fifty minute per week teaching period over one school year is approximately £1600. Based on a thirty three period week, each full time secondary teacher has a contractual class contact capacity of twenty seven teaching periods per week. Clearly, therefore, each teaching period is valuable and the Council must strive to make best possible use of every one.
- 2.4 At present as secondary teaching posts become vacant, the requirements of the setting are carefully scrutinised and considered on their own merits. Rather than immediately seeking a like-for-like replacement, existing surplus class contact capacity in other settings will be explored first to see if capacity exists to provide the specialist teaching requirement. This supports more efficient use of specialist teachers' class contact time.
- 2.5 For some vacant posts the excess capacity to fill them will not exist or will be cost prohibitive to realise as a teacher's travel time required during a working day has to be considered as class contact time. In this case a recruitment exercise will be undertaken. It may be however that a part-time post will possibly be sufficient replace a previously full time post.

- 2.6 As part of the project, all secondary settings submitted their staff timetables and class group numbers. The lead officer for the recommendation then undertook a detailed analysis of each timetable and quantified each secondary teacher's class contact commitment and thereby also the unused class contact capacity each teacher had in their working week.
- 2.7 A secondary task associated with this recommendation was to develop a set of key principles for sharing arrangements which are established. The purpose of this task was to ensure consistency of approach in all settings and thereby ensure that teachers' conditions of service are being adhered to.
- 2.8 It should be noted that in Shetland, for many years, all the expressive arts subjects (PE, art and music) are delivered in our primary settings by peripatetic teachers who work in several settings in the course of their working week. Many of these teachers also teach in the secondary sector. This is also the case for all of our instrumental instructors. This is also occurs in other local authorities who have smaller schools.

3. Summary of Findings

3.1 Feedback from Stakeholder Groups

- 3.1.1 The parent council group was generally supportive of the concept of sharing teachers between schools with some reservations. They noted that timetabling could be difficult and that pupils having two different teachers for some subjects be a disadvantage. They also noted that teachers not being in school to support pupils outside of timetabled teaching time would be a disadvantage. There were several suggestion made for practical strategies that could be implemented to mitigate against some of the disadvantages for example incorporating handover time into the timetables of teachers who share classes.
- 3.1.2 The principal teachers' group thought that shared arrangements were stressful for the teachers involved for a number of reasons. They have concerns over teachers not feeling they belong to one school and the impact shared arrangements have on the ethos of schools. They did appreciate that sharing arrangement allowed subject specialists to deliver teaching and did also allow some teachers from junior highs that opportunity to teacher at Higher or Advanced Higher level. They suggested several practical steps that should be implemented to alleviate the difficulties such as the base school head teacher's role in closely monitoring a shared teacher's working time expectations are acceptable.
- 3.1.3 The Teachers / Teaching Unions Group noted a range of issues mostly around teachers' collegiate time commitments. The overarching feeling that shared teachers will not be able to meet the expectations of two settings but will feel pressure to try to do that leading to stress or loss of good will. They

also noted concerns over recruitment and retention of staff in shared arrangements. This group also noted several practical steps that could be taken to alleviate some of the difficulties such as clarifying collegiate activity expectations at the start of the session.

3.2 Feedback from Quality Improvement Officer Visits

- 3.2.1 As part of the Term Four round of school visits, quality improvement officers and head teachers were able to offer school staff the opportunity for input into all of the School Comparison Project recommendations. The feedback gathered in relation to Recommendation 3 does not differ significantly from what was gathered through the principal teacher and teacher stakeholder groups.

4. Conclusions

- 4.1 In terms of total amounts per schools or across the entire secondary estate there remains a significant amount of class teaching time capacity unused. This has reduced however as sharing arrangements have been established.
- 4.2 The cumulative total of the unused capacity is roughly equivalent to 20 full-time equivalent teachers which would have salary costs of £900,000 per annum. This does not include head or depute head teachers or full time Pupil Support principal teachers.
- 4.3 In most cases the unused capacity will be small numbers of periods on individual teacher's timetables. The fact that teacher travel during the working day is counted as class contact time means that these "spare" periods cannot be realistically deployed in another setting.
- 4.4 The work currently being developed through the Shetland Learning Partnership on common curriculum structures should allow clarification on what staffing each setting will require and thereby perceived inequalities can be addressed.
- 4.5 Head teachers in some schools use some of this capacity imaginatively to enhance the opportunities for the pupils or take forward school development activities however as the degree of excess capacity varies from school to school this is seen as an inequality by some.
- 4.6 As time goes by there are fewer obvious opportunities for sharing arrangements to be implemented.
- 4.7 There is a recently revised agreement in place for the transfer of teaching staff which has been developed in conjunction with locally represented unions. The revised agreement, for example, offers clarity of implementation and an appeals procedure. There is, however, no guidance on the ongoing practicalities for sharing staff.

- 4.8 Some teachers are trained and registered to teach more than one subject e.g. two social subjects, are able to be deployed more efficiently within one setting for a complete working week. Recommendation 1 of the School Comparison Project, and its draft Action Plan recommends investigating further support for teachers to qualify to teach an additional subject.

5. Further Actions

- 5.1 Action 1
Continue to implement the current sharing/recruitment strategy when secondary teaching posts become vacant.
- 5.2 Action 2
Develop a set of principles to ensure that the conditions of service for teachers working between two settings are adhered to and equitable for all.
- 5.3 Action 3
Develop a policy whereby an agreed amount of staff absence is covered internally using surplus internal class contact capacity before incurring costs of bringing in supply teacher cover.
- 5.4 Action 4
Develop a policy whereby any surplus class contact time can be allocated to development undertaken by a teacher at either school or local authority level e.g. work associated the School Improvement Plan or a task delegated through a subject development group to benefit teaching and learning in all secondary settings.

6. Proposed Timescale for Implementation and Further Work Required

- 6.1 Action 1
This is current practice and as such requires no further development.
- 6.2 Action 2
Work on this has commenced with a set of draft principles already been shared with the joint union side of the Local Negotiating Committee for Teachers and the received comments taken account of. A second draft is currently with the unions for further comment. As sharing arrangements are already in place it is hoped to have this work completed as soon as possible. It is anticipated that this work can be completed by December 2015. The second draft is attached to this report as Appendix 4.
- 6.3 Action 3
This is currently in place to a degree, however there is no local policy on this which would ensure full implementation and adherence. An agreed procedure would need to be agreed to take account of extraordinary circumstances. This

work would require consultation with all head teachers of secondary settings and with the joint union side of the Local Negotiating Committee for Teachers. This work could be undertaken with a completion date of July 2016.

6.4 Action 4

There is no local policy on this. This work would require consultation with all head teachers of secondary settings and with the joint union side of the Local Negotiating Committee for Teachers. This work could be undertaken with a completion date of July 2016.

7. **Implications and risks on learning and teaching**

7.1 Action 1

The current sharing/recruitment strategy is designed to ensure that pupils in Shetland are taught specialist subjects by appropriately trained and registered teacher as expected by the General Teaching Council for Scotland. Children's Services sees this as the best model to provide pupils with the highest quality teaching and thereby supporting pupils to achieve their full potential whilst making best use of human resources. It is accepted however that there are some drawbacks with sharing arrangements which require work to mitigate against. These are mostly related to sharing of classes and imbalanced timetables.

7.2 Action 2

This should allow consistency of approach therefore reduce teacher's stress to allow them feel more supported and more able to undertake their teaching in a positive effective manner.

7.3 Action 3

An internal absence cover policy would support pupils having a teacher that they know when their usual teacher is absent. That teacher is unlikely to have the appropriate subject specialism so that direct teaching time will be lost. It must be noted however, that the current supply teacher list does not provide adequate subject specialists to meet supply needs.

7.4 Action 4

There should be no direct impact on learning and teaching from this recommendation.

8. **Projected Savings / Costs and Associated Timescale for Realising Savings**

- 8.1 Under current agreements nationally with teacher unions in Scotland, there is no facility for compulsory redundancy. As such, therefore there is no mechanism to compulsively reduce a teacher's time to enforce more efficient use of teacher contact capacity. Teacher sharing arrangements that have been established have been as and when opportunities have arisen.

- 8.2 The current teacher numbers agreement between Shetland Islands Council and the Scottish Government will be a constraint on the total saving which could be realised.
- 8.3 As a result of the ongoing work of central staff the amount of excess class contact capacity has reduced significantly. There remains some capacity in some subject areas that could be realised which might amount to a total of perhaps 2.0 full-time equivalent teachers or approximately £80,000 in savings. It is essential to note however that this could only be happen if vacancies in the appropriate subject areas emerged and in schools where it would be feasible to implement a sharing arrangement.
- 8.3 The total cost to Shetland Islands Council for supply cover in the secondary sector in session 2014-15 was approximately £131,000. With a planned and agreed supply cover in place a recurring saving of £50,000 should be achievable on this figure.

9. Appendices

Appendix 1	Parent Council Stakeholder Responses
Appendix 2	Principal Teacher Stakeholder Responses
Appendix 3	Teachers and Teaching Unions Stakeholder Responses
Appendix 4	Draft Principles for Sharing of Teaching Staff

Parent Council Stakeholder Group

Appendix 1

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

Summary of the feedback from the group on Recommendation 3

What are the implications of sharing secondary teaching staff between schools?

- it is already being done eg. Baltasound and Mid Yell and is going well;
- always had travelling teachers between Baltasound and Mid Yell;
- contact time is lost to travel;
- not continuous – obvious – possible issue over cost benefit – common sense approach required over sharing of staff;
- sharing of classes between teachers could be a negative effect on the pupils;
- imbalanced timetable could be detrimental for pupils – but the concept can work as long as it is not taken to extremes;
- not sure how much more sharing capacity there is left in some schools;
- concept is firm – would encourage more if it leads to sustainability;
- not idea to share classes between teachers;
- extra support may not be available if teacher not on site;
- need to develop sense of ownership/belonging for teachers, this is compromised if working in several schools;
- good idea in general to a certain degree – could be travel related problems e.g. ferries;
- geographical concern, travel time;
- common sense, principle – okay for staff to work in more than one setting;
- combined timetabling required between schools if staff are being shared;
- level of continuity for pupils compromised if more than one teacher in place;
- pupils having the subject for a longer period of time in one day to accommodate part-time staff;
- absence of pupils may mean that they miss out on the subject if it is timetabled across less days;
- schools are more efficient at present;
- lot of double periods can adversely affect concentration levels;
- how much more sharing of staff could be brought in without further inhibiting the timetables; principle of sharing is fine; would encourage more of it if it can be done effectively; have had problems in the past

with some subjects not being covered at all;

- pupils may require support from teachers on a daily basis but fewer teachers are full-time in one school;
- teacher numbers deal – the authority has to maintain the number of teachers employed in September 2014;
- some effort has to be put in to continue to recruit teachers;
- collegiate activity/identity important for teachers;
- in general – good idea. Nothing new - teachers travelling has always happened;

General principles and good practice for the authority to develop to support staff being shared between schools

- need for 'Handover' time to be factored in so that staff can discuss progress with the class, if they are sharing the class.

Principal Teacher Stakeholder Group**Appendix 2**

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

What are the implications of sharing secondary teaching staff between schools?

Summary of Feedback from the Forum on Recommendation 3

Negatives of staff being shared

- stressful for most – never feel part of one school – torn between two schools;
- may be procedures from both schools;
- timetabling implications – split classes;
- imbalanced timetable;
- compacted time for pupils;
- last minute decisions – some classes have to be stopped;
- methodology of process;
- not conclusive with teaching and learning;
- teacher needs time to build relationship with teachers;
- impact on ethos of school;
- some teachers feel they have it done to them;
- classroom accommodation issues;
- some schools may use different resources;
- time implications for liaison between teachers;
- opportunities required for meeting;
- collegiate activities duplicated increasing workload;
- impact on whole timetable;
- IT log in access in different schools;

Positives of staff being shared

- pupils will access specialist teachers;
- opportunity to teach Secondary 5/ Secondary 6 pupils;
- encourage teachers dual qualified;

General principles and good practice for the authority to develop to support staff being shared between schools

- ensure time is available for liaison between staff;
- working time agreement needs to be monitored;
- shared member of staff should have lower contact time;
- planning of collegiate activities needs to be carefully planned between schools;

- private facebook page for pupils to post homework / queries for teacher – only if teacher was in agreement with this approach;
- role of head teacher at base school is critical to good organisation;

Teachers and Teaching Unions Stakeholder Group

Appendix 3

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

What are the implications of sharing secondary teaching staff between schools?

Summary of Feedback from the Group on Recommendation 3

- it can be disruptive to learning and teaching with classes having more than one teacher;
- it can be difficult for staff sharing classes to have the time to meet to plan and review learning;
- collegiate time reduced if working in more than one school – staff unable to attend meetings;
- teachers feel pressure to continue to attend parents evenings and write reports for all their classes;
- the system relies on the goodwill of staff;
- recruitment is more challenging to peripatetic posts;
- two different categories of staff; staff whose jobs are from the start between more than one school and staff started in an ad hoc way during their employment;
- there can be a lot of stress on staff who are moved;
- financial outlay before mileage reclaimed – support on additional support needs as those pupils do not get the same support;
- Best Value in does not necessarily mean all teachers taking to maximum contact time;
- an element of flexibility can provide more opportunities for wider achievement;
- general principles and good practice for the authority to develop to support staff being shared between schools;
- staff must not feel they must do it all at both schools – parent's evenings etc;
- clarify on arrangements for line management, travel time etc; needs to be in place **before** staff transfer;
- the idea of principles being worked up by members of the management and union side of the Local Negotiating Committee for Teachers would be welcomed.

DRAFT Principles for Sharing of Teaching Staff**Appendix 4****Sharing of Teaching Staff Between Settings - Roles and Responsibilities****Principles**

The purpose of this document is to define the roles and responsibilities of all staff involved in a shared arrangement, whereby teachers work in more than one setting in the course of their normal working week.

Shetland Local Negotiating Committee for Teachers (LNCT) has an agreement in place on the process whereby excess teaching time capacity can be reallocated to another setting to meet specialist shortfall and to increase efficient use of a teacher's class contact time capacity. The Transfer Agreement for Teachers revised in March 2015 was issued with circular 017/2015 on 20 March 2015

It is accepted that, for teachers shared between settings, other than those appointed on a peripatetic basis, this is unlikely to be what they expected when they took up post. It is therefore essential that such transfers are undertaken sensitively and that it is monitored and most importantly, that the support for the teacher is ongoing.

The key reason for establishing shared arrangements is to provide pupils with appropriate subject specialist teaching to support their learning. It can therefore be assumed that the teaching delivered will be at its highest quality if the teacher is well prepared and feels well supported within each setting in which they teach.

Conditions of service contained within the Scottish Negotiating Committee for Teachers Handbook for a teachers in a shared arrangement are implemented in the same way as for a teacher who works in one setting.

Links to Other Documents

This document should be read in conjunction with the:

- SNCT Handbook guidance on a Teachers working week and duties;
- Shetland LNCT 35 hour working week Agreement for Peripatetic Teachers;
- Shetland LNCT Updated Transfer Agreement for Teacher (March 2015).

Definitions

For the purposes of clarity the following terminology will be used throughout this document:

- **Shared Teacher** refers to the colleague to be shared between settings;
- **Base School** will be the school in which the teacher spends the majority of their timetabled contractual contact time;
- **Second School** will be the school in which the teacher spends the remainder of their timetabled contractual contact time.

- **Line Manager** will be the teacher's immediate line manager. This person will normally be based full time within the teacher's base school. They could be a head teacher, a deputy head teacher or a principal teacher dependent on the management structure in place in the base school.
- **A Teachers' working week** should be considered as consisting of:
 - Up to:
 - ✓ **22.5** hours of class contact.
 - ✓ **7.5** hours for preparation and correction (may be undertaken at a time and place of the teacher's own choosing in consultation with their line manager).
 - ✓ **5.0** hours for collegiate activities
- **Individualised Work Plan (IWP)** is a document that provides clear details of what is expected of the shared teacher. It will contain full details of:
 - ✓ all timetabled class contact;
 - ✓ all required travel;
 - ✓ expectations in relation to each school's collegiate activities, e.g. attendance at parents' nights, staff meetings, reporting to parents etc. This should be proportionate to the amount of time spent in each school.

A copy of this document will be held centrally and should be available for review by the LNCT joint secretaries to ensure the teachers' conditions of service are being met.

Roles and Responsibilities

Detailed below are the roles and responsibilities of all colleagues involved in establishing and maintaining a shared arrangement.

Children Services Officers will be responsible for:

- identification of suitable vacancies whereby a sharing arrangement may be appropriate;
- the establishment of any teacher sharing arrangement in line with the Updated Transfer Agreement for Teachers (2015);
- monitoring all sharing arrangements to ensure that the teacher's conditions of service are not breached and that the principles contained in this document are being upheld;
- address any emerging issue that is raised that could impact on the teacher's ability to teach effectively that cannot be addressed at school level;
- as part of an annual scrutiny of secondary department timetables, identify where class contact capacity exists;

Base School Head Teacher will be responsible for:

- meeting their obligations with respect of the Updated Transfer Agreement for Teachers (2015);
- ensuring the guidance contained within this document is followed within the base school;
- giving due regard to each setting's working time agreement, ensuring that the teacher's conditions of service are met through the development of an annual individualised Work Plan (IWP) in negotiation with the teacher and the second school.
- providing appropriate line management for the teacher, either directly or delegated within the school's management structure;
- all other duties appropriate to the role of head teacher within the base school e.g. the quality assurance process related to teaching and learning;
- ensuring arrangements are in place for liaison between teachers that may share a class.

The Line Manager will be responsible for:

- the teacher's annual Professional Review and Development process and Professional Update Sign-Off as required;
- meeting regularly with the teacher, once per term as a minimum, to discuss the arrangement and any emerging issues related that could impact on their ability to teach effectively; these could be workplace relationships, health and wellbeing issues, morale issues etc; time for this meeting should not come from the teacher's preparation and correction time;
- discussing any emerging issues with the Base School Head Teacher.

Second School Head Teacher is responsible for:

- meeting their obligations with respect of the Updated Transfer Agreement for Teachers (2015);
- ensuring the guidance contained within this document is followed within the second school;
- providing appropriate support for the teacher, either directly or delegated within the school's management structure; this will include ensuring that the teacher is welcomed and included as a member of the staff of the second school, and ensuring that there are effective ways to communicate about school events and pupils;
- all other duties appropriate to the role of head teacher within the second school e.g. the quality assurance process related to teaching and learning.
- ensuring arrangements are in place for liaison between teachers who may share a class.

Base School Head Teacher with Second School Head Teacher will:

- agree a proportionate timetable for the shared teacher that makes efficient use of class contact capacity;
- agree a programme for the teacher's collegiate time proportionate to the amount of class contact time allocated to each setting;
- discuss and address any emerging issues that are raised that could impact on the teacher's ability to teach effectively.

The Shared Teacher should:

- primarily be expected to fulfil the duties of a class teacher as published in the SNCT Handbook;
- meet regularly with their line manager teacher, once per term as a minimum, to discuss the arrangement and any emerging issues related that could impact on their ability to teach effectively; these could be workplace relationships, health and wellbeing issues, morale issues etc; time for this meeting should not come from preparation and correction time.

Additional Points

In recognition of the additional factors to be considered by a teacher in a sharing arrangement the following points should be implemented unless no other option can be identified:

- a shared teacher should not be allocated a registration class;
- a shared teacher should not be asked to undertake cover for an absent colleague.

Individualised Work Plan

Timetable (for illustration)

	Per1	Per2	Per3	Per4	Per5	Per6	Per7
Mon	School A Class	School A Class	School A Class	School A Class	School A Class	Non Contact	Non Contact
Tues	School B Class	School B Class	Non contact	Travel	School A Class	School A Class	School A Class
Wed	School A Class	School A Class	Non contact	School A Class	School A Class	School A Class	School A Class
Thurs	School B Class	School B Class	School B Class	Non Contact	School B Class	School B Class	School B Class
Fri	School A Class	School A Class	Non Contact	School A Class	School A Class		

Collegiate Activities School A (for illustration)

Agreed Collegiate activity	Date	Time allowance	Comments
Parents' night			
Preparation. For parents' night			
Whole staff meeting			
Department. Moderation meeting			
Report writing			
	Total		

Collegiate Activities School B (for illustration)

Collegiate Activities School B (for illustration)			
Agreed Collegiate activity	Date	Time allowance	Comments
Parents' night			
Preparation. For parents' night			
Whole staff meeting			
Department Moderation meeting			
Report writing			
	Total		

Total Agreed Collegiate activities time (Total School + Total School B)	
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Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

School Comparison Project

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

September 2015

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1. Introduction and context

- 1.1 The rationale of Recommendation 4 was to review other aspects of secondary provision to make secondary education more efficient and sustainable with five elements, identified initially for further exploration in the January 2015 Secondary School Comparison Project Report:
- Element A:
examining the range of subjects available in our schools as part of the Broad General Education in Secondary 1 and 2, personalisation and choice in Secondary 3, and for qualifications in the Senior Phase from Secondary 4 to Secondary 6;
 - Element B:
examining the organisation of classes including: possible composite classes in junior high school settings where pupil numbers allow: viable class sizes in all settings and consideration of the delivery of Higher and Advanced Higher courses in the same class in Brae High School;
 - Element C:
the use of information and communications technology (ICT) to support on-line and distance learning where appropriate;
 - Element D:
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 three onwards;
 - Element E:
examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary settings.
- 1.2 The work of the project team of the Shetland Learning Partnership Work-stream One, tasked with developing plans for a common curriculum and timetable structure for the Broad General Education (Secondary 1 to Secondary 3) and the Senior Phase (Secondary 4 to Secondary 6) for all of Shetland's secondary establishments, supported further consideration of Elements A and B of the School Comparison Project Recommendation 4 at their Project Team meetings.
- 1.3 The on-line learning work-stream of the Shetland Learning Partnership also discussed Element C of the Recommendation, the use of ICT to support online and distance learning where appropriate, as did the Schools ICT Strategy Group.

- 1.4 The Project Team involved in work-stream four Elements D and E consisted of The Executive Manager - Schools, (Lead Officer), head teacher, Aith Junior High School, Team Leader, Janet Courtney Halls of Residence, a Shetland Islands Council Solicitor, a Shetland Islands Council Senior Assistant Accountant, Shetland Islands Council Transport Contracts and Operations Officer and the Shetland Islands Council Evaluation, Research and Development Officer.

2. Summary of Findings

2.1 **Examining the range of subjects available in our schools as part of the Broad General Education in secondary one and two, personalisation and choice in secondary three, and for qualifications in the Senior Phase from secondary four to secondary six (Element A)**

- 2.1.1 In taking this element forward, a concept of a core menu of qualification subjects for Secondary 4 is being considered by Children's Services. This list, drawing subjects from each curricular area, would be the minimum range offered in all settings and would be considered as Shetland Islands Council's baseline provision commitment. The core list will allow all settings to deliver on every pupil's entitlement to access all outcomes and experiences from each curricular area within the Broad General Education of Curriculum for Excellence. The core list of learning options proposed is:

- maths;
- English;
- one modern foreign language;
- two sciences, one of which is chemistry;
- one social subject;
- one technical subject;
- one home economics subject;
- one business education/ICT subject;
- music;
- art;
- core PE;
- core religious and moral education.

- 2.1.2 The model would include the principle of local flexibility to go beyond the core list, allowing settings to enhance the basic core list, taking account of local circumstances. These circumstances would include pupil rolls, staffing resources, including dual qualified teaching staff, placing requests, and the budget available to Children's Services to resource the school estate in general. Children's Services is aware of at least two other rural authorities in Scotland that are looking carefully at the range of courses available to young people in the Senior Phase at a time of reduced budgets.

- 2.1.3 It is the intention of the Children's Services Directorate that the core list would be the minimum range of options available to those entering their Senior

Phase in Secondary 4. It should be recognised that, in some settings, this will be a challenge due to difficulties in the recruitment of staff. The core list of subjects proposed is not currently being offered in all settings at qualification level.

- 2.1.4 The adoption of this model would ensure that all pupils, parents and staff would be able to plan clear progression routes for learning whether all of their secondary study was undertaken in one or more settings. It would also allow Children's Service's officers to be able to plan and deploy staffing resources efficiently within the secondary school estate and develop a more sustainable approach to subject choice in general, reflecting pupil rolls, staffing complements and the reduced resources at the Council's disposal.
- 2.1.5 The model would provide a framework for moving forward in terms of resourcing Shetland's secondary schools and making decisions with our school management teams in respect of staffing requirements and subject choice in schools in the longer term. The core list would not simply be used from the outset to reduce the number of teachers in our secondary schools. A local authority cannot simply make teachers redundant in order to rationalise subject choice. Moreover, as with all local authorities in Scotland, Shetland Islands Council currently has a national agreement with the Scottish Government to maintain teacher numbers at the September 2014 national census level as part of its funding arrangements.
- 2.1.6 The Shetland Islands Council decision in February 2015 to waive halls of residence fees and transport costs for young people from the end of Secondary 3 would also provide pupils with the opportunity to move to another school to access subjects, thus potentially avoiding a scenario where learning programmes and pathways for young people are compromised as a result of subjects not being available in their catchment school.
- 2.1.7 The implementation of the core subject list, running alongside the decision already made to waive halls of residence fees and transport costs, will require a change in mindset amongst Shetland secondary education stakeholders. Rather than concentrating on the level of subjects on offer in each individual school, part of the rationale behind the core subject list is to focus on the learning programmes and pathways available in Shetland, as a whole, and support young people to access them either in their catchment school or an alternative setting.
- 2.1.8 These proposals around a core list have been discussed at recent secondary head teacher, stakeholder, and parent council chairs meetings, as part of the School Comparison Project, as well as during focused quality assurance visits to schools in term four of session 2014-15 by quality improvement officers.
- 2.1.9 Concerns have been expressed by stakeholders around the core list and local flexibility concept with junior high school parent councils particularly apprehensive about the implementation of this proposal.

