



Executive Manager: Jan-Robert Riise
Director of Corporate Services: Christine Ferguson

Governance & Law
Corporate Services Department
Montfield
Burgh Road
Lerwick
Shetland, ZE1 0LA

Telephone: 01595 744550
Fax: 01595 744585
administrative.services@shetland.gov.uk
www.shetland.gov.uk

If calling please ask for
Lynne Geddes
Direct Dial: 01595 744592
Email:
lynne.geddes@shetland.gov.uk

Date: 14 May 2018

Dear Sir/Madam

You are invited to the following meeting:

Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 21 May 2018 at 10.00am

Apologies for absence should be notified to Lynne Geddes at the above number.

Yours faithfully

Executive Manager – Governance and Law

Chair: Mr G Smith
Vice-Chair: Mr T Smith

AGENDA

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meeting held on 23 April 2018 (enclosed).

ITEM

(Agenda item 7 relates to the giving of advice or the discharge of the Committee's function as an education authority)

1. Effective and Sustainable Tertiary Education, Research and Training Project – Strategic Outline Case
DV-21-18 (Report to follow)
2. Children's Services Performance Report – Twelve Month/Fourth Quarter 2017/18
CS-18-18
3. Management Accounts for Education and Families Committee: 2017/18 – Draft Outturn
F-047
4. External Audit Report: Short Breaks for Children – Care Inspectorate Follow Up Visit
CS-19-18
5. External Audit Reports – Care Inspectorate Report on Fetlar Primary School Nursery
CS-23-18
6. Hub Project – Update Report
CS-22-18
7. Closing the Attainment Gap
CS-20-18



MINUTES

A&B - Public

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 23 April 2018 at 10:00am**

Present:

Councillors:

P Campbell	J Fraser
C Hughson	E Macdonald
R McGregor	G Smith
T Smith	B Wishart

Religious Representatives:

H Rankine	M Tregonning
-----------	--------------

Apologies:

T Macintyre	D Sandison
R Thomson	

In Attendance:

H Budge, Director – Children’s Services
A Edwards, Executive Manager – Quality Improvement
C Anderson, Senior Communications Officer
P Haviland, Quality Improvement Officer
M Thomson, Management Accountant
L Geddes, Committee Officer

Also:

S Thomason, Member of the Scottish Youth Parliament

Chairperson

Mr G Smith, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

The Chair advised that the Executive Manager – Quality Improvement would also provide an update on the expansion of Early Learning and Childcare. Following resubmission of financial estimates by local authorities, the Scottish Government had increased the funding available, while the amount requested by local authorities had reduced. So he was now more hopeful that the funding to be provided by the Scottish Government would be nearer to what was required by local authorities. Agreement on the funding levels would be sought when the matter was being considered at the COSLA Leaders meeting the following week. COSLA had been instrumental in brokering negotiations between local government and the Scottish Government, and the Scottish Government had kept its part of the bargain.

He went on to say that there had been a lot of work involved in completing the Council's submission, and he thanked the various staff involved.

Declarations of Interest

None

Minutes

The Committee confirmed the minutes of the meeting held on 5 March 2018 on the motion of Mr Campbell, seconded by Mr Fraser.

12/18 **External Audit Report – Care Inspectorate Reports on: Aith Junior High School Nursery, Bells Brae Primary School Nursery, Foula Primary School Nursery, Sound Primary School Nursery and Brae High School Nursery**

The Committee considered a report by the Director of Children's Services (CS-14-18-F) outlining the content of the Care Inspectorate Reports on the above school nurseries.

The Executive Manager – Quality Improvement summarised the main terms of the report, advising that there had been no requirements or recommendations in respect of four of the five nurseries. There had been three recommendations in respect of the Brae High School Nursery, and these were being dealt with through an action plan. The issue regarding the outside door into the play area related to the expansion of Early Learning and Childcare, as refurbishment works had been carried out at Brae High School to accommodate the expansion.

The Committee noted the content of the Care Inspectorate reports, and requested that their thanks and congratulations be conveyed to the staff involved.

Decision:

The Education and Families Committee noted the content of the Care Inspectorate Reports on Aith Junior High School Nursery, Bells Brae Primary School Nursery, Foula Primary School Nursery, Sound Primary School Nursery, and Brae High School Nursery.

The Executive Manager - Quality Improvement then went on to speak about the expansion of Early Learning and Childcare, and outlined the work that was taking place locally. She advised that during 2017-18, hours had been expanded in a number of settings locally, and this expansion would continue in 2018-19. Urafirth School nursery had participated in a trial project which had been part of a separate funding stream. This funding would come to an end, but it was planned to continue this expansion in 2018-19 as part of the overall expansion to be funded by the Scottish Government. The evaluation report for the Urafirth trial was currently being prepared following a visit by Education Scotland and the Care Inspectorate, which had resulted in very positive feedback.

Staff training and development and infrastructure were the main focus of the 2018-19 service delivery plan. The Scottish Government had a workforce delivery plan in place, and it was estimated that the expansion would require 11,000 workers in the sector by 2020. Locally discussions had taken place with Shetland College to start planning for access to qualifications, and this was something that would need to be stepped up. There was a two-year programme in respect of Modern Apprentices.

There were five Modern Apprentices in settings locally, and aspirations to get more started in the first year of the programme. The Scottish Government had announced that there would be 435 additional graduates in early years settings nationally. As the criteria had focused on nurseries in more deprived areas, this would have meant that Shetland would not have been entitled to a graduate. However it had been successfully argued that a graduate should be allocated to each of the island areas, so there would be an additional member of staff from August who would be used in different settings.

She went on to say that the consultation currently taking place in relation to service models would continue to 29 June, and that there were a number of proposals contained within this. One significant concept was that funding should follow the child, and it would be interesting to see how this would work locally over a number of settings. It was also proposed that there should be a national standard for the provision of early learning and childcare via partner providers, and a common approach to commissioning partner provider services. If partner providers met the standard requested by the local authority, the local authority would then be responsible for providing ongoing support and training. The proposal that partner provider staff should be paid the living wage was unlikely to be an issue locally, but the proposal to extend free school meal provision to partner providers was something that was currently being considered. It was further proposed that childminders should be qualified to a particular level equivalent to SVQ3, and that the responsibility for training childminders would lie with the local authority. There were some concerns regarding how local authorities would be able to make that provision. It was also proposed that there would be an inclusion fund to enable pupils with additional support needs to access their full entitlement, and that this fund would be used for equipment and staff training.

The Chair thanked the Executive Manager – Quality Improvement for her update, and commented on the challenges in delivering the expanded hours across the number of small and disparate settings locally. However the funding situation was looking more positive, and it was important that local authorities responded to the consultation that was taking place and to highlight aspects of the service model that would have an impact locally.

The meeting concluded at 10.20am.

.....
Chair



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	Children's Services Performance Report – 12 Month / 4th Quarter 2017/18	
Reference Number:	CS-18-18-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee discuss the contents of this report and make any relevant comments on progress against priorities to inform further activity and the planning process for next and future years.

2.0 High Level Summary:

- 2.1 This report summarises the activity and performance of Children's Services Directorate for the fourth quarter of 2017/18, the twelve months up to April 2018.

3.0 Corporate Priorities and Joint Working:

- 3.1 The recommendation in this report is consistent with the following corporate priorities:

Effective Planning and Performance Management are key features of the Council's priority towards Young People (Our Plan 2016-2020):

"The new Anderson High School and Halls of Residence will have been built and will be providing an excellent learning environment as part of an efficient and effective schools service.

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.

Shetland Learning Partnership will be providing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education.

Vulnerable children and Young People in need of our care and support will continue to be protected from harm.

Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them.

More children will be taking part in physical and cultural activities – developing healthy lifestyles to help them play a full and active part in Shetland community life."

“Excellent financial management arrangements will make sure we are continuing to keep to a balanced and sustainable budget, and are living within our means”.

“People who use our services will experience excellent standards of customer care”.

“We will have found ways of filling our ‘hard to fill’ posts and increased the number of ways that Young People can join our work-force”.

“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.”

“More money will be going towards ‘spend to save’ initiatives, providing resources to fund innovative ways of working that save money but help us achieve our desired outcome”.

4.0 Key Issues:

- 4.1 The progress on projects and actions continues to be within timescales set for all projects.

Directorate Achievements in 2017/18

- 4.2 During 2017/18 the Directorate’s achievements included:

- completion of the new Anderson High School and Halls of Residence, on time and on budget, and the pupils moving in;
- successful bid to trial the expansion of Early Learning and Childcare in Urafirth Primary School, plus starting our expansion plans in Dunrossness, Whiteness and Burra Playgroup;
- The formal opening of our second Confucius Classroom in Mid Yell Junior High School, by the Chinese Ambassador to the UK;
- Achieved full library membership among Primary One children for the third year running;
- Established Bookbug in more settings to extend coverage across Shetland;
- Attracted 14,000 more visits to our new AHS Library in the first six months of opening;
- Established Shetland’s Corporate Parent Board;
- Contributed to the development of the Anchor Project, which secured external funding from the Big Lottery Early Action and Systems Change Fund;
- Became part the national Psychology of Parenting Project (PoPP) led by NHS Education Scotland, and started delivering Incredible Years® Parenting Programmes in Shetland;
- Successfully launched the new Shetland Athlete Travel Award Scheme to support 8 talented athletes;
- Islesburgh Community Centre Successfully supported the delivery Shetland main festivals including Shetland Folk Festival, Shetland Accordion and Fiddle Festival and Up Helly Aa;
- Over 1500 young people experienced an exciting day of outdoor activities in the Shetland environment;
- Introduced a successful Sportswear Recycling Scheme to support people who couldn’t afford appropriate sportswear to take part in activities – over 30 individuals and families supported through this scheme;

•	
5.0 Exempt and/or confidential information:	
5.1	None
6.0 Implications:	
6.1 Service Users, Patients and Communities:	There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.
6.2 Human Resources and Organisational Development:	There are no direct implications arising from this report, however, where reviews have the potential to impact on staff within Children's Services, we will ensure that appropriate consultation and communication takes place with trade unions and employees in line with agreed Council policies and procedures. The ability to fill our hard to fill posts will make a significant positive impact on our workforce delivering council services.
6.3 Equality, Diversity and Human Rights:	There are no direct implications arising from this report. The Council is required to make sure our systems are monitored and assessed for any implications in this regard. Delivering these services makes a positive difference to the outcomes of Looked After Children and other vulnerable young people.
6.4 Legal:	There are a number of projects and key actions within Children's Services quarter performance overview that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.
6.5 Finance:	The budget for Children's Services at the end of Quarter 4 was £40.007 million and the draft outturn was £40.417 million.
6.6 Assets and Property:	There are no asset or property implications arising from this report.
6.7 ICT and new technologies:	There are no ICT implications arising from this report.
6.8 Environmental:	There are no environmental implications arising from this report.
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 further negative external scrutiny.	
6.10 Policy and Delegated Authority:	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p>	
6.11 Previously considered by:	None	N/A

Contact Details:

Helen Budge, Director of Children's Services

Helen.budge@shetland.gov.uk

01595 744064

Report Finalised: 11 May 2018

Appendices:

Appendix A – Projects and Actions

Appendix B – Performance Indicators and Sickness Absences

Appendix C – Complaints

Appendix D – Risks Managed by Children's Services

Appendix E – Shetland Library Public Performance Summary April 2017 – March 2018

Appendix F – Children's Services Review of the Year 2017/18

Background Documents:

None

END

Appendix A - PPMF Projects and Actions - Children's Services Directorate



Generated on: 10 May 2018

OUR PLAN 2016-2020

A) YOUNG PEOPLE

2) Vulnerable Children and young people's opportunities



Children and young people, particularly those from vulnerable backgrounds, will be accessing the learning and development opportunities that allow them to best fulfil their potential.

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP138 Northern Alliance	Collaborate effectively in the Northern Alliance to improve aspects of Children's Services delivery.	Progress made in closing the attainment gap. Closer working on education policy and wider Children's Services.	Planned Start	01-Sep-2015		Northern Alliance is now one of the six regional collaboratives. The Regional Lead has been appointed. An Improvement Plan and Workforce Development Plan have been developed.
			Actual Start	16-Aug-2016	<div><div>87%</div></div>	
Original Due Date			01-Jul-2020	Expected success		
Lead			Due Date	01-Jul-2020		
Children's Services Directorate; Quality Improvement; Schools			Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP139 Excellence and Equity in Scottish Education	Implement locally the key priorities from the Delivery Plan including the National Improvement Framework: • Parental Involvement • Youth Participation • National Improvement Framework • The Governance Review	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016		Guidance has now been issued on reporting to parents and forward planning.
			Actual Start	01-Jun-2016	<div><div>100%</div></div>	A response to the proposed legislative reforms has been sent along with the consultation timescale.
Original Due Date			01-Jul-2020	Expected success		
Lead			Due Date	01-Jul-2020		A response has been submitted in respect of the consultation on Fairer Funding for Education. A response has been submitted in respect of the proposed Education Bill. A new draft Parental Involvement Strategy has been prepared. The Scottish Government has now published a summary of all consultation responses received to the Fairer Funding for Education consultation and the proposed legislative reforms consultation.
Children's Services Directorate; Quality Improvement			Completed Date	10-Apr-2018	Likely to meet target	

3) Shetland Learning Partnership

Shetland Learning Partnership will be delivering important opportunities for young people to gain workplace experience and vocational qualifications while at school, equipping them with the skills to enable them to get jobs or continue into further education.

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP140 Developing the Young Workforce (DYW)	Young people are ready for employment and almost all achieve positive destinations on leaving school.	Operational teams and strategic teams meet the 39 recommendations relating to vocational and Youth employment as laid out in the DYW report.	Planned Start	01-Apr-2016		Skills Investment Group now formed as part of the Community Planning Partnership umbrella. This group will oversee progress against a number of the DYW recommendations. This is a multi agency group. Skills Investment Plan in progress. Survey with employers underway to inform same. Funding extended to 2021, and now sitting with Shetland Islands Council.
			Actual Start	01-Dec-2015	<div><div>40%</div></div>	
			Original Due Date	31-Mar-2017	Expected success	
Lead			Due Date	31-Mar-2021		
Quality Improvement; Schools			Completed Date			

4) Protecting vulnerable children and young people

Vulnerable children and young people in need of our care and support will be protected from harm.

