



Meeting(s):	Education and Families Committee	2 October 2017
Report Title:	External Audit Reports: Education Scotland	
Reference Number:	CS-21-17-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 I recommend that the Education and Families Committee NOTE the Education Scotland reports on:

- North Roe Primary School
- Scalloway Primary School

2.0 High Level Summary:

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit bodies reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14)
- 2.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 2.3 Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate.
- 2.4 The purpose of this report is to highlight two such recent reports from Education Scotland and highlight any actions to be taken as a result of the reports.

3.0 Corporate Priorities and Joint Working:

- 3.1 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.

4.0 Key Issues:

4.1 Representatives from HM Inspectorate of Education Scotland visited North Roe Primary School and Scalloway Primary School (including the Early Learning and Child Care setting) in May 2017.

4.2 In each school the inspection team held discussions with parents / carers and children, the Head Teacher and staff in order to gather evidence to evaluate: the quality of leadership; learning, teaching and assessment; attainment and achievement; and wellbeing, equality and inclusion in the school.

4.3.1 In North Roe Primary School, the inspection team found the following strengths in the school's work:

- Led by the vision of the Head Teacher, the school's strong partnerships with parents and the local community, which enhance children's learning experiences.
- Positive relationships across the school, which are leading to children feeling safe, cared for and valued.
- The focus on recognising success and achievement, which is helping to increase children's confidence and self-esteem.
- Polite, well-mannered children who are keen to learn and are proud of their school

4.3.2 The following areas for improvement were identified:

- Raise attainment and achievement.
- Develop the curriculum in line with national guidance.
- Develop more robust and rigorous approaches to assessing, tracking and monitoring children's progress with their learning.
- The school needs to take a more focussed approach to self-evaluation, quality assurance and improvement planning.

4.3.3 North Roe Primary School received the following evaluations:

Leadership of Change	satisfactory
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory

4.3.4 With support from the local authority, North Roe Primary School has produced an Action Plan that contains proposed actions that relate to this inspection:

- Raising Attainment in Literacy and Numeracy
- Develop the school curriculum
- Develop approaches to assessment and tracking and monitoring
- Develop approaches to self-evaluation and increase career long professional learning opportunities for staff.

4.4.1 In Scalloway Primary School the inspection team found the following strengths in the school's work:

- Respectful children, happy in school and enjoying their learning.

- Collegiate and supportive staff team, well led by the Headteacher, creating an enabling context to secure school improvement.
- An attractive and motivating learning environment in school. Staff willingness to involve parents and make very good use of the local community and culture to enrich learning, making it more relevant to children's lives.
- Impact of approaches to support children in overcoming barriers in their learning. The positive effect of the school's work with parents and outside agencies to support children and their families.

4.4.2 The following areas for improvement were identified:

- Across the school community and working with all stakeholders, develop a clear vision to direct the school's on-going work in securing further improvements.
- Further strengthen approaches to self-evaluation and the monitoring and tracking of children's progress across the nursery and school. This will inform appropriate interventions and priorities for improvement at a whole school level. Increase the pace of change within the nursery.
- Further develop integrated approaches to planning learning, teaching and assessment.
- Continue to progress work in supporting greater staff confidence in assessing children's progress and in a shared understanding of standards.

4.4.3 Scalloway Primary School received the following evaluations:

Primary Stages

Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good

Early Learning and Childcare

Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good

4.4.4 The areas for development identified by the inspectors will be taken forward within the school's normal improvement processes.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:

These reports are available to the general public through the Education Scotland website, and parents, pupils and staff at the relevant schools are made aware of the contents.

6.2 Human Resources and Organisational Development:	Staff support and professional development included in the action plan will be in line with Children's Services Professional Learning Strategy for Teaching Staff and will support staff to implement the plan as a whole.	
6.3 Equality, Diversity and Human Rights:	None	
6.4 Legal:	None	
6.5 Finance:	None	
6.6 Assets and Property:	None	
6.7 ICT and new technologies:	None	
6.8 Environmental:	None	
6.9 Risk Management:	The council has a statutory duty to secure improvement in the quality of education it provides.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.	
6.11 Previously considered by:	None	

Contact Details:

Helen Budge, Director of Children's Services

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Report Finalised: 22 September 2017.