The concerns from stakeholders are set out below.

- A core list for Secondary 4 pupils could lead to restrictions on their subject choice, which in turn could limit further subject choice at Higher and Advanced Higher level, as well as limit future career options and reduce the likelihood of positive destinations for young people beyond school.
- In particular, there were concerns about potentially reducing the number of science and social subjects courses available in schools, in line with the core list, subjects that traditionally have a popular take-up at Higher and Advanced Higher level. In all schools, the three science subjects are currently offered to pupils at National Level and at least two social subjects are available; implementation of a core list would potentially reduce this to two science subjects and only one social subject respectively.
- The core list includes only one modern foreign language subject and this caused concern that the Shetland population, longer-term, would become less skilled in European languages, which ultimately may affect career opportunities in the local fishing and agriculture industries, where partnership and negotiations in a European setting are essential.
- Potential adverse implications on attainment for young people in smaller, rural schools were raised with pupils possibly unable to study the subjects that they have both ability and the motivation to do well in.
- The core list and local flexibility range of subjects model recognises that the Anderson High School would provide a menu of subjects in the Senior Phase well beyond the core list given its school roll and staffing complement. However, rural parent council members felt that this presumption would put rural pupils at a disadvantage with fewer subjects and opportunities.
- Fewer subjects would lead to larger class sizes in all schools.
- Moreover, if the number of pupils doing a reduced number of subjects exceeded 30 for non-practical classes and 20 for practical classes then, in line with Children's Services timetabling principles, another class would be created, which potentially would impact on current sharing of staff arrangements and precipitate further teacher recruitment and additional costs.
- There were very real concerns and significant suspicion from a number of stakeholders that the core list concept would result in longer-term closure of junior high schools through the "backdoor", with a core list creating a two tier system of secondary education and consequently forcing parents to move their children to Anderson High School at a younger age in order to ensure a wide range of subjects are available for them to choose from. With falling schools rolls within this scenario,

junior high schools would become less viable and more vulnerable to closure.

- Some teachers viewed the core list as a means of reducing staffing and were concerned about the implications on career long professional learning and job satisfaction.
- There were also reservations around the authority being able to staff this core list in some curricular areas given the current challenges of recruiting teachers to rural authorities in Scotland.

2.1.10 Many stakeholders, especially junior high school parent councils, argued against implementing this core options model imminently. Instead, there were calls for further engagement with teachers and parents in respect of the subjects on the core list, in particular clarifying PE in Secondary 4 and the business studies courses. Stakeholders also asked for further consideration of the implications of the national 1+2 Modern Foreign Languages initiative.

2.1.11 Additional engagement following September's report to consider the proposal would also enable more discussions with stakeholders around what is meant by the local flexibility concept. At present, some parent councils do not feel reassured that this would, in reality, mean potentially offering subjects beyond the core list.

2.1.12 The number of subjects (learning options) in Secondary 4 – Shetland Learning Partnership: Workstream 1 – Curriculum and Timetables

It is important to stress that the number of learning options young people in Secondary 4 choose will be decided entirely on learning and teaching grounds and is being progressed through the Shetland Learning Partnership, whereas the range and menu young people choose from is Element A of the School Comparison Project.

2.2 Examining the organisation of classes including: possible composite classes in junior high school settings where pupil numbers allow: viable class sizes in all settings and consideration of the delivery of Higher and Advanced Higher courses in the same class in Brae High School (Element B)

2.2.1 Compositing

Teaching of composite classes of Secondary 1 and 2 pupils has been in operation for some time in Baltasound Junior High School. Moreover, with the move to maximum class-sizes in primary schools in recent sessions, composite classes of up to 25 pupils have become more common in the Broad General Education in a number of primary settings. Given projected rolls, a model of Secondary 1 and 2 compositing could potentially be implemented in Mid Yell Junior High School and in Whalsay School in coming years.

2.2.2 Discussions have also been held with stakeholders with regard to formally moving to bi-level teaching in the Senior Phase i.e. classes of National Five and Higher pupils, or, Higher and Advanced Higher pupils in one class. This has been done in some subjects in Brae High School during the current academic year.

2.2.3 Viable class-sizes

With regard to viable class-sizes, a formula was drafted and discussed with the secondary head teachers earlier this year. The formula proposed to set criteria for class sizes in secondary schools, aligning with the Scottish Negotiating Committee for Teachers class size maxima of 33 pupils for non-practical subjects and 20 for practical subjects and Shetland Islands Council's agreed timetabling principles. These prevent the practice of splitting practical year groups into more than one where a year group is under 20 in practical classes and under 30 in non-practical classes.

The key features of the formula are set out below.

- A minimum class size is 25% of the class size maxima i.e. five pupils for practical subjects and eight pupils for a non practical subject. In schools where the entire year cohort would be fewer than the class size maxima, the minimum viable class size would be 50% of the cohort of the setting or the five to eight pupils noted above, whichever number would be lower.
- The criteria also recognised that where two subjects could be taught in one class a school may offer this in order to meet the viable class size criteria.
- The criteria went on to explain that where the numbers of pupils' options choices would require creation of an additional class that fails to meet the viable class size criteria, i.e. more than 20 pupils opting for a practical subject or more than 30 for a non-practical subject, such additional classes must meet the viable class size criteria. The table below gives details of the number of pupils required for the creation of an additional class.

Number of sections	Practical Subjects	Non-Practical Subjects
2	>24	>37
3	>44	>67
4	>64	>97
5	>84	>127
6	>104	>157

7	>124	>187
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- Where the required numbers are not achieved the additional class will not be created and some pupils will therefore need to revisit their option choices.

2.2.4 There have been very mixed views from the various stakeholders on the themes within Element B: compositing in the Broad General Education (Secondary 1 to Secondary 3), bi-level teaching in the Senior Phase (Secondary 4 to Secondary 6) and the issue of what constitutes a viable class.

Stakeholder feedback can be summarised as follows.

2.2.5 Compositing classes in the Broad General Education (secondary one to secondary three)

Some of the more favourable comments towards it were:

- Baltasound Junior High School Parent Council felt that, from their perspective, Secondary 1 and 2 compositing seems to work in the school, essentially because of the commitment of teachers in the school to ensure that it succeeds for each child. The parent council was relatively comfortable with composites in early secondary, providing Secondary 4 pupils are not in a composite class with younger pupils;
- There were parent council stakeholders who felt that certain subjects lend themselves to compositing;
- Some parent council stakeholders also said that they would be more likely to support Secondary 1 and 2 compositing, if it maintained subject choice in early secondary.

2.2.6 Concerns and potential issues and difficulties:

- there were teachers that felt that large composite classes at early level, Level 1 and Level 2 in primary schools can be challenging to organise in terms of meeting the needs of a range of pupils and these challenges would simply be extended into secondary education with compositing in secondary;
- putting all children together in one class could be detrimental to most children due to the different knowledge and understanding required at different ages;
- teachers would have less time to spend focusing on, and teaching at, each level and building in pupil and year group progression from Secondary 1 into Secondary 2 if both year groups were in the same class;
- the size of classrooms is also a factor as in some schools there are classrooms which would be unable to accommodate more than ten pupils for health and safety reasons;

- some junior high school parent councils called for more clarity on terms such as 'small junior high schools' and 'where numbers allow' in terms of discussions on the issue of compositing classes in early secondary.

2.2.7 Dual level teaching in the Senior Phase

- Some teachers and parents said that teaching National 5 or Higher level in the subject or Higher and Advanced Higher in the subject same class with small numbers was feasible and acceptable, but not National 5, Higher and Advanced Higher in the same class. In short, teachers and parent councils were strongly against tri-level teaching in the Senior Phase, regardless of the size of classes / year-groups.
- Independent learning is an important feature of Advanced Higher courses to prepare young people for university study and dual level teaching in the Senior Phase would provide further opportunities for independent study.
- However, other teachers argued against dual level teaching in the Senior Phase with concerns that not all National 5 and Higher courses knit together to make it possible, with very different course content in these courses in subjects such as science. Others were concerned about the potential impact on attainment at Higher level, traditionally the gold standard of Scottish education, if other courses were being delivered in the Higher class.

2.2.8 Viable class-sizes

Secondary head teachers unanimously rejected the viable class size criteria, fearing that it would reduce the number of courses smaller schools would be able to run in Secondary 4, which, aligned with a potential reduction in subjects on offer within the core model, would significantly restrict pupils in these schools. Head teachers favoured a common sense approach to viable class sizes with local decisions being taken based around trends in subject choice over time. For example, if for two years running there was a tiny uptake in a subject head teachers would then be in a position not to offer this subject in the future. It was decided not to take the criteria forward further after discussions with head teachers.

- 2.2.9 However, the whole issue of viable class sizes was discussed at stakeholder meetings with a range of responses and views. Some teachers and principal teachers do not think that small classes of one or two pupils are sensible from the learning and teaching perspective, in particular when considering the importance of providing opportunities for classroom discussion and group work. Moreover, it was felt by some teachers and parents that the idea of overarching local authority principles with regard to viable class sizes may be helpful in clarifying how schools organise classes.

- 2.2.10 Other stakeholders agreed with head teachers around the importance of allowing local, school based solutions to the issue of viable class-sizes as

opposed to some form of mandatory criteria. It was pointed out that as long as the council makes the decision to retain the secondary school estate in its current form then there is an obligation to have small classes in order to protect personalisation and choice for young people. Imposing rules around minimal viable class sizes would only restrict pupil choice further.

- 2.2.11 In conclusion, taking into account stakeholder feedback on this issue, the view of central staff is that at the very least, a set of guiding principles will need to be developed. These will be worked on post October 2015.

2.3 The use of ICT to support online and distance learning (Element C)

- 2.3.1 This Element has focused on remote teaching through Information and Communications Technology (ICT). The term 'remote teaching' in this case describes the situation where, using ICT, a teacher teaches a group(s) of students located in an establishment different from the teacher's own. Another term for this is 'remote synchronous teaching'. The teacher does not have to be located within the same education authority as the students; but for most practical purposes will be.
- 2.3.2 This is distinct from 'blended learning', which describes the scenario where a teacher teaches a class face-to-face in their own establishment and makes use of ICT to provide a complementary online learning and teaching experience for their class. Workstream 2 of the Shetland Learning Partnership is focusing on this latter approach.
- 2.3.3 In November 2013, Shetland Islands Council considered a report on the future of secondary education in this authority. Like the School Comparison Project that report considered a number of alternatives to the present means of delivering secondary education in this authority. One of the sections of the report dealt with remote synchronous teaching but through videoconferencing. This was termed 'telepresence'. The report went on to conclude that "...in relation to current practice in Shetland, the widespread use of remote teaching through Telepresence does not present itself as a realistic possibility in the foreseeable future. It may be possible to run a pilot as opportunity presents itself; but care would need to be taken to ensure that the quality of pupils' education is not compromised. On the other hand, it would be a positive move to continue and develop the use of Telepresence and Virtual Learning Environments in the light of their potential as powerful educational tools."
- 2.3.4 Having evaluated a number of case studies internationally, nationally and locally, the report concluded that (at least) nine preconditions required to be in place before remote synchronous teaching could be a success. It then evaluated the local position in relation to those nine preconditions. The results are set out in the table entitled Appendix 1 at the end of this report, together with an update showing the position in June 2015.
- 2.3.5 Although the 2013 report focussed on videoconferencing as the delivery tool, it did touch on the use of a Virtual Learning Environment. A Virtual Learning

Environment is usually web-based and interaction occurs via the users' computers. A Virtual Learning Environment-proper provides a range of tools not available through videoconferencing units. These include access to curriculum content; student grades; and assessments. It further provides a social space where students and teacher can interact through threaded discussions or chat. The only example of a Virtual Learning Environment locally which fits the above definition is the one in use at University of the Highlands and Islands/Shetland College, entitled Blackboard.

- 2.3.6 In 2015, the use of Blackboard in Shetland schools has become more of a reality thanks to a planned initiative at Baltasound Junior High School. Workstream 2 of the Shetland Learning Partnership Project is running a pilot project during session 2015-16 at Baltasound Junior High School and Mid Yell Junior High School which utilises mobile devices and Glow in conjunction. The project is being independently evaluated by the University of Aberdeen. During the planning stage, Shetland College offered to deliver remotely in session 2015-16 a Unit from the Early Education and Childcare Skills for Work qualification to two Secondary 4 students in Baltasound Junior High School. The medium for delivery will be Blackboard.
- 2.3.7 More generally, at a meeting of the focus group which has been looking at Work Stream 2 of the Shetland Learning Partnership, held on 18 May 2015, it was agreed that remote teaching, if it has any chance of succeeding, must involve the correct technology, training and support. It was further agreed that Blackboard is the obvious choice for the software side of things.
- 2.3.8 As regards practice elsewhere in Scotland, some of the case studies in the November 2013 report dealt with other Scottish authorities. The authorities referred to there are: Dumfries and Galloway; Glasgow; and Argyll and Bute - as well as Shetland Islands Council itself. The Dumfries and Galloway example concerned mainly the delivery of instrumental instruction and therefore may be discounted for present purposes. Of the other two, only Glasgow's use of videoconferencing had been in place for long enough (since 2001) to have matured as a means of delivery. However it was not a routine means of teaching but instead a technology complementary to conventional classroom delivery. This simply emphasises the point that, in the remaining Scottish examples, remote teaching had been implemented at short notice, in response to staffing issues and had as a result been viewed as inferior to conventional teaching.
- 2.3.9 Recently, authorities across Scotland have been focussing overwhelmingly on the use of mobile devices in the classroom in combination with an online environment. For example, a Mobile Technologies Learning Conversation Event was held at the University of Stirling in November 2014; this authority was represented. This was attended by a good number of authorities and emphasised the direction of travel nationally. A specific example in this area is Highland Council's successful pilot of iPad use at Alness Academy, which has now led the Council to look seriously at giving a tablet device to all Primary 6 – Secondary 6 pupils in their authority. This emphasises the fact that following

the route of “pure” remote teaching is a challenging one, which in general Scottish authorities are not following.

- 2.3.10 For most practical purposes, remote teaching should be viewed as happening within the authority, i.e. from Shetland teacher to Shetland student(s). Other providers – such as the Open University and the University of the Highlands and Islands – do however provide online learning. In these cases, however, the courses on offer are usually aimed at Secondary 6 level and/or do not relate to the mainstream curriculum (e.g. the Open University modules). Nevertheless, this aspect of remote teaching ought to be explored further.
- 2.3.11 The feedback from stakeholders which has been gathered as part of this project shows that there is some limited support for remote teaching; but overall a marked scepticism and preference for a very cautious, step-by-step approach. One comment was that the pilot work at Baltasound and Mid Yell Junior High Schools needed to be carefully evaluated before proceeding further.
- 2.3.12 It is when one looks at the international case studies reviewed in the 2013 report that one is reminded once again that remote teaching by whatever means needs to be treated as a distinct pedagogy; and this in turn takes a long time to implement, with appropriate support and leadership. It is therefore vital that the table in Appendix 1 is used to guide developments in this area. There is no ‘quick fix’ as regards remote teaching; and indeed it would be extremely counter-productive to attempt one. The correct way forward therefore must be to evaluate the work happening at Baltasound and Mid Yell Junior High Schools and to build on that.

2.4 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 three onwards (Element D)

- 2.4.1 The Shetland Islands Council, at its meeting on 18 February 2015, took the decision to waive Halls of Residence fees and transport costs from June 2015, for pupils from the end of Secondary 3, in order to maintain the integrity of the Strategy for Secondary Education and to facilitate the Shetland Learning Partnership. In effect this means that pupils can move to any other school in Shetland at the start of their Senior Phase to maximise potential opportunities available to them to support their learning programmes.
- 2.4.2 Thus far, one pupil has taken up the option of a place in the Janet Courtney Halls of Residence and eleven bus passes have been issued for pupils to access free transport (three of those had previously accessed vacant seats).
- 2.4.3 Estimated cost to the authority for those pupils accessing free transport to school is just under £10,000 per annum.

The average annual cost of a child living in the halls of residence is £13,142 per annum. This one additional halls of residence place is costing an additional £600 per annum (essentially for food, and an allowance for electricity).

- 2.4.4 This work-stream within the School Comparison Project was tasked with considering extending this provision to pupils from the start of Secondary 3.
- 2.4.5 Whilst there was support from some of the teachers and principal teachers in the stakeholder meetings and at staff meetings in schools for extending the provision of the free halls of residence places and transport to young people from the start of Secondary 3, junior high school parent councils were deeply suspicious and concerned about this new Council Policy for pupils from the start of Secondary 4 and were firmly against expanding this provision to younger pupils.
- 2.4.6 Proponents of pupil movement between schools argued that this would avoid young people being disadvantaged due to where they live, having a smaller list of subjects to choose from and would support equality of opportunity for all young people in Shetland regardless of their location. New doors could be opened for pupils from remote settings to access subjects not available in rural schools. The idea of extending this option to Secondary 3 pupils was welcomed by some as only increasing opportunities and flexibility for young people.
- 2.4.7 However, other teachers and parents councils, in general, identified a number of concerns, including children effectively being forced to move away from their families and friends in order to study subjects. Teachers and parents also questioned what would be in place for young people who did not want, or were unable, to move school at a younger age. Some stakeholders questioned whether this was a means of reducing teachers and the viability of junior high schools by encouraging pupils to leave their local school. Junior high school parent councils felt that the free transport and halls of residence accommodation agenda as well as a possible core subject list model is directly targeting junior high schools and placing them in a more vulnerable position, in terms of their long-term viability.
- 2.4.8 Furthermore, there were questions raised about the capacity in the halls of residence to accommodate placing request pupils.
- 2.4.9 Teachers and parents also pointed out the apparent contradiction with the School Comparison Project proposal to enable young people to move school from the start of Secondary 3 whilst the Shetland Learning Partnership's plans for a common curriculum structure state that young people will experience a Broad General Education up to the end of Secondary 3 focusing on experiences and outcomes at the appropriate level from each curricular area and only commencing national qualifications from Secondary 4. Splitting young peoples' education in the Senior Phase is being used as an argument around discontinuing secondary four provision in junior high schools, yet the

transport and halls of residence fees proposal could split the learning in the Broad General Education phase. Moreover, this was comprehensively rejected for Sandwich Junior High School in 2014 during statutory consultation on creating a Secondary 1 and 2 junior high school.

2.4.10 The issue of travel times was also raised along with the impact on attainment of potentially long journeys to and from school as a result of the need to access subjects not available in catchment schools.

2.4.11 Finally, teachers and parents felt the cost of providing free transport and halls of residence costs was at odds with other core messages from the council about budget retrenchment and efficiency savings.

2.4.12 Flexible Schooling Referral Policy

The Project Team spent some time giving consideration to a Flexible Schooling Referral Policy, the intention of which was to try to facilitate a pupil moving to another school, on a part time basis, to access a subject, or subjects, to support their learning programme, were those subjects not available in their catchment area secondary school.

2.4.13 What became apparent was that in only a very few instances, was travel between catchment area schools possible by means of existing public transport; this is highlighted in the spreadsheet attached as Appendix 2.

2.4.14 The view of the Project Team was that pupils would lose more than would be gained by travelling to another school to access a subject not available to them in their catchment area school, given the amount of travelling time required; however, it was felt that if there were exceptions, then all attempts would be made to assist wherever possible.

2.4.15 A draft Flexible Schooling Referral Policy document was shared with the Parent Council Stakeholder Group at one of their meetings; it did not find favour. It is therefore proposed that this draft Policy is not progressed further.

2.4.16 School Transport

As already stated, the Council took the decision to waive transport costs for those pupils attending a school other than their catchment area school from the beginning of Secondary 4 onwards. The School Comparison Project was to give consideration to extending that provision to pupils from the start of Secondary 3 onwards.

2.4.17 As mentioned above, the Transport Planning Service carried out a piece of work to see whether travelling between one school and another, by using existing public transport, was a realistic possibility. Appendix 2 shows those journeys – one way only – and illustrates how restricted the options are; many of them, whilst possible, exceed the agreed travelling times for pupils.

- 2.4.18 The Parent Council Stakeholder Group was very suspicious of this proposal for it was seen as yet another means by which schools may be closed ‘by the back door’. Further, the Service has no budget to pay for additional school transport costs.

Taking all things into consideration, it is the view of the Project Team that this facility should not be extended to pupils from the start of secondary three.

2.4.19 Halls of Residence Accommodation

The Project Team has gathered information from three other local authorities who operate similar establishments – Argyll and Bute Council, Highland Council and Orkney Islands Council.

- 2.4.20 **Argyll and Bute Council** provides two school hostels: Glencruitten Hostel and Dunoon School Hostel. Glencruitten Hostel provides accommodation for pupils attending Oban High School from Colonsay, Coll, Ross of Mull, Lismore, Iona, Kererra, Shuna, Easdale Island, Luing, Portsonachan and Bridge of Orchy.
- 2.4.21 Dunoon School Hostel provides accommodation for pupils attending Dunoon Grammar School from Lochgoilhead, Carrick, Tighnabruaich, Cairndow, Strathlachlan and the outlying areas of Colintrave and Glendaruel. Those pupils whose permanent residence falls within the respective catchment areas of each hostel will normally transfer to the associated secondary school and hostel. Those pupils will be offered the option of a place at the hostel, or school transport where available.
- 2.4.22 Argyll and Bute Council have an Admissions Policy in draft.
- 2.4.23 **Highland Council** provides five school hostels, Portree, Mallaig, Plockton, Ardnamurchan and Ullapool.
- 2.4.24 Portree provides accommodation for pupils from Sleat, attending at Portree High School. (Raasay pupils may be accommodated if the weather is bad at exam times and the ferry crossings are likely to be disrupted). Mallaig provides accommodation for pupils from Canna, Eigg, Knoydart, Muck and Rhum attending Mallaig High School. Plockton provides accommodation for pupils from Arnisdale and Applecross as well as for those attending the National Centre for Excellence in Traditional Music. Ardnamurchan High School has a small residence providing accommodation for those from Kilchoan and Drimnin, and pupils from the Scoraig peninsula, are accommodated at Ullapool to attend high school there.
- 2.4.25 Highland Council does not have an Admissions Policy but this is under consideration at the present time. The Council gives due consideration to any requests for hostel accommodation which are as a result of placing requests – these may be looked on favourably if spaces are available but are at a cost to the parents of £16.55 per night and may be withdrawn if those spaces are

later required for a pupil from within the catchment area. Dual provision, i.e. the option of daily travel or a place in hostel accommodation, is not permitted.

- 2.4.26 **Orkney Islands Council** currently provides accommodation at the Papdale Halls of Residence. All pupils must have a home address on one of the outer isles. The age at which a pupil transfers to the Halls of Residence is determined by the educational facility provided on their island.
- 2.4.27 Orkney Islands Council is currently reviewing their policy whereby those living on the isles closer to the mainland, where secondary education is not provided, are offered a place in the Halls of Residence, or the option to travel daily. It is hoped that those from Shapinsay (half hour boat journey directly to Kirkwall) will travel daily in future. Hoy and Flotta have the same boat travel times but there is then a half hour bus journey to Kirkwall – those pupils have been offered places at Stromness Academy, which is a ten minute bus journey, so it is hoped that most of them will also travel daily.
- 2.4.28 Orkney Islands Council does have an Allocations Policy for the Papdale Halls of Residence.
- 2.4.29 **Shetland Islands Council** currently operates the Janet Courtney Halls of Residence for those pupils from the outer isles who transfer to Anderson High School at either the beginning of Secondary 1, or the beginning of Secondary 5. There is also the facility for those pupils from the very far west of Shetland e.g. Sandness and West Burrafirth, to have the option of either daily travel to the Anderson High School, or to reside in the halls of residence during the week, travelling home at weekends. The current halls of residence has 95 beds, four of which are reserved for pupils with additional support needs. A new halls of residence will be built, with a capacity of 100 beds, as part of the new Anderson High School project.
- 2.4.30 Shetland Islands Council does not currently have an Allocations Policy for the Janet Courtney Halls of Residence. The view of the Project Team is that this is something which may well be required; the effect of the new Anderson High School, once built, is as yet unknown, but we would anticipate increasing numbers of pupils transferring at, or before, the start of their Senior Phase. The Team Leader of the Halls of Residence is drafting an Allocations Policy and this will be presented to the Education and Families Committee later in the year.

2.5 **Examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools/departments. (Element E)**

- 2.5.1 The Project Team was asked to undertake some further work in respect of cost per pupil figures, for each secondary school. This has meant carrying out what we understand as the 'School Estate' exercise, whereby a detailed piece of work is carried out by staff in the Finance Service, along with each secondary head teacher. The results shown in the table below are based on out turn figures for financial year 2014/15 and budget figures for financial year

2015/16. Comparison figures from the 2013/14 Local Financial Return are also shown.

Cost per Pupil Analysis - 2014/15 Outturn	Aith £	AHS £	Baltasound £	Brae £	Mid Yell £	Sandwick £	Whalsay £	Total £	2013/14 £
Direct Gross School Cost	702,716	5,035,950	459,189	1,769,613	643,891	1,194,697	665,785	10,471,841	
Indirect Cost (Incl Transport)	263,715	2,062,690	95,856	510,242	136,812	228,508	126,397	3,424,220	
Full Cost	966,431	7,098,640	555,045	2,279,855	780,703	1,423,205	792,182	13,896,061	15,217,808
Number of Pupils	73	903	22	169	43	140	55	1,405	1,444
Direct Gross School Cost per Pupil	9,626	5,577	20,872	10,471	14,974	8,534	12,105		
Full Cost per Pupil	13,239	7,861	25,229	13,490	18,156	10,166	14,403		
Average Full Cost per Pupil								9,890	10,539

Cost per Pupil Analysis - 2015/16 Budget	Aith £	AHS £	Baltasound £	Brae £	Mid Yell £	Sandwick £	Whalsay £	Total £
Direct Gross School Cost	677,829	4,842,831	427,337	1,636,152	585,265	1,203,673	654,999	10,028,086
Indirect Cost (Incl Transport)	227,175	2,105,537	57,870	430,342	100,878	183,928	90,704	3,196,434
Full Cost	905,004	6,948,368	485,207	2,066,494	686,143	1,387,601	745,703	13,224,520
Number of Pupils	69	911	17	170	44	128	49	1,388
Direct Gross School Cost per Pupil	9,824	5,316	25,137	9,624	13,301	9,404	13,367	
Full Cost per Pupil	13,116	7,627	28,542	12,156	15,594	10,841	15,218	
Average Full Cost per Pupil								9,528

2.5.2 The single most reliable and comparative data gathering exercise on costs is undertaken through the Local Financial Return (LFR), and this is the basis of presenting cost per pupil information across Scotland, calculations being based on pupil numbers in the September census of school rolls.