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP 145 Residential and Foster Care	Build capacity in our residential and foster care resources.	Children requiring to live out with their family can do so in the Shetland community unless there is a significant level of need that cannot be met from within Shetland resources	Planned Start	01-Nov-2015		A targeted campaign is underway to recruit foster carers, focusing on areas where we have a particular shortage of placements (e.g. teenagers, sibling groups etc.). Plans for a new residential children's home are in development, and a business justification case will be presented to Education and Families and Policy and Resources Committee for consideration.
			Actual Start	01-Nov-2015		
			Original Due Date	30-Nov-2016	Expected success	
Lead			Due Date	01-Apr-2020		
Children's Services Directorate			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP141 Early Learning and Childcare	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020.	Planned Start	01-Apr-2016		Shetland has submitted a Strategic Delivery Plan to the Scottish Government on 29 September 2017. A revised Financial Template was submitted to the Scottish Government on 2 March 2018.
			Actual Start	16-Aug-2016		
			Original Due Date	31-Mar-2020	Expected success	
Lead			Due Date	31-Mar-2020		Using the revenue and capital grants for 2017/18 expansion to 1140 hours has taken place in Whiteness and Dunrossness Primary Schools and Burra Playgroup. We have also recruited five modern apprentices and offered SVQ training to other staff. The trial at Urafirth Primary School continues and will be evaluated in April 2018.
Quality Improvement			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP142 Corporate Parenting Strategy	Monitor the implementation of the Corporate Parenting Strategy to help ensure that our looked after children have the same opportunities to succeed as their non-looked after peers.	Our looked after children and care leavers are supported by the corporate parent to achieve outcomes similar to the broader population of young people in Shetland.	Planned Start	01-May-2016		Shetland Islands Council adopted Shetland's Corporate Parenting Strategy on 30 August 2017. The inaugural meeting of the Shetland Corporate Parent Board took place on 01 March 2018. the Corporate Parent Board includes local representatives from corporate parents named in the Children and Young People (Scotland) Act 2014, and relevant partners. Corporate Parent Board meetings will take place quarterly and the board will have a role in overseeing progress of the strategy. The next meeting is scheduled for July 2018.
			Actual Start	01-May-2016		
			Original Due Date	30-Sep-2017	Expected success	
Lead			Due Date	03-Sep-2018		Likely to meet target
Children's Services Directorate			Completed Date			




Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP144 Permanency	Children in need of long term care do not experience unnecessary delay	Clear and timely decision making with regard to permanency.	Planned Start	01-Apr-2016		Work continues, in partnership with CELCIS and the Scottish Government, to achieve excellence in permanency. Systems and processes are being adapted to ensure that permanency is considered at an early stage.
			Actual Start	01-Apr-2016	<div><div>50%</div></div>	
			Original Due Date	01-May-2020	Expected success	
Lead			Due Date	01-May-2020		Likely to meet target
Children's Services Directorate			Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP148 Emotional Wellbeing Project	Improved emotional wellbeing and resilience for our children and young people.	Improved emotional resilience and intelligence for all children and young people. Sustain children in their families, when it is the right thing to do. Vulnerable children achieve equality in achievement of a positive destination.	Planned Start	01-Jun-2016		A Spend to Save Application with full business case was submitted in December 2016. Following feedback from Finance Services, the application was re-submitted and we are awaiting feedback.
			Actual Start	01-Mar-2018	<div><div>5%</div></div>	
			Original Due Date	01-Jun-2022	Expected success	
Lead			Due Date	01-Jun-2022		Likely to meet target
Children's Services Directorate			Completed Date			

5) Listen to young people




Young people will feel that their voices are being heard by the council, having regular opportunities to put forward their thoughts on the issues that affect them.

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP146 Participation Strategy for Shetland's Young People	We will ensure schools are involved in the development of the Participation Strategy for Shetland's young people.	The children and young people across Shetland's views will be heard.	Planned Start	01-Aug-2016		Participation Strategy has now been agreed and embedded in the Integrated Children's Service Plan.
			Actual Start	01-Aug-2016	<div><div>50%</div></div>	
			Original Due Date	31-Aug-2017	Expected success	
Lead			Due Date	01-Apr-2020		Likely to meet target
Children's Services Directorate			Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP147 Consultation with Young People	Consultation with young people will be a priority in all areas of the Directorate.	All areas of the Directorate will engage appropriately with children and young people on their service area.	Planned Start	01-Sep-2016		Who Cares advocate for looked after and vulnerable children and young people.
			Actual Start	17-Feb-2017		Young people have been fully involved in the work being done to revise the anti-bullying policy.
			Original Due Date	31-Jul-2017	Expected success	
Lead			Due Date	01-Apr-2018		A group of young people have co-designed the programme for the Big Takeover. All services are supporting Year of Young People.
Children's Services Directorate			Completed Date	01-Apr-2018	Likely to meet target	

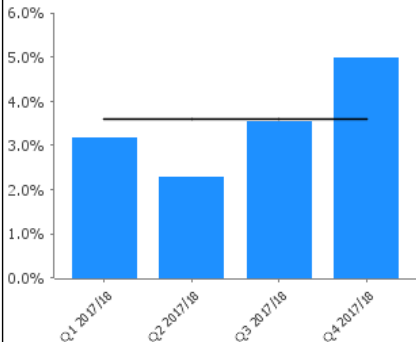
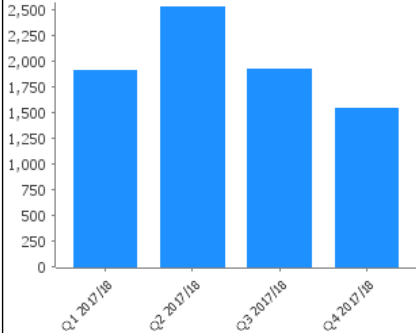
6) Physical and cultural activities

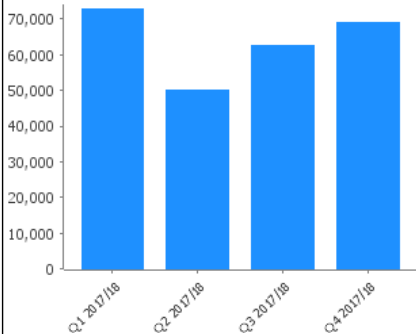
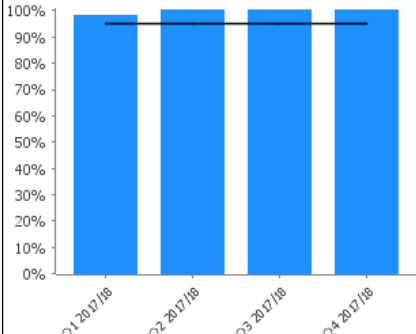
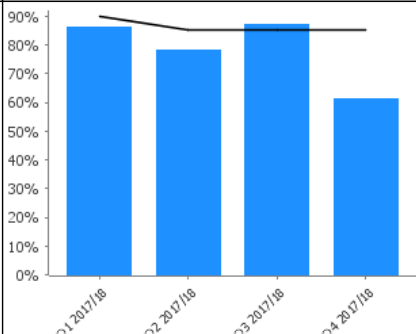
More children will be taking part in physical and cultural activities – developing healthy lifestyles for playing a full and active part in Shetland community life.

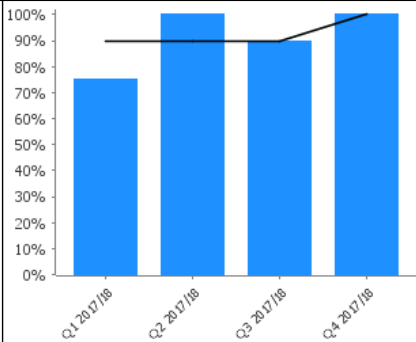
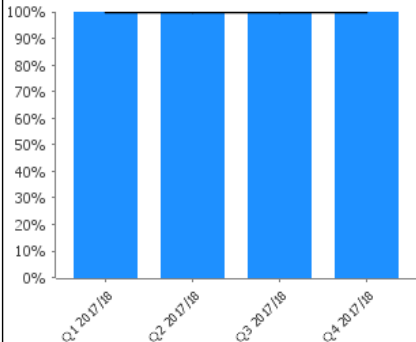
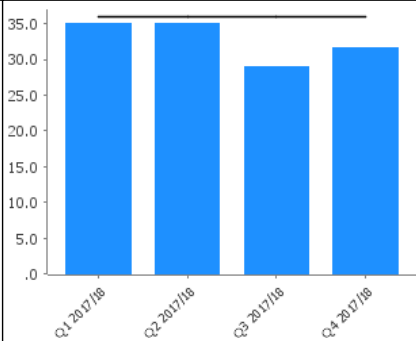
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP115 Active Shetland - A Strategy for Physical Activity and Sport	Undertake consultation and publish the new Active Shetland - A Strategy for Physical Activity and Sports Strategy for Shetland 2017 - 22.	Clear strategic direction and efficient use of resources agreed for sport and physical activity in Shetland through community and stakeholder consultation. Increased likelihood of individuals being more physically active and reaching their potential in sport.	Planned Start	01-Apr-2015		The Shetland Sporting Partnership - Strategic Group has undertaken a public consultation review of the current Sports Strategy, which also included seeking priorities for the development of the new Active Shetland Strategy. The findings of this review were presented to the Shetland Partnership Board and a Shetland Sports Forum. The content of the Strategy is now complete and is waiting for the completion of the Shetland Partnership Plan to ensure that it is consistent with the priorities of this Plan.
			Actual Start	18-May-2016		
			Original Due Date	31-Mar-2017	Expected success	
Lead			Due Date	30-Nov-2018		
Children's Services Directorate			Completed Date		Likely to meet target	

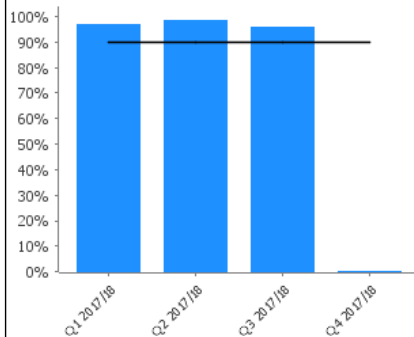
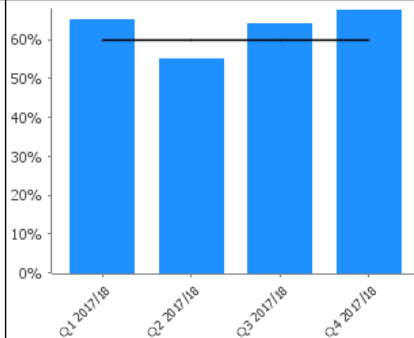
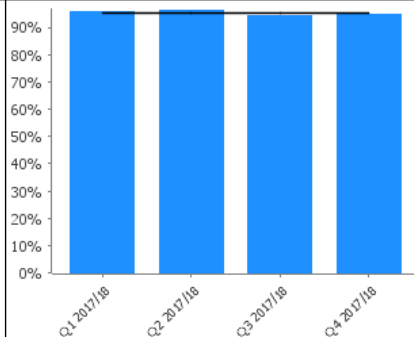
Appendix B PPMF Performance Indicators (Quarterly)- Children's Services Directorate

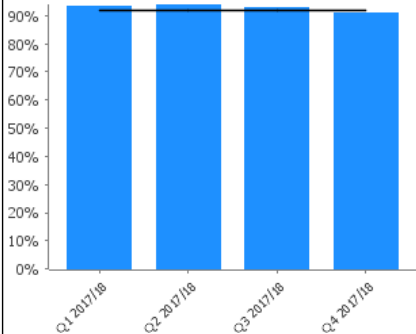
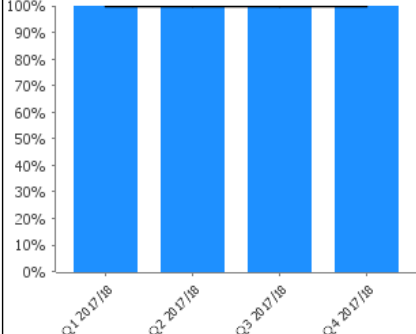
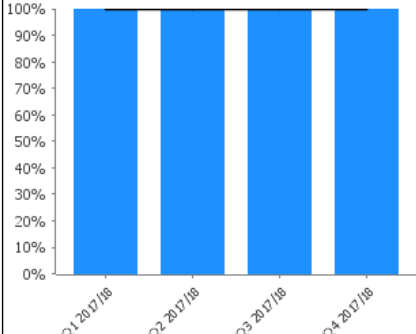
Generated on: 10 May 2018

Code & Short Name	Previous Years		Quarters				Q4 2017/18	Graphs	Past performance & future improvement Statements
	2016/17	2017/18	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18			
	Value	Value	Value	Value	Value	Value	Target		
OPI-4C-B Sick %age - Children's Services Directorate	2.5%	3.5%	3.2%	2.3%	3.5%	5.0%	3.6%		<p>Sickness levels have increased over Quarter 4 meaning it is over target. The figure for 2017/18 remains below target.</p> <p>Absence levels are closely monitored by Executive Managers and Team Leaders.</p>
OPI-4E-B Overtime Hours - Children's Services Directorate	5,748	7,909	1,910	2,528	1,927	1,544			<p>Following a peak in overtime hours we have managed to reduce them again during Quarter 4.</p>

	Previous Years		Quarters						
Code & Short Name	2016/17	2017/18	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18	Q4 2017/18	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	293,882	254,850	72,980	50,175	62,562	69,133			Pattern of mileage claims for Quarter 4 reflects teachers travelling to other schools and is in line with the budget.
B01 FOISA responded to within 20 day limit - Children's Services	93%	100%	98%	100%	100%	100%	95%		Officers are making every effort to meet deadlines.
CF01 LAC reviews done within required timescales	71%	78%	86%	78%	87%	61%	85%		<p>Performance - Vacancies in key posts have meant some family group meetings have had to be rescheduled.</p> <p>Improvement - Recruiting to key posts and undertaking a review of admin processes to ensure social workers are supported in arranging reviews.</p>

	Previous Years		Quarters						
Code & Short Name	2016/17	2017/18	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18	Q4 2017/18	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
CF06 Number of Case Conferences held within 21 days of decision to progress	100%	87%	75%	100%	90%	100%	100%		Performance – Almost all conferences convened within 10 days, delays occasionally arise due to exceptional circumstances. Improvement – continue working within inter-agency CP procedures when convening conferences
CR01 Annual Inspection Reports - Children's Residential properties graded as 'Adequate' or better	100%	100%	100%	100%	100%	100%	100%		Performance: All units currently have inspection grading of 'Adequate' or better in all 4 inspection themes. Improvement: Maintain existing standards within existing resources.
LB01 Number of library items issued quarterly (1,000s)	144.8	130.8	35.0	35.1	29.0	31.7	36.0		Performance: Loans are going slowly down, especially mobile loans. This is due to changing user patterns. Improvement: Service promotion, particularly of e-services. A review of mobile routes to lessen service disruption.