Appendices:

None

Background Documents:

The full reports for North Roe Primary School and Scalloway Primary School can be found on Education Scotland's Website at:

<https://education.gov.scot/what-we-do/inspection-and-review/reports>

END



Meeting(s):	Education and Families Committee	2 October 2017
Report Title:	Education Governance – Fair Funding Consultation	
Reference Number:	CS-22-17-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

- NOTES the draft consultation response on the Fair Funding for Schools consultation;
- PROVIDES additional comments to be incorporated into the draft response;
- AGREES that delegated authority be given to the Director of Children's Services, in consultation with the Chair and Vice-Chair of the Education and Families Committee to finalise the consultation response.

2.0 High Level Summary:

- 2.1 The purpose of this report is to present a draft consultation response on the Scottish Government's Consultation on Fair Funding for Schools, for further comment from Education and Families Committee. In addition, approval is sought that delegated authority be given to the Chair and Vice Chair of Education and Families Committee to finalise the Consultation response.
- 2.2 The Government's plans for realising the vision of improving the education and life chances of our children and young people, and to close the gap in attainment between the most and least disadvantaged children and to raise attainment for all, is set out in Education Governance: Next Steps – Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children.
- 2.3 The Fair Funding to Achieve Excellence and Equity in Education consultation paper sits alongside the Education Governance: Next Steps paper, and sets out how Scottish Government will ensure that Scotland's Education system allows children to achieve their full potential, whatever their strengths and background. The paper outlines that in order to deliver this transformational change, our education system must be underpinned by fair and transparent funding that puts schools at the heart of decision making.
- 2.4 The consultation seeks views on the Scottish Government's future approach to school funding highlighting a need to ensure that the way schools are funded needs to recognise the crucial role of the school and support the collaborative and flexible culture proposed within the Education Governance paper.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. The area most relevant to the Fair Funding Consultation is:

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.

- 3.2 Shetland's Community Planning Partnership, through the Local Outcome Improvement Plan, is committed to making Shetland the best place for children and young people to grow up in.

4.0 Key Issues:

- 4.1 The Fair Funding Consultation proposals raise a number of significant concerns regarding the future funding of school education in Shetland. It is critical that Education and Families Committee submit a robust response to these proposals, setting out the unique circumstances of our small, remote and rural local authority. These issues are set out in detail in the attached draft consultation response. In summary these are:

1. The presumption in the consultation that all local authorities in Scotland have a similar level of devolved school management in place for schools. Children's Services in Shetland does not have a fully devolved scheme of financial management to head teachers, primarily because of the number of very small schools, and the resulting challenges this places on making financial management meaningful to those head teachers.
2. The current budget for education – the Council can only afford to have a budget of this scale because of its sustainable policy on use of its investment returns.
3. The percentage of the budget which is spent on education, in comparison with other authorities across Scotland, as a result of the ongoing cost of transport in the islands.
4. The Pupil Equity Fund (PEF) model proposed, which would present real difficulties to an authority like Shetland, where measures such as Free School Meal entitlement, and the Scottish Index of Multiple Deprivation, do not adequately, or accurately, target those pupils in Shetland who do experience disadvantage.
5. The consultation does not appear to take into account the wider Children's Services landscape, and the opportunities that presents to ensure that the right support is available at the right time, based on the needs of the child.
6. Devolving staffing budgets directly to schools erodes any opportunities for economies of scale which are realised by the central service, and is the mechanism whereby all those additional sickness and maternity costs are covered, for example, for which no specific budget is held. Devolving staffing budgets to schools would make the management of that high on impossible for head teachers in Shetland.
7. There is the assumption within the consultation document that all head teachers will have access to business support managers to assist them – we have one in Shetland, who supports the Anderson High School.
8. There needs to be some evidence of island proofing in whatever results from this consultation, for Shetland.