2.5.3 When compiling the Local Finance Return, Chartered Institute of Public Finance Accounting's Service Reporting Code of Practice must be followed in order to correctly and consistently record what is defined as the total cost of each service. The service costs recorded on the Local Finance Return are for the local authority as a whole and are not broken down by school.

2.5.4 In order to ascertain the cost per pupil at school level, a detailed analysis of the direct costs of each secondary department have been compiled and are summarised as Direct Gross School Cost in the table above. Included in these figures are employee costs for teaching, peripatetic, and other school based staff, property costs, catering and cleaning costs which are directly attributable to the running of the secondary department of each school.

2.5.5 Not included in these figures are income, support service costs and depreciation charges as these costs are excluded from the Local Finance

Return cost per pupil calculation. Additional Support Needs costs are also excluded as these costs are captured elsewhere on the Local Finance Return and as such do not impact on the cost per pupil.

- 2.5.6 In order to reach a comparison with the cost per pupil figures arising from the Local Finance Return information, it is necessary to also include a number of costs which may not be considered as Direct School Costs.
- 2.5.7 School transport costs sit within the Transport Planning Service, however following Service Reporting Code of Practice guidance these have to be included under Education on the Local Finance Return and as such have an impact on the cost per pupil figure. Again these have been carefully analysed and the costs relating to secondary pupils at each individual school have been included in the table above.
- 2.5.8 There are a number of other items which also fall within Secondary Education on the Local Finance Return. These are included in the table above under Indirect Costs. This comprises items which although are not directly attributable to the running of the secondary department are required by Service Reporting Code of Practice to be included under Education on the Local Finance Return. Among the items included under indirect costs are Halls of Residence, Science Technicians, Instrumental Instruction, Curriculum for Excellence and Work Experience.
- 2.5.9 It should be noted that the Local Finance Return and Service Reporting Code of Practice are reviewed and updated annually, therefore there may be changes to how costs are required to be allocated. As such, the average cost per pupil figure published will vary from the figure above when the 2014/15 information is published.
- 2.5.10 As you would expect, there is a significant difference in cost per pupil across all secondary departments with the Anderson High School being much lower than all other schools, particularly Baltasound, and more in line with the Scottish average, demonstrating the economies of scale which are inherent in providing education in a larger setting with a greater cohort of pupils.
- 2.5.11 Whilst costs are reducing in every school, it should be recognised that due to falling school rolls this is not always demonstrated in the cost per pupil figure.
- 2.5.12 For 2013/14 (the most up-to-date published figure) the cost per secondary pupil in Shetland was £10,539 against a Scottish average of £6,532.

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2.5.13 A desire was expressed to see the percentage of spend across Council services, and how that may have altered over preceding years. This information is shown in the table below and evidences that the percentage spend on education has remained fairly static over the last ten years – fluctuating between 38 % in 2006/07, decreasing to 33% in 2010/11 and increasing again to 36% in 2015/16.

2.5.14 This information is based on that compiled for the Provisional Outturn and Budget Estimate Return, which takes into account the budget information, as opposed to our out turn expenditure which is made available through the Local Financial Return.

POBE - SIC Net Revenue Expenditure - Budget Estimates	2015/16	%	2014/15	%	2013/14	%	2012/13	%	2011/12	%	2010/11	%	2009/10	%	2008/09	%	2007/08	%	2006/07	%
Education	40,802	36	40,079	36	40,510	35	43,086	36	41,454	34	42,636	33	41,407	35	40,076	38	38,951	37	38,223	38
Social Work	29,233	26	28,858	26	29,602	25	28,957	24	31,855	26	31,678	25	24,242	21	22,859	22	16,500	16	15,824	16
Roads & Transport	21,385	19	20,639	18	19,497	17	19,147	16	19,681	16	20,643	16	18,124	15	17,822	17	17,881	17	18,089	18
Environmental Services	3,478	3	4,094	4	4,423	4	4,734	4	4,617	4	4,614	4	3,582	3	4,205	4	3,993	4	4,535	4
Planning & Development Services	4,431	4	4,090	4	7,371	6	7,798	7	8,048	7	9,972	8	11,448	10	6,101	6	12,195	12	10,343	10
Cultural & Related Services	4,464	4	4,578	4	4,911	4	5,547	5	7,838	6	8,192	6	9,218	8	5,485	5	6,427	6	6,271	6
Other Services (inc non HRA-Housing & Central Services)	8,749	8	9,962	9	9,906	9	9,853	8	9,150	7	9,770	8	10,080	9	9,071	9	8,118	8	8,004	8
	112,542	100	112,300	100	116,220	100	119,122	100	122,643	100	127,505	100	118,101	100	105,619	100	104,065	100	101,289	100

2.5.15 The table on the following page demonstrates that while Shetland Islands Council allocates less of its total budget to Education than the Scottish average (36% against a Scottish average of 40%), It is essential to bear in mind that Shetland utilises its investment returns from reserves to allow it to enhance spending across all services. It should also be noted that, in line with the other island authorities, a significantly higher percentage of resources are being targeted towards transport than our mainland counterparts.

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Net Revenue Expenditure: Budget Estimates 2015/16		Education	Social Work	Roads & Transport	Environmental Services	Planning & Development Services	Cultural & Related Services	Other Services (inc non-HRA Housing & Central Services)	Total Net Expenditure		
Scotland	£000	4,765,939	3,107,050	457,831	680,891	278,904	583,347	2,006,186	11,880,150		
	%	40	26	4	6	2	5	17	100		
Aberdeen City	£000	176,935	134,658	12,057	25,096	7,222	28,494	57,904	442,366		
	%	40	30	3	6	2	6	13	100		
Aberdeenshire	£000	247,651	128,829	28,219	33,644	5,808	20,789	61,008	525,948		
	%	47	24	5	6	1	4	12	100		
Angus	£000	102,198	56,784	11,294	14,425	2,787	11,000	44,061	242,549		
	%	42	23	5	6	1	5	18	100		
Argyll & Bute	£000	94,428	60,751	13,466	18,383	3,770	8,283	47,561	246,642		
	%	38	25	5	7	2	3	19	100		
Clackmannanshire	£000	48,608	31,294	3,561	6,616	1,437	4,834	22,613	118,963		
	%	41	26	3	6	1	4	19	100		
Dumfries & Galloway	£000	139,854	92,022	15,285	16,692	7,419	15,096	60,212	346,580		
	%	40	27	4	5	2	4	17	100		
Dundee City	£000	124,795	105,952	8,697	16,691	9,150	17,402	56,988	339,675		
	%	37	31	3	5	3	5	17	100		
East Ayrshire	£000	110,707	76,758	10,708	13,537	4,737	7,524	45,319	269,290		
	%	41	29	4	5	2	3	17	100		
East Dumbartonshire	£000	107,280	55,096	8,259	14,853	4,181	7,864	38,213	235,746		
	%	46	23	4	6	2	3	16	100		
East Lothian	£000	89,301	58,421	6,780	9,558	2,780	16,120	33,905	216,865		
	%	41	27	3	4	1	7	16	100		
East Renfrewshire	£000	104,677	45,191	9,146	9,125	3,356	9,553	39,996	221,044		
	%	47	20	4	4	2	4	18	100		
Edinburgh, City of	£000	307,290	295,420	14,344	63,011	15,648	38,757	213,613	948,083		
	%	32	31	2	7	2	4	23	100		
Eilean Siar	£000	41,931	22,297	7,668	6,258	2,964	3,305	28,299	112,722		
	%	37	20	7	6	3	3	25	100		
Falkirk	£000	142,344	86,461	11,727	15,736	7,452	15,466	56,058	335,244		
	%	42	26	3	5	2	5	17	100		
Fife	£000	314,207	218,007	35,170	35,174	12,153	42,279	111,241	768,231		
	%	41	28	5	5	2	6	14	100		
Glasgow City	£000	449,089	386,203	28,468	92,795	82,434	101,800	298,119	1,438,908		
	%	31	27	2	6	6	7	21	100		
Highland	£000	234,502	139,521	23,180	37,418	6,062	21,347	96,581	558,611		
	%	42	25	4	7	1	4	17	100		
Inverclyde	£000	77,711	48,432	5,132	10,606	6,704	6,947	37,925	193,457		
	%	40	25	3	5	3	4	20	100		
Midlothian	£000	82,228	50,019	6,170	8,609	3,213	8,270	28,597	187,106		
	%	44	27	3	5	2	4	15	100		
Moray	£000	83,376	55,240	6,196	11,297	2,724	8,045	29,816	196,694		
	%	42	28	3	6	1	4	15	100		
North Ayrshire	£000	132,163	87,507	11,547	16,563	11,981	15,927	48,128	323,816		
	%	41	27	4	5	4	5	15	100		
North Lanarkshire	£000	334,707	175,004	25,636	40,218	13,003	41,056	97,981	727,605		
	%	46	24	4	6	2	6	13	100		
Orkney Islands	£000	29,367	17,803	13,331	3,249	2,882	3,984	10,933	81,549		
	%	36	22	16	4	4	5	13	100		
Perth & Kinross	£000	141,089	75,306	14,471	22,252	5,665	19,382	46,766	324,931		
	%	43	23	4	7	2	6	14	100		
Renfrewshire	£000	145,728	99,839	12,523	20,588	13,289	13,710	70,669	376,346		
	%	39	27	3	5	4	4	19	100		
Scottish Borders	£000	107,545	67,232	15,586	14,967	1,716	13,155	34,370	254,571		
	%	42	26	6	6	1	5	14	100		
Shetland Islands	£000	40,802	29,233	21,385	3,478	4,431	4,464	8,749	112,542		
	%	36	26	19	3	4	4	8	100		
South Ayrshire	£000	103,221	73,181	11,155	14,534	4,543	10,624	39,097	256,355		
	%	40	29	4	6	2	4	15	100		
South Lanarkshire	£000	284,382	146,980	36,058	38,752	15,718	30,610	125,335	677,835		
	%	42	22	5	6	2	5	18	100		
Stirling	£000	93,505	42,716	7,570	13,762	1,802	9,403	39,757	208,515		
	%	45	20	4	7	1	5	19	100		
West Dunbartonshire	£000	103,130	60,034	7,093	11,806	2,977	12,227	20,274	217,541		
	%	47	28	3	5	1	6	9	100		
West Lothian	£000	169,917	84,063	15,802	21,028	8,832	15,487	55,591	370,720		
	%	46	23	4	6	2	4	15	100		
Source: Provisional Outturn (2014-15) and Budget Estimates (2015-16), Scottish Government website (http://www.gov.scot/Publications/2015/05/6806/3)											

2.5.16 Pupil Teacher Ratios

The current secondary teachers allocated to each school are as detailed below.

2014/15	AHS	Aith	Balta-sound	Brae	Mid Yell	Sandwick	Whalsay	Total
Head Teacher	0.85*	0.40	0.30	0.70	0.70	0.60	0.45	4.00
Depute Head Teacher	2.77	0.45	0.32	1.00	0.30	0.30	0.25	5.39
Principal Teacher	17.77	1.75	1.00	9.01	1.83	5.24	0.84	37.44
Teacher	44.88	7.44	4.61	15.70	6.59	9.89	8.41	97.52
	66.27	10.04	6.23	26.41	9.42	16.03	9.95	144.35
2015/16	AHS	Aith	Balta-sound	Brae	Mid Yell	Sandwick	Whalsay	Total
Head Teacher	0.85	0.40	0.30	1.00	0.70	0.60	0.60	4.45
Depute Head Teacher	2.75	0.45	0.80	1.00	0.30	0.30	0.30	5.90
Principal Teacher	16.17	1.00	1.00	8.20	1.00	5.24	1.00	33.61
Teacher	44.82	7.57	3.80	13.78	6.95	9.76	7.01	93.69
	64.59	9.42	5.90	23.98	8.95	15.90	8.91	137.65

*ASN management not included, refer to 2.5.5

This then equates to a Teacher : Pupil ratio for each school as follows:

	2014/15	2015/16
Aith Junior High School	1 : 7.3	1 : 7.3
Anderson High School	1 : 13.6	1 : 14.1
Baltasound Junior High School	1 : 3.5	1 : 2.9
Brae High School	1 : 6.4	1 : 7.1
Mid Yell Junior High School	1 : 4.6	1 : 4.9
Sandwick Junior High School	1 : 8.7	1 : 8.1
Whalsay School	1 : 5.5	1 : 5.5

2.5.17 The improvements in the teacher pupil ratio in recent years are explained within Recommendation 3. Improved efficiency in the use of teacher contact time capacity allows a reduced overall full-time equivalent teacher figure whilst retaining the current range of courses. Therefore this has not resulted in any direct impact on pupil learning.

3. Conclusions and Further Actions

Further actions with this recommendation are as follows:

3.1 Element A:

- 3.1.1 Examining the range of subjects available in our secondary schools, as part of the Broad General Education in Secondary 1 and 2, personalisation and choice in Secondary 3, and for qualifications in the Senior Phase from Secondary 4 to Secondary 6.

3.1.2 Element A – Further Actions

1. More time should be given to clarify and develop the concept of the core list of subjects and local flexibility. When developing this core list further, consideration should be given to pupil trends in respect of subject choice over the last three years from the Broad General Education to the Senior Phase and within the Senior Phase, recent take-up of school leavers in further, higher education and training as well as current and future local and national economic, employment, training and further and higher education opportunities. In this respect, decisions around the future direction of Senior Phase Academies within the Shetland Learning Partnership, currently Engineering and Health and Social Care, should also be considered when determining the core list of subjects both in the Broad General Education and the Senior Phase.
In short, as well as a sustainability element, there must be a clear curriculum rationale to the subjects on the core list.
2. Further engagement with parent councils and other stakeholders to address their concerns on this issue.
3. An exercise to look at projected savings from this model.

3.2 Element B

- 3.2.1 Examining the organisation of classes including: possible composite classes in junior high school settings where pupil numbers allow: viable class sizes in all settings and consideration of the delivery of Higher and Advanced Higher courses in the same class in Brae High School.

3.2.2 Element B – Further Actions

1. Further consider secondary one and two being organised as a single composite class where the two year groups combined have no more than 15 pupils in total for practical and no more than 20 pupils for non-practical subjects. This will be taken forward in discussions with Mid Yell Junior High School and Whalsay School management teams as well as the local teaching unions.

2. Consider extending the arrangement which is already in place in Baltasound Junior High School which sees Secondary 1 and 2 in composite classes, to Secondary 1 to Secondary 3 when the three year groups combined have no more than 15 pupils in total for practical subjects and 20 pupils for non-practical subjects. Again, this will be considered further in discussion with the school management team and local teaching unions.
3. A comprehensive assessment on the potential learning and teaching implications of compositing classes in the Broad General Education phase of secondary should be carried out as part of this further exploration, including opportunities for peer supported learning, group work, co-operative learning and assessment for learning before decisions are ultimately made on this matter.
4. Develop a set of principles which would describe a viable class size without introducing set criteria on viable class-sizes for all schools.
5. Further discussion with Anderson High School and Brae High School school management teams in terms of running Higher and Advanced Higher courses in the same class if there are no more than 10 pupils in total studying the subject and providing that National 5 is not being taught in the class as well – bi-level rather than tri-level teaching.

3.3 Element C

- 3.3.1 The use of information and communications technology (ICT) to support on-line and distance learning where appropriate.

3.3.2 Element C - Further Actions

1. Support and evaluate the Baltasound Junior High School pilot (Aberdeen University are evaluating the Shetland Learning Partnership work at Baltasound Junior High School and could incorporate the Blackboard-related work within their study).
2. Cost the provision of Blackboard across our schools.
3. Establish the support and training needs for making this a viable option in the future.
4. Ensure that the necessary hardware and connectivity is in place in order to support remote teaching.
5. Continue to develop support for Glow in order to assist this Element and Work stream 2 of the Shetland Learning Partnership.
6. Develop an agreed description of the added benefits to be gained from this form of teaching in order to measure its success or failure during any pilot work.

7. At some point, pilot remote teaching by teachers within this authority. It may be best to begin with teachers using Blackboard with their own classes before addressing remote teaching per se.

Element C actions will be taken forward within Workstream 2 of the Shetland Learning Partnership on online learning.

3.4 Element D

- 3.4.1 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 onwards.

3.4.2 Element D - Further Actions

1. Flexible schooling, whereby pupils attend another school on a part-time basis to access subjects, will **not** be pursued further as it is not feasible from a logistical, timetable or transport perspective and would prove to be too expensive for the authority to meet transport costs.
2. The waiving of hostel fees and transport costs to pupils will **not** be extended to pupils from the start of Secondary 3.
3. An Allocations policy will be developed for halls of residence accommodation in view of the likelihood of increasing placing requests when the new Anderson High School opens in 2017.

- 3.5 A reasonable timescale for the above work to be undertaken would be by the start of session 2017/18.

4. Appendices

Appendix 1	Preconditions Required for Remote Synchronous Teaching
Appendix 2	Transport Between Catchment Areas
Appendix 3	Parent Council Stakeholder Responses
Appendix 4	Principal Teacher Stakeholder Responses
Appendix 5	Teachers and Teaching Unions Stakeholder Responses

Preconditions Required for Remote Synchronous Teaching

Appendix 1

	PRE-CONDITIONS	LOCAL POSITION IN NOV 2013	LOCAL POSITION IN JUNE 2015
1	The use of Telepresence through videoconferencing is not appropriate in all learning situations: there must be a clear rationale for its use.	<p>The use of Telepresence at school level has not been explored properly here yet. There have been one or two short, ad-hoc projects, amongst which the Brae High School one stands out. This is the first attempt to analyse the situation.</p> <p>Shetland College has of course been involved in the use of teaching through videoconferencing for a number of years. There would be merit in examining the good-practice models which exist within the University of the Highlands and Islands in particular.</p> <p>However, it must be borne in mind that the client group in this case are older students who are skilled at learning. There are risks in assuming that this option would automatically work at school level.</p>	Shetland College has been closely involved in the development of the solution for both Workstream 2 of the Shetland Learning Partnership Project and, to a lesser extent, the present workstream. In particular, College representative on the Focus Group recently gave a detailed and helpful demonstration to the rest of the group of how the Blackboard Virtual Learning Environment is used.
2	There is a range of asynchronous technologies which may be used in distance learning.	Glow as a Virtual Learning Environment has been used sporadically in secondary. Where it has been used, there have been benefits. Expertise in this area is however variable across schools. Email is routinely used by staff and secondary pupils.	Workstream 2 of the Shetland Learning Partnership Project is running a pilot project during session 2015-16 at Baltasound Junior High School which utilises mobile devices and Glow in conjunction. This seeks to make whole-secondary-school (albeit on a small scale) use of this

Appendix A

			<p>approach viable in a way that has not been tried in Shetland before. The project is being independently evaluated by the University of Aberdeen. The project's potential for promoting distance learning is enhanced by the fact that the majority of the Baltasound Junior High School staff also teach in Mid Yell Junior High School - although it must be remembered that the iPads are only being purchased for Baltasound.</p>
3	<p>A lengthy timescale for implementation must be expected and indeed is arguably necessary to embed the new approaches.</p>	<p>Implementation of this option would require a long-term and serious commitment to this method of working on the part of different departments within the Shetland Islands Council. At present, there are no plans to do so.</p>	<p>The School Comparison Project brings a defined timescale to this work.</p>
4	<p>There must be commitment to this way of working at authority (and preferably also national) level, including the delivery of acceptable levels of broadband; equipment; technical support; and training.</p>	<p>It is projected that Shetland Islands Council broadband provision post-Pathfinder will be adequate for all secondary departments and schools to use videoconferencing and Glow into the foreseeable future. There are alternative options locally in terms of broadband provision. Whichever route is taken, schools must have sufficient provision to allow for continuing and reliable use of ICT in its widest sense, including Telepresence.</p>	<p>(The term 'internet connectivity' is more accurate than 'broadband'.) The level of internet connectivity remains the same for secondaries. Support for Blackboard could be provided by the University of the Highlands and Islands. Discussions have begun with the University of the Highlands and Islands on this issue. Equipment needs would be minimal.</p>

Appendix A

		<p>There is no dedicated technical support in this area at school level. Adequate technical support would require more specialist technicians and administrative staff.</p> <p>Specialist training would require to be sourced.</p> <p>There is undoubtedly scope for partnership working with Shetland College in the areas of technical expertise and training.</p>	
5	There must be commitment to this method of teaching by both head teachers and teachers.	Head Teachers locally are very opposed to this option on educational grounds. They see the value of technology as an enhancement and enrichment to traditional teaching rather than as a replacement.	The stakeholder feedback gathered as part of the School Comparison Project indicates that teaching staff have many reservations concerning teacher workload and the impact on learning. They wish to see the Baltasound Junior High School pilot taken forward and the results of that analysed before any further actions are taken.
6	A range of additional support staff is required for this method of teaching to work properly.	<p>There is no experience of supporting Telepresence work in a planned way other than the ICT Service Desk setting up calls.</p> <p>Glow is supported mainly through the Quality Improvement section of Children's Services on an ad-hoc basis. There is no dedicated support for Glow.</p> <p>The projected role for the classroom assistant is beyond their normal duties and</p>	There is now better central support for Glow.

Appendix A

		this would throw up considerable issues.	
7	It has to be recognised by all that there is a distinct pedagogy associated with teaching in this way.	Teachers locally in secondary have very little experience of Telepresence work. All training in recent years has followed national advice and practice and focussed on improving classroom-based teaching. Teacher Education Institutions do not train teachers in this methodology. Pupils too would need time to adjust to this method of working.	Shetland College could deliver training to school staff in the use of Blackboard.
8	There is a need for focussed training or continuing professional development.	Teachers locally in secondary have very little experience of Telepresence work. All training in recent years has followed national advice and practice and focussed on improving classroom-based teaching. Teacher Education Institutions do not train teachers in this methodology.	Shetland College could deliver training to school staff in the use of Blackboard.
9	There is a need for the school day and timetables to be aligned across schools.	This is not in place. No work has been done to align school days. Considerable work would be required to be done, including consultation with all stakeholders, for this to happen.	This is being taken forward as part of the Shetland Learning Partnership.