	Previous Years		Quarters						
Code & Short Name	2016/17	2017/18	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18	Q4 2017/18	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
SL01 All play areas inspected at least 4 times a year	95%	0%	97%	98.6%	96%	0%	90%		Performance : The play areas were not inspected during the final quarter of the year due to staff sicknesses was on 3 months sick leave. However, the play areas were inspected at the end of the 3rd quarter and will be inspected at the start of the first quarter of 2018-19. Improvement : Ensure all targets continue to be met within existing resources.
SL06 Room bookings in Islesburgh - % of rooms in use	59.75%	62.83%	65%	55%	64%	67.33%	60%		Performance: Despite a reduction in bookings during the summer holidays this target is being met over 2017/18 to date. Improvement: To maintain high level of usage within current operational and budgetary constraints.
SQ04 Attendance rates - primary school pupils	95.65%	95.13%	95.6%	96.1%	94.1%	94.7%	95.1%		Performance: Yearly government figures continually show Shetland to be performing above the national average. Improvement: To be monitored quarterly to maintain high levels.

	Previous Years		Quarters						
Code & Short Name	2016/17	2017/18	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18	Q4 2017/18	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
SQ05 Attendance rates - secondary school pupils	92.92%	92.65%	93.5%	93.7%	92.7%	90.7%	91.9%		Performance: Yearly government figures continually show Shetland to be performing well above the national average. Improvement: :To be monitored quarterly to maintain high levels
SQ06 Positive inspection reports of pre-school settings	100%	100%	100%	100%	100%	100%	100%		Performance: All local authority settings currently have inspection grading of 'Adequate' or better in all 4 inspection themes. Improvement: Quality Improvement will continue to monitor this excellent position to ensure it is maintained.
SQ07 Positive inspection reports for schools	100%	100%	100%	100%	100%	100%	100%		Performance: All units currently have inspection grading of 'Adequate' or better in all 4 inspection themes. Improvement: Quality Improvement will continue to monitor this excellent position to ensure it is maintained.

Appendix B (cont) - Sickness Absences - All Directorates (for comparison)

NOTE: Sickness absences are seasonal, therefore quarters are compared to the same quarters in previous years

Generated on: 10 May 2018

Short Name	Years				2 years ago	Last year	This year
	2014/15	2015/16	2016/17	2017/18	Q4 2015/16	Q4 2016/17	Q4 2017/18
	Value	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	4.2%	3.7%	3.1%	4.0%	4.0%	4.1%	5.0%
Sick %age - Chief Executive's "Directorate"	2.4%	3.5%	1.2%	2.9%	7.3%	2.0%	5.9%
Sick %age - Children's Services Directorate	3.7%	2.9%	2.5%	3.5%	3.4%	3.3%	5.0%
Sick %age - Community Health & Social Care Directorate	6.0%	5.6%	5.2%	6.3%	5.6%	7.4%	6.7%
Sick %age - Corporate Services Directorate	2.4%	1.8%	1.9%	2.6%	2.4%	2.4%	2.3%
Sick %age - Development Directorate	4.2%	3.5%	2.9%	2.8%	3.4%	3.1%	3.6%
Sick %age - Infrastructure Directorate	4.0%	3.8%	2.4%	3.2%	4.1%	2.7%	4.4%

Appendix C - Complaints - Children's Services Directorate

This shows all complaints that were open during the Quarter.

Frontline complaints should be closed within 5 working days

Investigations should be closed within 20 working days

Generated on: 10 May 2018

Failure to provide a service

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-710	Frontline	26-Jan-2018	Closed	30-Jan-2018	Children's Services Directorate	2	Upheld
COM-17/18-711	Investigation	25-Jan-2018	Closed	22-Feb-2018	Children's Services Directorate	19	Not Upheld

Standard of service received

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-682	Investigation	21-Sep-2017	Closed	14-Mar-2018	Schools	121	Not Upheld
COM-17/18-713	Frontline	08-Feb-2018	Closed	19-Feb-2018	Children's Services Directorate	7	Partially Upheld
COM-17/18-718	Investigation	08-Mar-2018	Closed	20-Apr-2018	Schools	42	Partially Upheld
COM-17/18-720	Investigation	20-Feb-2018	Alert		Schools	56	Not Upheld
COM-17/18-732	Frontline	19-Mar-2018	Closed	23-Mar-2018	Schools	5	Not Upheld
COM-17/18-735	Frontline	13-Mar-2018	Closed	27-Mar-2018	Schools	10	Not Upheld

Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-669	Investigation	01-Sep-2017	Closed	30-Apr-2018	Schools	167	Upheld
COM-17/18-712	Frontline	04-Feb-2018	Closed	12-Feb-2018	Children's Services Directorate	5	Not Upheld
COM-17/18-717	Investigation	14-Feb-2018	Alert		Schools	60	
COM-17/18-721	Investigation	23-Feb-2018	Closed	23-Mar-2018	Schools	20	Partially Upheld
COM-17/18-724	Frontline	05-Mar-2018	Closed	12-Mar-2018	Schools	5	Upheld
COM-17/18-730	Frontline	16-Mar-2018	Alert		Children's Services Directorate	38	Partially Upheld

Risk Register - Childrens Services

Risk & Details	Current		Risk Profile	Current and Planned Control Measures	Target		Risk Profile	Responsible Officer
	Likelihood	Impact			Probability	Impact		
Category Corporate								
Corporate Plan A4. Young People - Protecting vulnerable children and young people								
As per risk no 026, Children's Services on occasion require an off-island placement for a child. The cost of that placement would be met by Shetland Islands Council and the host local authority would provide appropriate educational access services as they would for any child in their catchment area. Some host local authorities have indicated that the additional cost of a school place or education provision, including meeting the possible additional support needs of a pupil placed off-island, will be recharged to the Shetland Islands Council. This is currently quantified, unanticipated and not in the revenue budget. Trigger : Child requires an off-island placement, and the destination local authority chooses to recharge for the education element of the placement. Consequences : Additional unanticipated revenue cost Risk type : Fees/Charges Loss Reference - EC0027	Possible	Minor	Medium	• From a resources perspective the risk is managed through the resource allocation panel in terms of gatekeeping and through subsequent commissioning of placements via the national framework. The framework allows for all costs to be negotiated prior to placements starting.	Unlikely	Minor	Low	Helen Budge Childrens Services
Category Directorate								
Corporate Plan F1. Our "20 by '20" - Leadership & Management								
Children's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforeseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest. Trigger : Failure or lapse in professional standards / unforeseen incident Consequences : Injury or harm to staff in the course of their employment, Local press interest, impact on communities, litigation, liability Risk type : Accidents /Injuries - Staff/Pupils/ Clients/Others Reference - EC0016	Possible	Significant	Medium	• CMT to review PIN stats and policies. MAPA training (new CALM) for staffMay '16 update - MAPA training underway. PIN stats analysis requested	Possible	Minor	Medium	Helen Budge Childrens Services

<p>Children's Services operate within a complex legislative environment and is required to comply with national and local policies including equalities, etc, a breach of any of these could lead to a failure to meet statutory objectives, Care Inspectorate/ Health and Safety investigation, Poor report, censure, HSE improvement/ prohibition notice or prosecution</p> <p>Trigger : Breach of standards/ procedures/ risk assessment controls, investigation following incident, inspection</p> <p>Consequences : Statutory objectives not met, Care Inspectorate/ Health and Safety, Poor report, censure, HSE improvement/ prohibition notice or prosecution</p> <p>Risk type : Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etc</p> <p>Reference - EC0018</p>	Rare	Significant	Low	<ul style="list-style-type: none"> • Wide-ranging GIRFEC training delivered and rolled out by CS staff inc to ASN service, implement of DPA training, Comply with ERD policy to ensure training needs are met. FOISA training being provided for staff. • Safety Section to be asked to review schools risk assessments in order to identify gaps and support staff with training and other input as and when identified 	Rare	Minor	Low	Helen Budge Children's Services
<p>Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA, address complaints and be transparent and publicly accountable.</p> <p>Trigger : Failure to meet legislative timescales and provide information, e.g FOISA, Complaints procedure and annual reporting not on time</p> <p>Consequences : Vulnerable to external scrutiny and litigation.</p> <p>Risk type : Deadlines - failure to meet</p> <p>Reference - EC0020</p>	Possible	Significant	Medium	<ul style="list-style-type: none"> • System and plan in place to ensure new complaints are recorded and managed consistently. 	Unlikely	Significant	Medium	Helen Budge Children's Services
<div>Corporate Plan</div> <div>F5. Our "20 by '20" - Standards of Governance</div>								
<p>Children's Services operates within the requirements of FOISA, confidentiality and public accountability. These different priorities can conflict. Communications and media misperception continues to be a challenge. A failure to share information/ mis-perception by media or incident can lead to negative media coverage & reputational damage</p> <p>Trigger : Failure to share information, mis-perception by media, Incident or comments on service or organisation</p> <p>Consequences : Negative media coverage, reputational damage</p> <p>Risk type : Publicity - bad</p> <p>Reference - EC0019</p>	Possible	Significant	Medium	<ul style="list-style-type: none"> • Communications Policy/ Strategy is followed by staff, major projects have specific communications strategies as required under PRINCE2, e.g. Quality Improvement Framework. 	Unlikely	Significant	Medium	Helen Budge Children's Services

Children's Services has a large cohort of staff with many specialist posts. Shetland is a small place with a limited pool of labour. Also, unemployment is low. Vacant posts are difficult to fill, and this is acute in some areas. Retirement or resignation, particularly in specialist posts, can lead to recruitment costs, on-going vacancies and pressure on remaining staff Trigger : Retirement, resignation Consequences : Recruitment costs, vacant posts, pressure on remaining staff. Risk type : Key staff - loss of Reference - EC0022	Possible	Major	High	• Recruitment and selection policy is being reviewed, transfer agreement in place to support the efficient use of resources.Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots. A further review of social work by the Chief Social worker in partnership with HR will also inform where further changes can be made.	Possible	Significant	Medium	Helen Budge Children s Services
---	----------	-------	------	---	----------	-------------	--------	--

Corporate Plan **F8. Our "20 by '20" - Efficient**

EC0017 - Economic / Financial - Other - Children's Services is required to make significant savings as part of the organisation's Medium Term Financial Plan. If savings projects fail or are delayed, the Service/ Directorate will fail to make the required savings, organisation wont meet requirements of MTFP. Trigger : Savings project fails, delay, political change of direction, consultation proposal called in. Consequences : Failure to make the required savings, Organisation does not meet the requirements of the Medium Term Financial Plan. Risk type : Economic / Financial - Other Reference - EC0017	Almost Certain	Major	High	• Children's Services continues to work towards realising efficiency savings	Unlikely	Significant	Medium	Helen Budge Children s Services
--	-------------------	-------	------	--	----------	-------------	--------	--

Category **Operational**

Corporate Plan **F1. Our "20 by '20" - Leadership & Management**

Hayfield House is a large building with 96 staff. A Serious incident, including loss of life or serious injury, Loss of part or all of the building, Failure to ensure regular health and safety checks are carried out within Hayfield House could lead to a HSE inspection/ investigation. Could result in Legal and Financial Implications, Service delivery disrupted or stopped. Trigger : Serious incident, including loss of life or serious injury Loss of part or all of the building Failure to ensure regular health and safety checks are carried out within Hayfield House Consequences : Legal and Financial Implications Service delivery disrupted or stopped Risk type : Health and safety - Statutory inspections Reference - EC0011	Unlikely	Major	Medium	• Regular Safety Checks, Business Continuity Plan in place,Building Services - PAT testing - annual Fire Risk Assessment and Plan reviewed annually Weekly fire alarm checks Yearly fire evacuation drills Annual check of fire fighting equipment Building checklist emailed to management team - 11 Oct 2016 Monthly safety checks including emergency lighting etc Mandatory manager H & S training	Rare	Significant	Low	Helen Budge Children s Services
--	----------	-------	--------	---	------	-------------	-----	--



How We Are Doing? Our performance from April 2017 - March 2018

...13,329 computer sessions; 49,104 children's books loaned; 10,189 book requests; 5,611 borrowers...

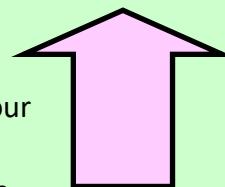
New Achievements

- Our **FANTASTIC** new Anderson High library opened at the heart of the new school.
- 14,000 more visits to the AHS Library in the first six months! Here's the amazing class 1C, who achieved their Bronze Reading Record with a term to spare.



- Our inter-generational Bookbug sessions in care homes were promoted by Scottish Book Trust and copied by other services.
- We worked to develop stronger links with Home Educators—this was also picked up as good practice by other authorities.
- Our Code Clubs got 8-12 year olds started on computer programming.
- We improved our online services and now offer free eBooks, eAudiobooks and eMagazines all on one easy to use app.
- We upgraded all our servers — you might not notice the difference but we do!
- We launched our digital talking newspaper service and a new Large Print phone book.
- We ran a series of events about Shetland's First World War and worked with partners and volunteers to publish local history.

Satisfied customers



The overall 'satisfaction' score from our annual customer survey went UP to **96%**. Even better were the comments about the true value of the Library:

"I like the way you use social media to make sure the library has a high profile. On the 'economic wellbeing' question - you save me and my family an awful lot of money, but you also give us things money can't really buy."

"Your value to me as a place to just hang out is priceless. At Christmas everything else shuts. When you are lonely and broke the library is there for you."

"Helpful staff and great community involvement in many different areas. A small library with all the fabulous attributes of a metropolitan one."

"The Library quietly gets on with doing the things which help make modern life bearable, especially for those of us on low incomes. I can see the difference in the Bookbug bairns - literacy is one of the keys to a decent future."

Read the full survey results on our website.

Julie Thomson from our Baltasound Library was crowned UK Public Library Champion 2017!!



Visitors and followers went UP

- 155,034 public library visits—up 8%
- 14,983 online catalogue sessions—up 8%
- 36,791 website sessions—down 8% but still a whopping 197,569 web pages viewed
- 10,867 Twitter followers – up 45%
- 2,767 Facebook followers—up 31%

Informing, entertaining and communicating

Our new Twitter special agent #SuperSheltie went on 'secret missions' to Orkney Library and the National Library of Scotland. He's picking up a fan base all of his own!