9. There are also workforce planning issues arising from the proposals in terms of teachers working across the authority in a number of schools that can only be achieved from a Shetland wide approach.	
5.0 Exempt and/or confidential information:	
5.1 None	
6.0 Implications:	
6.1 Service Users, Patients and Communities:	There are no direct implications for Service Users arising from this report. This report presents a draft consultation response to the Scottish Government's proposals to change how funding is allocated to schools in Scotland. The final agreed proposals may impact on the level of funding given to schools in Shetland.
6.2 Human Resources and Organisational Development:	Whilst there are no direct HR/OD implications arising from this report, there are considerable implications arising from the proposals set out in the consultation document.
6.3 Equality, Diversity and Human Rights:	There are no Equality, Diversity and Human Rights implications arising from this report.
6.4 Legal:	There are no direct legal implications arising from this report.
6.5 Finance:	There are no direct financial implications arising from this report. This report presents a draft consultation response to the Scottish Government's proposals to change how funding is allocated to schools in Scotland.
6.6 Assets and Property:	There are no implications for Assets and Properties arising from this report.
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.
6.8 Environmental:	The draft consultation response to Fair Funding is unlikely to present any environmental risks.
6.9 Risk Management:	Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny.
6.10 Policy and 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 for decision making on matters delegated to it within its remit, which includes school

	education. This report is related to the function of an education authority.	
6.11 Previously considered by:	None	

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Report Finalised: 22 September 2017

Appendices:

Appendix 1 – Draft Fair Funding Consultation Response

Background Documents:

Education Governance: Next Steps – Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children

Education Governance: Fair Funding to Achieve Excellence and Equity in Education

END

Education Governance

Fair Funding to Achieve Excellence and Equity in Education

A Consultation

Shetland Islands Council

Draft Response – Education and Families Committee

Fair funding to Achieve Excellence and Equity in Education – A consultation, is a key element in the suite of policies, which comes under the umbrella of *the Education Delivery Plan*. Launched alongside *Education Governance – Next Steps*, the consultation seeks views on the future approach to school funding, which will support the Scottish Government's overall education policy objectives.

Shetland Islands Council's Education and Families Committee has considered the contents of the documents and wish to make the following response in respect of the funding consultation, as it affects education delivery in the Shetland Isles.

Firstly, there appears to be an assumption in the consultation that all local authorities have a similar level of devolved school management in place for schools. Shetland Islands Council does not have a fully devolved scheme of financial management to head teachers. This is primarily because of the number of small and very small schools that we have and the resulting challenges this places on making financial management meaningful to head teachers – our current arrangements work well for us in this respect.

Staffing budgets are held centrally; further, owing to the number of small secondary settings we have, we do not employ a secondary staffing formula in Shetland. Other items, which are devolved in other local authorities, for example energy costs and supply cover, are also managed centrally.

The only element of the budget which head teachers in Shetland are fully responsible for, is their learning materials budget. Our response to the consultation therefore is based on this premise.

It would appear that the scope of the consultation does not cover funding currently in the local government settlement for education, and that there will be no change to the GAE distribution methodology – the scope of the consultation appears to be in respect of how resources flow from the local authority to each school.

Further, it is now clear that Regional Improvement Collaboratives will not be established as entities in their own right, will not hold bank accounts, and therefore cannot have funding allocated to them.

Shetland Islands Council, like other local authorities and referred to by the Deputy First Minister, spends the greatest proportion of its budget on Education. Our 2017/18 budget includes Government grant funding of £80m and we have an approved budget for Education of £41m, this being far in excess of the amount that would be indicated by the financial settlement funding model, and represents over 50% of the funding provided by the Scottish Government.

The main disadvantage of the current system is that head teachers, and Parent Councils, generally have different expectations from the local authority of what is affordable.

The percentage of total budget spent on education is lower in Shetland (40%) compared to the Scottish average of 45%. This is broadly in line with the percentage spent by Orkney Islands Council (39%) and

is largely due to the financial demands of funding, and running, an inter-island ferry service which increases our percentage spend on Roads and Transport to 19% against the Scottish average of 4%.

The Fair Funding consultation outlines two options for comment, one which focuses on enhancing Devolved School Management (DSM) which, as mentioned above, has never made sense in Shetland given the make up of our school estate; the second is a Pupil Equity Fund (PEF) type model. This would present real problems for an authority like Shetland, for reasons that have now been well rehearsed. In a small remote and rural local authority, pupils who experience disadvantage are widely dispersed so using measures like Free School Meal Entitlement, and the Scottish Index of Multiple Deprivation, do not help us to target these groups of children. It produces very small amounts for our schools and disperses funding too widely to make it in any way useful for funding interventions.