	Secondary Departments						
Locality of Residence	Baltasound Junior High	Mid Yell Junior High	Whalsay School	Brae High	Aith Junior High	Sandwick Junior High	Anderson High
Unst	Yes	No;75mins;0850;£7.20;£1,368	No; incomplete journey	No;134mins;0804;£12.00;£2,280	No;incomplete journey	No;219mins;0929;£18.60;£3,534	No;180mins;0850(VBS);£14.40;£2,736
Yell							
East Yell (including Mid Yell)	No;160mins;0910	Yes	No;incomplete journey	No;94mins;0804	No;incomplete journey	No;179mins;0929	No;140mins;0850(VBS);£10.20;£1,938.00
West Yell (including Cullivoe)	No;115mins;0910	Yes	No;incomplete journey	No;94mins;0804	No;incomplete journey	No;179mins;0929	No;140mins;0850(VBS);£10.20;£1,938.01
Fetlar	No;80mins;0910;£6.40;£1,216	No;75mins;0845;£6.40;£1,216	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey
Whalsay	No;incomplete journey	No;incomplete journey	Yes	Yes;48mins;0838*;£6.40;£1,216	No;incomplete journey	No;109mins;0929;£9;£1710	No;69mins;0859(VBS);£5.40;£1,026.00
Bressay **	No;incomplete journey	No;incomplete journey	No;140mins;0910*;£4.80;£912	No;68mins;0838;£5.40;£1,026.00	No;incomplete journey	No;80mins;0850;£4.20;£798.00	Yes
North Mainland							
North Roe (includes Collafirth)	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;134mins;0929	No;95mins;0850(VBS);£7.20;£1,368.00
Ollaberry	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;129mins;0929	No;90mins;0850(VBS);£6.60;£1,254.00
Hillswick	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;109mins;0929	No;70mins;0850(VBS);£6.60;£1,254.00
Sullom	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;119mins;0929	Yes;65mins;0850(VBS);£5.40;£1,026.00
Muckle Roe	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;109mins;0929	No;70mins;0850(VBS);£5.40;£1,026.00
Toft/Mossbank	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;112mins;0929	No;73mins;0850(VBS);£6.00;£1,140.00
Brae	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;85mins;0929	Yes;45mins;0850(VBS);£5.40;£1,026.00
Voe (excludes Lower Voe and Dale except for BHS)	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;74mins;0929	Yes;35mins;0850(VBS);£4.80;£912.00
Vidlin	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	No;75mins;0929	Yes;45mins;0859(VBS);£5.40;£1,026.00
West Mainland							
Gonfirth (includes East Burrafirth)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes	No;incomplete journey	Yes
Aith	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;107mins;0947	Yes	No;incomplete journey	Yes
Clousta/Twatt	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;112mins;0947	Yes	No;incomplete journey	Yes
Bixter	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;97mins;0947	Yes	No;95mins;0850;£9.00;£1,710.00	Yes
Skeld (includes Westerskeld, Reawick, Sand)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;132mins;0947	Yes	No;incomplete journey	Yes
Selivoe/Gruting	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;117mins;0947	Yes	No;incomplete journey	Yes
West Burrafirth	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;127mins;0947	Yes	No;incomplete journey	Yes
Sandness (includes Dale of Walls)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;142mins;0947	Yes	No;incomplete journey	Yes
Walls	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;112mins;0947	Yes	No;110mins;0850;£9.60;1,824.00	Yes
South Mainland							
Virkie (including Dunrossness)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;110mins;0838;£10.80;£2,052.00	No;incomplete journey	Yes	Yes
Quendale (including Scousburgh and Bigton)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;107mins;0838;£10.80;£2,052.00	No;incomplete journey	Yes	Yes
Levenwick	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;86mins;0838;£9.60;£1,824.00	No;incomplete journey	Yes	Yes
Sandwick	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;76mins;0838;£9.60;£1,824.00	No;incomplete journey	Yes	Yes
Cunningsburgh	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;69mins;0838;£9.00;£1,710.00	No;incomplete journey	Yes	Yes
Quarff (note only AHS and SJHS have WQuarff feeder)	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes;63mins;0838***;£8.20;£1,558.00	No;incomplete journey	Yes	Yes
Gulberwick	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes;59mins;0838;£7.80;£1,482.00	No;incomplete journey	Yes;37mins;0850;£4.20;£798.00	Yes
Central Mainland							
Burra	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes
Scalloway	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;70mins;0838;£8.60;£1,634.00	No;incomplete journey	No;82mins;0850;£7.40;£1,406.00	Yes
Tingwall	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes;34mins;0838****;£4.80;£912.00	No;incomplete journey	No;77mins;0850;£7.00;£1,330.00	Yes
Whiteness (including South Whiteness and Nesbister)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;80mins;0850*****;£7.80;£1,482.00	Yes
Weisdale (including Kergord and Cott)	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;incomplete journey	No;85mins;0850*****;£8.40;£1,596.00	Yes
Nesting	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes;23mins;0838****;£4.20;798.00	No;incomplete journey	No;86mins;0850****;£7.80;£1,482.00	Yes
Lerwick	No;incomplete journey	No;incomplete journey	No;incomplete journey	Yes;48mins;0838;£5.40;£1,026.00	No;incomplete journey	Yes;48mins;0850;£4.20;£798.00	Yes
Incomplete journey covers instances where there is a gap in transport provision or where the waiting time between any two connecting services is excessive							
*Journey on Whalsay would be on foot, no School Transport at this time							
**All journeys on Bressay would be on foot, therefore >1.5miles, No							
***No Wester Quarff feeder in place for this connection, time from Quarff Junction							
****No Nesting feeder in place for this connection, time from Nesting Junction							
*****No Breiwick/Califf feeder in place for this connection							
*****No South Whiteness or Nesbister feeder in place for this connection							
*****No Kergord or Cott feeder in place for this connection							
Journeys that are possible using public transport that would get a pupil to school on time (tolerance 10mins) - note no ferry fares are included in these figures							

Parent Council Stakeholder Group

Appendix 3

Review other aspects of secondary provision to make secondary education more efficient and sustainable, including:Summary of the feedback from the group on Recommendation 4

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:

- why chemistry as one of the sciences;
- this model would restrict choice and potentially impact upon attainment;
- is this related to the number of Secondary 4 subjects' discussion;
- grave concerns; can't move ahead unless we remove closure threat; closure by the back door; fundamental change; too much too fast; feedback from parent councils required;
- this looks like a scenario where classes get bigger but subjects taken away;
- losing subjects would be detrimental to school; old days equals a two-tier system – don't want to go back to that; that's what this seems to be; this is actively removing choice; capacity of Anderson High School; new housing; halls of residence been considered; travel time; home life; all the same arguments apply;
- some worries that this core subjects will now mean that junior high schools are not actually viable;
- can see though that one modern language is reasonable though;
- some schools not teaching physics at Secondary 3 – which is a concern;
- we need to be able to offer a range of subjects in Secondary 3 and 4;
- two tier system;
- what could be saved from this model;
- the concept feels like "Closure through the back door " - unless the closure agenda is removed;
- too much too fast;
- would like longer to discuss further with parent council colleagues;
- demographics – have they been taken into account;
- travelling option from the end of Secondary 2 feels like the previous Secondary 1- Secondary 2 junior high school proposal;
- young people would be able to travel to any setting not just Anderson High School;
- concern over limited choice;
- core choice covers experiences and outcomes of Curriculum for Excellence across the curricular areas.

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;

- Secondary 1 and Secondary 2 composite – from a parents' perspective seems to work in Baltasound Junior High School but will have to discuss with staff;
- if it maintains choice – all for it;
- composite National 5 and Higher on Higher and Advanced Higher would be acceptable;
- national conditions of service for teachers and room sizes need to be taken account of;
- perhaps certain subjects would lend themselves to Secondary 1/2 compositing;
- Brae High School – Higher and Advanced higher – doable in the same class but not National 5, Higher and Advanced Higher in the same class; teachers have said tri-level teaching not possible;
- Whalsay – certain subjects lead themselves to this;
- Sandwick – if it means more choice – for it;
- against a local authority formula around viable classes;
- instead consider each setting individually; one size doesn't fit all;
- options to get round it – go to another school one day a week; use of ICT;
- need to separate out ages and stages – not just about materials on-line – pastoral care etc; perhaps works better for Advanced Higher pupils;
- inter-disciplinary learning equals common learning outcomes – not as simple as just one pupil in a class;
- need to evidence how this compares with what list of subjects currently exists in any setting.

The use of ICT to support online and distance learning where appropriate;

- need to test equipment – Baltasound Junior High School childcare online pilot;
- only possible for senior pupils realistically;
- look at different options – part-time subject teacher, part-time remote learning;

- loss of support / reassurance for students;
- could a maths teacher oversee the on-line learning of physics, for example, and provide the pastoral care etc; need to find a middle ground;
- blended learning approach more acceptable – don't put forward the extreme.

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:

- Whalsay perspective: would need to know what was available elsewhere so parents can make requests;
- how would this work for pupils in Baltasound Junior High School;
- Flexible Schooling referral – moving to another school to access a subject;
- only workable (perhaps) for very small numbers;
- answer is to offer more subjects in the junior high schools;
- core – only 11 qualification subjects;
- difficulty is having referral alongside core list;
- can a pupil go to another school from the Anderson High School.

Principal Teacher Stakeholder Group

Appendix 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:

- could impact on career options;
- like to see PE as National Qualification in core list and clarity around business management as it is a social subject within the Curriculum for Excellence curricular areas;
- how will local flexibility work in practice – what is being classed as a small school;
- fear that the core will become the norm in all settings;
- this takes choice away – pupils are being forced to move under this model;
- there has to be a realisation of schools not being the same and not offering the same choices which the local flexibility concept supports;
- some Local Authorities teach Advanced Highers in different schools – easier in urban areas;
- probationers can provide specialist input.

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:

- when would a class not be viable;
- one pupil in a class is not good for the child;
- formula may help;
- difficult for us to comment as it would vary from subject to subject;
- if one pupil chooses a subject we speak to the pupil about this to see if they are comfortable with being the only pupil in a class;
- probably three is as low as can go; the pupil need opportunities for discussion
- Could use technology to support one child in a school if they are the only one taking a Higher subject; this would allow them to be included in lessons in another school;

- difficult for us to comment on Secondary 1 to Secondary 2 compositing as out-with our experiences; know some people are opposed to this as they feel they are not able to meet learners' need; would depend on individual school and pupil numbers – could maybe do it if the numbers in Secondary 1 and Secondary 2 are small.
- bi-level classes – something we are used to (Modern Languages) with Higher and Intermediate level being in the same class;
- not an option in social subjects as structure totally different;
- would be willing to try at Higher or Advanced Higher in Modern Languages.

The use of ICT to support online and distance learning where appropriate;

Blended Learning

- is the IT we have fit for purpose; do we have the infrastructure to support this;
- could work during study time – reinforcement / revision;
- would rather have face-to-face;
- can be quite time consuming;
- administration of it could be time consuming and challenging;
- problems with IT could have a major impact on learning and teaching;
- would require better infrastructure;
- online contact between pupil and teachers out of school – guidance required;
- training – people need to be convinced of Glow;
- time needed to become confident and comfortable;
- timetabling across schools – synchronised /non-class contact time.

Remote Learning

- could support learners in very remote schools;
- don't support this idea;
- may miss some issues – not able to pick up some difficulties if not with the pupil;
- have someone in the room – working relationships needed between person in class and teacher;
- pupil/teacher relationship most important – would struggle to get this remotely;
- practical issues – marking etc;

- nature of assessment – integrated into teaching – wouldn't fit in to remote learning;
- investigate models applied in other places e.g. Outback in Australia.

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, and Examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools / departments:

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;

- why chemistry; appears to be necessary for all university courses;
- will this mean that for year groups under 30 for non practical subjects, one social subject; this will mean no choice in reality;
- more work needing to be done on practicalities of offering subjects;
- some members of the group felt that the concept is very concerning as the core learning menu means reducing staff; what this means is that the small schools will have massively reduced choice; young people do not deserve this amount of restricted choice;
- some members were concerned to see lack of choice in e.g. social subjects, although other social subjects could be picked up in Secondary 5. however it will affect learning and teaching as many pupils in class won't want to do subject studied;
- if we move to an Secondary 1-Secondary 3 then Secondary 4- Secondary 6 model then the pressure in Secondary 4 would be too large – no of National Assessments in Secondary 4 becomes too onerous;
- distinguish between business studies and ICT subjects;
- restriction here is against its principles of Curriculum for Excellence;
- there has always been some restricted choice in junior high schools but that goes too far;
- need to go back and clarify position of PE.

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:

- some members of the group did not think small classes of one or two pupils are sensible, when other schools have to have large numbers;
- some members of the group felt that for senior courses it just doesn't work for one student doing a subject;

- in times gone by, with Sixth Year Studies – pupils were working on their own, which was good preparation for University – researching on their own, etc;
- don't think it is a good idea to put Higher and Advanced Higher pupils in the same class – this doesn't work and the teacher is more likely to give up non-contact time to work with the Advanced Higher pupils;
- if a junior high school pupil was gifted in a particular area (such as music), would you hold them back, if they were the only pupil in an Secondary 4 class;
- don't think one pupil is good, but then perhaps that pupil is not able to move from the junior high school;
- always been examples of small classes, at Secondary 6 level for reasons of academic excellence;
- National 5 and Higher, in reality these courses do not easily knit together;
- old system – Higher and Advanced Higher the gold standard;
- it is a shame to ask teachers to bi-level teach at Higher / Advanced Higher level;
- the Anderson High School has tri-level classes in some instances;
- as long as the Council makes decisions to keep schools open, then there is an obligation to teach all subjects and have small classes;
- need to look at class sizes, which are increasing in schools – particularly in the Anderson High School, and need to look to the future;
- Education Institute for Scotland national campaign is for class sizes of 20;
- music and PE classes of 30 – attainment has dropped, and is being looked at within Scottish Negotiating Committee for Teachers.

What are your thoughts on pupils in smaller Junior High Schools studying level 3 courses and programmes in the same class, when numbers allow?

- is it desirable from an educational point of view;
- all these elements of Recommendation 4 are do-able but not necessarily desirable;
- don't think anyone believes these are desirable, but are about sustainability;
- think the national line is about protecting the subject specialism of the secondary teacher; the General Teaching Council for Scotland have a strong line on this;
- is this a way of getting primary teachers teaching in Secondary 1/2;
- more demands on staff if Secondary 1/2 composited;
- due to pupils numbers in Baltasound Junior High School Secondary 1 and Secondary 2 are taught together, although this may also be because of staff shortages too;
- would want to see Education Scotland come in and rigorously look at it;

- it has always been the case that the head teacher has the say as to what subjects are available in their school; and would like to see that continue;
- allow head teacher to run their school with the staffing complement and make decisions on what will be available;
- Secondary 1/Secondary 2 composite or Secondary 3 on their own; teachers will be asked to juggle more, which has implications for the teachers and also implications on attainment;
- don't think pupils will get the depth needed;
- bigger classes and composite classes are increasing teacher workload. These days teachers are more likely to be at 22.5hours; there is a need to give teachers time to work with the bigger / composite classes.

The use of ICT to support online and distance learning where appropriate;

- no replacement for social interaction;
- don't think it will work – there has to be someone in the class;
- not for Secondary 1/2, more for Secondary 5/6 as a possibility;
- would need better ICT, which is costly, don't think Skype would work on school computers;
- limited storage on school computers;
- it has a role to play, the College has explained that it is a different way of teaching and doesn't save money; it is quite expensive;
- would not work for class teaching;
- infrastructure doesn't exist in Shetland;
- ICT budget across Council was reduced hugely, so now have 10 year old computers (the children have more power on their phones);
- teacher (who don't specialise in ICT/business) have stopped using ICT;
- need to go back to traditional way of teaching – continually having problems with passwords, frozen screens – all meaning lost time;
- science is a subject which moves with the times, and a lot of electronic equipment is used; the equipment is now getting out of date, and there is no funding to up-date;
- underinvestment over a period of time;
- in times past there was a huge investment in equipment, but not enough in staff training;
- bairns enjoy using iPads;
- some subjects are better suited to using ICT than others;
- we need to be more innovative, don't think things should be centrally sources as this brings so many restrictions;

- use private sector to source more innovative ideas;
- EDMODO (hope it doesn't get blocked), it is faster and neater than Glow;
- school no longer has a dedicated ICT technician – and this is a miss;
- using ICT to teach a class of up to 19 is okay, but with a class of 30 ICT is no use;
- Working time agreement needed to reflect any situation where pupils receive additional support beyond remote teaching from a teacher.

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;

- some members of the group felt that this was a very important move to give equality for everyone – so that all pupils can access all subjects;
- others would not like to see someone penalised in their years of statutory schooling due to where they live and restricted subjects;
- this opens up the door for pupils in the isles to access subjects not available in the Isles; the group was split on whether this was a good idea or not;
- are we building a big enough hall of residence for possible additional placing requests;
- how does this fit in with other messages, feel that there is a mixed message – this means moving children in the Broad General Education phase (from the start of Secondary 3);
- junior high school teachers fear there is the suggestion that there won't be opportunities in junior high school settings and lack of personalisation and choice in junior high school; junior high school pupils have entitlement;
- depends on how Education Scotland think – what do they say about limiting subject choice in Secondary 3;
- not delivering all subjects in junior high school;
- there is a wider national and local issue around the relationship between Secondary 3 and Secondary 4, which remains unclear;
- Nationals are taught in Secondary 3 at the moment;
- Secondary 3 remains the first year of a two year course;
- in the recent exams, two thirds of what was examined on was taught in Secondary 3;
- need to know relationship between Secondary 3 and Secondary 4;
- pupils' needs to be in the same place with courses by the end of Secondary 3;
- concerns around nationals being taught in Secondary 4 only - would have to teach the whole exam topics in one year;

- there has to be a full suite of curriculum outcomes available in every school;
- there needs to be equality;
- got to be clear – it is not clear at the moment; teachers, pupils or parents don't know where they stand;
- what model are we looking at in the future: 3+3 or 2+2+2;
- at the end of Secondary 2 if a pupil wants to do a subject which is not available in one school, then there is the option to shift at Secondary 3; to try and maintain flexibility; this was welcomed by some members of the group;
- eleven to seven – some stability there but need to know what comes after that in the future;
- need central members of staff to come out and hear views and speak to those with detailed knowledge in subject and how these things affect them;
- important on how we do Secondary 3 and Secondary 4;
- discrete Secondary 3 course and then National 5 in Secondary 4 in junior high school; becomes more important if pupils move;
- looking from a pupil point of view, we need to know that the choice is there in the junior high school for pupils who don't want to move;
- there is a fear that this is a justification for reducing teachers in school;
- in the Mid Yell Junior High School and Whalsay School Proposal Papers, savings were made by reducing teacher numbers;
- will bairns move to where their friends are;
- have to have capacity to do this both in the Anderson High School and hall of residence;
- what happens when bairns can't stay at Anderson High School;



Shetland Islands Council

Children's Services Directorate

Schools / Quality Improvement

School Comparison Project

Recommendation 5: Review of Quality
Assurance

September 2015

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1. Introduction

- 1.1 Recommendation 5 of the School Comparison Project was to 'Consider Local Authority approaches to Quality Assurance as part of a wider review of Schools and Quality Improvement Staffing, including the implications of the Additional Support Needs Review.'
- 1.2 As an authority, we do not have the same resources and therefore need to review current practice and consider a more streamlined approach to quality assuring education throughout Shetland.
- 1.3 In order to take this forward a working group comprising of a lead officer, a Quality Improvement Officer, three head teachers and a depute head teacher was established.
- 1.4 In taking the review of Quality Assurance approaches forward the working group were responsible for gathering staff and stakeholders' views on current practice, scrutinising the work of other local authorities throughout Scotland, identifying examples of good practice and developing an Improvement Framework which incorporates' alternative effective and efficient approaches.
- 1.5 Once an Improvement Framework had been drafted the working group were then tasked with identifying initial ideas around a possible revised staffing structure through which the Improvement Framework could be effectively implemented.
- 1.6 A number of approaches were used to gather the views of others – individual meetings, meetings with groups of stakeholders, telephone conversations, written correspondence via e-mail and a Surveymonkey questionnaire. These are attached as Appendices 1 – 6.

2. Context and Background

National Context: Legislative and Planning Framework

- 2.1 The Education Authority has a number of duties, as set out in the Standards in Scotland's Schools etc Act 2000 and also within the Additional Support for Learning (Scotland) Acts 2004 and 2009. The duties of a local education authority in respect of assuring quality in its schools and its other educational establishments are part of the **Standards in Scotland's Schools etc Act 2000**, which sets out the following relevant legislative requirements of a local authority and the schools it manages.
- 2.2 The Local Authority must:
 - endeavour to secure improvement in the quality of school education with a view to raising standards of education;

- prepare and publish (after consultation) an “annual statement of education improvement objectives”. This should include (a) the ways in which the authority will seek to involve parents (b) the ways in which they will encourage equal opportunities;
 - ensure that each school has a development plan now more commonly known as a School Improvement Plan which takes account of the objectives in the authority’s annual statement of education improvement objectives, shows wide consultation and sets objectives for the school;
 - ensure that there is a report as to what was done, during those twelve months, in implementation of the plan;
 - define and publish measures and standards of performance for the schools managed by them;
 - from time to time review the quality of education which its schools provides;
 - take such steps as appear to be appropriate to remedy a matter if it concludes in a review that a school is not performing satisfactorily.
- 2.3 Scottish Ministers have powers under S.66, Education (Scotland) Act 1980 (as amended) to conduct inspections of any educational establishment. These powers were extended under S.9 of the Standards in Scotland’s Schools etc. Act 2000 to include inspection of education authorities.
- 2.4 Education Scotland have produced national measures of school self-evaluation:
- How Good is Our School? (3)
 - The Child at the Centre
 - How Good is our Community Learning and Development? (2)
 - Improving Outcomes for Learners through Self-Evaluation
 - Improving our Curriculum through Self-Evaluation
- The revision of How Good is Our School is due to be published in September 2015.
- 2.5 The **Scottish Negotiating Committee for Teachers** outlines the main duties of Quality Improvement Officers as ‘The role of the quality improvement officer is central to raising standards in line with National Priorities, thus enabling councils to satisfy Her Majesty’s Inspectorate of education criteria on performance monitoring and continuous improvement. Quality improvement officers will also play a key role in Follow Through Inspections of schools in co-operation with Her Majesty’s Inspectorate of Education.’
- 2.6 **Quality improvement officers** will:
- (a) be familiar with all aspects of council education policy and be seen as a representative of their Director of Education when visiting schools or when involved with outside agencies;

- (b) analyse and use performance information to challenge schools to improve;
- (c) collate a range of performance information about schools in the council area and use this information in a systematic way with school management and directorate;
- (d) devise and promote strategies to address areas where performance should be improved, monitor such strategies and write reports on progress made;
- (e) be knowledgeable about local and national priorities and help to ensure that these are being taken forward appropriately by schools;
- (f) identify good, effective practice, including classroom practice;
- (g) identify and promote staff development opportunities within the improvement agenda;
- (h) advise on and, as required, participate in the appointment of senior promoted posts in schools;
- (i) draw on their knowledge of schools to support and inform strategic planning and policy development;
- (j) support and monitor the key processes associated with school development planning in schools; and
- (k) apply procedures associated with Her Majesty's Inspectorate of Education inspection of schools, including those associated with Follow Through Reports.

2.7 **Scottish College for Educational Leadership** is a new development for education in Scotland that aims to support teachers and practitioners to make a difference to the outcomes for children and young people through access to innovative and quality leadership programmes and services. As a core part of [Teaching Scotland's Future](#), the College will support leadership development at all levels for education practitioners across Scotland.

“Scottish education expects headteachers and others to be able to offer leadership for improvement at a systems level (local authority and national) including the ability to offer significant support to peers and other educational establishments or make significant contributions to policy development across local authority or national education systems.”

Scottish College for Educational Leadership, Leadership Roles 4: School Leaders

2.8 The Scottish Government and its partners established the **Curriculum for Excellence Working Group on Tackling Bureaucracy**, following a commitment by Michael Russell, Cabinet Secretary for Education and Lifelong Learning at the Educational Institute of Scotland's Annual General Meeting in June 2013, to tackle concerns over unnecessary bureaucracy associated with the implementation of Curriculum for Excellence.

2.9 Their first report in 2013 stated: *“Each Local Authority and Learning Community should:*

- *challenge unnecessary bureaucracy in education services and schools.*

- *take practical steps to improve school leadership skills and staff confidence in planning for learning with a view to discouraging excessive paperwork;*
- *ensure that audit and accountability arrangements focus only on the most valuable information to make the greatest improvement;*
- *regularly review the efficacy of ICT systems for planning and reporting, ensuring that they are fit-for-purpose and do not unnecessarily take time away from teaching."*

- 2.10 A follow up report in March 2015 concludes that, while progress has been made, there is an on-going need for the Scottish Qualifications Authority, local authorities, schools and staff to take more proportionate and manageable approaches to assessment.

"In the senior phase, Scottish Qualifications Authority and local authorities should continue to streamline assessment and national and local quality assurance processes for National Qualifications and ensure that these are aligned and proportionate."

"Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners."

CfE Working Group on Tackling Bureaucracy- Follow Up Report March 2015

- 2.11 The Education (Scotland) Bill was introduced in the Parliament on 23 March 2015. Within the Act it states 'An education authority must appoint an officer to advise the authority on the carrying out of the authority's functions under this Act and any other enactment.' It is anticipated that there will be no additional costs on the Local Authority as they will be able to determine that an existing officer meets the statutory requirements of the post.

3. Summary of findings

3.1 Shetland Islands Council – Approaches to Quality Assurance in Schools

- 3.1.1 Shetland Islands Council is not unique in reviewing their approaches to quality assurance in schools and their quality improvement staffing. Many authorities have already carried this out as an exercise to look at efficiencies in terms of resources.
- 3.1.2 Shetland Islands Council received approval for a revised Quality Assurance policy in February 2012. This policy is set within the legislative framework (Standards in Scotland's Schools etc Act 2000), with the purpose of assuring that the Service is achieving its aims.
- 3.1.3 The principles set out in the existing policy are:
1. that any quality assurance processes are manageable and proportionate;

2. that quality assurance focuses on our delivery of the six entitlements of a Curriculum for Excellence for all children and young people as appropriate to the stage of the school;
 3. that quality assurance is embedded in schools' own self-evaluation, valuing staff working together to support improvement;
 4. that quality assurance processes from outwith the school are thorough and rigorous and contribute to the school's self evaluation and school improvement;
 5. that quality assurance at a local level reflects the thinking of education at a national level, with all parties being up to date with information found on the Her Majesty's Inspectorate of education's website:
<http://www.hmie.gov.uk/AboutUs/InspectionResources/>.
- 3.1.4 Whilst most of these principles are still relevant it is appropriate to review whether or not current procedures are indeed meeting the aforementioned principles.
- 3.1.5 Engaging with stakeholders was identified as an important aspect of taking forward the recommendations within the School Comparison Project.
- 3.1.6 Members of each stakeholder group were asked to consider some key questions. The questions generated a lot of good discussion and responses (appendices 1-3) can be summarised as:
- staff at principal teacher level and below were unaware of the impact the current quality assurance visits had on their establishment;
 - a proportionate and risk-based approach to the number of quality assurance visits would make better use of time and resources, although some issues and problems may be missed if there were reduced visits;
 - using promoted staff in schools to support the quality improvement of other schools was seen as something that could be considered in that it would develop local standards, provide professional development opportunities and enhance professional dialogue. In order for this to work staff felt that it would require careful planning and timetabling and care would need to be taken not to overburden promoted staff, who are already extremely busy;
 - staff in nearly all of the stakeholder groups spoke about the loss of curriculum advisers. They identified a large number of advantages in seconding teachers to work centrally on specific areas of responsibility. These included high quality support, professional development opportunities, career progression and maintained teacher engagement;
 - it was recognised that removing staff from schools to carry out secondments does not come without significant challenges. Concerns were raised about the availability of adequate backfill and the impact on the learning and teaching for pupils whose teacher is only with them for part of the week;

- parent council members felt that the proportionate and risk based approach to the number of quality assurance visits would support the ethos of Curriculum for Excellence. They felt that using the skills and knowledge of school based staff to enhance the quality improvement agenda would be supportive and beneficial but did not want it to interrupt teaching time or place an additional burden on staff. They stated that parents are looking for a culture of continuous improvement.

3.1.7 In order to consider 'Where we are' and to seek the views of others, promoted staff in schools were asked to respond to a survey monkey questionnaire (appendix 4). A total of 33 responses were received and full details of the responses can be found in Appendix 5. These have been summarised as follows:

- All but one responder was familiar with the local authority's quality assurance policy;

Quality assurance focussed visits (usually termed visits by the quality improvement officer on a predetermined theme):

- almost all responders felt that the quality assurance focussed visits validated the schools existing self-evaluation. These visits provided staff with support and were valued. The majority also felt that these visits allowed the local authority to identify priorities for improvement;
- seventeen responders felt that the visits did not provide challenge;
- almost all felt that there was limited impact following these visits;
- it was agreed that these visits allowed the quality improvement officers to gain important knowledge about their schools and they provided school staff with a committed time to meet with their quality improvement officer;
- there is limited sharing of good practice from or during these visits; promoted staff feel that more sharing of good practice would be worthwhile.