We got regular mentions on BBC Radio 2's Simon Mayo show and were asked on for a live interview with our Orkney sparring partners.

We continued our regular slots on Radio Shetland and we share them on social media.

We got a big colour spread in *Shetland Life* and LOADS of photos in *The Shetland Times*!

We visited groups such as the Scalloway Over 60s to demonstrate our online services.

We held 148 events in the Library and 171 out in the community—7,490 folk attended.

We do all this to make sure as many folk as possible, particularly those who most need us, know about their Library and how they can benefit from our services.



Promoting and publishing

Supporting local literature, culture and dialect is an important part of what we do.

We previewed Malachy Tallacks's new novel and launched books by Ann Marie Anderson, Unst Writers Group, Donald Murray and Marsali Taylor. More and more young people write in dialect for our Young Shetland Writer competition. Winning stories are published on our website and in *The New Shetlander* and read on Radio Shetland.

We have also been working on several important new local history books.

Plans for 2018-19

- Work on the Old Library project to get the best possible spaces for our customers, and move ourselves out of the building so the refurbishment can get going.
- Run a huge programme of events for young people including the Big Takeover weekend in September.
- Publish three new local history books about the First World War and continue our series of 'Shetland's War' events
- Get our talking newspaper online so visually impaired people can use it more easily.
- Encourage more folk to use our eBooks, eMagazines and eAudio—especially folk who can't get to the Library easily.
- Improve the reliability of our mobile library service.
- Continue to work towards making every child in Shetland a library member.
- Offer groups and individuals help with contributing to Wikipedia.
- Launch Ann Cleeves' eighth Shetland novel. We also launched her first!

Find out more about the Shetland Library: check our website, or call us on 01595 743868

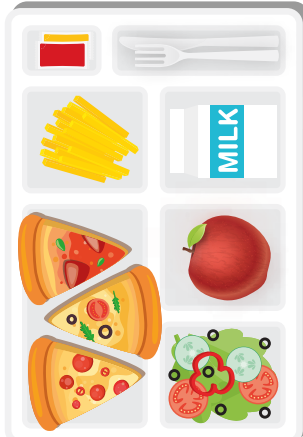
www.shetland-library.gov.uk

CHILDREN'S SERVICES REVIEW OF THE YEAR 2017/18

523  pre-school children
1,901  primary school pupils
1,321  secondary school pupils



290,095 meals
served in Shetland schools


90.5%
of Primary 1-3 pupils
took
Free School Meals



 **2,444 kg**
of local fresh fish
used in schools

70.3% of pupils
achieved 5 or more qualifications
at National 5 level or higher
the 3rd highest in Scotland

 **220,440 visits**
to swimming pools
47,865
attendances to
2,380
Active Schools sessions 

 **63%** of school age
pupils are
members of
a sports club

96.4% of all
16-19 year olds
in training, education or
employment
3rd highest in Scotland

636 pupils
received
Mandarin lessons
in schools
as part of the
Confucius project



177  Child Protection
investigations completed
2,983  nights of foster care
provided
32  Looked After children
supported by the Council

 **New AHS**
in numbers

Internal floor area: **12,500m²**
341 rooms/spaces
Pupil capacity: **1180**
Current school roll: **876**
603 lockers
159 car parking spaces
16 bus parking spaces

Shetland Library
loaned **130,827** items
and surpassed
10,654
Twitter followers
earning **2.4 million**
impressions in 3 months!



5,989 room bookings in
Islesburgh Centre



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	Management Accounts for Education and Families Committee: 2017/18 – Draft Outturn	
Reference Number:	F-047–F	
Author / Job Title:	Jonathan Belford, Executive Manager - Finance	

1.0 Decisions / Action required:

- 1.1 The Education and Families Committee NOTES the Management Accounts showing the draft outturn position for 2017/18; and
- 1.2 NOTE the proposed budget carry-forwards, which will be included in the overall Draft Outturn report to be presented for approval at Policy & Resources Committee on 18 June 2018.

2.0 High Level Summary:

- 2.1 The purpose of this report is to enable the Education and Families Committee to note the financial performance of services within its remit for the 2017/18 financial year. This report shows the financial consequence of the service performance for the year detailed in the Children's Services and Development Directorate performance reports, and will be subject to final accounting and audit adjustments as part of the year-end accounts process.
- 2.2 This report forms part of the financial governance and stewardship framework, which ensures that the financial position of the Council is acknowledged, understood and quantified on a regular basis. It provides assurance to the Corporate Management Team and the Committee that resources are being managed effectively.
- 2.3 Since the approval of the 2017/18 budget, revisions to the budget have been incorporated. Therefore, this report refers to revised budgets.

3.0 Corporate Priorities and Joint Working:

- 3.1 There is a specific objective in the Corporate Plan that the Council will have excellent financial management arrangements to ensure that it continues to keep a balanced and sustainable budget and is living within its means. In addition, the Council continues to pursue a range of measures, which will enable effective and successful management of its finances over the medium to long term. This involves correct alignment of the Council's resources with its priorities and expected outcomes, and maintaining a strong and resilient balance sheet.

4.0 Key Issues:

- 4.1 This report presents the draft outturn position for 2017/18 for revenue and capital.

- 4.2 The draft revenue outturn position for the Education and Families Committee is an overspend of £383k (1%) against the revised budget. However this includes budget for Shetland Community Choices projects and specific grant income totalling £165k which has not been utilised in 2017/18, and will require to be carried forward to 2018/19. This means the services in this Committee area are collectively projected to spend more than their approved budget.
- 4.3 The draft capital outturn position for the Education and Families Committee is an underspend of £1,164k (16%) against the revised budget. This underspend is mainly due to slippage and £943k will be required to be carried forward to 2018/19.
- 4.4 In line with the Council's budget carry forward scheme, services have requested budget carry-forwards of £165k on revenue and £943k on capital.
- 4.5 The detailed information on the Revenue and Capital draft outturn positions, slippage and carry-forward requests are attached as Appendices 1 and 2 to this report.

5.0 Exempt and/or confidential information:

5.1 None.

6.0 Implications :

6.1 Service Users, Patients and Communities:	There are no implications.
6.2 Human Resources and Organisational Development:	There are no implications.
6.3 Equality, Diversity and Human Rights:	There are no implications.
6.4 Legal:	There are no implications.
6.5 Finance:	<p>The overall 2017/18 draft outturn for the Council does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means.</p> <p>This Committee is collectively spending more than their revised budget. The reasons for this are set out in Appendix 1.</p>
6.6 Assets and Property:	There are no implications.
6.7	There are no implications.

ICT and new technologies:		
6.8 Environmental:	There are no implications.	
6.9 Risk Management:	There are no implications.	
6.10 Policy and Delegated Authority:	<p>Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2017/18 financial year. This report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets.</p> <p>The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving committee(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this.</p>	
6.11 Previously considered by:	<i>n/a</i>	<i>n/a</i>

Contact Details:

Appendices:

Appendix 1 – Education and Families Committee Revenue Draft Outturn Position for 2017/18

Appendix 2 – Education and Families Committee Capital Draft Outturn Position for 2017/18

Background Documents:

SIC Budget Book 2017/18, SIC 15 February 2017

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=20520>

Education and Families Committee

1. Draft Revenue Outturn Position 2017/18

2017/18 Projected Outturn Variance at Q3	Service	2017/18 Revised Annual Budget Q4	2017/18 Draft Outturn at Q4	2017/18 Budget v Draft Outturn Variance at Q4 (Adv)/ Pos
£000		£000	£000	£000
(147)	Director of Children's Services	1,934	2,004	(70)
(41)	Children & Families	1,214	1,241	(27)
(282)	Children's Resources	4,402	4,632	(230)
15	Library	885	872	13
(4)	Quality Improvement/Schools	30,413	30,566	(154)
55	Sport & Leisure	1,161	1,102	59
24	Community Planning & Development	334	307	27
(380)	Total Controllable Costs inc Specific Grant Income to be Carried Forward	40,341	40,724	(383)
	Carry Forwards:			
0	Children's Resources			(5)
(16)	Library			(6)
(87)	Schools inc PEF			(104)
(47)	Sport & Leisure			(50)
(150)	Total Carry Forward Requested			(165)
(530)	Total Controllable Costs	40,341	40,724	(548)

Explanations for the main draft outturn variances by service at quarter 4 are set out below:

1.1 Director of Children's Services - projected outturn overspend (£70k) (4%)

The projected overspend includes costs involved in moving to the new AHS (£123k). The Service had identified, as part of budget setting for 2017/18, that up to £200k would be required to achieve the move. This overspend is partially offset by a reduction in the Annual Service Payments paid to date for the new AHS due to performance failure deductions in line with the operational contract £68k.

1.2 Children and Families - projected outturn overspend (£27k) (2%)

The main variances in this service area are due to:

- vacancies across the service resulting in an underspend of £210k, some of these vacancies have been covered using agency staff at a cost of (£133k);
- the use of agency staff to carry out specific work in relation to Youth Justice (£27k);
- legal fees for complex social work cases (£38k);
- accommodation charges in relation to off island mother and baby placements (£24k).

1.3 Children's Resources - projected outturn overspend (£230k) (5%)

This projected overspend relates to the following:

- additional staff, overtime and agency staff for the temporary reopening of Arheim, which has now ceased, and the opening of a further property to provide residential care to a young person (£275k);
- accommodation and travel costs for young people looked after off island (£169k);
- the use of agency staff to carry out specific work in relation to Corporate Parenting (£28k);

Underspends due to vacancies in the Short Breaks service £93k, and the Family Centre £45k, along with fostering and adoption allowances paid being £69k lower than budget, have partially offset these overspends.

Budget of £5k in relation to Shetland Community Choices is requested for carry forward to 2018/19.

1.4 Library - projected outturn underspend £13k (1%)

There are no significant variances in this service area.

External grant funding of £6k which has not been fully spent in 2017/18 is requested to be carried forward to 2018/19.

1.5 Quality Improvement and Schools - projected outturn overspend (£154k) (0.5%)

This projected overspend relates to:

- increased staffing within the ASN service to meet increased need (£87k);

- an increase in staffing in primary and secondary settings as a result of increasing rolls, sickness and maternity cover, an increase in pay entitlement for supply teachers (under a national agreement) and their holiday pay entitlement (£439k);

These projected overspends are partially offset by the following underspends:

- property rates across the Schools service £231k;
- meal supplies within the school catering service due to efficiencies and the establishment of contracts with local suppliers for the provision of food £73k;
- external grant funding of £104k which has not been fully spent in 2017/18, which is requested to be carried forward to 2018/19. This includes £62k in relation to Pupil Equity Funding.

1.6 Sport and Leisure- projected outturn underspend £59k (5%)

There are no significant variances in this service area.

Budget of £50k has been requested for carry forward to 2018/19. This is made up of £45k external grant funding which has not been fully spent in 2017/18 and budget of £5k in relation to Shetland Community Choices.

1.7 Community Planning and Development – projected outturn underspend £27k (8%)

There are no significant variances in this service area.

Education and Families Committee

2. Draft Capital Outturn Position 2017/18

2017/18 Projected Outturn Variance at Q4 £000	Service	2017/18 Revised Annual Budget Q4 £000	2017/18 Draft Outturn at Q4 £000	2017/18 Budget v Proj. Outturn Variance at Q4 (Adv)/ Pos £000	Slippage Required in 2018/19 £000	Overall Projected Outturn Variance (Adv)/Pos £000
747	Quality Improvement/ Schools	7,136	5,972	1,164	943	221
747	Total Controllable Costs	7,136	5,972	1,164	943	221

An explanation for the main variances is set out below.

2.1 Quality Improvement and Schools - projected outturn underspend £221k (13%)

The reason for this underspend and the requirement for slippage to be carried forward to 2018/19 are as follows:

- the Clickimin works were later in getting started than planned in 2017/18, the budget will be fully spent in 2018/19;
- the final accounts for the school and halls of residence are still to be agreed;
- retention money for the halls of residence will be due in 2018/19;
- there are still a few elements of minor works to be completed by the Council in and around the new school site during 2018/19;
- Clickimin path works to be completed.



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	External Audit Report – Short Breaks for Children, Care Inspectorate Follow Up Visit	
Reference Number:	CS-19-18-F	
Author / Job Title:	Executive Manager, Children's Resources	

1.0 Decisions / Action required:

- 1.1 The Education and Families Committee is asked to NOTE the content of this report.

2.0 High Level Summary:

- 2.1 The Short Breaks for Children service was inspected in October 2017 received the following grades:
- | | |
|------------------------------------|--------------|
| Quality of Care and Support | 4 – Good |
| Quality of Environment | Not assessed |
| Quality of Staffing | Not assessed |
| Quality of Management & Leadership | 3 – Adequate |
- 2.2 The initial visit report was considered by the Education and Families Committee on 5 March 2018.
- 2.3 The Care Inspectorate carried out a follow up visit on 28th February to assess progress against the action plan submitted by the service in response to recommendations made during the inspection. The full report from the follow up visit is attached as an appendix.
- 2.4 The report highlights areas of improvement in relation to each to the recommendations made during the initial inspection. The service will not be regraded until it is inspected again during the 2018-19 round of inspections which commenced in April 2018.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016 – 2020 highlights young people as a priority, in particular:
- “Children and young people from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their full potential” and,*

“Vulnerable children and young people in need of our care and support will continue to be protected from harm”

4.0 Key Issues:

- 4.1 The Short Breaks service was inspected on 3rd October, and was awarded a grade of ‘good’ for Care and Support, and a grade of ‘adequate’ for management and leadership.
- 4.2 The Care Inspectorate made six recommendations during the inspection and arranged to carry out an unannounced follow up visit, within six months of the inspection, to assess progress against the action plan submitted by the service.
- 4.3 The unannounced visit took place on 27th and 28th February, and the Care Inspectorate noted positive progress against all six recommendations made in October. Some areas were in development or early implementation, and will be examined further at the next inspection.
- 4.4 New National Health and Social Care Standards came into effect on 1st April 2018, which will inform the Care Inspectorate’s scrutiny work from 2018-19 onwards, and the Short Breaks team are considering how best to demonstrate they are meeting the new standards through their work with families.
- 4.5 The Short Breaks for Children service will continue building on the progress made to date, in preparation for their next inspection later this year, when the service will be graded against all four quality themes.
- 4.6 The ongoing progress with the improvements in these areas will be monitored through the Children’s Social Work Quality Improvement group.