The Shetland Partnership commissioned a piece of work around the cost of living in Shetland – ‘Living in a High Cost Economy – In Work Poverty in Shetland’, which evidences that cost being so much higher, such that the minimum income standard falls substantially below the cost of living here.

It is clear that the overall funding available will not be increasing, so top slicing monies to allocate using Free School Meal Entitlement or any other such measure, usually has a detrimental impact on authorities like Shetland.

Our schools sit within a wider landscape of Children’s Services. There are areas where local authority decision making is vitally important for maximising spend and thus ensuring strategic operation - there is a balance between these services, which local authorities manage operationally and financially – ensuring that the right support is available at the right time, based on the needs of the child. We have to be quite creative in Shetland in terms of how we go about that – a sole focus on school funding may risk removing schools from that strategic environment and may result in widening the gap, not closing it.

As mentioned above, one of the main areas of budget we do not allocate currently to head teachers in Shetland is their staffing budget; however, it is clear that this would be an element that the Scottish Government has an expectation that we would devolve. Again, as a result of the number of small schools we have, there are a number of teaching staff who are shared between settings. It is unclear from the consultation paper how matters like this would be dealt with if head teachers had full budget responsibility for staffing? Shetland is a very remote local authority with a relatively small population, we have acute difficulties currently recruiting to specialist posts where the contract is full time, never mind to a plethora of part time posts. Where would the budget for our shared staff sit and how would it be managed?

It is also unclear from the paper, how the budget setting process would actually work. For example, how would head teacher negotiate their staffing requirements where their roll is predicted to rise? How would amounts for supply cover, sickness, and holiday pay for supply staff be allocated? Small schools currently have no facility to deal with this, therefore it is managed by the central service by having the oversight across the school estate, and thereby managing to achieve some economies of scale.

Like all local authorities, most of our education budget is spent on staff, those other areas of expenditure being eroded over preceding years to meet budget savings targets. As a result, our cost per pupil figures have reduced to £7,318 per primary pupil and £10,566 per secondary pupil, in 2015/16 (from highs of £8,836 and £14,151 respectively in 2012/13). Our cost per pupil remains considerably higher than the Scottish average, but is very much in line with the other island authorities.

The consultation also appears to assume that all schools have business support in place to help head teachers manage their budgets. There is one business support manager in our local authority who supports the Anderson High School where the pupil roll is 900. Is the Scottish Government going to provide additional funding for this resource?

Fifteen out of twenty-seven head teachers in Shetland have a teaching commitment, and limited clerical support. That is currently compounded by the demands being made of them as a result of things like the expansion of early learning and childcare. Those head teachers made their feelings very clear with regards to any future demands on their time in relation to fiscal management, as part of the 2016 Education Scotland Curriculum for Excellence Workload Review.

Clarity is also required around what are likely to be the Scottish Government's demands for scrutiny and reporting, and again, how that is to be managed by local authorities and their head teachers?

Each local authority is required to produce an annual National Improvement Framework plan, to run from 1 September to 30 August – were schools to operate entirely within an academic year, that would make sense from a planning perspective; further, it would align with colleagues in further and higher education – the colleges' financial year runs parallel to the academic year.

It is not clear as to how the Regional Collaboratives will be funded. Is there an expectation that a portion of local authority funding will be used for this purpose? Similar questions exist about their staffing arrangements.

In summary therefore, Shetland Islands Council's Education and Families Committee does not believe that a standardised Scotland-wide approach is suitable in our context, for all the reasons set out above. We trust that the Deputy First Minister, and his staff, will consider our response, and recognise the challenges faced by a remote rural authority, such as Shetland, and further, ensure that the assurances previously made with regards to island proofing, are adhered to – we would be very willing to enter into dialogue with the Scottish Government around how this might be determined.



Meeting(s):	Education & Families Committee	2 October 2017
Report Title:	Annual Inspection of Children's Residential Services	
Reference Number:	CS-15-17-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That the Education and Families Committee notes the inspection of residential services and the completion of the associated action plan.