Quality Assurance Team Visits (where a team of central and school promoted staff visit a school to validate their self-evaluation):

- sixteen responders had received a Quality Assurance Team visit and out of these the majority had taken place prior to 2010;
- eleven responders rated the effectiveness of these visits; all 11 felt that this visit validated their school's self-evaluation;
- almost all felt that the visit provided both support and challenge and had impacted positively on the school;
- almost all felt that the visit placed the learner at the centre of the process;
- five out of the 11 responders felt that these visits improved the sharing of practice across schools but four did not know.

Using quality improvement officers in a more proportionate (fewer visits) and risk-based way, encouraging schools to evaluate their own performance.

- staff could identify advantages and disadvantages of this approach. It was noted by a number of responders that a central quality assurance role is essential so that central staff have an understanding of what is happening in schools. The sharing of good practice, in particular in the area of self-evaluation, would be essential. There would also need to be some clear benchmarks, which are realistic and standardised.

Advantages:

- school staff will have a greater sense of ownership;
- promotes an ethos of positive self-evaluation involving all school staff;
- leads to better targeting of resources and the potential to save money;
- schools requiring additional support will receive it.

Disadvantages:

- increased pressure on head teachers – with some school staff feeling isolated;
- central staff would have a reduced knowledge of schools and reduced opportunities for professional dialogue– some schools requiring support may not be identified at an early stage and may slip through the net;
- could make it harder for the sharing of good practice;
- schools may lose focus.

Using the skills, knowledge and expertise of school based staff to enhance the Quality Improvement Agenda – Promoted staff in schools support the Quality Improvement of other schools

Staff could identify advantages and disadvantages of this approach.

Advantages:

- these staff will have relevant and current experience in this area – they are up to date with current practices and are aware of the challenges currently facing schools;
- it would create and promote opportunities for professional dialogue and the sharing of good practice;
- this could facilitate a mutually supportive system - creating better, stronger relationships with schools and staff;
- share workload and expertise with central staff;
- provide opportunities for professional development.

Disadvantages:

- nearly all responders commented on how this approach would increase workload on promoted staff and that finding the time to do this would be a challenge;
- some staff may not be keen to assess their peers – difficult to be critical of people you may know personally;
- central staff may become disengaged from schools.

Using the skills, knowledge and expertise of school based staff to enhance the quality improvement agenda – If resources were available to cover staff backfill, teaching staff work part-time centrally as seconded development officers

Staff could identify advantages and disadvantages of this approach. It was noted that it would be essential that the staff seconded have the necessary knowledge, understanding, skill base and experience to carry out the role effectively. The secondments would need to be properly planned so that not too many things were happening at the same time.

Advantages:

- staff would have ownership of developments and would bring current experience to the post. Teachers with specific skills would be best suited to take forward certain developments;
- increased opportunities for staff to develop their knowledge and share good practice;
- skill up staff – development opportunities for staff – career development;
- fresh input into the central team.

Disadvantages:

- a number of responders commented that adequate backfill may not be available and this could have a detrimental impact on the education of pupils;
- this could increase workload for some staff.

Alternative approaches to the current quality assurance policy and procedures

- annual (unannounced) team visits;
- better sharing of good practice and more opportunities for professional dialogue (make better use of head teacher meetings);
- issue guidance on self-evaluation;
- more collaborative working between schools.

3.2 Shetland Islands Council – Schools and Quality Improvement Staffing

- 3.2.1 Shetland Islands Council's Schools and Quality Improvement staffing is comprised of four quality improvement officers, and a range of other officer

posts. Most of the posts have been in place for quite a number of years and have been created for a number of different reasons. There does not appear to be a strategic structure in place for centrally based Schools and Quality Improvement Staffing.

- 3.2.2 Quality Improvement Officers have a standard Scottish Negotiating Committee Teachers Job-description (detailed at 2.6). In Shetland, in respect of remits, quality improvement officers have been allocated some variations to these duties, which were agreed locally through the Local Negotiating Committee for Teachers.
- 3.2.3 Since 2002 all central staff have been heavily involved in consultations around Best Value and the identification of savings across this service area. It was noted in all discussions with promoted staff in schools and central officers that carrying out the tasks associated with this has meant less time has been able to be devoted to their core duty of supporting and challenging schools.
- 3.2.4 In order to get an overview of the work being carried out by central staff, discussions have been held with postholders which focused on four specific questions set out below.
- What impact does your work currently have on learning and teaching in schools?
 - What impact does your work currently have on curriculum development?
 - What impact does your work currently have on quality improvement in schools?
 - In your opinion how can the support and challenge being provided by the Schools Service be improved? What do you think the service being provided should look like?
- 3.2.5 From these discussions it was apparent that all staff are fully committed to their work and on making a positive impact on the learning and teaching in schools. Their impact on learning and teaching across schools was variable and depended on how often individual postholders were invited into schools. Each postholder was clear about their role and remit but were uncertain if this was always communicated to schools or included within the Schools and Quality Improvement Service Plan.
- 3.2.6 A lot of curriculum change is driven nationally with local staff responsible for providing school staff with strategic direction and support in the area of curriculum development. The quality improvement officers stated that they are the link between Education Scotland and schools. Other central based staff had some impact on curriculum development but this was ad hoc and did not always impact on all schools.
- 3.2.7 Quality Improvement Officers saw quality improvement as the most important part of their work. They had limited time to focus on curriculum development and saw this as a role which could be carried out by education support officers.

- 3.2.8 All groups of staff saw the importance of the quality improvement officer role in supporting and challenging schools and felt it was essential that this became their core business.
- 3.2.9 For other posts their impact on quality improvement in schools was through modelling good practice, signposting best practice and in some cases providing staff training.
- 3.2.10 Some of the current officers in post have secured a substantial amount of external funding over the years. This funding has provided young people with high quality experiences and opportunities that would otherwise not have been possible.
- 3.2.11 There are national and local priorities that require strategic direction and support. These feature on the remits of centrally based staff. These include 1+2 Language Development, Learning for Sustainability, Raising Attainment, Shetland Learning Partnership, Literacy Strategy, Creative Arts, Primary and Early Years Science Network and other educational initiatives. Also included is the internationally recognised Global Classroom. Existing postholders have these on their remits and have to ensure that they maintain contact with national bodies to ensure that they are aware of best practice and national initiatives.
- 3.2.12 A review of Shetland Islands Council's provision for additional support needs was commissioned in July 2012 with Professor Donnie M MacLeod's report being presented to the Education and Families Committee on 11 September 2013. One of the recommendations within his report was to appoint an Additional Support Needs/Inclusion Manager. An action plan to take this and the other recommendations forward was approved by Committee in January 2014. The cost of this post is to be met from efficiencies within the additional support needs staffing budget, and this post will focus on the management of resources relating to additional support needs.

3.3 National Comparisons

- 3.3.1 Audit Scotland's 2014 Report on School Education states: *'Councils also reduced their spending on other education staff by 11 per cent in real terms between 2010/11 and 2012/13. Reasons for this include:*
- *councils using quality improvement officers in a more proportionate and risk-based way, encouraging schools to evaluate their own performance. Quality improvement officers provide support and challenge to schools to help them improve and those that remain in post are increasingly targeting their efforts only at those schools that need extra support;*
 - *service efficiency reviews and restructurings that have taken place within many council education departments.'*

3.3.2 2010-2013: National and Shetland Figures – Quality Improvement Officers

	2010	2013	Change	%
National	472	369	-103	22%
Shetland	4	3	-1	25%

Source: Audit Scotland Report, June 2014

3.4 Education Scotland

3.4.1 Education Scotland have recently embarked on a review of their 'Future Approaches to Inspection/review and revision of How Good Is Our School? (3rd edition).'

3.4.2 Education Scotland identified the following ten principles as a key point of reference to inform the development of any new approaches to inspection or review:

1. independence, impartiality and accountability;
2. having all learners or users at the heart of inspection and review;
3. equality and diversity;
4. transparency and mutual respect;
5. observing practice and experiences directly: focusing on outcomes and impact;
6. building on self-evaluation;
7. partnership working with the users of our services and other providers/scrutiny bodies;
8. improvement and capacity building;
9. proportionality, responsiveness and assessment of risk;
10. Best Value.

3.4.3 Her Majesty's Inspectorate of Education state: "The most effective way of improving the quality of education is to expect schools to take responsibility for their own quality improvement."

Quality improvement in education: a three-way partnership



4. Authority by Authority Comparisons

4.1 Approaches to Quality Assurance

Local authorities have interpreted their duties under the Standards in Scotland's Schools etc Act 2000 as follows.

- 4.1.2 Although quality assurance terminology and documentation across Scottish authorities vary, the approaches are very similar. With the joint role of supporting and challenging schools most authorities have put in place procedures for central staff to work closely with school based staff in order to scrutinise and validate a school's self-evaluation.
- 4.1.3 Orkney Islands Council are currently reviewing their approaches to quality improvement. They are currently consulting with school leaders and have recently reviewed their format for reporting on standards and quality. They anticipate adopting a proportionate approach to quality assurance where they will be working in a multi-agency manner and validating a school's self-evaluation.
- 4.1.4 West Lothian reviewed their procedures in May 2014. Their policy statement reflects the national shift towards supporting, challenging and validating (agreeing or not) the establishment or service self-evaluation and the importance of planning, working and evaluating in collaboration with partners and services. Their framework is designed to be flexible and applied in a way which is responsive to the needs and context of individual schools and learning communities.
- 4.1.5 Moray's five year strategic plan includes a focus on validating self-evaluation and quality improvement. They are committed to building capacity in school to conduct effective self-evaluation in the day to day life of the school.
- 4.1.6 Within East Dunbartonshire's Quality Improvement Policy they determine three broad levels of support for schools – high, medium and basic. They state that their Education Quality Development Service will have a proportionate and intelligence-led approach to supporting and challenging schools and services which will be based on sound and accurate self-evaluation.
- 4.1.7 The school review process in East Dunbartonshire is intended to complement and enhance the structured programme of visits to schools. On average they conduct ten reviews per session. Their review team normally comprises a quality improvement manager, two quality improvement officers and a peer head teacher. Their Head of Education may also participate in a sample of school reviews. One council wide thematic review will take place each session and may include partners from other services and agencies e.g. health
- 4.1.8 Scottish Borders have recently produced a Schools Quality Improvement Framework for 2014-17. One of their operational principles is as follows: 'We

will minimise bureaucracy but ensure our quality improvement processes are achievable, proportionate, sustainable and maintain continuous improvement.' They also note that as they have a wide range of learning settings their quality improvement framework must be proportionate and flexible enough to accommodate the individual circumstances of individual schools and that any requirements for adaptation must be decided on the basis of rigorous self evaluation processes.

- 4.1.9 Perth and Kinross have a well established series of visits to schools. These take the form of School Support Visits, School Improvement Visits, Learning and Achievement Visits, Extended Learning and Achievement Visits and Follow-up Extended Learning and Achievement Visits. A recent review of their procedures with school staff resulted in staff wishing for the scrutiny visits to continue but to see a reduction in the paperwork associated with visits, in order to tackle bureaucracy. This piece of work has been carried out by Education Service staff.
- 4.1.10 A Leadership Development and Induction Programme and a series of Head Teacher Development days have been devised in Perth and Kinross to promote the improvement agenda and build capacity in school leaders which will allow them to contribute to Strategic/System Leadership in Scotland.
- 4.1.11 Authorities such as East Lothian, Perth and Kinross and Stirling and Clackmannanshire are building capacity within their system in order to use the skills, experience and expertise of their school leaders to sample learning in teaching in other schools and validate the self-evaluation of establishments.
- 4.1.12 The Quality Improvement /Team visits carried out in authorities have similar key components:
 - a team of central officers and peer head teachers visit the school;
 - the purpose of the visit is to scrutinise and validate the school's self-evaluation;
 - the visit last 2-3 days depending on the size of the school;
 - a range of scoping activities take place prior and during the visit;
 - written feedback is provided to the school at the end of the visit which includes recommendations for the school to address;
 - a follow-up visit to review progress takes place.

4.2 Schools and Quality Improvement Staffing

- 4.2.1 In Orkney they have recently re-established the role of Service Improvement Officers. This role disappeared in their 2012 re-organisation but following the appointment of a new Director and the statutory requirement to see their 22 schools being supported and challenged they have appointed three Service Improvement Officers and plan to have three centrally based principal teachers (behaviour support, early years and curriculum). The job description

and person specification for the post of Service Improvement Officer was updated (Appendix 6).

- 4.2.2 Within the People Directorate at Angus Council a new Quality Performance Unit has been established. Quality improvement officers are to be moved into this unit by August 2015, with their main focus on quality improvement. In Angus there are eight secondary school and 53 primary schools. Staffing within the People Directorate will be as follows:

Schools and Learning – People Directorate	
Schools and Learning	Quality Performance Unit
Head of Schools and Learning	Head of Quality and Performance
Service Managers (1x primary 1 x secondary) Oversee curriculum developments	Senior Manager -Quality Service Manager -Performance
Education Support Officers x 4 (literacy, numeracy, professional learning and health and well-being)	4 x quality improvement officers - MAIN FOCUS ON QUALITY IMPROVEMENT – initial focus of work will be in schools but intention is to eventually involve them in work across Children and Family Service as well as Schools and Learning. Quality improvement officers did have a curricular element to their role but this has been removed.

- 4.2.3 North Ayrshire has 50 primary schools, four special schools and nine secondary schools. Their School's Service team comprises of four senior managers dealing directly with schools, a senior manager for early years and a senior manager for inclusion. The senior managers for early years and inclusion have a small team of two people each. They have stated that this arrangement has proved exceptionally challenging to support and challenge their schools in the way they want to. As a result, an additional post is currently being created. The core duty of central staff will be to support and challenge their schools.
- 4.2.4 The Department of Education and Children's Services in the Western Isles saw a major restructuring during session 2013 – 14. In August 2014 their quality improvement staffing went from three Quality Improvement Officer and two Learning Community Principals to four Senior Education Officers (Appendix 7). These senior education officers have responsibility for the line management of head teachers, quality assurance, curriculum development and dealing with parental and staffing issues. Each senior education officer

also has strategic responsibilities e.g. assessment and moderation, learning and teaching, Professional Update. There are 26 schools in the Western Isles – two through schools (3-18yrs) two secondary schools (Secondary 1-Secondary 6) and 22 primary schools.

5. Conclusions and Further Actions

- 5.1 Due to the other demands placed on quality improvement officers over the past ten years, it has been a challenge for these staff to carry out their core function of quality improvement.
- 5.2 With the national shift towards validating an establishment's self-evaluation, the emphasis on leadership development and to promote a more efficient and effective service the local quality assurance policy requires updating.
- 5.3 School and central staff are keen for quality assurance visits to continue ensuring that they are rigorous, provide both support and challenge and promote the sharing of good practice.
- 5.4 Local authorities must take into consideration the recommendations from the national Curriculum for Excellence Working Group on Tackling Bureaucracy.
- 5.5 It is recommended that time and resources are made available to allow schools and quality improvement staff to produce a school improvement framework which encompasses the following key elements:

School Improvement Planning/Standards and Quality Reporting

As stated in 2.2, all schools have a statutory requirement to prepare a development plan (improvement plan) and a report on their standards and quality.

There is a need for updated guidance on these processes which ensure more streamlined approaches are used in order to tackle bureaucracy.

School Improvement Planning

The School Improvement Plan is a working document, which may be altered in the course of the year. School Improvement Plans must ensure that each school focuses on its priority areas for improvement as well as local authority priorities highlighted in the Schools and Quality Improvement Service Plan. The number of priorities in each plan should not exceed four. Some improvements may be ongoing over a number of years.

Standards and Quality Reporting

The Standards and Quality Report is a crucial document in the self-evaluation and school improvement cycle. The report should be a result of

collation and analysis of ongoing information, observation, professional discussion and consultation with all stakeholders through the school session.

The annual Standards and Quality Report should be based on the Education Scotland self evaluation format and structured to include the context of the school and three key questions as follows.

How well do children learn and achieve?

How well does the school support children to develop and learn?

How well does the school improve the quality of its work?

NB. These questions may be updated following the publication of How Good is Our School? (4) in September 2015.

School Support or Improvement Visits

School Support Visits will mainly provide support. These visits will be proportionate with the quantity of visits being linked to the needs of each individual school.

There is currently themed improvement visits held termly. A reduced number of themed **Improvement Visits** will take place that are linked clearly to the strategic plan and involve the Quality Improvement Officer engaging with teaching staff and pupils. Feedback from these visits will be shared with all headteachers, with clear actions to be taken forward and good practice will be shared widely. These visits will be proportionate and their frequency will be determined by the needs of the service as well as the needs of individual schools.

Some visits may be held with groups of headteachers to support the validation of self-evaluation and encourage the sharing of good practice.

Team Improvement Visits

The purpose of this visit will be to scrutinise the school's own self-evaluation by triangulating evidence from data, samples of work and learner's profiles, classroom observations and focused discussions. The three key questions from Education Scotland will form the backbone of the scrutiny.

These visits will be cyclical with all schools receiving one within an eight year cycle.

The quality improvement team will be appointed by central officers.

The Director of Children's Services and Executive Managers may participate in a sample of school reviews. If relevant partners from other services and agencies may be requested to participate in these visits.

Actions from these visits are agreed with each school with follow-up taking place and good practice shared widely.

Professional Review and Development

A programme of Leadership Development and Induction will be produced for teaching staff and leaders at all levels (detailed within the draft action plan for Recommendation 1).

The current termly Head Teacher meetings will become Head Teacher Development Days which focus on learning and teaching and have clear links to the Schools and Quality Improvement Service Plan. These days will have a clear strategic lead from Children's Services Officers.

Further opportunities for the sharing of good practice will be provided during these days.

Self-Evaluation

High quality continuing professional development on self-evaluation will be provided to school based staff and central officers.

A variety of improvement tools will be promoted for schools to use i.e additional support needs toolkit, Journey to Excellence, How Good is Our School?

Evidence of self-evaluation will be collected centrally on a regular basis. Highly effective self-evaluation becomes well-embedded by all education staff.

Operational Guidelines would be worked up to support the implementation of this recommendation.

5.6 Review of staffing

The School Comparison Project, Recommendation Five Working Group, has looked at possible central staffing models to support the new school improvement framework.

Following on from this, it is recommended that an extensive options appraisal exercise is carried out to explore this further with a short term working group set up, comprising senior officers from Shetland Islands Council's Children's Services, Human Resources and Governance and Law sectors as well as representation from the Recommendation Five Working Group.

5.7 The options appraisal will take into account the following:

- the core function of an education authority as detailed in the Standards in Scotland's Schools etc. Act 2000 and also within the Additional Support for Learning (Scotland) Acts 2004 and 2009. A key consideration of any changes to a staffing structure is that it must ensure that the authority can fulfil its duties within the key legislation;
- Best Value;
- national and local priorities (as detailed within the Schools and Quality Improvement Service Plan);

- the new School Improvement Framework (as detailed previously);
 - flexibility;
 - recommendations within the additional support needs review;
 - opportunities for career development;
 - developments in Early Learning and Childcare;
 - conditions of service of post-holders potentially affected by a revised model.
- 5.8 The implementation of a new structure will require skilled leadership at all levels to ensure its success. Therefore leadership development needs to be a key priority.
- 5.9 As central resources diminish the service needs to seek ways to make better use of the significant skills and talents available amongst staff. The authority may wish to consider having a core pool of permanent central staff and if required, opting to second staff for specific, time-limited pieces of work. This would allow staff to further develop their skills and would support succession planning. In addition, it would also allow the authority to meet short term needs without unnecessarily skewing remits within the core team. The issue of funding for such posts, given that they would not be part of the central complement, would have to be resolved.
- 5.10 Part of recommendation three of the School Comparison Project is to analyse timetables for secondary staff in order to identify opportunities for the further sharing of teaching staff. In doing this exercise, it is clear that some secondary teachers continue to have unused class contact capacity within their timetable, but not in large enough blocks to allow the member of staff to be shared with another setting. One of the further actions in recommendation three is to develop a local agreement whereby some of this time could be used to take forward Council-wide developments or initiatives.

6. Proposed timescale for implementation

- 6.1 Work on a school improvement framework should begin immediately with all documentation drafted, consulted on and ready for implementation at the beginning of session 2016-17.
- 6.2 It is proposed that the options appraisal exercise takes place in early 2016 on Schools and Quality Improvement central staffing.
- 6.3 It is likely that the revised structure, following on from the options appraisal would take time to implement.

7. Implications and Risks on Learning and Teaching

- 7.1 In adopting a proportionate approach to the number of visits carried out by quality improvement officers support for some schools and head teachers may be compromised.

- 7.2 Without termly themed visits staff within rural schools may feel isolated. Staff in these schools valued their regular visit from the quality improvement officer and it provided ongoing support. This support could still be available and could be provided by the quality improvement officer, a peer head teacher or an education support officer.
- 7.3 Without a termly visit it was suggested that there may be some issues and problems in schools that central staff are unaware of. If procedures are put in place to ensure that rigorous and consistent self-evaluation is taking place and being reviewed centrally this should not happen.
- 7.4 Providing secondment opportunities to school based staff may create some difficulties in some schools. It may not always be possible to find adequate backfill resulting in a negative impact on the learning and teaching of young people. Creative solutions will have to be sought to ensure that young people's learning does not suffer and all teachers are given equal opportunities.

8. Projected Savings/Costs and Associated Timescales

- 8.1 Although there will be cost implications with the recommendations in 5.5 and 5.7, principally around professional development and training these are not significant.
- 8.2 The options appraisal exercise will take into account the cost and projected savings of different staffing models.

9. Appendices

Appendix 1	Teachers and Teaching Unions Stakeholder Responses
Appendix 2	Principal Teachers Stakeholder Responses
Appendix 3	Parent Council Stakeholder Responses
Appendix 4	SurveyMonkey Questions
Appendix 5	SurveyMonkey Responses
Appendix 6	Orkney Islands Council's Senior Education Officer Job description and person specification
Appendix 7	Western Isles Senior Education Officer job description

Parent Council Stakeholder Feedback

Appendix 1

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.

- importance of schools being supported by the local authority but both the schools and the local authority need to be clear about what they are looking to achieve from quality assurance visits;
- the current Local Authority approach of Team Visits to schools by quality improvement officers and head teachers is not that well known about; parent councils would welcome involvement in the Team Visits;
- parents support a culture of improvement in their schools;
- the idea of promoted staff being involved in the quality assurance of other schools and / or taking on short-term secondments within the authority has benefits in terms of staff building up their skills to take back to their schools;
- however, there is a need to be flexible with the timetable – parents like teachers in schools teaching their children;
- on the whole, more communication on positive developments such as the Shetland Learning Partnership to parents would be helpful.

Principal Teacher Stakeholder Group Feedback**Appendix 2*****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.***

- members of the group were unaware of the impact the current quality assurance visits had on their establishment;
- a proportionate (fewer) and risk-based approach to the number of quality assurance visits would make better use of time and resources although some issues and problems may be missed if there were reduced visits; it was suggested that there is a need for informal visits as well;
- using promoted staff in schools to support the quality improvement of other schools was seen as something that could be considered as a voluntary professional development opportunity;
- staff spoke about the loss of subject advisers; they identified a number of advantages in seconding teachers to work centrally on specific areas of responsibility;
- it was recognised that removing staff from schools to carry out secondments does not come without significant challenges, principally around backfill and the impact on the learning and teaching for pupils.

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.

- on the whole, the group was unaware of the impact the current quality assurance visits had on their establishment;
- there was general consensus that a proportionate (fewer) and risk-based approach to the number of quality assurance visits would make better use of time and resources although some issues and problems may be missed if there were reduced visits; it was suggested that there is a need for informal visits as well;
- using promoted staff in schools to support the quality improvement of other schools was seen as something that could be considered;
- the group spoke about the loss of subject advisers; they identified a number of advantages in seconding teachers to work centrally on specific areas of responsibility;
- it was recognised that removing staff from schools to carry out secondments does not come without significant challenges, principally around backfill and the impact on the learning and teaching for pupils.

1. Job Title

2. Are you aware of the Local Authority Policy on Quality Assurance
☐ Yes

☐ No
3. Please rate the effectiveness of the termly Quality Assurance focussed visits

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
These visits validate our existing self-evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits provide us with support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits provide us with challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits impact positively on our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits improve pupil attainment throughout Shetland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits allow the Local Authority to identify priorities for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits increase our workload with limited impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits have improved the sharing of practice across schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits place the learner at the centre of the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits provide us with a committed time with our Quality Improvement Officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through these visits our Quality Improvement Officer gains important knowledge about our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please use the space below to provide more information on any of the answers you have given in question 3.

Quality Assurance Procedures

5. Have you had a Quality Assurance Team Visit in your school?

These team visits are detailed in appendix 5 of the Quality Assurance Policy and are where a team of central and school promoted staff visit a school to validate their self-evaluation.

☐ Yes

☐ No

☐ Don't know

6. If yes, in which year?

7. If you have had a Quality Assurance Team visit, within the past 5 years, please rate its effectiveness

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
This visit validated our existing self-evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit provided us with support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit provided us with challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit impacted positively on our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit improved pupil attainment throughout Shetland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit increased my workload with limited impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These visits have improved the sharing of practice across schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This visit placed the learner at the centre of the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Currently all schools receive the same number of QA visits. The Audit Scotland report on 'School Education' states that some councils are using QIOs in a more proportionate and risk-based way, encouraging schools to evaluate their own performance.

What do you see are the advantages of this approach?

What do you see are the disadvantages of this approach?

Quality Assurance Procedures

9. A number of authorities are using the skills, knowledge and expertise of school based staff to enhance the Quality Improvement Agenda and provide Professional Learning opportunities.