5.0 Exempt and/or confidential information:

- 5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	The Care Inspectorate’s reports are publically available on their website, and the views of service users and their families are sought during the inspection process. The views of parents and children using the service at the time of this follow up visit were included, and all services users will be consulted by the Care Inspectorate at a full inspection later this year.
6.2 Human Resources and Organisational Development:	There are no human resource implications arising from this report.
6.3 Equality, Diversity and Human Rights:	There are no equality, diversity or human rights implications arising from this report.
6.4	There are no legal implications arising from this report.

Legal:		
6.5 Finance:	There are no financial implications arising from this report.	
6.6 Assets and Property:	There are no asset or property implications arising from this report.	
6.7 ICT and new technologies:	There are no ICT implications arising from this report.	
6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	There are no risk management implications arising from this report.	
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 functional areas relating to children and families, schools, pre-school and lifelong learning. This report is for noting only and no decisions are sought at this time.	
6.11 Previously considered by:	None	N/A

Contact Details:

Jordan Sutherland
Executive Manager, Children's Resources
jordan.sutherland@shetland.gov.uk
01595 74 4476

Report Finalised: 10 May 2018

Appendices:

Care Inspectorate Report: Short Breaks for Children Care Home Service

Background documents:

None

END

Short Breaks for Children Care Home Service

15 Burgh Road
Lerwick
Shetland
ZE1 0LA

Telephone: 01595 745240

Type of inspection: Unannounced
Inspection completed on: 28 February 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Care service number:
CS2003009602

About the service we inspected

Short Breaks for Children provides a respite service for young people in two separate properties close to the town centre of Lerwick. The service at Laburnum House provides residential care for a maximum of six children and young people with learning difficulties and multiple complex needs, with a further two young people being cared for at a smaller property at Haldane Burgess Crescent.

The service state their aims to:

Seek the views of children and young people, and their families or carers, about the quality of the services we provide.

We will provide information about responses given in surveys through newsletters etc.

We will respond promptly and courteously to any complaints.

Involve children and young people, and their families, in decision-making processes relating to their care.

Ensure services address the whole needs of children and young people by actively involving relevant agencies in their care.

Meet National Care Standards in all aspects of the service.

Support staff and promote their continuous professional development through regular supervision and training.

Ensure all staff are registered with the Scottish Social Services Council and have reached the required level of qualification within their first period of registration.

This service has been registered since April 2002.

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

How we inspected the service

The unannounced inspection was carried out over two days. Both parts of the service were visited and parents and young people spoken to in one of the properties.

All available members of staff were spoken with and support plans, documentation and medication systems were examined.

Progress in relation to improvements to the environment were also observed.

Taking the views of people using the service into account

Two young people and a parent were staying at the service at the time of inspection.

Observation and discussion was very positive. One of the young people, and their parent, was able to describe a change to their support which they hoped could be reviewed. In discussion with staff it was clear that they were aware of this request and were considering if this could be possible.

Taking carers' views into account

See above

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

All service users must have support plans which identify how their individual support needs will be met. Plans should be regularly reviewed to ensure the information is accurate and informs their care.

National Care Standard 4: Support Arrangements

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

A monthly audit tool had been introduced to ensure support plans were of the required standard, and reviewed regularly. Support planning was discussed at individual supervision sessions.

There were some examples where the audit had been completed regularly and effectively and others where it had not been completed, or had repeated indicators of the improvements required, but no action taken.

A managerial overview of this audit is in place therefore the improvement should be consistent across the service. This will be examined further at the next inspection.

Recommendation 2

The provider should ensure that effective systems of medication recording and administration are in place to ensure the wellbeing of young people.

National Care Standard 12: Keeping well, medication

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

Medication systems were examined at both parts of the service.

The medication procedures document was being reviewed at the time of the inspection. Auditing of medication was more frequent and senior staff were receiving training prior to competency training being carried out for all staff. Generally medication recording sheets had improved and were clearer.

Despite the increased audits, there continued to be issues with medication packaging and recording sheets having been altered by hand with no indication of who had authorised the change. Improvements also needed to be made to clarify whether medication should be taken daily or 'as and when required' as this was unclear.

This will be examined further at the next inspection.

Recommendation 3

Effective financial procedures should be in place to ensure that young people using the service have the resources they need to have a positive experience. Where purchases are agreed these should be timeous.

National Care Standard 7: Management and Staffing

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

Positive progress was reported and evidenced.

There was new sensory equipment and a new television. Staff had no concerns about purchasing small items or taking young people on activities in the community.

Recommendation 4

Team meetings and staff supervision should be regular and outcome focussed. Discussion and decisions should be progressed as agreed within a reasonable timescale.

The manager should make every effort to be at all team meetings.

National Care Standard 7: Management and Staffing

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

Discussion about staff meetings, and staff meeting minutes, evidenced improvement. Meetings were more focussed and tasks allocated to staff, resulting in greater accountability for decisions and actions. As the manager was on secondment one or both of the (acting) managers were present at meetings.

Staff supervision was regular, supportive and purposeful and followed an agreed format. A longer term plan was also in place to create supervision groups which would allow staff to receive support and guidance from members of that team, as well as their senior and manager.

Recommendation 5

Senior staff should ensure that there is clarity about their individual roles, and that staff are aware who has responsibility for specific decisions.

National Care Standard 7: Management and Staffing

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

As stated above there were two (acting) managers at the time of the inspection. Staff were also in (acting) senior support worker roles during this time. All staff spoken with were confident that there was clarity about individual roles and responsibilities and were confident about the direction of the service.

Plans were in place for a future meeting where the manager (on return from secondment) and the Quality Assurance and Quality Improvement manager attend a team meeting to discuss roles and responsibilities.

Recommendation 6

Incident recording should be more detailed, support reflective practice and identify strategies of support. Staff should be debriefed after all significant incidents.

National Care Standard 7: Management and Staffing

This recommendation was made on 3 October 2017.

Action taken on previous recommendation

Incident recording continued to be completed using the local authority reporting format. Senior staff had attended training in relation to incident recording and debrief, and staff given further information on how the process was progressed following their submission of an incident form. Individual staff debrief had generally improved, with further discussion planned regarding the importance of initial debrief as a supportive measure for staff.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
17 Oct 2017	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 3 - Adequate
16 Jun 2016	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
5 Aug 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 3 - Adequate
4 Aug 2014	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
22 Aug 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
1 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
25 Jul 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
13 Feb 2012	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good

Date	Type	Gradings
		Management and leadership 4 - Good
30 Aug 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
2 Dec 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 6 - Excellent Management and leadership Not assessed
30 Jul 2010	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
26 Mar 2010	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 3 - Adequate
30 Jul 2009	Announced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 3 - Adequate
6 Mar 2009	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
18 Jul 2008	Announced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	External Audit Report – Care Inspectorate Report on Fetlar Primary School Nursery	
Reference Number:	CS-23-18-F	
Author / Job Title:	Director of Children’s Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the content of the Care Inspectorate Report on Fetlar Primary School Nursery.

2.0 High Level Summary:

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other external advisers’ 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 a recent report from the Care Inspectorate (Appendix 1) and to highlight any actions to be taken as a result of the inspection.
- 2.5 The Fetlar Primary School Nursery was inspected by the Care Inspectorate on the 27 March 2018 and the Inspection Grades were as follows:
- | | |
|---------------------------------------|-----------|
| Quality of care and support: | very good |
| Quality of environment: | very good |
| Quality of staffing | very good |
| Quality of management and leadership: | adequate |

3.0 Corporate Priorities and Joint Working:

- 3.1 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.”

4.0 Key Issues:

4.1 The Care Inspectorate commented on the following strengths in the Fetlar Primary School Nursery:

- Children were cared for by kind and caring staff who were committed to the children and putting them at the heart of the service.
- Staff were interested in the children's views and valued their opinions.
- Children were happy and comfortable with staff.
- Nurturing and positive atmosphere within the school.
- Staff had developed positive relationships with parents. Parents were happy with the care their child received.
- Children's art work was displayed which showed children's efforts were valued and celebrated.
- Staff enjoyed working
- Risk assessments were recorded showing that children's safety was ensured.
- Staff had attended a range of training courses.
- Staff feel supported.
- The service was very good at self-evaluation and was working within the whole school's Improvement Plan with a focus on health and wellbeing, numeracy and literacy.

4.2 There was one required actions for the Fetlar Primary School Nursery:

- The provider must look at the peripatetic management of the service. The service must work within the conditions of registration at all times and adhere to the condition: "The Peripatetic Manager, who will be supernumerary to the ratios, should be in the facility for a minimum of one session per week."

The requirement for the Manager of Fetlar Nursery to be on site, one session per week, has been satisfied by changing the manager to the Principal Teacher.

4.3 There were two recommendations:

1. Further work be completed on the tarmac surface in the playground. This still contained tufts which would prevent the children from using wheeled toys and run and play safely.

The Local Authority will be made aware of the state of the playground surface and this recommendation. The staff at Fetlar Primary School Early Years will continue to monitor the surface and perform basic maintenance although any surface works would be responsibility of the Local Authority.

2. The early years assistant have an annual review which will support her with her role and also her continuous professional development.

The Early Years Assistant is due have an annual review during Term 4.

5.0 Exempt and/or confidential information:	
5.1	None.
6.0 Implications:	
6.1 Service Users, Patients and Communities:	This report is available to the general public through the Care Inspectorate website, and parents of pupils at the school have been made aware of the contents.
6.2 Human Resources and Organisational Development:	The Council's Personal Development Plan policy applies to all council staff except Teachers, which states that "All staff have the right to a <i>Personal Development Plan</i> meeting with their manager at least once per year"
6.3 Equality, Diversity and Human Rights:	There are no equality, diversity or human rights implications arising from this report.
6.4 Legal:	There are no legal implications arising from this report.
6.5 Finance:	There are no financial implications arising from this report.
6.6 Assets and Property:	There are no asset or property implications arising from this report.
6.7 ICT and new technologies:	There are no ICT implications arising from this report.
6.8 Environmental:	There are no environmental implications arising from this report.
6.9 Risk Management:	In accordance with Section 4.3, Building Services and Sport and Leisure have been notified of the work required to the Fetlar Primary School outdoor play area.
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 functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.

6.11 Previously considered by:	N/A
---	-----

Contact Details:

Helen Budge
Director of Children's Services
01595 744064
helen.budge@shetland.gov.uk

Report Finalised: 10 May 2018

Appendices:

Appendix 1: Care Inspectorate Report on Day Care at Fetlar Primary School Nursery

Background Documents: None

END

Fetlar Nursery Day Care of Children

Fetlar Primary School
Fetlar
Shetland
ZE2 9DJ

Telephone: 01595 807072

Type of inspection: Unannounced
Inspection completed on: 27 March 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Care service number:
CS2009234362

About the service

The service was registered with the Care Inspectorate on 1 April 2011. The service operates from areas within the Fetlar Primary School, a small school on the remote island of Fetlar, Shetland. During the operating times the service will have shared use of the main classroom, playroom and toilets within the school, and use of the school grounds.

The service is registered to provide a care service to a maximum of 10 children aged 3 years to those not yet attending primary school. At present the primary school has three children and there are two children registered in the nursery. On the day of inspection there was one child attending.

Included within the aims and objectives of the service are:

- "To allow the full potential of each child to develop by creating a secure and rich environment to meet the individual needs and interests;
- building upon the knowledge and learning previously acquired".

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

We sent out two Care Standards Questionnaires (CSQs) and two were returned to us before the inspection. When asked about the quality of care and support their child received at Fetlar Nursery the parents told us they were happy with the service provided.

We met with three parents (one of whom worked in the service). We interviewed a parent who was visiting the school for the first time. His initial impressions of the setting was: "very good". Parents told us that communication was very good and they were kept updated about their child's progress. They stated that the staff were very friendly and helpful and their child enjoyed their time at Fetlar Nursery.

We talked with the child during our inspection. When asked she they liked coming to play at the nursery she told us she did. When asked what she liked best she told us: "making rocks" (current art activity) and the other children in the school.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We no longer ask services to do this. We looked at their quality assurance processes. During the inspection we discussed the need to develop an improvement plan which outline their priorities for development and how they would monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Children were cared for by kind and caring staff who were committed to the children and put them at the heart of the service. We found that staff were interested in the children's views, news and stories and valued their opinions. We saw happy smiling faces during our inspection and noted children were comfortable with staff and happy in their care. There was a nurturing and positive atmosphere within the small school.

We found staff had developed positive relationships with the parents who used the service. Parents we talked with told us they were very happy with the care their child received, describing staff as friendly, helpful and easy to talk with. Parents thought the communication was very good and told us this was consistent and informative. They also liked being invited into the setting for social events, for example the termly coffee morning.

We found staff were aware of the children's individual needs and could describe how they provided the care needed. All care was recorded within a personal plans which were regularly reviewed. Children received specific help at times from other agencies, for example speech therapy. Staff were using electronic records and were becoming more familiar with this method.

Children had free choice of all activities and we saw the child choosing from the selection provided. Children's ideas were included in the planning. Planning was an area they had been working on and staff had visited other services to view different methods. We saw plans were shared with parents. Children had access to healthy lifestyles with staff promoting outdoor play and exercise - see also Quality Theme 2: environment. We saw they had been taking part in the 'daily mile' initiative.

Children were assured of safety being cared for by staff who had attended child protection training and were aware of their role in protecting children. Staff also received training in first aid which was regularly refreshed. We saw there was a suitable method in place to record accidents and incidents with appropriate first aid equipment available. Control of infection was good with appropriate hand washing routines and spills wiped up immediately.

Staff were good role models regarding behaviour and manners, showing them by example how to share and take turns. We noted staff praised the children's efforts naturally with: "well done" and "thank you" used frequently. We heard staff remind the children to be considerate of their friends and give clear and simple explanations of why behaviour may affect others and how it was better to be kind and share.

Healthy eating was promoted with parents providing a packed lunch for their child. Children enjoyed lunch-time which was a whole-school social time with staff sitting with children and chatting. Teeth brushing was promoted.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children were cared for in a secure environment where they were well supervised by the staff. We noted a very friendly and caring atmosphere existed where children and parents received a genuine welcome when they arrived. The area was well-organised, nicely decorated and child-friendly. We saw the children's art work displayed, which showed us children's efforts were valued and celebrated. The staff told us they enjoyed working at Fetlar describing it as a good place to work within a close-knit island community.