2.0 High Level Summary:

- 2.1 The Children's Residential Service is Shetland Islands Council's service that provides out of family care for those children and young people who can no longer live at home and cannot sustain the family based care environment found in foster care placements. In 2016 the residential service looked after eight young people from across Shetland communities.
- 2.2 Children's Residential Services are part of the Continuing Care portfolio of services managed by the Team Leader based in Hayfield House. The operational service is delivered by two registered managers who are based in their respective properties.
- 2.3 The annual inspection of children's residential services took place in August 2016 with the quality of care and support continuing to be assessed as very good for a seventh year. The service experienced a reduction in the grade associated with the environment due to the condition of one property that was being privately rented. Since inspection, this tenancy has been ended, and it is expected that this grade will recover in 2017 as a result of action taken to secure a suitable alternative tenancy.
- 2.4 Children's residential services made a number of significant improvements across 2016 to strengthen the service including:
- Opening Windybrae to provide additional capacity;
 - Opening Arheim to provide emergency capacity;
 - Registered managers were recruited to provide day-to-day management of services releasing the Team Leader to undertake the external manager role, which is of critical importance in residential services to ensure safe cultures and quality of care. This previously, was a significant organisational risk;
 - The first cohort of residential staff have embarked on the Level 9 qualification for residential care in association with Robert Gordon University;

- The service and its practice was recognised nationally by the Centre for Excellence for Looked After Children in Scotland (CELCIS) as the team of the year in 2016 in its annual awards.

2.5 Several successes have been achieved by young people in residential this year, including:

- Undertaking work placements
- Securing employment
- Taking the annual holiday in Perthshire
- Maintaining educational placements
- Having our first ambassador for looked after children representing Shetland issues nationally via Who Cares?

2.6 The inspection reports capture the inspector's perspectives on what they thought the services did well. *"Young people lived in a supportive, nurturing environment supported by staff who wanted them to achieve. Great importance was placed on the relationships between young people and the staff who cared for them. Staff and young people spoken with all stated that they generally lived alongside each other in a caring and respectful environment, with any conflict resolved as swiftly as possible. Young people accessed a wide range of age appropriate activities and experiences based on their individual interests and talents"* and, *"The staff team were committed to providing a high level of care and support through their professional knowledge and understanding of the complex needs and experiences of young people"*. Both these statements provide reassurance as to the level of care offered and expertise available within the service to meet complex needs.

2.7 The inspection reports capture the inspector's perspectives on what they thought the services could do better as, *"Not all of the documentation reflected the high standard of care and support provided. Some of the documentation needed to be reviewed and updated, with other documents needing to be reviewed to reflect the support which had been agreed and was important to the young person's care and safety. A review of documentation might allow some 'streamlining', decrease the need for duplication and increase the focus on the important documents. The service were actively looking to improve this at the time of the inspection"*. The reduction in bureaucracy has been an area of work across resources and improvements have been made with practitioners leading on identifying ways we can reduce the bureaucratic burden. Work continues in this area.

2.8 Two recommendations were made:

- a) Individual risk assessments and incident recording should be detailed and identify specific strategies of support. Life space interviews and staff debrief following incidents should be carried out to inform future practice. As a result new risk assessments have been introduced and during internal quality assurance in July 2017 these were working well.
- b) All of the accommodation young people live in should be furnished and decorated to a high standard. Window restrictors should be in place on upper floor windows to ensure the safety of young people. As indicated a new house has been secured and refurbished for the young person in Lerwick.

2.9 The inspection history for children's residential services is shown below for committee's information:

Quality Grades

Date	Care and Support	Environment	Staffing	Management & Leadership
9 Aug 2016	5 – Very Good	4 – Good	Not Assessed	Not Assessed
27 Jun 2015	5 – Very Good	5 – Very Good	5 – Very Good	4 – Good
9 Apr 2014	5 – Very Good	5 – Very Good	4 – Good	4 – Good
16 Apr 2013	5 – Very Good	5 – Very Good	5 – Very Good	4 – Good
30 Jul 2012	5 – Very Good	5 – Very Good	5 – Very Good	4 – Good
15 Feb 2012	5 – Very Good	5 – Very Good	5 – Very Good	4 – Good
30 Aug 2011	5 – Very Good	5 – Very Good	5 – Very Good	4 – Good
02 Dec 2010	5 – Very Good	Not Assessed	Not Assessed	Not Assessed
28 Jul 2010	5 – Very Good	5 – Very Good	5 – Very Good	5 – Very Good
25 Mar 2010	5 – Very Good	5 – Very Good	5 – Very Good	5 – Very Good
02 Nov 2009	5 – Very Good	5 – Very Good	5 – Very Good	5 – Very Good
19 Mar 2009	4 – Good	4 – Good	4 – Good	4 – Good
15 Jul 2008	4 – Good	4 – Good	4 – Good	4 – Good