Consider a model where:

Promoted staff in schools support the Quality Improvement of other schools as part of their own professional development e.g. validating a school's self evaluation

What do you
see are the
advantages of
these
approaches?

What do you
see are the
disadvantages
of these
approaches?

10. A number of authorities are using the skills, knowledge and expertise of school based staff to enhance the Quality Improvement Agenda and provide Professional Learning opportunities.

Consider a model where:

If resources were available to cover staff backfill, teaching staff work part-time centrally as Seconded Development Officers with specific areas of responsibility e.g. probationers, literacy, numeracy, assessment

What do you
see are the
advantages of
these
approaches?

What do you
see are the
disadvantages
of these
approaches?

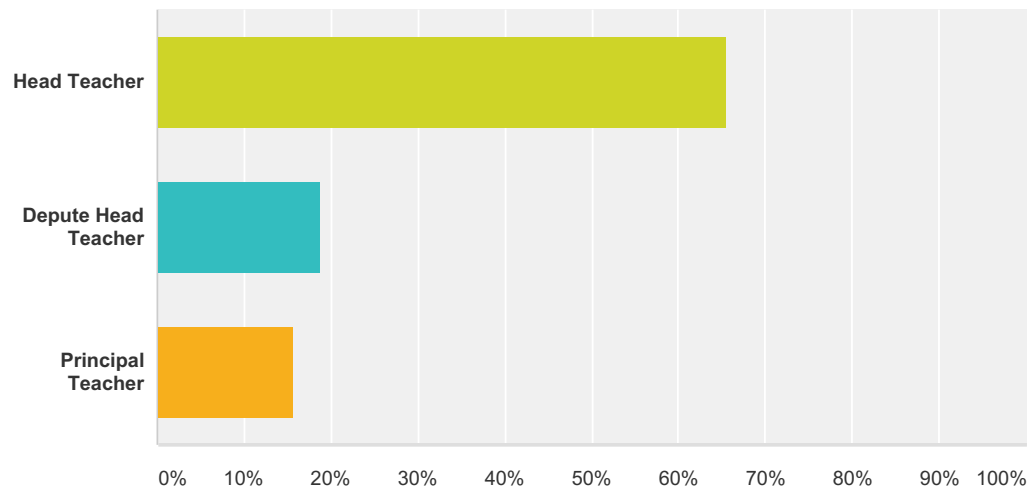
Quality Assurance Procedures

***11. An education authority has a statutory duty to secure improvements in the quality of education in their schools. Suggest alternative approaches to the current Quality Assurance Policy and Procedures to securing improvement across the school estate.**



Q1 Job Title

Answered: 32 Skipped: 1

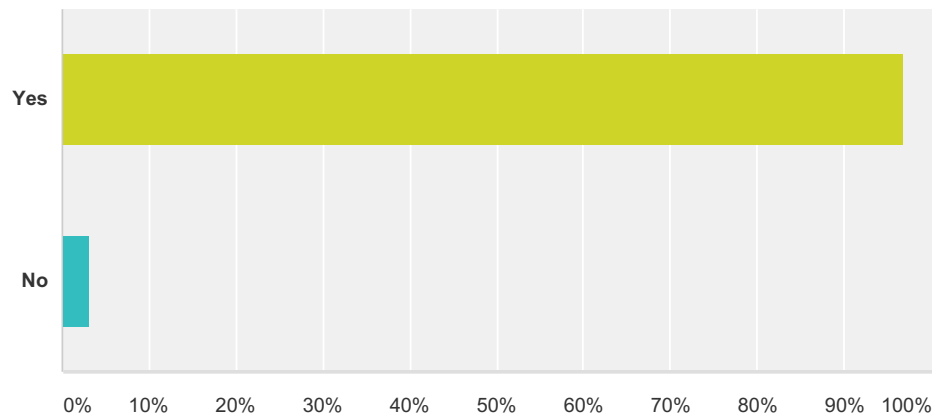


Answer Choices	Responses
Head Teacher	65.63% 21
Depute Head Teacher	18.75% 6
Principal Teacher	15.63% 5
Total	32

Quality Assurance Procedures

Q2 Are you aware of the Local Authority Policy on Quality Assurance

Answered: 32 Skipped: 1



Answer Choices	Responses	
Yes	96.88%	31
No	3.13%	1
Total		32

Quality Assurance Procedures

Q3 Please rate the effectiveness of the termly Quality Assurance focussed visits

Answered: 33 Skipped: 0

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
These visits validate our existing self-evaluation	0.00% 0	80.65% 25	16.13% 5	0.00% 0	3.23% 1	31
These visits provide us with support	12.50% 4	46.88% 15	28.13% 9	3.13% 1	9.38% 3	32
These visits provide us with challenge	6.25% 2	37.50% 12	46.88% 15	6.25% 2	3.13% 1	32
These visits impact positively on our school	6.25% 2	43.75% 14	31.25% 10	6.25% 2	12.50% 4	32
These visits improve pupil attainment throughout Shetland	0.00% 0	24.24% 8	33.33% 11	12.12% 4	30.30% 10	33
These visits allow the Local Authority to identify priorities for improvement	6.06% 2	60.61% 20	15.15% 5	3.03% 1	15.15% 5	33
These visits increase our workload with limited impact	12.12% 4	54.55% 18	15.15% 5	3.03% 1	15.15% 5	33
These visits have improved the sharing of practice across schools	3.03% 1	24.24% 8	39.39% 13	15.15% 5	18.18% 6	33
These visits place the learner at the centre of the process	3.13% 1	40.63% 13	31.25% 10	15.63% 5	9.38% 3	32
These visits provide us with a committed time with our Quality Improvement Officer	18.18% 6	63.64% 21	6.06% 2	9.09% 3	3.03% 1	33
Through these visits our Quality Improvement Officer gains important knowledge about our school.	25.00% 8	53.13% 17	12.50% 4	0.00% 0	9.38% 3	32

Quality Assurance Procedures

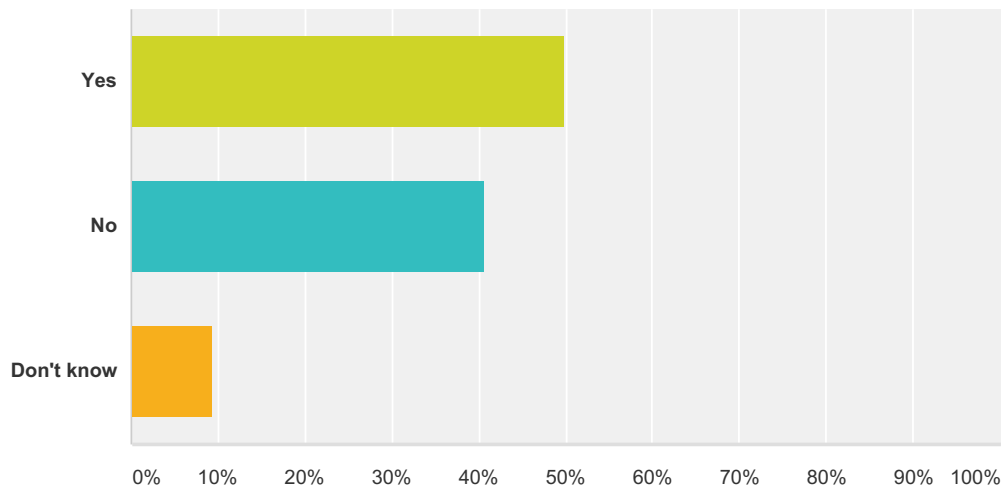
Q4 Please use the space below to provide more information on any of the answers you have given in question 3.

Answered: 16 Skipped: 17

#	Responses	Date
1	Recent visits have been more pupil focused, which is positive. Visits make us more inclined to focus in on our self-evaluation, and point out areas for development, but do not really provide the support and answers to questions that would be really helpful.	3/23/2015 6:32 AM
2	These visits provide us with protected time to meet with and discuss various issues and to share information with our QIO, however I do not think they are sufficiently rigorous to challenge or to ensure improvement in pupil attainment.	3/22/2015 12:48 PM
3	It would be beneficial to hear of good practice from other schools - I'm not aware of this really happening thus far.	3/20/2015 9:23 AM
4	In their current format, I feel the visits are; at best; a vehicle to ensure QIO's are kept informed about what is happening in schools regarding learning and teaching and to reassure staff that they are on the right track. The process would need to change significantly if it is to make the impact it is intended to make and time spent on decisions directed by Council regarding finance replaced with (as the job title suggests) Quality Assurance.	3/19/2015 10:55 AM
5	Limited sharing of practice	3/19/2015 10:32 AM
6	We recently received feedback on the QA focus on transitions. However, this is the first time I have been aware of good practice/areas of development being shared. It would then be worthwhile having someone responsible to support schools with the areas of development if required. During QA visits, the QIO gathers evidence but gives little feedback/areas of challenge in relation to this, particularly if there are any areas of improvement.	3/19/2015 3:43 AM
7	Visits seem to be a low priority for QIO's and do not have the impact that they should have.	3/19/2015 2:26 AM
8	I think there could be more challenge. A good part of this visit is for the QIO to meet with staff and pupils.	3/16/2015 2:35 AM
9	This has been a paper exercise to tick the box. There is no real interest in what our school is doing or advice on moving forward.	3/13/2015 7:05 AM
10	Never met a QIO as part of quality assurance	3/13/2015 2:47 AM
11	SMT in schools may see these visits as more meaningful than PTs or class teachers as they rarely engage in discussion with QIOs about learning & teaching	3/12/2015 5:47 AM
12	Knowing the visit is due allows me to focus my attention on that area and consider the work we have done and need to do. Our QIO visits are usually rushed and interrupted by phone calls for QIO or by QIO.	3/12/2015 3:04 AM
13	I feel that regular visits are essential for identifying LA priorities as a QIO should see common themes being a challenge in schools. I strongly agree that unless we have set visit times we might never be visited by our QIO. There also needs to be time made for establishing relationships with new QIO team members. More challenge is needed from visits but challenge can only come after a working relationship is established.	3/11/2015 2:41 PM
14	The visits themselves don't improve attainment but the consequent schools actions do.	3/11/2015 3:48 AM
15	These visits lack impact, it is difficult to recall any change or improvement which has resulted from these visits.	3/11/2015 3:42 AM
16	I feel these visits are outdated and no longer meet the needs of schools - we need a fresh approach whereby real improvement can be achieved from these visits.	3/11/2015 3:37 AM

Q5 Have you had a Quality Assurance Team Visit in your school? These team visits are detailed in appendix 5 of the Quality Assurance Policy and are where a team of central and school promoted staff visit a school to validate their self-evaluation.

Answered: 32 Skipped: 1



Answer Choices	Responses	
Yes	50.00%	16
No	40.63%	13
Don't know	9.38%	3
Total		32

Quality Assurance Procedures

Q6 If yes, in which year?

Answered: 17 Skipped: 16

#	Responses	Date
1	2015 This is a recent visit and it is therefore difficult to answer some of the questions below, particularly those which relate to impact over time. Support identified was mainly from visiting members of the team via visits to their schools and opportunities for sharing / professional dialogue, which I hope to take up on.	3/23/2015 6:32 AM
2	Not sure, more than 10 years ago.	3/20/2015 3:09 AM
3	11th May 2006	3/19/2015 10:32 AM
4	Can't remember. A long time ago.	3/19/2015 3:48 AM
5	Our school had a visit scheduled, made all the necessary preparations but then visit was cancelled.	3/19/2015 3:30 AM
6	2014	3/19/2015 2:27 AM
7	This would not be anonymous.	3/19/2015 2:26 AM
8	2014	3/16/2015 2:47 AM
9	2015	3/13/2015 7:35 AM
10	2009	3/12/2015 3:04 AM
11	2014	3/11/2015 2:41 PM
12	I think it was 2012	3/11/2015 9:56 AM
13	2014	3/11/2015 5:44 AM
14	2005?	3/11/2015 5:33 AM
15	2012	3/11/2015 4:33 AM
16	Not in my time here	3/11/2015 3:48 AM
17	2012	3/11/2015 3:42 AM

Quality Assurance Procedures

Q7 If you have had a Quality Assurance Team visit, within the past 5 years, please rate its effectiveness

Answered: 11 Skipped: 22

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
This visit validated our existing self-evaluation	9.09% 1	90.91% 10	0.00% 0	0.00% 0	0.00% 0	11
This visit provided us with support	0.00% 0	81.82% 9	9.09% 1	0.00% 0	9.09% 1	11
This visit provided us with challenge	0.00% 0	81.82% 9	9.09% 1	0.00% 0	9.09% 1	11
This visit impacted positively on our school	0.00% 0	81.82% 9	0.00% 0	0.00% 0	18.18% 2	11
This visit improved pupil attainment throughout Shetland	0.00% 0	9.09% 1	36.36% 4	0.00% 0	54.55% 6	11
This visit increased my workload with limited impact	0.00% 0	27.27% 3	63.64% 7	0.00% 0	9.09% 1	11
These visits have improved the sharing of practice across schools	9.09% 1	36.36% 4	18.18% 2	0.00% 0	36.36% 4	11
This visit placed the learner at the centre of the process	0.00% 0	63.64% 7	18.18% 2	0.00% 0	18.18% 2	11

Q8 Currently all schools receive the same number of QA visits. The Audit Scotland report on 'School Education' states that some councils are using QIOs in a more proportionate and risk-based way, encouraging schools to evaluate their own performance.

Answered: 32 Skipped: 1

Answer Choices	Responses
What do you see are the advantages of this approach?	100.00% 32
What do you see are the disadvantages of this approach?	96.88% 31

#	What do you see are the advantages of this approach?	Date
1	Schools identify the areas that they need to focus on an individual basis. There is a greater sense of ownership of what the school (staff, pupils and parents) are working towards and trying to achieve.	3/23/2015 1:19 PM
2	School would be able to identify areas of strength and build on these whilst having more ownership of the process.	3/23/2015 9:08 AM
3	Where schools and staff have an ethos of positive self-evaluation, this should be a positive approach, provided pathways are in place to access any support requirements identified.	3/23/2015 6:32 AM
4	This approach ensures that staff in schools are involved in very regularly quality assuring what they are doing and have a clear understanding of their responsibilities in the review process.	3/22/2015 12:48 PM
5	Reduced costs and extra savings could be made.	3/20/2015 9:23 AM
6	Schools who need support will have it.	3/20/2015 3:09 AM
7	It enables the QA team to spend more time with schools requiring support and give QI officers the opportunity to identify where and how improvements can be made and plan to this end.	3/19/2015 10:55 AM
8	People with Qualifications and Experience of Primary Schools (ie the average Primary Head Teacher and Staff) are better placed to evaluate the performance than those without.	3/19/2015 9:24 AM
9	QIOs would be able to target schools which are needing more support.	3/19/2015 3:48 AM
10	Schools can build on their own self-evaluation procedures currently in place; schools can have more ownership and make links to areas of their S.I.P; teachers, pupils and parents can be involved on a regular basis	3/19/2015 3:43 AM
11	QIO's might have more time available to offer quality support where it is needed, rather than covering all schools every term.	3/19/2015 3:30 AM
12	Scope to increase effectiveness; better targeting of resources	3/19/2015 2:37 AM
13	Schools already evaluate own performance but some sort of moderation/sharing of good practice is needed between schools.	3/19/2015 2:27 AM
14	Continued contact on an already limited basis	3/19/2015 2:26 AM
15	Would provide more support where needed.	3/17/2015 3:04 AM
16	We would have more control on what we evaluate	3/16/2015 2:47 AM
17	I think there still needs to be a number of formal visits from the QIO over the year - possibly 2 with any more being provided if the school required it for a particular reason.	3/16/2015 2:35 AM
18	Gives the schools a chance to choose their own QIs to self evaluate	3/13/2015 7:35 AM

Quality Assurance Procedures

19	We are already doing this.	3/13/2015 7:05 AM
20	More efficient use of resources - possible reduction in no of QIOs	3/13/2015 2:47 AM
21	Very important for a school to self evaluate in order to highlight strengths & target areas in need of improvement	3/12/2015 5:47 AM
22	I would say I am doing this at present.	3/12/2015 3:04 AM
23	less stress	3/11/2015 4:22 PM
24	I think that there should be visits made to all schools and more were required or requested.	3/11/2015 2:41 PM
25	currently the visits aren't very useful for QA	3/11/2015 9:56 AM
26	better use of manpower - using it where needed most	3/11/2015 8:35 AM
27	Allocating resources where the greatest need is.	3/11/2015 5:44 AM
28	Target support	3/11/2015 5:33 AM
29	Schools that need more support would get more time to discuss things and make changes	3/11/2015 4:33 AM
30	targets help where needed, reduces manpower needed, reduces workload in these schools	3/11/2015 3:48 AM
31	Better targeting of resources, more chance of making an impact.	3/11/2015 3:42 AM
32	Saves time and work for those schools who are managing well and directs support and challenge towards those more in need for whatever reasons.	3/11/2015 3:37 AM
#	What do you see are the disadvantages of this approach?	Date
1	The local authority becomes more disconnected from schools. There needs to be a centrally agreed process/system that schools can use to evaluate their own performance but that remains part of a bigger picture.	3/23/2015 1:19 PM
2	I think it would be a mistake to have no central QA. A visit from the QIO is part of the process and provides opportunities to raise important issues	3/23/2015 9:08 AM
3	Across an authority, this may be seen as unfair or negatively targeting certain schools - it would need to take place in the context of a positive, transparent ethos.	3/23/2015 6:32 AM
4	Unless there is council wide system being used so that schools can submit short summaries of what they are doing then QIO's will not have an overview of the schools they manage. This could lead to difficulties in schools not being identified at an early stage or the necessary support being given	3/22/2015 12:48 PM
5	Need to ensure there is a strong link between similar/local schools and make sure there is a sharing of good practice.	3/20/2015 9:23 AM
6	Some schools may need help with Self evaluation. Some schools may not do enough Self evaluation. QIOs will only have a true knowledge of their schools by visiting regularly. Staff appreciate protected time with their QIOs. This could be tricky in a small community if schools are identified as being a 'risk' and in need of support. I would prefer all schools having the same number of visits.	3/20/2015 3:09 AM
7	There would need to be some clear bench marks against which to self evaluate.to ensure expectations are realistic, standardised and allow for improvement.	3/19/2015 10:55 AM
8	There are already too many pressures on HTs	3/19/2015 9:24 AM
9	Some schools may feel abandoned because they are not getting regular visits. Self evaluation may not be equally robust in each school.	3/19/2015 3:48 AM
10	Harder for good practice to be shared; schools would need to ensure they have effective self-evaluation procedures in place and all areas are covered; even less time/support from QIO	3/19/2015 3:43 AM
11	Schools must have robust self evaluation processes in place - central support will be needed to ensure this happens	3/19/2015 3:30 AM
12	None	3/19/2015 2:37 AM
13	small schools need outside support and evaluation	3/19/2015 2:27 AM
14	Not enough QIO time is spent supporting and developing schools	3/19/2015 2:26 AM
15	Would reduce QIO knowledge of other schools.	3/17/2015 3:04 AM

Quality Assurance Procedures

16	Sometimes we need a steer from the local authority	3/16/2015 2:47 AM
17	Some schools slipping through the net. Some schools feeling isolated as they aren't getting their termly visit and for school HTs this regular support is essential.	3/16/2015 2:35 AM
18	School may lose focus	3/13/2015 7:35 AM
19	SE becomes too narrow - less challenge	3/13/2015 7:05 AM
20	Some schools feel victimised	3/13/2015 2:47 AM
21	It's also important to have professional dialogue with colleagues out with the school to highlight & target areas	3/12/2015 5:47 AM
22	less dedicated time for professional/personal dialogue with line manager. Harder for LA to know what is going on in each school and share good practice.	3/11/2015 4:22 PM
23	Schools will coast.	3/11/2015 2:41 PM
24	its the only time I really ever get to see or speak to my QIO	3/11/2015 9:56 AM
25	perceived problems persist/ get ignored/ get embedded	3/11/2015 8:35 AM
26	Schools feel isolated with limited ways of sharing good practice.	3/11/2015 5:44 AM
27	How to identify those in need of more/at higher risk.	3/11/2015 5:33 AM
28	Some schools may not be as rigorous and consistent in their procedures (not the case in our school)	3/11/2015 4:33 AM
29	Perceived inequality, fails to catch schools with declining performance at early stage, fails to give that positive feedback to good schools, less opportunity to see what it is that makes that school good and share it.	3/11/2015 3:48 AM
30	Schools feeling threatened, local reputation damaged impact on pupil role & staff moral	3/11/2015 3:42 AM
31	None. HTs are committed to their schools and want the best for their pupils. Anyone who felt they were not achieving the best they could would ask for intervention.	3/11/2015 3:37 AM

Q9 A number of authorities are using the skills, knowledge and expertise of school based staff to enhance the Quality Improvement Agenda and provide Professional Learning opportunities. Consider a model where: Promoted staff in schools support the Quality Improvement of other schools as part of their own professional development e.g. validating a school's self evaluation

Answered: 33 Skipped: 0

Answer Choices	Responses
What do you see are the advantages of these approaches?	93.94% 31
What do you see are the disadvantages of these approaches?	84.85% 28

#	What do you see are the advantages of these approaches?	Date
1	These staff will have relevant and current experience in the areas they are being asked to comment and advise upon.	3/23/2015 1:19 PM
2	Promoted staff would have the opportunity to share practice.	3/23/2015 9:08 AM
3	This already happens to a degree through QA Team visits - promoted staff from other schools have the advantage that they are involved in all the same developments / issues / challenges etc on a day-to-day basis. This approach should facilitate a mutually supportive system, where good practice can be shared and maximised.	3/23/2015 6:32 AM
4	i think it would be two fold. Skill up promoted staff and share the workload and their expertise with QIO's	3/22/2015 12:48 PM
5	Would create better, stronger relationships between schools and staff. It would encourage SMTs at each school to work together.	3/20/2015 9:23 AM
6	Often staff learn most from visiting other settings and picking up good ideas/practice. This would provide opportunities for colleagues to engage in professional dialogue. Staff would appreciate time with like minded people currently working in schools. QIOs are sometimes seen as 'out of the loop' or not qualified to comment in some areas of schooling.	3/20/2015 3:09 AM
7	Sharing of good practice. Involvement of staff who have current and considerable experience in a school. Staff who have been involved in this process in their own school will have a more realistic set of expectations around what can be achieved .	3/19/2015 10:55 AM
8	Unsure what this would actually mean in practise	3/19/2015 10:32 AM
9	see above	3/19/2015 9:24 AM
10	Visiting other schools and seeing how their self evaluation practices work will enable staff to re-assess their own practice. You always pick up some examples of good practice when you visit another school. Being assessed by peers who are aware of the pressures of the post can be helpful and supportive.	3/19/2015 3:48 AM
11	Greater partnership/teamwork amongst schools; promoted staff more up-to-date with current practices/reality of challenges faced in schools	3/19/2015 3:43 AM
12	Sharing of practice	3/19/2015 2:37 AM
13	other professional teacher validation would be good	3/19/2015 2:27 AM
14	Long overdue. Our QIO's do not have the expertise that our promoted staff do.	3/19/2015 2:26 AM

Quality Assurance Procedures

15	Opportunity for professional development; more acceptable to school staff	3/17/2015 3:04 AM
16	Not sure	3/16/2015 2:47 AM
17	Strengthening relationships. Collegiate working = professional development	3/16/2015 2:35 AM
18	Promoted staff are much more aware of the issue facing schools	3/13/2015 7:35 AM
19	More sharing between schools	3/13/2015 7:05 AM
20	Different schools may have very different needs - one solution does not work for all	3/13/2015 2:47 AM
21	A stronger local authority with clear aims & objectives that help to ensure Shetland bairns are getting the opportunities	3/12/2015 5:47 AM
22	Peer support, sharing ideas and help.	3/12/2015 3:04 AM
23	It would be good to have dedicated time to spend in another school seeing examples of good practice and picking up new ideas.	3/11/2015 4:22 PM
24	We already do a lot of self-evaluation work however this is based on an assumed knowledge which only comes with experience.	3/11/2015 2:41 PM
25	none - just more unnecessary work for overwork management already	3/11/2015 8:35 AM
26	Sharing good practice without the 'middle man'. Less isolation for promoted staff. Positive impact for own school.	3/11/2015 5:44 AM
27	Sharing of practice	3/11/2015 5:33 AM
28	They are more in touch with what is happening in schools	3/11/2015 4:33 AM
29	Great idea, shares practice effectively, builds teams among schools, moderates practice, helps hts feel less isolated	3/11/2015 3:48 AM
30	Great CPD opportunities, making good use of effective staff, increased professional recognition of effective staff, sharing of good practice	3/11/2015 3:42 AM
31	Sharing of practice, support hopefully and improved networks of staff.	3/11/2015 3:37 AM
#	What do you see are the disadvantages of these approaches?	Date
1	Increased workload on promoted staff.	3/23/2015 1:19 PM
2	It could be time consuming for promoted staff.	3/23/2015 9:08 AM
3	Not a disadvantage, but a necessity would be an importance placed on this approach, which ring-fenced time and priority in order to ensure this approach was successful and valued by all.	3/23/2015 6:32 AM
4	Time to do this in addition to their already full workload	3/22/2015 12:48 PM
5	Finding the time for this to happen and the geography of Shetland may affect this happening effectively.	3/20/2015 9:23 AM
6	TIME! Possible ill feelings among colleagues. Who would be involved i.e.Would not being invited to become part of this team be seen as indicative of poor performance in ones own school? Possibility of disproportionate involvement across the Authority.	3/19/2015 10:55 AM
7	More demands on staff who are already stretched	3/19/2015 10:32 AM
8	see above	3/19/2015 9:24 AM
9	Some staff may not be keen to assess their peers and may feel uncomfortable giving negative feedback.	3/19/2015 3:48 AM
10	Time; willingness of staff to take on extra responsibilities; increased workload when staff are already pushed to their limits; possibility of supporting with areas of development; logistics with timetabling visits etc.	3/19/2015 3:43 AM
11	Staff already have huge workloads, they can't take anything else on.	3/19/2015 3:30 AM
12	Don't have such a wide perspective as QIO's who support/visit many schools	3/19/2015 2:27 AM
13	Potentially more pressure on promoted staff. Allocation of tasks. At the moment who is asked to support in given areas is based on assumption of their capabilities and how they talk the talk.	3/19/2015 2:26 AM
14	pressure of time on already very busy people	3/17/2015 3:04 AM