Parents told us they were overall happy with the premises, liked that children played outside as often as possible, and had so many opportunities to go for walks and outings locally. They liked that one day a week the child attended a neighbouring island nursery so could experience larger group play. They thought children had a very good choice of activities which were changed regularly. We saw the child choosing activities from a very good selection appropriate for their age and stage of development. It was nice to see the older children interacting with the younger ones and sharing toys.

Children were encouraged to be aware of danger and keep themselves safe, for example, we heard staff reminding children to pick up toys so their friends did not trip. We saw risk assessments were recorded which showed us how they ensured the children's safety. We saw the furniture, equipment and resources were well maintained and in a good clean condition.

Since the previous inspection we noted the grounds had been upgraded. The old condemned apparatus had been removed and new safe equipment was now in place. Some work had been done to the tufts which prevented young children from using wheeled toys. However, the problem had not been completely removed - **see recommendation 1**. Staff had worked with parents to further develop outdoors and had plans for more work which would provide more outdoor play experiences. They planned to paint fences, create a mud kitchen, planting areas and turn the former school-house porch into a greenhouse. We agreed this would enhance the environment and provide more interesting activities which the children could enjoy.

We also looked at nappy change facilities and after discussion the teacher quickly adapted an unused bathroom (which was in the former attached school-house) to sole use for nappy changing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that further work be completed on the tarmac surface in the playground. This still contained tufts which would prevent the children from using wheeled toys and run and play safely.

Reference: National Care Standards early education and childcare up to the age of 16.
Standard 2: a safe environment.

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Children were cared for by kind and caring staff who treated them courteously and with respect. Staff worked hard to ensure the children had a positive experience within the setting and planned together to make sure they were meeting all their care and learning needs. One way they ensured this was by keeping up-to-date with best practice and attending training. We saw staff had attended a range of training courses including child protection awareness, first aid, as well as attending in-service training organised by the local authority. We discussed food hygiene and asked staff to attend a refresher in this.

Staff worked very well together as a team having regular staff meetings where they planned and evaluated the service. The peripatetic manager did not manage to attend the service as frequently as he would have liked - see also quality of management. However, the staff told us they felt supported and were in regular contact.

Parents told us they had a very high opinion of the staff and one stated that they were: "just great". They considered they had the necessary skills for their role and were very good at encouraging the children to learn.

We looked at the staff review and development system and noted the principal teacher had recently had an annual review with the peripatetic manager. We discussed that staff reviews were a good opportunity for staff to discuss their role and identify training or support needed with their manager. The early years assistant was due to have a review now – see recommendation within Quality Theme 4.

We looked at staff registration with the Scottish Social Services Council (SSSC) and noted the early years worker was registered with a condition and we discussed the need to gain the required qualification necessary to complete this registration.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of management and leadership

Findings from the inspection

The peripatetic manager had delegated the daily running of the service to the principal teacher who was very competent in this role. She told us she received strong support from the peripatetic manager who was: "available at the end of the telephone". However we noted that the Inspector tried several times to contact the peripatetic manager by telephone to give feedback unsuccessfully. We learned this was because the school was experiencing difficulties with the telephone and IT systems. Overall the service was operating well and the principal teacher was well-organised and dedicated to the service. The peripatetic manager was very happy with the current staff team and how the service was operating.

However, we noted the service was not complying with the conditions of their registration which included:

"The peripatetic manager, who will be supernumerary to the ratios, should be in the facility for a minimum of one session per week".

The peripatetic manager could not attend one session per week, therefore, the service is working outwith their conditions of registration. This must be looked at immediately – **see requirement 1**. Whilst we are aware Fetlar is a remote island this had been managed previously with former peripatetic manager attending regularly. We discussed this with the peripatetic manager during our feedback and heard this was difficult for him for various reasons for example, less ferries timetabled, difficulties with weather and the duties of managing the school he was based in. We discussed that the provider would need to look at this and the adequate grade reflected this.

We looked at quality assurance and noted the service received quality assurance visits from the quality improvement team, which provided them with support and advice. Staff were working on how they evaluated and had made changes to evaluation over the past year. The principal teacher was very proactive with self-assessment and used various tools, for example: "How good is our school" and "How good is our early learning and childcare". Parents were encouraged to share their views and opinions and their ideas were valued.

Children were encouraged to evaluate their learning using the big books as well as in general throughout the day. We heard the child ask for activities, making suggestions and noted staff valued their ideas and opinions.

We found one member of staff had yet to have a formal review following the SIC staff review and development regime with the peripatetic manager. The early years assistant was due to have a review now - **see recommendation 1.**

Requirements

Number of requirements: 1

1. The provider must look at the peripatetic management of the service. The service must work within the conditions of registration at all times and adhere to the condition:

"The Peripatetic Manager, who will be supernumerary to the ratios, should be in the facility for a minimum of one session per week".

This is in order to comply with Regulation 7 (1)(2)(c)(d) of SSI 2011/210 - Fitness of managers, and Regulation 17 (1)(c) of SSI 2011/210 - Appointment of manager.

Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 14: well-managed service.

Timescale - within four weeks of receipt of this report.

Recommendations

Number of recommendations: 1

1. We recommend the early years assistant have an annual review which will support her with her role and also her continuous professional development.

Reference: National Care Standards early education and childcare up to the age of 16. Standard 12: confidence in staff and Standard 14: well-managed service.

Grade: 3 - adequate

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

The outdoor area must be upgraded and made safe in order to provide a safe and interesting space where the children can enjoy outdoor play.

This is in order to comply with Regulation 4(1)(a) of SSI 2011/210- Welfare of users and Regulation 10 (1), (2)(a),(b))d) - Fitness of premises.

Reference: National Care Standards early education and childcare up to the age of 16 years.
Standard 2: a safe environment; standard 3, health and wellbeing, standard 14 well-managed service.

Timescale: To commence as soon as is practicable following receipt of this report.

This requirement was made on 9 March 2016.

Action taken on previous requirement

There has been some work completed on the outdoor area. The old apparatus was condemned and removed.

Since then new play apparatus has been installed with safety matting. The staff and parents have worked on the area and have further plans to upgrade this and make it more attractive and child-friendly. We noted the tufts were still in the tarmac but had been cut down and were less dangerous than previously.

The teacher told us they have to weed-kill the tufts and cut them down regularly. However, we would recommend attention be given to this and a permanent solution found - see body of this report.

Met - outwith timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

To upgrade the school grounds and make the surface safe as soon as possible.

Reference: National Care Standards a safe environment.

This recommendation was made on 18 February 2013.

Action taken on previous recommendation

No action had been taken.

The outdoor area continues to be in a poor state - see Quality Theme 2: Environment.

We have made a requirement within the body of this report that the area be made safe and suitable for play - **see Requirement 1.**

All children deserve a safe and stimulating outdoor area and this needs to be provided at Fetlar Primary School.

Recommendation 2

Attention must be given to the personal plans to ensure these reflect the care and support needs. Each plan must be reviewed every six months, or sooner should this be necessary.

Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 3: health and wellbeing; standard 4, engaging with children; standard 6, support and development.

This recommendation was made on 9 March 2016.

Action taken on previous recommendation

We noted each child had a personal plan which was regularly updated.

Recommendation 3

To continue with plans to further develop the planning and evaluation regime to make sure evaluation are recorded and the child's learning is highlighted.

Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 4: engaging with children; standard 6, support and development.

This recommendation was made on 9 March 2016.

Action taken on previous recommendation

Since the previous inspection they had looked at various methods, visited other services and were now using a planning system that suited their small service.

Recommendation 4

When a new early years assistant is recruited the manager should support this staff member to apply for registration with the Scottish Social Services Council when required.

Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 12: confidence in staff; standard 14, well-managed service.

This recommendation was made on 9 March 2016.

Action taken on previous recommendation

The early years assistant is registered with the Scottish Social Services Council with a condition.

Recommendation 5

It is recommended that the service display the current certificate of registration and make sure all such documentation is up to date.

Reference: National care standards, early education and childcare up to the age of 16 years. Standard 14: well-managed service.

This recommendation was made on 9 March 2016.

Action taken on previous recommendation

The certificate for registration was displayed in the entrance area.

Recommendation 6

To continue with plans to look at quality assurance and how they assess the service and involve the parent and carers with this process.

Reference: National care standards, early education and childcare up to the age of 16 years.

Standard 13: Improving the service; standard 14, well-managed service.

This recommendation was made on 9 March 2016.

Action taken on previous recommendation

This was an area they had worked on. In this small school communication is easy to maintain but they had given more emphasis on asking parents to comment as well as inviting them in for a coffee morning every term and other social events.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
10 Feb 2016	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	4 - Good
18 Feb 2013	Announced (short notice)	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
26 Jan 2011	Announced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	Hub Project – Update Report	
Reference Number:	CS-22-18-F	
Author / Job Title:	Jordan Sutherland / Executive Manager, Children’s Resources	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee NOTES:

- progress made in closing down the Hub Project; and
- an officer Working Group will be set up to take forward detailed work in relation to future provision for young people leaving care in Shetland

2.0 High Level Summary:

- 2.1 Education and Families Committee considered and approved a report on 05th March 2018, which recommended that the Hub Project come to an end when funding runs out in June, and requested that an additional report be presented to committee in May (min ref: CS-11-18)
- 2.2 This report sets out the progress made in winding down the Hub project, and the work underway to ensure a suitable range of alternative options are available for young people leaving care.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Councils Corporate Plan 2016-20 identifies priorities regarding vulnerable children and young people, specifically:
- 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.
 - Vulnerable children and young people in need of our care and support will continue to be protected from harm.
- 3.2 The Shetland Corporate Parenting Strategy, and the Council’s Corporate Parenting Plan set out the vision and priorities for care leavers in Shetland.

4.0 Key Issues:

Background

- 4.1 The Hub Project was a joint project to provide supported accommodation for care leavers involving Children's Resources, Housing and Hjaltland Housing Association. The project was established in 2012, and was funded by the Big Lottery via the housing association, to provide temporary accommodation as a pathway for young people leaving care, supporting them to develop independent living skills before moving on to obtain, and sustain, permanent accommodation in the future.
- 4.2 The Hub also provided support for young people to access employment, education or training opportunities, and the project was delivered in conjunction with a range of partner organisations.

Closing down the Hub Project

- 4.3 All tenants of the Hub Project have now moved into permanent accommodation and those who require ongoing support are receiving a service provided by the Council's Throughcare and Aftercare team.

Going forward

- 4.4 The Children's Resources service will continue to support young people to remain in their residential or foster care placements in accordance with the Continuing Care duties in the Children and Young People (Scotland) Act 2014. To this end, we are recruiting additional foster carers and seeking to create additional capacity in our residential services to meet increased demand.
- 4.5 The Council's residential childcare and foster care services are currently in communication with the Care Inspectorate regarding changes required to the registration of these services, to ensure the appropriate registration is in place to provide services for our young people beyond the age of 18, ensuring we can use our resources flexibly to meet the needs of young people both now, and in future.
- 4.6 The Shetland Transitions and Continuing Care (STACC) monitoring group was established in December 2013, and has a role in monitoring the outcomes for young people leaving care. This multiagency group includes representation from NHS Shetland and various Council departments including social work, education, housing and environmental health (Antisocial Behaviour Coordinator). The group meets on a monthly basis and has oversight of the young people who are approaching transition out of care.
- 4.7 There is a shared Care Leavers Protocol, which was updated in 2017, and draws on a range of national best practice guidance in supporting care leavers to have graduated and extended transitions into adulthood. The protocol highlights the importance of a person centred and individualised support planning to ensure the best outcomes for care leavers.
- 4.8 Shetland's Corporate Parenting Strategy was presented to Education and Families Committee, and adopted by Shetland Islands Council in August 2017. Work is underway within the Council, and across partner organisations, to deliver the aims of the strategy and ensure the needs of care leavers in Shetland are prioritised

appropriately. This includes a 'Family Firm' concept being adopted within the Council to provide care leavers with opportunities to access work experience placements.

- 4.9 In addition to the Continuing Care support outlined at 4.4 and 4.5 above, the Children's Resources service is considering other options for young people who require enhanced transitions out of care, preparing them to manage a tenancy of their own. One such option is a Supported Lodgings Scheme, where accommodation and support is provided for young people, who have usually been in the care of the local authority. The accommodation is offered by individuals or families who have a spare room and provide help and support to the young person as a stepping stone to living more independently. This type of service would be regulated by the Care Inspectorate and managed in a similar way to fostering services.

Next Steps

- 4.10 An officer working group be established, jointly led by Children's Resources and the Housing Service, to review our practices in light of the end of the Hub Project, and monitor the implementation of the Care Leavers Protocol (see 4.7).
- 4.11 The final terms of reference and membership for this group will be agreed by the Executive Manager – Housing, and Executive Manager – Children's Resources.
- 4.12 The Working Group will report to the Corporate Parent Board in conjunction with the priorities set out in the Shetland Corporate Parenting Strategy and the Council's Corporate Parenting Plan. Any relevant decisions required in relation to Council services will be reported to Education and Families Committee, and on to other Council committees as required as the Corporate Parent Board does not have the required authority.

The remit for the working group will include:

- Reviewing our existing processes to ensure they are fit for purpose. This will include a review of the STACC group, and agreeing any new solutions required;
- Ensuring there are clear pathways for young people leaving care;
- Producing and action plan detailing any additional work identified and relevant timescales;
- Agree performance measures to monitor outcomes for care leavers, which will be reported to Education and Families Committee in future through performance reporting.

5.0 Exempt and/or confidential information:

- 5.1 None

6.0 Implications:

- | | |
|-----|---|
| 6.1 | The services users of the Hub Project have all resettled into permanent accommodation, and those who need ongoing |
|-----|---|

Service Users, Patients and Communities:	support will receive a service from the Council's Throughcare and Aftercare team.
6.2 Human Resources and Organisational Development:	There are no significant human resources implications arising from this report.
6.3 Equality, Diversity and Human Rights:	This report links to the Council's Corporate Parenting duties and our approach to prioritising the needs of young people who require our support.
6.4 Legal:	<p>The framework for provision of services for 'looked after children' and care leavers is set out in the following key legislation:</p> <p>Children (Scotland) Act 1995 Children and Young People (Scotland) Act 2014 Social Work (Scotland) Act 1968 Adoption and Children (Scotland) Act 2007</p> <p>A Data Protection Impact Assessment will be required for the working group set out at paragraph 4.10 of this report, particularly in relation to the data sharing element of the support provided for young people leaving care.</p>
6.5 Finance:	Shetland Islands Council may incur additional costs as a result of the new duties in the Children and Young People Scotland Act 2014, as young people remain in their foster, kinship or residential care placements for longer resulting in increased demand for these types of supports. This is reflected in the budget for 2018/19.
6.6 Assets and Property:	There are no asset or property implications arising from this report.
6.7 ICT and new technologies:	There are no ICT implications arising from this report.
6.8 Environmental:	There are no environmental implications arising from this report.
6.9 Risk Management:	Risk management issues will be addressed in individual plans for young people.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of Shetland Islands Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning.