3.0 Corporate Priorities and Joint Working:

3.1 Children's Residential Services delivers on a number of key priorities for the council with particular reference to:

- *Local Outcome Improvement Plan:*
 - Shetland is the best place for children and young people to grow up
 - To ensure the needs of our most vulnerable children and young people are met
 - Ensure there are facilities for meeting needs for short term and respite care
- *Corporate Plan:*
 - Young People
 - 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
- *20 By 20:*

<ul style="list-style-type: none"> ○ No 8: We will be working in a more effective way, allowing us to cope with reduced resources. Processes that add no obvious value will have been replaced with more proportionate approaches based on effectively managing risks ○ No 14: The needs of the most vulnerable and hard to reach groups will be identified and met, and services will be targeted at those that need them most <ul style="list-style-type: none"> • <i>Children's Services Directorate Plan:</i> <ul style="list-style-type: none"> ○ Residential services are developed 	
4.0 Key Issues:	
4.1	The Education and Families Committee is asked to satisfy itself that the information provided allows Members to discharge their corporate parenting responsibilities in relation to our children and young people in residential care.
5.0 Exempt and/or confidential information:	
5.1	None.
6.0 Implications:	
6.1 Service Users, Patients and Communities:	Children, young people and their families who use the residential service have had the opportunity to contribute to the Care Inspectorate inspection process and their views of the service are reflected in the report
6.2 Human Resources and Organisational Development:	<p>(a) Residential services face a challenging time in relation to the ongoing registration agenda and the need to support practitioners to achieve level 9 degree qualifications</p> <p>(b) Support continues to be offered by resources managers to all our workforce in relation to the impact of vicarious trauma, that is, the impact on the individual of being consistently exposed to trauma based behaviours in our children and young people</p>
6.3 Equality, Diversity and Human Rights:	None arising directly from this report.
6.4 Legal:	Provision to provide care to those children requiring to be looked after is a statutory duty placed on Shetland Islands Council.
6.5 Finance:	None arising directly from this report.
6.6 Assets and Property:	None arising directly from this report.
6.7	None arising directly from this report.

ICT and new technologies:	
6.8 Environmental:	None arising directly from this report.
6.9 Risk Management:	The risks associated with provision of residential care are managed through the Social Work Quality Improvement Group, Social Work Governance Group and the Integrated Children's Services Quality Assurance Group.
6.10 Policy and 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 children and families, child protection, and young people. This report is for noting only.
6.11 Previously considered by:	None

Contact Details:

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Report Finalised: 22 September 2017

Appendices:

Appendix 1: Children's Residential Services Inspection Report

Background Documents:

N/A

END

Children's Residential Services Care Home Service

23 Grodians
Lerwick
Shetland
ZE1 0WT

Telephone: 01595 745305

Type of inspection: Unannounced
Inspection completed on: 9 August 2016

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Care service number:
CS2003009603

About the service

At the time of this inspection Children's Residential Services was provided from three residential services located within Shetland. A further premises was used occasionally, with plans to open this permanently in the near future.

The main service, based in a residential area of Lerwick, was a purpose-built five-bedroom house, registered to accommodate up to three young people. The accommodation was modern, accessible and spacious in design.

Another part of the service was in a tranquil area of Shetland. At the time of the inspection this had been used occasionally, however, was soon to open on a permanent basis.

A third premises was currently in use for one young person. The building was privately rented on a short-term basis while the Local Authority found a suitable property to accommodate young people.

The fourth premises was a flat in a residential area of Lerwick and also occupied by only one young person.

The service state their aims and objectives as the provision of "a safe, homely environment for young people enabling choice, independence and supporting the physical, spiritual, emotional and cultural needs of service users.

This service has been registered since 1 April 2002.

What people told us

All of the young people were 'about' during the inspection, both in their own homes and collectively at a celebration event. The inspector visited each of the houses where four of the five young people spoke with her, and was also pleased to attend a part of the celebratory event alongside all of the young people and the majority of the staff team.