Quality Assurance Procedures

15	More workload for staff	3/16/2015 2:47 AM
16	Workload - promoted staff in school already have a lot on their plates.	3/16/2015 2:35 AM
17	More workload for promoted staff	3/13/2015 7:35 AM
18	Headteachers need to trust each other for this to be a success	3/13/2015 7:05 AM
19	Difficult to be critical of people you may know personally as well as professionally	3/13/2015 2:47 AM
20	Full knowledge of newer and wider expectations. ie. government, HMI. Time for teaching heads to participate.	3/12/2015 3:04 AM
21	Extra workload on top of everything else. Time/Distance/Cost to travel to other schools.	3/11/2015 4:22 PM
22	Lack of experience may come into play. Self-evaluation may suffer due to workload. Everyone will have their own format or template and standards.	3/11/2015 2:41 PM
23	I don't know if I would be willing to do this- depends on who it was and what the task is	3/11/2015 9:56 AM
24	with no knowledge of site specific circumstances, views and opinions can be skewed	3/11/2015 8:35 AM
25	Time and workload.	3/11/2015 5:44 AM
26	Time out of school. Impact on classes left.	3/11/2015 5:33 AM
27	None	3/11/2015 3:48 AM
28	workload, lack of understanding of the circumstances of the school and lack of engagement of central service.	3/11/2015 3:37 AM

Q10 A number of authorities are using the skills, knowledge and expertise of school based staff to enhance the Quality Improvement Agenda and provide Professional Learning opportunities. Consider a model where: If resources were available to cover staff backfill, teaching staff work part-time centrally as Seconded Development Officers with specific areas of responsibility e.g. probationers, literacy, numeracy, assessment

Answered: 32 Skipped: 1

Answer Choices	Responses
What do you see are the advantages of these approaches?	96.88% 31
What do you see are the disadvantages of these approaches?	93.75% 30

#	What do you see are the advantages of these approaches?	Date
1	As for Q9. Also, this would be filter back into the school where these staff would be based, their leadership skills would be enhanced, their understanding of new methodology developed and their enthusiasm for learning and teaching renewed.	3/23/2015 1:19 PM
2	Staff would have ownership of developments and be able to bring 'real' experiences into context.	3/23/2015 9:08 AM
3	Teaching staff have the advantage that they are involved in current developments / issues / challenges etc on a day-to-day basis. This approach should facilitate a system where good practice can be shared and maximised. Individuals with particular skills, strengths, interests and expertise could be identified to share and cascade these across the authority.	3/23/2015 6:32 AM
4	Skill up staff, ensure that QA is done as teamwork, monitor attainment	3/22/2015 12:48 PM
5	Teachers who have a particular skill would be best suited to lead these areas; Shetland has many teachers who excel in these areas. Staff may feel more comfortable working with someone who is doing it themselves, in the classroom.	3/20/2015 9:23 AM
6	Moving on specific areas and all schools not trying to reinvent the wheel. Opportunities for staff to develop their knowledge and share good practice.	3/20/2015 3:09 AM
7	Great! Gives staff the opportunity to get their teeth into something they are excited about, the time to develop it and produce something that benefits teachers and learners. It makes good use of staff skills and expertise. It provides staff with the opportunity to stand back and look at the bigger picture whilst having the skills and experience of a class teacher and therefore able to gauge what is possible within the classroom / school.	3/19/2015 10:55 AM
8	People with real chalkface experience	3/19/2015 10:32 AM
9	Training could then be delivered by staff who have recent, relevant experience.	3/19/2015 9:24 AM
10	I think this would be an excellent use of staff with particular skills. It also provides valuable experience for staff hoping for promotion.	3/19/2015 3:48 AM
11	Specific focus for SDO; using staff's expertise/areas of interest; greater possibility of supporting schools/meeting school's needs	3/19/2015 3:43 AM
12	Qualified and knowledgeable subject trained staff are able to offer support to schools. School Staff appreciate and respect advice from their own colleagues	3/19/2015 3:30 AM
13	Fresh input into the central service; development opportunities for staff; more focussed outcomes achieved	3/19/2015 2:37 AM

Quality Assurance Procedures

14	Curricular area specialists would be a great resource to access - Be like the old days!	3/19/2015 2:27 AM
15	A huge pool of expertise would be opened up.	3/19/2015 2:26 AM
16	Career development - professional development. Use of people who have good working knowledge of classroom based practise	3/17/2015 3:04 AM
17	This is the way forward - have folk in the curricular area going out to schools.	3/16/2015 2:47 AM
18	Great professional development opportunities for staff. Existing practitioners developing work and supporting schools are aware of the current issues facing teachers at present. Develops leadership skills within existing workforce.	3/16/2015 2:35 AM
19	teaching staff with class contact know of the issue facing schools and would have a good idea of what would work in schools.	3/13/2015 7:35 AM
20	We could finally move forward CfE	3/13/2015 7:05 AM
21	Vital to ensure standards, need subject specific support or curriculum PTs with specialist knowledge, teachers would know exactly who to contact for support, the person would have school experience & be able to link national agendas into local practice & help support schools. Overall knowledge of individual schools & ability to link schools & outside agencies as they have the time and resources to do it	3/12/2015 5:47 AM
22	Excellent where in a small authority when money is tight, people who have been away on courses share their learning and advice with others	3/12/2015 3:04 AM
23	Provides opportunities for staff expertise to be shared and offers enjoyment and challenge to keep teachers interested and enthusiastic about the job. Great professional learning opportunities.	3/11/2015 4:22 PM
24	Could provide a new challenge to staff who are needing a change.	3/11/2015 2:41 PM
25	none - just more pressure put onto footsoldiers left in the school/ department without constant support and leadership	3/11/2015 8:35 AM
26	Upskilling staff - would have a positive effect in own school.	3/11/2015 5:44 AM
27	CPD opportunities	3/11/2015 5:33 AM
28	They would have a good knowledge of the subject area and in a better position to give advice and support	3/11/2015 4:33 AM
29	saves re-inventing the wheel everywhere, they could gather practice from other LEAs, build succession planning, gives classroom practitioners a break, adds to their job (re the comments of SIC workers survey and poor opportunities for promotion)	3/11/2015 3:48 AM
30	Utilising the skills and interests of effective teaching staff, broadening the experience of those involved in developments, building the capacity for improvement within our service	3/11/2015 3:42 AM
31	We used to have so much more of this which I feel is a win/win situation. Numerous advantages to all schools, to staff professional development opportunities, to engagement of Central staff and to improvement across Shetland.	3/11/2015 3:37 AM
#	What do you see are the disadvantages of these approaches?	Date
1	Minimal disruption to classes when a teacher was seconded out. Provided that 'resources were available to cover back fill', I can't think of any real disadvantages.	3/23/2015 1:19 PM
2	May have difficulty backfilling staff and this may impact on pupils.	3/23/2015 9:08 AM
3	A certain lack of continuity where staff have a class commitment, however, this is probably not any greater than in a jobshare situation. A system would need to be devised that worked, that could enable a structured approach, but also one that would be reactive to need.	3/23/2015 6:32 AM
4	Ensure that the staff seconded have the knowledge, understanding, skill base and experience to carry out the role effectively. These staff should be able to demonstrate their expertise.	3/22/2015 12:48 PM
5	Geographically, it may be problematic getting staff to work 'centrally'. This is also taking more teachers out of the classroom.	3/20/2015 9:23 AM
6	It would be important to recruit the most appropriate teaching staff in this role, sometimes the best candidates don't volunteer.	3/20/2015 3:09 AM
7	If not properly planned (assuming resources are available), there may be a danger of too many things happening at the same time - especially when it informs and changes current practice.	3/19/2015 10:55 AM

Quality Assurance Procedures

8	The "if" here is a very big one! How long would people be seconded? Could become very bitty.	3/19/2015 10:32 AM
9	It is difficult to envisage where the staff backfill would come from.	3/19/2015 9:24 AM
10	Finding staff 'backfill' is always a challenge and does not provide continuity for pupils.	3/19/2015 3:48 AM
11	Challenging role for SDO to manage time and ensure both roles are carried out effectively	3/19/2015 3:43 AM
12	Staff are already stretched to maximum class contact, supply staff are not always available or willing to work in outlying areas. It is hard to leave work for classes , if the supply staff is not subject qualified. Pupils disadvantaged if not being taught by qualified subject staff.	3/19/2015 3:30 AM
13	None	3/19/2015 2:37 AM
14	Disruption to the schools releasing staff to be SDO	3/19/2015 2:27 AM
15	Cover in school is not easy to find. There would need to be a link between availability of secondees and cover.	3/19/2015 2:26 AM
16	Difficulty in back filling posts - creation of more job share positions - timetabling issues	3/17/2015 3:04 AM
17	Increase in workload needs to be recognised	3/16/2015 2:47 AM
18	The impact this has on schools releasing staff to carry out this role. Does this impact negatively on their class back in school?	3/16/2015 2:35 AM
19	workload and consistency for classes. Staff working part time centrally and in schools would find it difficult to give both jobs justice	3/13/2015 7:35 AM
20	Backfill doesn't happen and staff become overworked	3/13/2015 7:05 AM
21	Teachers already overworked with curricular development	3/13/2015 2:47 AM
22	Again wider in depth knowledge.	3/12/2015 3:04 AM
23	None - happy and fulfilled teachers can only benefit the pupils.	3/11/2015 4:22 PM
24	Not sure	3/11/2015 2:41 PM
25	lack of continuity of 'leadership' and development of your own department. It will only be career led types who want these jobs, as a stepping stone to some sort of promotion. I could see their motives perhaps getting 'skewed'!	3/11/2015 8:35 AM
26	Appropriate cover in place for staff backfill. Time and workload issue.	3/11/2015 5:44 AM
27	Availability of appropriate subject specialists to back-fill posts. Saying no to successful candidates when no subject cover is available in secondary sector.	3/11/2015 5:33 AM
28	They can take that expertise back to schools, it will provide pragmatic approaches since they know what is do-able in class, will support HTs, will develop leadership within teams	3/11/2015 3:48 AM
29	Would rather have a model where staff could support 'centrally' identified projects but still be based in their own schools, going out as appropriate to meetings, visits, etc. Allows for flexibility and reduces impact on classes.	3/11/2015 3:42 AM
30	Needs to be properly planned and right people need to be in post. Disadvantage would be loss of good staff to the particular school but this should be outweighed by the benefit to all across Shetland.	3/11/2015 3:37 AM

Q11 An education authority has a statutory duty to secure improvements in the quality of education in their schools. Suggest alternative approaches to the current Quality Assurance Policy and Procedures to securing improvement across the school estate.

Answered: 33 Skipped: 0

#	Responses	Date
1	Annual (unannounced) team visits containing a cross section of staff with expertise relevant to the type of school, stage/level of pupils,etc. This could happen alongside a decreased number of QIO visits. Better sharing of 'good practice'. Provision of backfill to enable staff to visit other settings to see the the things that are working/succeeding first hand.	3/23/2015 1:26 PM
2	The suggestion made are well worth considering. Might also be necessary to have the organisational aspects of releasing staff line managed by a central member of staff.	3/23/2015 9:11 AM
3	More events that enable sharing of good practice and professional dialogue. Opportunities to visit other schools / shadow staff members. An authority approach to developments and systems, that could be adjusted to suit the requirements of individual schools.	3/23/2015 6:34 AM
4	Possibly twinning schools to work together may be useful for smaller schools with fewer staff.	3/22/2015 12:50 PM
5	Highlighting good practice between schools, so as to continually improve the quality of education in schools. Recognising achievements within schools and bringing them to the attention of other schools locally (within Shetland) and nationally.	3/20/2015 9:31 AM
6	Self Evaluation is key to everything that happens in schools. I would like some more guidance in this area.	3/20/2015 3:11 AM
7	Although I think the two suggestions above are worth investigating I am concerned that the lack of Time and Money/Resources would not be given due consideration if these were to be implemented and we would again be expected to find a way to "deliver the goods" anyway.	3/19/2015 11:04 AM
8	Don't think it so much to do with policy as experience	3/19/2015 10:35 AM
9	Quality Assurance requires to be undertaken by professionals who have direct, working experience of what they are assuring. This would inspire greater confidence in the workforce and improve performance across the school estate.	3/19/2015 9:53 AM
10	Use afternoons of Head Teacher's meetings more productively to focus on specific areas/share practice	3/19/2015 4:18 AM
11	Using existing promoted staff to support the quality improvement in other schools would be a positive way to go.	3/19/2015 3:50 AM
12	More time could be allocated to school visits, so the QIO's can really know their schools - staff, pupils, Parents, etc. More robust methods of sharing good practice between schools.	3/19/2015 3:32 AM
13	More collaborative working between schools.	3/19/2015 2:38 AM
14	Head teachers visiting other schools. Heads meeting to discuss specific QA issues together and sharing good practice.	3/19/2015 2:29 AM
15	As suggested in the questionnaire a fluid arrangement of promoted staff with time to QA other schools and two way sharing of knowledge and approaches would potentially be a huge improvement.	3/19/2015 2:26 AM
16	Whatever system is used should involve teachers and pupils more effectively.	3/17/2015 5:20 AM
17	Having subject specific people available to support teaching staff.	3/16/2015 2:47 AM
18	Make better use of HT meetings to take forward the QI agenda - less being talked at - more collegiate working	3/16/2015 2:36 AM
19	regular visits so that it becomes more routine for both pupils and staff.	3/13/2015 7:37 AM

Quality Assurance Procedures

20	QIO's should be clear on the standard they are looking for and be clear in their advice. Authority wide initiatives might be a way forward. We need to bridge the gap in schools and start working together.	3/13/2015 7:15 AM
21	.	3/13/2015 2:48 AM
22	Subject specific QIO's or PTs with Shetland Responsibility to help lead & support curriculum developments across ALL Shetland schools. This job already exists in many authorities & it would help to unite Shetland schools & help ascertain common goals & specific learning programmes for the BGE & senior phase.	3/12/2015 5:55 AM
23	Visiting other schools, seeing good practise and speaking with other members of staff helps share and promote quality.	3/12/2015 3:12 AM
24	As suggested before - capitalising on local expertise by seconding teachers for blocks of time to support and advise on new developments/curricular areas/updating or writing LA policies e.g Assessment and Achievement.	3/11/2015 4:26 PM
25	Local Authority Team visits to be part of a cycle of self-evaluation every 4 or 5 years. The Standards and Quality report to be reduced as it is a massive piece of work that has little/no impact on the learners. I find the reflection satisfying but the effort required a huge workload which could be better spent on development.	3/11/2015 2:45 PM
26	It is the local authority officers job to do this for the authority. My responsibility is to manage this in my school and as a full-time teaching head of a P1-7 class, that is a big enough job!	3/11/2015 9:57 AM
27	My comments for Q10 kind of answer this. The existing system is workable - the flaw is all the extra other work QIOs are supposed to cover, which leads to it all being only half done - unsatisfactory for all, but I see no better alternatives coming out from the previous suggestions	3/11/2015 8:37 AM
28	Partner up schools each year for QA practices and use promoted staff to undertake?	3/11/2015 5:48 AM
29	-	3/11/2015 5:33 AM
30	Working in clusters/subject areas to highlight strengths and development areas	3/11/2015 4:35 AM
31	Just don't throw the baby out with the bathwater. There are very good things happening (or there were before all the school closure workload got in the way). I did feel that my QIO was more aware of my school, they did provide personal support, they were triangulating evidence, children and staff knew them.	3/11/2015 3:50 AM
32	All staff in promoted posts have a duty to participate in QA across our service, we need to have systems in place where we are regularly visiting each others schools, taking ownership of developments and building up positive relationships. Centrally based staff need to refocus their time and efforts on the Learning and Teaching agenda, share out their work load/ areas of responsibility in order to make progress, see success and enhance their professional standing. Despite everything that has been going on we have a very dedicated staff group in our service and we need to make better use of them in taking forward developments.	3/11/2015 3:49 AM
33	I would like to know what other Authorities have developed as I feel we are no longer at the forefront of what is happening nationally and globally. There is a need for staff to get off Shetland to engage with others in training and other collaborative activities more.	3/11/2015 3:37 AM

1. SERVICE	Education, Leisure and Housing
2. SERVICE AREA/FUNCTION	Schools, Lifelong Learning
3. JOB TITLE	Service Improvement Officer
4. GRADE	SNCT QIO 1-3 as applicable
5. LOCATION	School Place
6. REPORTING TO	Head of Schools

7. JOB PURPOSE

The role of the Service Improvement Officer is central to raising standards thus enabling the Council to achieve its aims in relation to performance monitoring and continuous improvement. Core to the role and remit is a 'support and challenge' approach to service provision.

8. DUTIES AND RESPONSIBILITIES

General Duties:

- To be familiar with all aspects of Council education policy and be seen as a representative of the Executive Director of Education, Leisure and Housing when visiting schools or when involved with outside agencies;
- To provide effective management and team leadership;
- To develop new ways of working to support continuous improvement within and across services;
- To actively support, develop and implement corporate objectives;
- To actively support and implement service objectives and be accountable for their delivery in accordance with Best Value;
- To contribute to the development of the service plan and relevant policies and continually review performance, striving to improve the quality and efficiency of the service;
- To work co-operatively with others (including external organisations where appropriate) to meet corporate and service objectives;
- Collate a range of performance information about schools in the Council area and use this information in a systematic way with school management and directorate;
- To be knowledgeable about local and national priorities and help to ensure that these are being taken forward appropriately by schools;
- Identify good, effective practice, including classroom practice;

- Identify and promote staff development opportunities within the improvement agenda;
- Advise on and, as required, participate in the appointment of senior promoted posts in schools;
- Apply procedures associated with Education Scotland and Care Inspectorate inspection activity across the service, including those associated with Follow-Through Reports.

Service Responsibilities

- Management of specific aspects of the service development plan
- Responsibility for management of aspects of the work of the service and the service infrastructure

Line Management

- Line management of staff, including head teachers
- Training of staff
- Staff review and development
- Accountable for ensuring the implementation of the Council's personnel policies, procedures and practice

Financial Resources

- Budget holder for section/service
- Contributing to setting and monitoring budgets
- Medium/long term financial planning to meet service needs

Information Systems

The post holder will be required to use a range of computer packages, including Microsoft Office and SEEMIS

9. GENERAL

Working Environment

The post holder will predominately be office based. Routine duties will involve travelling between locations, travelling between islands and travelling to mainland Scotland.

Communication

The post holder will be required to deal with members of the public, service users, external agencies, elected members, senior managers within and across services.

10. CORPORATE RESPONSIBILITIES

As an employee of Orkney Islands Council the post holder is required to:-

Observe the Council's policies with regard to the data protection and confidentiality of information

Observe the Council's Health and Safety and Risk Management policies

Be aware and adhere to the Council's policy on Equal opportunities and Diversity

Undertake any training as necessary to carry out the duties of the post

Undertake any other work as required up to and commensurate with the grade for the post

The post holder may be called upon to support the response required to an emergency in line with the Civil Contingencies Act 2004

Post Specific

This post is subject to GTCS Registration

This post is subject to membership of the PVG Scheme

There is a requirement to work additional hours depending on the exigencies of the service

11. THIS DOCUMENT CREATED/LAST AMENDED ON:

Manager	Job	title
.....		

ACCEPTANCE OF JOB DESCRIPTION

	Signature	Date
Postholder:
Head of Personnel:

Service Improvement Officer

PERSON SPECIFICATION¹

Service: Education, Leisure and Housing	Service Area/Function: Schools
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Post Title: Service Improvement Officer

Each service improvement officer acts as a leading professional and as an officer in the local authority. They also play a pivotal role within the broader children's services network as well as making a contribution to the wider work of the Council.

- This post is subject to GTCS Registration
- This post is subject to membership of the PVG Scheme

The service improvement officer will need to demonstrate leadership for continuous improvement across the following areas:

Aspect	Essential Criteria	Desirable Criteria
Professional Values and Personal Commitment	<p>Ability to demonstrate a commitment to social justice and integrity</p> <p>Ability to build trust and respect across teams and partnerships</p> <p>Ability to demonstrate a high level of professional commitment</p>	<p>Experience of successful working with a range of partners and agencies to meet the needs of learners</p> <p>Experience of the professional role in community life</p>
Strategic Vision, Professional Knowledge and Understanding and Interpersonal	<p>Ability to demonstrate a strategic vision</p> <p>Commitment to developing professional knowledge and understanding including relevant</p>	<p>Evidence of a commitment to and enthusiasm for teaching, pupils, personal learning and developing good practice</p> <p>Evidence of continued learning and development with an impact on learners/schools including a</p>

¹ Based on: The Standards for Leadership and Management: supporting leadership and management development; General Teaching Council for Scotland

Skills	<p>study at a post graduate level</p> <p>Ability to demonstrate self-awareness and inspire and motivate others</p> <p>Ability to judge wisely and decide appropriately</p> <p>Ability to communicate effectively</p> <p>Ability to demonstrate political insight</p>	<p>relevant post-graduate management or leadership qualification</p>
Professional Action	<p>Commitment to establishing, sustaining and enhancing a culture of Self-Evaluation</p> <p>Commitment to developing staff capability, capacity and leadership to support the culture and practice of learning</p> <p>Experience of ensuring, and assuring, consistent, high quality teaching and learning for all learners</p> <p>Experience of managing innovation and change</p> <p>Experience of school management at a senior level or senior management in a local authority/support service</p> <p>Experience of building and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners</p> <p>Experience of allocating resources effectively in line with identified strategic and operational priorities</p>	<p>Experience in interpreting and managing contemporary developments in education policy, school and schooling</p> <p>Experience of managing people and leading staff development</p> <p>Evidence of a clear commitment to high standards for pupil achievement and attainment</p> <p>Experience of the implementation and evaluation of Curriculum for Excellence</p>

COMHAIRLE NAN EILEAN SIAR

Job Description

DEPARTMENT	Education and Children's Services	POST NO:	TBA
POST TITLE	Senior Education Officer	GRADE:	TBA
SECTION OR LOCATION	Education Development Centre, Stornoway/Lionacleit Education Centre	DATE:	August 2014
REPORTS TO:	Head of Service (Education)		
RESPONSIBLE FOR:	Providing challenge and support to schools ensuring an effective, integrated approach which ensures that all children maximise their learning potential and that standards of achievement are raised in line with local and national priorities.		

Job Purpose

To raise standards in line with National Priorities and to promote continuous improvement within the Education and Children's Services, through quality control and assurance processes in line with QMIE criteria on performance monitoring.

In addition, the Senior Education Officer will provide a curriculum development and support function through the monitoring and dissemination of best practice in the sector and subject areas, and work with the Head of Service (Education) to ensure appropriate policy, procedures and strategies are developed in line with National Guidance.

Main Duties and Responsibilities

A Quality improvement role

As link officer to assigned schools the Senior Education Officer will liaise with school management in assigned schools to progress the following:

- (1) Ensuring that national and local priorities, policies and initiatives are taken forward appropriately.
- (2) Supporting and monitoring the key processes associated with school development planning.
- (3) Application of procedures associated with inspections of schools, including the writing of follow-through reports.
- (4) Identification and dissemination of good effective practice.
- (5) Analysis and use of performance information to challenge schools to improve.
- (6) Collation of a range of performance information about schools, and its use in a systematic way with schools and directorate.
- (7) Identification, promotion, monitoring and evaluation of strategies to improve performance.
- (8) Identification and promotion of professional development opportunities within the improvement agenda.
- (9) Advise on and participate in the appointment of staff in schools, including senior promoted staff.
- (10) Liaising with School Support Officers for assigned schools.
- (11) Liaising with other agencies as required.

As a senior member of the Education and Children's Services Department, duties will include

- (12) Participation in initiatives at departmental level to promote quality development.
- (13) Participation in the Department of Education and Children's Services Planning process.
- (14) Involvement in strategic planning and policy development.

B Curriculum development and support

As the Senior Education Officer with first-line responsibility for specific subject areas, your duties will include, in respect of assigned subjects/sector:

- (15) Having an awareness of current curricular content and methodology in assigned subject areas.
- (16) Liaison with schools in relation to assigned subject areas.

- (17) Assistance to schools in accessing specialist curriculum support.
- (18) Promotion of nationally or regionally agreed initiatives.
- (19) Evaluating innovative local projects and extending them where appropriate.
- (20) Co-ordinating any necessary policy developments relating to assigned subject areas.
- (21) Co-ordinating the production or dissemination of subject-related teaching materials and identifying the subject-related resource needs of schools.
- (22) Liaison with appropriate external agencies.
- (23) Involvement in cross-curricular and multi-disciplinary work in close conjunction with colleagues.

C Learning community responsibilities

Ensuring the effective management of integrated services within an assigned learning community area and providing line management, support and challenge to Headteachers within the specified learning community area.

D Duties specific to this post.

Specific tasks and projects to progress local or national initiatives will form part of the remit of this post. This will be subject to review on a year-on-year basis as part of the staff development and appraisal scheme. Some examples are:

- (24) National Qualifications.
- (25) Data analysis.
- (26) ICT developments and overview.
- (27) A Curriculum for Excellence.

E Other matters

- (28) Ensuring that all duties or responsibilities are performed in a safe manner so that no risk to health or safety arises to yourself, any other employee or member of the public.
- (29) Ensuring that you comply with the Comhairle's No Smoking at Work Policy.
- (30) Any other duties or responsibilities that may need to be allocated from time to time to ensure the efficiency and effectiveness of the service.