6.11 Previously considered by:	None	N/A
---	------	-----

Contact Details:

Jordan Sutherland, Executive Manager, Children's Resources

jordan.sutherland@shetland.gov.uk

01595 74 4476

Report Finalised: 14 May 2018

Appendices:

None

Background Documents:

None

END



Meeting(s):	Education and Families Committee	21 May 2018
Report Title:	Closing the Attainment Gap	
Reference Number:	CS-20-18-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That the Education and Families Committee NOTE the progress made by Children's Services locally to achieve the Scottish Government's aspiration for Excellence and Equity in Scottish education namely;
- Closing the poverty related attainment gap and
 - Raising Attainment for All.

2.0 High Level Summary:

- 2.1 This report presents an update on the collection of work being undertaken by Children's Services and partners to raise attainment for all and close the attainment gap between the most and least disadvantaged children in Shetland.
- 2.2 The Scottish Government published 'Delivering Excellence and Equity in Scottish Education' in 2016 which outlined their delivery plan to achieve:
- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
 - Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- 2.3 Attainment refers to a broad range of educational outcomes and should be considered in terms of every single individual pupil being supported to reach their full potential.
- 2.4 Attainment is the collective term for awards, qualifications, skills, experiences and achievements which will support progress to sustained positive destinations including employment.
- 2.5 Closing the gap is a shorthand expression for all of the work to break the cycle of deprivation for children and families living in poverty and remove the pattern between poverty and low attainment and future life chances.
- 2.6 The gap can be articulated through key indicators within attainment, attendance, engagement and participation. The emerging data, and software developments by which to analyse and probe the data, is improving and are supporting strategic decision making in this area.

2.7	<p>The key areas of work that have been taken forward in regards to achieving Excellence and Equity in Shetland education are:</p> <ul style="list-style-type: none"> • Scottish Attainment Challenge (Appendix 1) • Shetland's National Improvement Framework Plan (Appendix 2) • Pupil Equity Funding (Appendix 3)
2.8	<p>Shetland schools, with support from other Children's Services partners are making good progress in achieving excellence and equity in Shetland education.</p>
2.9	<p>In the Broad General Education, (to S3) and across most, but not all, curricular areas and levels, a higher percentage of Shetland pupils are achieving the expected levels in literacy and numeracy when compared to other remote rural areas, remote small towns and the national average.</p>
2.10	<p>In 2016-17, the overall attainment of Shetland pupils in the Senior Phase (from S4 to S6) was the third highest in Scotland.</p>
2.11	<p>There is an attainment gap in Shetland and whilst the gap is not as wide as many other local authorities, there is a growing appreciation of the need to identify our gap and take steps to close it.</p>
2.12	<p>Schools are being further supported across this agenda with local authority guidance, training and development opportunities, working groups and school visits.</p>
3.0	Corporate Priorities and Joint Working:
3.1	<p>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 closing the attainment gap is:</p>
3.2	<p><i>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.</i></p>
3.3	<p>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.</p>
3.4	<p>The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities, and is reflected in children's services service plans.</p>
3.5	<p>Shetland Islands Council's Corporate Parent Improvement Plan states that <i>children, young people and care leaver services are developed in response to identified needs.</i></p>
3.6	<p>This outcome will be achieved by <i>all partners developing ways of identifying and reporting key themes which impact on looked after children, young people and</i></p>

care leavers such as homelessness, educational achievement, social exclusion and poverty relevant to the services they provide.

4.0 Key Issues:

4.1 Scottish Attainment Challenge

- 4.1.1 The Scottish Attainment Challenge is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap.
- 4.1.2 The Attainment Scotland Fund is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. Nine local authorities were identified as The Challenge Authorities where the attainment gap was greatest. Shetland was not designated a Challenge Authority.
- 4.1.3 The Schools programme supported schools outside of the challenge authorities where a significant proportion of children and families were facing poverty related disadvantage. Shetland schools did not meet the conditions to access the Schools programme funding.
- 4.1.4 The Innovation Fund was made available to all other schools not in receipt of Attainment Scotland Funding and was introduced to support projects which aimed to improve literacy, numeracy and health and wellbeing. Six schools successfully bid for funding and received a total of £49,700.
- 4.1.5 All local Authorities have direct access to a named Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge. A pilot vocabulary project was commissioned by Shetland's Attainment Challenge Contact Group supported by the Attainment Advisor. (A summary of this report can be found in Appendix 2, 1.4)

4.2 The National Improvement Framework

- 4.2.1 The Scottish Government's National Improvement Framework (NIF) is a planning tool and duty placed on local authorities. The NIF aims to ensure that children and young people reach their full potential regardless of their social circumstances or additional needs.
- 4.2.2 The four priorities within the NIF are:
- Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children and young people
 - Improvement in children and young people's health and wellbeing
 - Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- 4.2.3 It is a statutory requirement to produce a local authority NIF plan, consult on it, and report on it.
- 4.2.4 Children's Services produced the 2017/18 NIF in September 2017 and must report on it by 31 August 2018. The local NIF sets out our commitments and activities to meet the four priorities.

4.3 Pupil Equity Funding (PEF)

- 4.3.1 PEF is additional funding which is allocated directly to schools based on the number of children in receipt of free school meals. Schools receive £1200 per pupil on free school meals and the funding should support interventions in literacy, numeracy and health and wellbeing which close the gap between the least and most deprived pupils. Head Teachers have discretion to include other pupils in their PEF interventions who may experience other forms of socio-economic disadvantage as long as the focus remains on equity.
- 4.3.2 Schools have been supported in the planning, implementation and monitoring of PEF including: Local guidance, networking events both on and off island, Finance Officer support, Human Resource support and Quality Improvement Officer visits in term 3 which focussed on PEF and closing the gap.
- 4.3.3 Shetland received £188,400 of Pupil Equity Funding for school session 2017/18. This was the lowest allocation in the country.
- 4.3.4 Shetland will receive £233,800 of Pupil Equity Funding for school session 2018/19. This is the second lowest allocation in the country. (Orkney will receive £232,200)
- 4.3.5 The Scottish Government has committed to allocating Pupil Equity Funding to local authorities through the lifetime of this parliament.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	To make effective use of PEF, school staff must engage with pupils, parents and partner agencies.
6.2 Human Resources and Organisational Development:	Pupil Equity Funding is being used to employ some additional staff and temporarily increase hours of some contracts.
6.3 Equality, Diversity and Human Rights:	Work on raising attainment and closing the poverty related attainment gap is directly addressing inequalities.
6.4 Legal:	There are no legal implications arising from this report.
6.5 Finance:	PEF total grant for 2017/18 was £188,400 PEF total grant for 2018/19 is £232,200 Innovation Fund Grant was £49,700 These monies are specific ring fenced grants.

6.6 Assets and Property:	There are no direct implications arising from this report.	
6.7 ICT and new technologies:	Pupil Equity Funding may be used to procure ICT hardware and software for their schools. Guidance on PEF expenditure and procurement processes was shared with Head Teachers on Monday 14 th May, 2018.	
6.8 Environmental:	There are no direct environmental implications arising from this report.	
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	N/A

Contact Details:

James Johnston, Quality Improvement Officer, Quality Improvement, Children's Services.
James.Johnston@shetland.gov.uk

Report Finalised: 10 May 2018

Appendices:

Appendix 1 – Scottish Attainment Challenge
Appendix 2 – National Improvement Framework
Appendix 3 – Pupil Equity Funding

Background Documents:

Excellence and Equity in Scottish Education
<http://www.gov.scot/Resource/0050/00502222.pdf>

National Improvement Framework 2017/18
<http://www.gov.scot/Resource/0051/00511513.pdf>

National Improvement Framework Evidence Report 2017
<http://www.gov.scot/Resource/0052/00528886.pdf>

END

Appendix 1 -The Scottish Attainment Challenge

1. Scottish Attainment Challenge Contact Group

- 1.1 To develop a strategy for 'closing the attainment gap' in Shetland, a Contact Group for the Scottish Attainment Challenge (SAC) in Shetland met several times in 2016. This group comprised: Shetland's nationally-appointed Attainment Advisor; head teachers and deputy head teachers who responded to a message inviting involvement of interested colleagues in forming policy for Shetland in this area; Quality Improvement Officers; the data systems manager from Children's Services, who is also the coordinator for GIRFEC and the Early Years Collaborative (now CYPIC); and the Policy Manager from Community Planning, who had also played a central role in preparing the report of Shetland's Commission on Tackling Inequalities (SCTI).
- 1.2 The Contact Group were consulted at every stage about appropriate approaches to measuring both 'socio-economic disadvantage' and 'attainment' in Shetland.
- 1.3 The decision to involve non-teaching professional partners from an early stage was taken because of the consistent research evidence that successful interventions involve close collaboration with a range of professional and community partners.
- 1.4 All of Shetland's head teachers were invited to complete an on-line questionnaire on the nature of 'disadvantage' in Shetland, how it should be measured, and interventions to improve outcomes for disadvantaged children. Responses were received and collated by 30th March.
- 1.5 Taking account of this and other evidence, in consultation with the Contact Group, Suzanne Hargreaves, Attainment Advisor, drew up a list of 18 suggested indicators of 'vulnerability' for young people in Shetland. This term was preferred to 'disadvantage', in order to encourage the reading of signs at the earliest possible stages. The 18 criteria were grouped under the headings 'Family/household circumstances', 'Mental/emotional/social/physical wellbeing', and 'Opportunity'.
- 1.6 Again taking account of extensive research on the importance of intervening as early as possible to support the most vulnerable children, the Contact Group decided to run a pilot project focusing on literacy, especially vocabulary knowledge, in Primary 1 children, to be run in session 2016-17. The focus would be on close cooperation between schools, parents or carers, and associated professionals and others in the community (the "team around the child"). A summary of the report can be found in Appendix 2. All Shetland's primary head teachers were invited to express interest, and twelve initially did so. The diversity of schools volunteering was very suitable for a pilot project that was intended to involve pupils who met a wide range of 'vulnerability' criteria. All twelve were invited to take part in the pilot.

- 1.7 The project was directed by Quality Improvement Officer, Samantha Flaws, and Attainment Advisor, Suzanne Hargreaves, with periodic meetings of staff from the participating schools and professional partners.
- 1.8 Suzanne's report on the final outcome was published in May 2018, including recommendations for how to learn from the project and continue it. The most significant recommendation relates to the need for improved partnership working between the professional services available.

2. The Innovation Fund

The following statements are a summary of the Innovation Fund Final Report and were written by the schools in receipt of funding.

2.1 Hamnavoe Primary School were awarded a £13,200 grant

2.1.1 Outcomes

1. 8 children have accessed Nurture group in two weekly sessions led by LSW's in school
2. Parents all report a positive impact on their bairns who all look forward to this time each week
3. Staff have had many opportunities to develop in this area including working together with LSW and LSA from other clusters led by Helen Robertson (Head teacher at Hamnavoe)
4. The Whole School approach to Nurture continues to become embedded
5. The Cluster has worked closely together sharing expertise, experiences, ideas and resources
6. The school now has a bank of resources to help deliver nurture

2.1.2 Impact

1. Pupils are less stressed and feel happier
2. Parents report an improvement in their child's resilience and behaviour
3. Teachers have seen an improvement in resilience and behaviour
4. Staff are more confident with Nurturing techniques
5. Whole school commitment to continue to embed into our practice

2.1.3 Next Steps

1. In service on Lego Express and further CPD opportunities for staff identified
2. Use the Boxall Profile to identify difficulties and strengths and set targets
3. Parental Engagement event to be organised by the Parent Council to build parental understanding of Nurture

2.2 Sound Primary School were awarded a £10,000 grant

2.2.1 Evidence collected indicated that there has been a significant improvement in literacy attainment for most pupils and for those targeted pupils where attainment has been greatest: a subsequent increase in confidence, desire to engage in literacy and an awareness of words in their environment.

2.2.2 The innovation fund has resulted in:

1. Greater support for parents in helping their children learn
2. Supporting parents themselves as learners

3. Supporting parents to be part of giving their children the best possible start to literacy raising parental awareness of the value and importance of their role in their child's learning.
4. The school is still committed to work with parents of the targeted children to encourage them to become more involved in their child's learning and breakdown perceived barriers to the school/learning for those parents who find it hard to engage with the school.

2.2.3 The project has raised attainment in literacy for targeted socio-economic disadvantaged children by:

1. Providing support between home and school
2. Developing a pack to encourage parental involvement in literacy within Early Level. Parents who volunteered produced around 50 Story sacks for the P1 classes and some literacy materials to support learning. Some are now keen to get involved in volunteering with our or by reading to children.
3. Delivering literacy workshops within early level that engages parents, staff and learners
4. Providing innovative, creative, learning opportunities out with school to enhance literacy
5. Providing innovative, creative, additional support for literacy within school. The library is now bright, inspiring and appropriately stocked with cosy little nooks for children to enjoy a good story.
6. Providing staff with opportunities to identify gaps in resources and address these with support/advice from other agencies.
7. Encouraging parents to be part of the collaborative celebration of their children's success and inviting feedback

2.3 Brae High School were awarded a £9,000 grant

2.3.1 The innovation fund has enabled our school to strengthen the outreach commitment to work with targeted parents and staff to build capacity and confidence in our young children in our ELC centre and primary 1 and 2.

2.3.2 We have created a "family room" / preschool library where parents and very young children can come in to school and use the space to share stories as well as borrow books to take home. The family room has addressed a gap in provision within the community and we have seen a progressive increase in families accessing this resource. Parents are encouraged to spend time reading to their young children and share books with them and for young children to develop their love of story and books. This is now a familiar activity and we are very happy with the involvement of parents and local toddler groups as well as younger pupils in the school coming together to make use of this resource. We see literacy being developed as well as health and wellbeing. The family room has a nurturing ethos and we can see that families are developing a deeper sense of belonging to our school. This is a solid foundation to ensure our children and their families continue to engage with their learning throughout BGE and beyond.