Young people were generally positive about most aspects of their care and support, about their relationships with staff and the opportunities they had.

Two young people had some specific discussion with the inspector which they asked be shared with the manager of the service. The manager was already aware of these issues and was already in discussion with relevant people about them.

Self assessment

The provider believed that they had submitted the self assessment in good time. Due to an error this had not been submitted, however, this was immediately rectified on the first day of the inspection when the self assessment was submitted and made available to the inspector.

From this inspection we graded this service as:

Quality of care and support

5 - Very Good

Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The service provided a high standard of care and support to young people, based on their individual and identified needs.

Young people lived in a supportive, nurturing environment supported by staff who wanted them to achieve. Great importance was placed on the relationships between young people and the staff who cared for them. Staff and young people spoken with all stated that they generally lived alongside each other in a caring and respectful environment, with any conflict resolved as swiftly as possible. Young people accessed a wide range of age appropriate activities and experiences based on their individual interests and talents.

Support plans were generally of a good standard and used the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to identify the support young people needed. Young people had been involved in identifying their hopes and dreams for the future and what was important to them. Keyworkers compiled monthly letters to young people which included photographs and key achievements and which would be collated to an annual book documenting important events and achievements.

The healthcare needs of young people were well met, with all young people accessing a range of services to ensure they are as healthy as possible. Healthy lifestyles were encouraged with young people involved in menu planning and shopping, a range of physical activity and in developing age appropriate life skills.

The staff team were committed to providing a high level of care and support through their professional knowledge and understanding of the complex needs and experiences of young people. At the time of the inspection staff and young people were celebrating the significant achievement of the staff team in being awarded the residential childcare team of the year award by the Centre of Excellence for Looked after Children In Scotland (CELCIS).

At the time of the inspection young people lived in one of three properties, with a fourth about to be redecorated ready for use. Properties ranged in size and location and offered the service the opportunity to assess which was best for each young person. The premises differed significantly in their decor and how homely they were, with some restrictions in place in the rented premises. The more permanent houses had good access to outdoor space than the others. In relation to one property specifically, senior staff were in on-going discussion with the Local Authority about the provision of a more suitable high quality long term premises.

The properties which were owned by the Local Authority had established systems for their maintenance and repair and routine safety checks. They were furnished and maintained to a high standard and provide a warm homely environment. Where the properties were rented this was a little more problematic (see 'what the service could do better').

In the 2016/17 inspecting year the Care Inspectorate is scoping child sexual exploitation (CSE) practice in children and young people's services. This is part of our contribution to 'Scotland's National Action Plan to tackle Child Sexual Exploitation' and focusses on frameworks of CSE practice, staff understanding and care planning outcomes. At the time of this inspection the Local Authority had reviewed its Child Protection Policy to include CSE and had developed a programme of training which would be provided to all staff .

What the service could do better

Individual risk assessments and incident recording would benefit from more detail and specific strategies of support. Evidence of life space interviews and staff debrief following incidents would also support reflective practice and identify future triggers and support. **(See recommendation 1)**

As stated above the properties differed significantly. One of the single properties was not very modern in its decor with un-homely signage, with the flat requiring some remedial decoration and immediate repair to upper floor window restrictors. **(See recommendation 2).**

Not all of the documentation reflected the high standard of care and support provided. Some of the documentation needed to be reviewed and updated, with other documents needing to be reviewed to reflect the support which had been agreed and was important to the young persons care and safety. A review of documentation might allow some 'streamlining', decrease the need for duplication and increase the focus on the important documents. The service were actively looking to improve this at the time of the inspection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Individual risk assessments and incident recording should be detailed and identify specific strategies of support. Life space interviews and staff debrief following incidents should be carried out to inform future practice.

National Care Standard 4: Support Arrangements

2. All of the accommodation young people live in should be furnished and decorated to a high standard. Window restrictors should be in place on upper floor windows to ensure the safety of young people.

National Care Standard 5: Your Environment

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
27 Jun 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
9 Apr 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
16 Apr 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
30 Jul 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
15 Feb 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
30 Aug 2011	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
2 Dec 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
28 Jul 2010	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good

Date	Type	Gradings	
		Management and leadership	5 - Very good
25 Mar 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Nov 2009	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
19 Mar 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 Jul 2008	Announced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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