**The School Comparison Project:
A Summary of the Further Actions and Projected Savings and Costs**

Table 1 outlines the further actions that are included in Appendix A and will be taken forward from November 2015:

Recommendation	Further actions included in Appendix A: The School Comparison Project Report
<p>Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record</p>	<p>A draft Attainment four year action plan has been developed with seven action points:</p> <ol style="list-style-type: none"> 1. Decide upon and implement in schools a common and effective approach to Shetland's monitoring, tracking and moderation for the Broad General Education, for ages 3 -15. 2. To use nationally and locally collected data and knowledge to evaluate the performance of Shetland's pupils in national qualifications, and to set annual actions that will improve the specific areas where performance is weaker. 3. Scrutinise and record at Local Authority level, pupils' performance in Wider Achievement. 4. Provide support and structure to the existing Subject Development Groups (SDG) 5. Create a longer-term plan to create the conditions for improved pupil motivation and engagement 6. Develop a strategy for professional learning that centres around feedback from the Professional Review and Development process, and provides leadership development and pathways at all levels. 7. Increase the skills of and strategies used by teachers and Parent Councils to increase the level of Parental Engagement in children's learning.
<p>Recommendation 2: Carry out a review of promoted posts and management structures in Shetland's school estate</p>	<ol style="list-style-type: none"> 1. Secondary Settings Promoted Posts and Management Structures <p>Implement a Revised Management Structure Model for the Secondary School Estate. The revised model will include a modest reduction in principal teacher posts across the secondary school estate. It is anticipated that the implementation will be a gradual process.</p>

	<p>2. Depute Head Teachers</p> <p>It will be for the discretion of the head teacher to utilise their depute head teachers to meet the needs of the school. For teaching depute head teachers, we would not expect changes to current teaching commitments at this point. Non-teaching depute head teachers will have an internal cover expectation equivalent to at least one day per week over the session.</p> <p>3. Principal Teachers in Junior High Schools</p> <p>A whole school remit will be included in the job description of junior high school principal teachers. This may include aspects such as literacy, numeracy, health and wellbeing, whole school initiatives, curriculum development, monitoring and tracking. This will apply to new post-holders.</p> <p>4. Management Time for Principal Teachers</p> <p>A set of principles and expectations will be developed around management time for new principal teachers posts.</p> <p>5. Primary Management Structures</p> <p>Develop a local agreement around management time for primary schools with five to seven classes.</p> <p>6. Shared Headship</p> <p>Explore the concept of a shared headship model further between Baltasound Junior High School and Mid Yell Junior High School with staff, pupils, parents and the wider communities of these schools but do so no earlier than 2017, when the Director of Children's Services will come forward with a revised timetable for statutory consultation.</p> <p>7. Management Arrangements in Remote Isles</p> <p>Management arrangements for remote isles schools would be included as part of a wider policy statement on remote isles schools to support their viability, including the sharing of practice amongst teaching staff, opportunities for pupils to work with peers in other schools, online learning and recruitment of staff.</p>
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<p>Recommendation 3: Carry out a further review of secondary teaching posts with a view to identifying further opportunities to share teaching staff</p>	<ol style="list-style-type: none"> 1. Continue to implement the current sharing/recruitment strategy when secondary teaching posts become vacant. 2. Develop a set of principles to ensure that the conditions of service for teachers working between two settings are adhered to and equitable for all. 3. Develop a policy whereby an agreed amount of staff absence is covered internally using surplus internal class contact capacity before incurring costs of bringing in supply teacher cover. 4. Develop a policy whereby any surplus class contact time can be allocated to development undertaken by a teacher at either school or Local Authority level e.g. work associated the School Improvement Plan or a task delegated through a subject development group to benefit teaching and learning in all secondary settings.
<p>Recommendation 4: Review other aspects of secondary provision to make secondary education more efficient and sustainable</p> <p>Element (A):</p> <p><i>Examining the range of subjects available in our schools as part of the Broad General Education and Senior Phase</i></p> <p>Element (B)</p> <p><i>Organisation of classes, including compositing in secondary one and two, viable class-sizes and the delivery of Higher and Advanced</i></p>	<ol style="list-style-type: none"> 1. More time to develop and clarify the concept of the core subject list and the local flexibility concept with a clear curriculum rationale for a core subject list. 2. Exercise to look at potential savings for a core subjects' model. 3. Further engagement with parent councils and other stakeholders. <ol style="list-style-type: none"> 1. Explore further S1 and S2 being organised as a single class where the two year groups combined have no more than 15 pupils in total for practical classes and no more than 20 pupils for non-practical classes for the junior high schools where it may apply: Mid Yell Junior High School and Whalsay School. 2. S1-2 compositing is already in place in Baltasound

<p><i>Higher courses in the same class in Brae High School</i></p>	<p>Junior High School and it is recommended to consider extending this to S1 to S3 in this school when the three year groups combined have no more than 15 pupils in total for practical subjects and no more than 20 pupils for non-practical subjects.</p> <ol style="list-style-type: none"> 3. A comprehensive assessment on the learning and teaching implications of compositing classes in early secondary education. 4. Develop a set of principles which would describe a viable class size without introducing set criteria on viable class-sizes. 5. Further discussion with Anderson High School and Brae High School on delivering Higher and Advanced Higher courses in the same class if there are no more than 10 pupils in total studying the subject and providing that National 5 is not being taught in the class as well.
<p>Element (C)</p> <p><i>The use of ICT to support online and distance learning</i></p>	<ol style="list-style-type: none"> 1. To support and evaluate Baltasound Junior High School remote teaching pilot with the Shetland College. 2. To cost the provision of Blackboard across our schools. 3. To establish the support and training needs for making this a viable option in the future. 4. At some point, pilot remote teaching by teachers within this authority. 5. Explore the use of distance learning though other providers (the Open University) as well as the UHI.
<p>Element (D)</p> <p><i>Opportunity for young people to move to other schools to access subjects as part of their learning programmes</i></p>	<ol style="list-style-type: none"> 1. Flexible schooling whereby pupils attend another school on a part-time basis to access subjects to be ruled out – it is not feasible from a transport perspective and too expensive. 2. The waiving of hostel fees and transport costs to pupils will not be extended to pupils from the start of secondary three. 3. Allocations policy to be developed for halls of residence accommodation.

<p>Element (E)</p> <p><i>Examine further the cost per pupil and pupil/teacher ratios in all of Shetland's secondary schools / departments.</i></p>	<p>No further action required.</p>
<p>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</p>	<p>A new School Improvement Framework that will include, revised guidelines / practice around:</p> <ol style="list-style-type: none"> 1. School Improvement Planning and Standards and Quality Reporting. 2. Regular school support visits but a reduced number of themed improvement visits by central education officers to schools. 3. Team Improvement Visits by central officers, peer school managers to scrutinise self-evaluation in schools. Visits to be cyclical with all schools receiving one within an 8 year cycle. 4. Professional review and development, including leadership development and a change of focus for Head Teacher Meetings with an emphasis on sharing of practice, referring to the Schools/Quality Improvement strategic plan and other local and national learning and teaching developments. 5. Following initial exploration and discussion, a formal options appraisal (review of staffing) exercise will be carried out in early 2016 of Schools and Quality Improvement staffing to consider a structure that supports this new School Improvement Framework.

Projected Savings and Costs

Table 2 below provides indicative savings and cost information at this stage of the project that have been referred to in Appendix A.

Recommendation	Projected savings and timeframe	Projected costs and other relevant points:
1	N/A	The Raising Attainment Action Plan involves substantial pieces of work. If these targeted pieces of work are to be fully developed and implemented, the personnel involved will need dedicated time.

		<p>That time can be released within Children's Services current resources.</p> <p>This report does not pre-empt any outcomes of investigations carried out by taking forwards the actions, but raises the point that in doing so, there may be additional costs pressures on the Schools, Quality Improvement Service. Examples include cost of training for, the Subject Development Groups; and the costs of teachers' professional development and leadership opportunities. These costs would be analysed and included in future reports to the Project Board, as the individual actions are developed over the four years of this plan.</p>
2	<p>£193,580: achieved over time</p> <p>DHT cover – indicative recurring savings £9,500</p>	The indicative figure of £193,580 takes into account backfill costs during management restructuring.
3	£50,000 recurring savings on supply costs	N/A
4	To be explored further	To be explored further, including ICT costs of developing remote teaching as an option to support subject choice.
5	To be explored further as part of an options appraisal of Schools and Quality Improvement Staffing	There may be modest training costs around professional development when implementing the new School Improvement Framework.

**Education and Families Committee****5 October 2015****Services for Children and Young People in Shetland:
Care Inspectorate Report on a Joint Inspection****CS-27-15-F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report presents to Education and Families Committee the findings of a joint inspection which took place between January and March 2015 of services for children and young people in Shetland. It also presents the draft action plan which is how services will take forward the areas for improvement.
- 1.2 Services were evaluated on how well services in Shetland are improving the lives of children, young people and families using nine quality indicators. During the process, inspectors analysed a sample of files and spoke to children, young people and their families as well as staff and managers.
- 1.3 The Shetland Partnership is the lead for this inspection and the sub-group, the Integrated Children and Young People's Strategic Planning Group co-ordinated the services during this inspection process. The action plan was presented to Shetland Partnership Board on 17 September 2015.
- 1.3 A hard copy of the Care Inspectorate report is available in the Members' room or from Children's Services.

2.0 Decision Required

- 2.1 The Education and Families Committee is asked to approve the action plan following the report on the joint inspection of services for children and young people in Shetland, as part of its scrutiny role under the approved Planning and Performance Management Framework.

3.0 Detail

- 3.1 The inspection team have recognised the good work which services undertake in Shetland. Inspectors judged that the lives of children and young people are improving through early intervention and prevention approaches; that services are of benefit to the wellbeing of children and young people; and families are being supported to become more resilient and able meet their own needs.
- 3.2 Children are in very good health, they perform well at school and they benefit from high quality, accessible sport and leisure facilities. Children who were not able to live at home benefit from consistent and trusting relationships, and outcomes for children with disabilities is very positive.
- 3.3 Inspectors noted that young people in Shetland have a strong sense of cultural identity and feel that they 'belong'.
- 3.4 In relation to how well partners work together to improve the lives of children, young people and families, the inspectors liked the way in which children and young people are involved in developing services. They also considered that planning for individual children and young people is good.
- 3.5 Many families receive flexible and highly valued support which is making a real difference for them and their children but sometimes services are slow to recognise when families and children need some extra help and decision making by partners in responding to concerns about children could be clearer.
- 3.6 Inspectors noted that service planning has improved significantly and all partners are committed to the integrated planning process, and we are working to improve that further.
- 3.7 Leadership is good, and continuing to improve. Managers are enthusiastic and open to new ideas, and are dealing with significant change agendas such as *Getting it right for every child*, in a context of significant financial pressure.
- 3.8 In conclusion, the inspection team is confident that the lives of many children and young people growing up in Shetland are improving as a result of the services delivered to them by the Shetland Partnership.
- 3.9 They key strengths they highlighted are:
 - Positive and sustained responses to recent difficulties and challenges, based upon good leadership, improved service planning and the determination of the Shetland Partnership, its stakeholders and staff to improve outcomes for children and young people

- Innovative responses to meeting need in sparsely populated areas – staff working creatively and collaboratively to achieve positive outcomes
- Staff at all levels in the Partnership who were outward looking, looking to import new ideas, and eager to collaborate with prospective partners outwith Shetland
- A clear commitment to Getting it right for every child, which was becoming established at the core of strategy, policy and practice.

3.10 The evaluations for the nine quality indicators are summarised below:

How well are the lives of children and young people improving?	
Improving the well-being of children and young people	Good
Impact on children and young people	Good
Impact on families	Good
How well are partners working together to improve the lives of children, young people and families?	
Providing help and support at an early stage	Adequate
Assessing and responding to risks and needs	Weak
Planning for individual children	Good
Planning and improving services	Adequate
Participation of children, young people, families and other stakeholders	Good
How good is the leadership and direction of services for children and young people?	
Leadership of improvement and change	Good

3.11 Based on evidence of good leadership, improvement in key areas and a willingness to collaborate with external partners, the inspection team has stated their confidence that Shetland will continue to improve.

3.12 The five areas the Shetland Partnership should focus on are:

- 'Take effective and timely action to address the shortage of appropriate local placements for looked after children and young people, and prioritise the recruitment of foster carers, including fee paid carers, and the development of residential services to meet the range of needs
- Ensure that weekly multi-agency child protection screening meetings are effective in agreeing and co-ordinating actions in response to at risk children and young people
- Establish more rigorous quality assurance processes, in order to ensure that recent improvements in service responses to risks and needs of vulnerable children are built upon and sustained

- Build on recent self-evaluation by adopting a more systematic approach. This could take the form of an annual programme of joint self-evaluation right across children's services, based on agreed priorities, reflecting and informing the work of the integrated children's plan strategic group and the child protection committee
- Review and revise the priorities contained within the integrated children's services plan, in light of our inspection findings and recently completed self-evaluation, and ensure these are SMART and budgeted for'.

3.13 Prior to the inspection, the Shetland Partnership had already identified some areas for development. The Integrated Children and Young People's Strategic Planning Group is overseeing the action plan (Appendix A), which has been developed.

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities – Shetland Islands Council has endorsed, through the Community Plan and Single Outcome Agreement, the national priority outcome to, 'improve the life chances for children, young people and families at risk'.

4.2 Community /Stakeholder Issues – NONE

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 delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.

4.4 Risk Management – This report presents an assessment of the work undertaken to address one of the key community safety risks, namely keeping children and young people safe from harm. There are no specific risks associated with reporting the Care Inspectorate joint inspection report.

4.5 Equalities, Health And Human Rights – NONE

4.6 Environmental – NONE

Resources

4.7 Financial – There are no direct financial implications arising from this report.

4.8 Legal – NONE

4.9 Human Resources –NONE

4.10 Assets And Property – NONE

5.0 Conclusions

5.1 This report presents to the Education and Families Committee details of the Care Inspectorate joint inspection on services for children and young people in Shetland.

For further information please contact:
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Report finalised: 25 September 2015

List of Appendices

Appendix A - Action Plan

Background documents:

Care Inspectorate Report: Services to Children and Young People in Shetland – July 2015
<http://www.careinspectorate.com/images/documents/2375/Joint%20inspection%20of%20services%20for%20children%20and%20young%20people%20in%20Shetland%20July%202015.pdf>

END

Action Plan from 2015 Children's Services Inspection

This plan will be overseen by the Integrated Children and Young Peoples Strategic Planning Group on behalf of the Community Planning Partnership.

No	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome /Evaluation of change
Take effective and timely action to address the shortage of appropriate local placements for looked after children and young people and prioritise the recruitment of foster carers, including fee paid carers, and the development of residential services to meet the range of needs.				
1	Ensure clear and timely decision making with regard to permanency.	Executive Manager Children and Families	September 2015.	Reduce 'drift' and reduce delay in family finding.
2	Fully establish houses for children who require to have their care needs met in this way for the long term, whilst ensuring that there are also facilities for meeting needs for short-term care and respite.	Executive Manager Children's Resources	Progress underway to establish second house with phase two of recruitment process planned for September 2015.	Greater capacity for ensuring that the most of our children and young people can continue to live in Shetland.
3	Develop the foster care resource by the ongoing expansion of fee paid carers.	Executive Manager Children's Resources	4 th fee paid foster care recruited June 2015.	Attract more foster carers.
Ensure that weekly multi-agency child protection screening meetings are effective in agreeing and co-ordinating actions in response to at risk children and young people.				
4	Review screening meetings in terms of effectiveness, need and purpose. Questionnaire circulated to group members and other stakeholders to use as a base for review. To include in review how work of the screening meeting will be quality assured in future.	Inspector Paul Daley	Completed September 2015 July 2015	Improved interagency processes that demonstrate improved outcomes for children and young people. Appropriate and robust quality assurance processes that link with wider quality assurance work across Children's Services.

5	Develop specific procedures within Child Protection to cover 16-18 year olds that also links to Getting it right for every child (GIRFEC) and the role of named people for 16-18 year olds.	Kate Gabb with Short Life Working Group amending child protection procedures	August 2015	Clear processes to support young people aged 16-18 to ensure that they do not fall between gaps in children's and adult's services. Evaluating effectiveness would involve initially having in place child's plans for 16-18 year olds and monitoring their effectiveness.
Establish more rigorous quality assurance processes, in order to ensure that recent improvements in service responses to risks and needs of vulnerable children are built upon and sustained.				
6	Establish a new Quality Assurance Sub-Committee responsible for quality assurance and improvement for Children's Services (building on the previous work done for Child Protection). Existing Child Protection Committee Quality Assurance Sub-Group to be extended in membership to develop terms of reference.	New Quality Assurance Sub-Committee.	First meeting of new group September 2015. Quality Assurance Framework	System of assurance in place for joint quality assurance process that oversees and evidences improvement in service responses.
7	Use the quality assurance process that has been produced for GIRFEC and Child Protection to build on and develop framework for quality assurance for Children's Services.	Kate Gabb and Jane Cluness to work on initial draft to present to Quality Assurance Sub-Group.	First draft September 2015. To be agreed by Integrated Children and Young People's Strategic Planning Group and Child Protection Committee October 2015.	Framework in place that will support the development of a systematic and continuous programme of improvement.

Build on recent self-evaluation by adopting a more systematic approach. This could take the form of an annual programme of joint self-evaluation right across children's services, based on agreed priorities, reflecting and informing the work of the integrated children's plan strategic group and the child protection committee.				
8	Develop a programme of work to deliver a more systematic approach to self evaluation using the national Quality Indicators, and available evidence (eg examples of practice given by the Care Inspectorate), prioritised against the areas assessed as "weak" in the Shetland Inspection.	Quality Assurance Group to establish programme	First draft by September 2015. Signed off by Integrated Children and Young People's Strategic Planning Group and Child Protection Committee October 2015.	Programme of self-evaluation to inform quality assurance work that will deliver and demonstrate improvement in outcomes for children and young people.
Review and revise the priorities contained within the integrated children's services plan, in light of our inspection findings and recently completed self-evaluation, and ensure these are SMART and budgeted for.				
9	Focus group set up to review priorities within the integrated children's services plan and ensure they are SMART.	Integrated Children and Young People's Strategic Planning Group and individual service managers.	Integrated Children and Young People's Strategic Planning Group August 2015	Priorities in Children's Plan reflect self-evaluation and improvement priorities. Actions in Children's Plan are SMART.
10	Children's Forum will develop current work on identifying budgets to support Children's Plan.	Children's Forum	Progress report to Integrated Children and Young People's Strategic Planning Group August 2015	Better planning of resource use linked to Children's Plan priorities.
11	Further work on developing the programme of self-evaluation and quality assurance will be reflected in future updates to the Children's Plan.	Integrated Children and Young People's Strategic Planning Group	March 2016 and onwards.	Better strategic oversight of improvement work linked to Children's Plan priorities, and focus on improvement priorities in future planning.

21-07-2015

**Education and Families Committee****5 October 2015****Child Protection Referrals****CS-31-15-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report to Education and Families Committee provides detail of the increase in Child Protection referrals which was requested at Education and Families Committee on 17 August 2015 (Min Ref: 30/15).
- 1.2 The Annual Child Protection Report was presented to Committee on this date and the number of referrals were reported in it.
- 1.3 Councillors requested a further report with more detail as to the increased number of referrals into the Children and Families Social Work Team.
- 1.4 There were 77 referrals involving 94 children in 2013/14 and 234 referrals involving 382 children in 2014/15. Any child who has been referred more than once is recorded as a separate referral and therefore 382 is not 382 separate children.
- 1.5 There has been an increase in referrals nationally but there are a number of local circumstances which explain why the apparent increase is greater in Shetland. The local factors which explain the increase are improved and more rigorous in-house recording procedures; a change in the method of recording referrals relating to the same child; and improved communication and awareness within services in Shetland.

2.0 Decision Required

- 2.1 The Education and Families Committee is asked to note the detail for the increase in Child Protection referrals and the actions being taken by the Children and Families Social Work Team.

3.0 Detail

- 3.1 Nationally, in Scotland the number of child protection referrals are increasing.
- 3.2 New processes and procedures have been put in place since 1 April 2014 in Children and Families Social Work. These new processes have led to a more consistent approach and reduced the likelihood of the underreporting of referrals or the risk of failure to respond appropriately to referrals.
- 3.3 Collating the number and type of child protection referrals had relied on a system where anyone in the Children and Families Team who has received a child protection referral lets the Administration Team know that a referral on a particular child or children has been received and then that information is logged manually for statistical purpose. Some child protection referrals are received via a safe email system – mainly from NHS and Schools Service - and as this email is checked by administrative staff these referrals are logged. An improved automated system has been introduced, which assists with the collation of the data.
- 3.4 The Children and Families Team have in recent months introduced an intake team with a dedicated Senior Social Worker. This has improved consistency in response and improved systems have meant that there is no scope for referrals getting missed or a weak response to risk occurring. The intake team are responsible for attending Weekly Screening, Multi-Agency Risk Assessment Conference (MARAC), Multi-Agency Public Protection Arrangements (MAPPA), and for coordinating Child Protection activity following a referral.
- 3.5 The Team Leader or Senior Social Worker now has knowledge of every referral received since April 2014 and therefore robust decision making has been in place to ascertain whether or not the information being received concerning a child is of a Child Protection nature.
- 3.6 The issue of threshold has been questioned with people wondering if thresholds are lower than they ought to be with referrals being processed through Child Protection procedures as opposed to Getting it Right for Every Child (GIRFEC). However, the Care Inspectorate, the Social Work Review Officer, the Lead Officer for Child Protection and the Independent Reviewing Officer found the thresholds to be appropriate.
- 3.7 The Team Leader reviews child protection referrals monthly and keeps track of referrals and the response to them. This is in addition to Quality Assurance processes set out in procedures.
- 3.8 Improved communication between key players such as the Police, Child Protection/Adult Protection Advisor, Quality Improvement Officers for Education and the voluntary sector services has led to a renewed confidence in partnership responses to Child Protection and this in turn has undoubtedly led to an increase in referrals. The Weekly Screening Meeting is pivotal in building partnership relations

- 3.9 A new document has been piloted by Children and Families Social Work Team for recording and tracking the progress of referrals. This document has proved a real success. The document details the information received at the point of referral, information received from checks with all relevant agencies, the minute of strategy meetings held, actions agreed and outcomes. This document is shared with relevant agencies upon completion to ensure accurate and up to date information is available to key professionals. This again has added to confidence in processes.
- 3.10 The introduction of the Child Protection/Adult Protection Advisor for NHS Shetland has led to an improved and more uniform response to concerns about a child or young person accessing health services.
- 3.11 There has been a two-fold increase in referrals from practitioners in Health and Education. As the referrals have been assessed as appropriate it is considered that this is indicative of improved awareness of how and when a child should be referred for assessment and support under Children Protection and indeed Getting it Right for Every Child. The uptake of initial and refresher training opportunities is positive.
- 3.12 There has been developments in communications between Social Work Services and NHS Maternity Services following the introduction of the Vulnerable Pregnancy Pathways programme for parents who are assessed during pregnancy as being vulnerable. The reasons for vulnerability are varied and include substance and alcohol misuse, mental illness, previous children removed from parents care and so forth. The number of pre birth Child Protection referrals have risen, but this should be seen as a positive step as it improves agencies response at a very early stage. It also allows agencies to assess where there is a very high risk of harm to enable a robust protection plan to be put in place prior to birth.
- 3.13 Two figures are collated. Firstly the number of referrals received and secondly the number of children being referred. A hypothetical example is where one referral may relate to a family including three children. In that instance it is possible to receive more than one referral about the same child or group of children. Expanding the example, the school may report concerns for a child at the same time as a relative or neighbour. If this were to happen referrals would be recorded individually as they rarely contain the same information and it adds to the level of concern when it is known that different people with a knowledge of a child or young person are concerned for their welfare.
- 3.14 Since April 2014 if a child or young person is allocated to a Social Worker and is exposed to circumstances that places them at risk of harm then a Child Protection referral is completed and the usual processes unfold. As a hypothetical example, social work maybe working with a family of four children owing to issues of domestic violence. The children would be on the Child Protection register. If an incident occurred whereby the parents argue and furniture is thrown, broken, there is shouting and threatening behaviour in the home. The children are present. Despite being on the Child Protection Register a new referral would be received

and a strategy meeting called to enable relevant agencies to consider how the children can be better protected. A Review Child Protection Case Conference may be convened.

- 3.15 Nationally as well as locally there has been an increase in referrals relating to Internet Safety. Partners have been working to raise awareness of the risks associated with internet use and it would appear that this has been effective as there has been a reduction in referrals of this kind in recent months. Children and Young People who self harm or misuse illicit substances and alcohol is another area of rising concern in Shetland. Parental alcohol misuse and substance misuse continues to be an area of high concern as well as domestic violence. Other areas of prevailing concern include physical assault, sexual abuse and neglect.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – Shetland Islands Council has endorsed, through the Community Plan and Single Outcome Agreement, the national priority outcome to, 'improve the life chances for children, young people and families at risk'.
- 4.2 Community /Stakeholder Issues – NONE
- 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 delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.
- 4.4 Risk Management – This report presents an assessment of the work undertaken to address one of the key community safety risks, namely keeping children and young people safe from harm.
- 4.5 Equalities, Health And Human Rights – NONE
- 4.6 Environmental – NONE

Resources

- 4.7 Financial – There are no direct financial implications arising from this report.
- 4.8 Legal – NONE
- 4.9 Human Resources – NONE
- 4.10 Assets And Property – NONE

5.0 Conclusions

- 5.1 This report presents to the Education and Families Committee details of the work of the Children and Families Social Work Team in relation to the increase in number of child protection referrals.
- 5.2 The increased referrals in Shetland both reflect the national trend and are due to further developing recording systems.

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List of Appendices

None

Background documents

Report CS-29-15-F: Shetland Child Protection Committee: Annual Report and Business Plan

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=18252>