- 2.3.3 We will continue to monitor the usage, and aim to measure impact of this in the forthcoming years. A key aim is to positively promote and increase the use of the room especially by “targeted” learners. The funding has been used as part of our wider literacy strategy to improve the reading skills of all children allowing them greater access to the curriculum and wider opportunities in the school community.

2.4 Foula Primary School Cluster were awarded a £3,500 grant

- 2.4.1 This project has been very exciting and the children have been very enthusiastic in increasing their participation and improved participation in HWB. During the residential part of this project, we managed to develop new friendships, particularly between the P1 pupils in Fetlar and Foula, who do not have similar aged children on their own islands. Since the trip, the pupils have been in regular Skype contact and frequently send letters and pictures. They report that they are now best friends! This highlights the benefit that the Innovation Fund has brought to the pupils in the remote isles. They were able to participate in active, cooperative and peer learning, approaches that are difficult to sustain with very small numbers, but are key to learning in HWB.
- 2.4.2 Participation in physical activity, particularly in activities not available on the remote islands was an important part of our children’s learning experiences. We managed this year to have four children try for their deep end test after just a week of swimming lessons! The Active Schools Co-ordinator, who delivered one of our sessions, could not believe the difference in our pupil’s engagement with sport from seeing them a year ago. The funding has increased the children’s appetite for physical activity: they now run at every opportunity and the older children are continually trying to improve on their previous times and/or distances.

2.5 Sandwich Junior High School were awarded a £10,000 grant

- 2.5.1 The funding allowed a focused approach to establish a nurturing school ethos across Sandwich Junior High School, including setting up and resourcing a more permanent nurture / homeroom to be used by groups across the school.
- 2.5.2 This has resulted in:
1. Key staff in place to promote and support nurture and inclusion
 1. Staff trained in nurturing approaches. We are well on our way to establishing Sandwich as a nurturing school
 2. Nurture sessions for targeted pupils and focus groups
 3. ‘Home’ rooms for the learning community to improve pupil confidence and support transitions. We are seeing an increased level of participation in school life and classroom activities
 4. Targeted children are enjoying the opportunity to access the ‘home rooms’ when they need it. They have developed a greater sense of belonging at Sandwich. This has been a successful part of a wider school strategy of

inclusion. Inclusion and nurture have been embedded as part of the ethos and life of the school as a community.

2.5.3 Next steps

- Learning and training will be extended to and shared with our Early Learning Centres and associated primary schools, which will in turn enable further continuity for pupils transitioning to Sandwich from ELC to primary, and primary to S1.

2.6 Lunnasting Primary School were awarded a £4,000 grant

2.6.1 Development of outdoor space: the funding provided a fantastic opportunity for the pupils, their families and school staff to work collaboratively to develop the school's outside space. The outcomes from this project included:

1. Children involved in more outdoor learning
2. Children and families are enjoying being outdoors.
3. Children, families and community have learned and planned together which resources and materials will work best. In doing so, they have developed problem solving skills, demonstrate imagination, inventiveness and resourcefulness, whilst at the same time developing an understanding and respect for nature.
4. Children have greater awareness and appreciation of the change in the seasons and the potential opportunities to use the outdoor space in creative ways to reflect these changes
5. The space is used more frequently by the community and there is a sense of pride; a community resource to be enjoyed and used for years to come.
6. It has made learning more visible at the heart of our community: bringing people together with a purpose and focus. This collaborative, active and peer learning approaches are developing the emotional and social wellbeing of our children (and adults).

Appendix 2

National Improvement Framework

Please note this is an update on progress against the National Improvement Framework (NIF) priorities. The full report will be published by 31 August 2018 and will include further progress and updated data and indicators where they become available.

Where 2017/18 data has not yet been published, this update includes the most recent data available to provide members with an indication of the current position and context.

The National Improvement Framework and Improvement Plan for Scottish education is designed to help deliver the twin aims of excellence and equity in education.

Shetland's National Improvement Framework Plan sets out the educational programmes and activities which meet the four national priorities of:

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children's Health and Wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all

Drivers of improvement

Six drivers of improvement have been identified in the NIF. Activities with Shetland's National Improvement Framework Plan impact on these areas.

The key drivers of improvement are:

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

Section 1	Improvement in attainment, particularly literacy and numeracy
Section 2	Closing the attainment gap between the most and least disadvantaged children
Section 3	Improvement in Children's Health and Wellbeing

Section 4	Improvement in employability skills and sustained, positive school leaver destinations for all
-----------	--

SECTION 1

Improvement in attainment, particularly literacy and numeracy

1.1 Shetland Pupil's Attainment in the Broad General Education – P1-S3

Teacher Professional Judgement Data

The information being gathered is based on teacher professional judgements and shows the percentage of children at P1, P4, P7 and S3 who have achieved the Curriculum for Excellence (CfE) level expected for most children at their stage in reading, writing, listening and talking, and numeracy.

Teacher professional judgement is a holistic measurement of achievement using evidence collected by teachers during the on-going, everyday assessment of children and young people's learning through, for example

- observing learners at work
- assessing the work they produce in class.
- formal assessments or tests
- assessing children's knowledge and understanding by talking to them about their learning

Table 1 - How do we compare year on year?

Curricular Area and Level	<i>National</i>	Shetland 15/16	Shetland 16/17	<i>National</i>
Reading - P1 achieving Early Level	81%	77%	85%	80%
Reading - P4 achieving First Level	75%	77%	84%	77%
Reading - P7 achieving Second Level	72%	68%	77%	76%
Reading - S3 achieving Third Level or better	86%	96%	94%	90%
Writing - P1 achieving Early Level	78%	71%	81%	77%
Writing - P4 achieving First Level	69%	66%	72%	71%
Writing - P7 achieving Second Level	65%	57%	60%	69%
Writing - S3 achieving Third Level or better	84%	95%	94%	89%
Listening and Talking - P1 achieving Early Level	85%	85%	87%	85%
Listening and Talking - P4 achieving First Level	81%	89%	86%	83%

Listening and Talking - P7 achieving Second Level	77%	81%	79%	81%
Listening and Talking - S3 achieving Third Level or better	87%	97%	97%	91%
Numeracy - P1 achieving Early Level	84%	82%	87%	83%
Numeracy - P4 achieving First Level	73%	70%	69%	75%
Numeracy - P7 achieving Second Level	68%	61%	64%	70%
Numeracy - S3 achieving Third Level or better	86%	85%	90%	88%

FOR NOTING:

Teacher judgement data for academic year 2017/18 is submitted by school staff in June 2018. Some local authority data will be available soon after however, the verified, published data, is not expected until late 2018.

Teacher judgement data is still considered to be experimental data and further work at a national level is underway to improve the validity and consistency of the data and the processes by which the information is gathered. The use of Scottish National Standardised Assessments information to support teacher judgement is one particular method of developing robustness in the data.

Teacher Professional Judgement Data

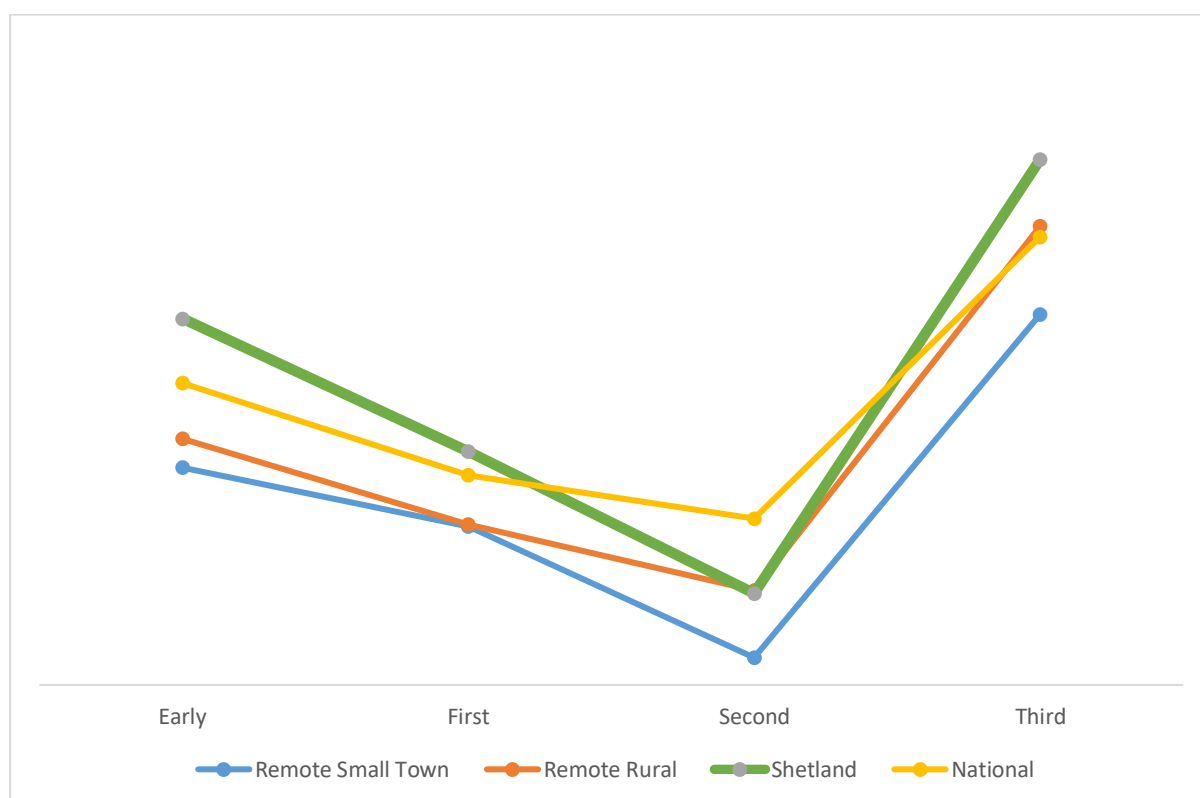
How do we compare to other similar areas and the national average?

The Scottish Government Urban Rural Classification provides a standard definition of rural areas in Scotland and is updated every two years.

Remote Small Towns	Settlements of 3,000 and 9,999 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.	Anderson High School Bell's Brae Primary School Sound Primary School
Remote Rural	Areas with a population of less than 3,000 people, and with a drive time of over 30 minutes to a settlement of 10,000 or more	All other Shetland Schools

Graph 1 - This is the cumulative percentage of children achieving the expected levels for all four curricular areas. The graph also shows average data from remote rural areas, remote small towns and the national average.

Further 2016/17 teacher judgement data information is available in tables 2-5 and graph 7.



In Summary

By Primary 1 and in all curricular areas, a higher percentage of Shetland pupils are achieving the expected level when compared to the national average, other remote small towns and other remote rural areas

By Primary 4, there is strong performance in literacy, however in numeracy Shetland pupils are not achieving the expected level as often as students nationally or in other remote small towns and remote rural areas

By Primary 7, and in numeracy, writing, listening and talking, Shetland pupils performance is better in some, but not all, curricular areas when compared to the national average, other remote small towns and remote rural areas.

By Secondary 3 and in all curricular areas, a higher percentage of Shetland pupils were awarded the expected level when compared to the national average, other remote small towns and remote rural areas

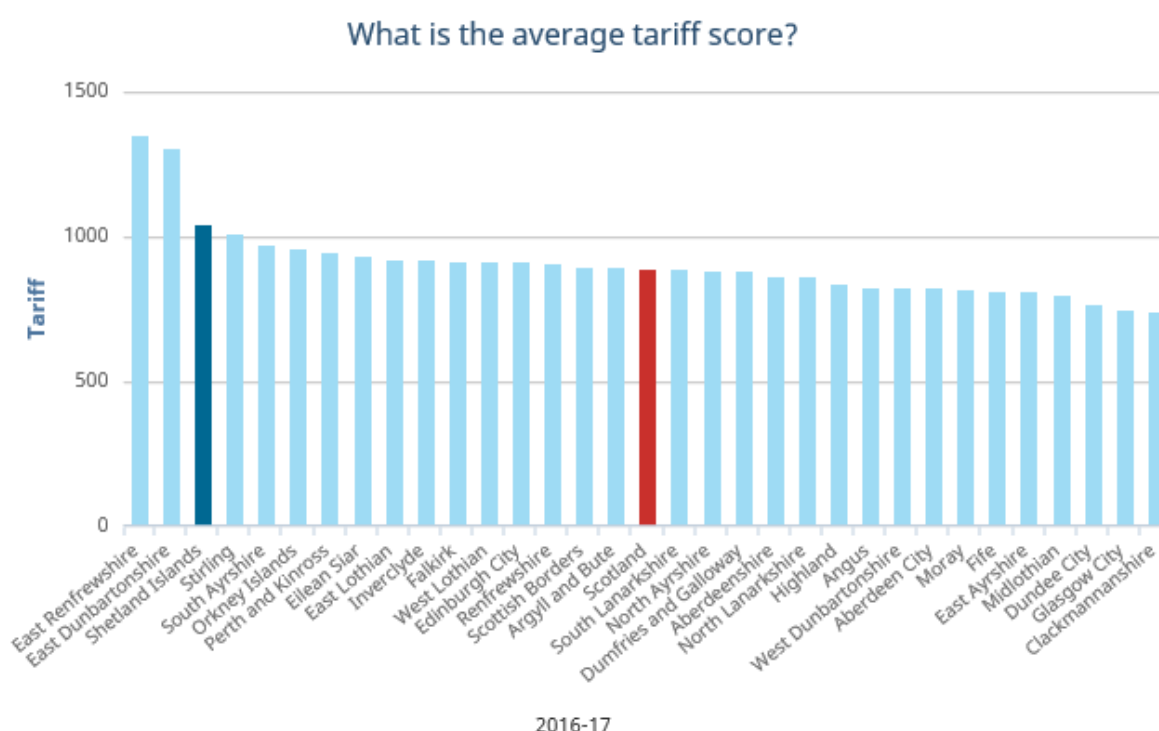
1.2 Shetland Pupils' Attainment in the Senior Phase for S4-6

The number of pupils achieving 5 or more qualifications at SCQF Level 4 or higher at end of S4 has increased from 90% in 2015/16 to 91% in 2016/17

The number of pupils achieving 5 or more qualifications at SCQF Level 5 or higher at end of S4 has increased from 57.3% in 2015/16 to 59% in 2016/17

In 2016-17, the overall attainment of Shetland pupils from S4 to S6 was the third highest in Scotland. Only East Renfrewshire and East Dunbartonshire had higher Average Total Tariff scores. The same was true in 2015-16.

Graph 2

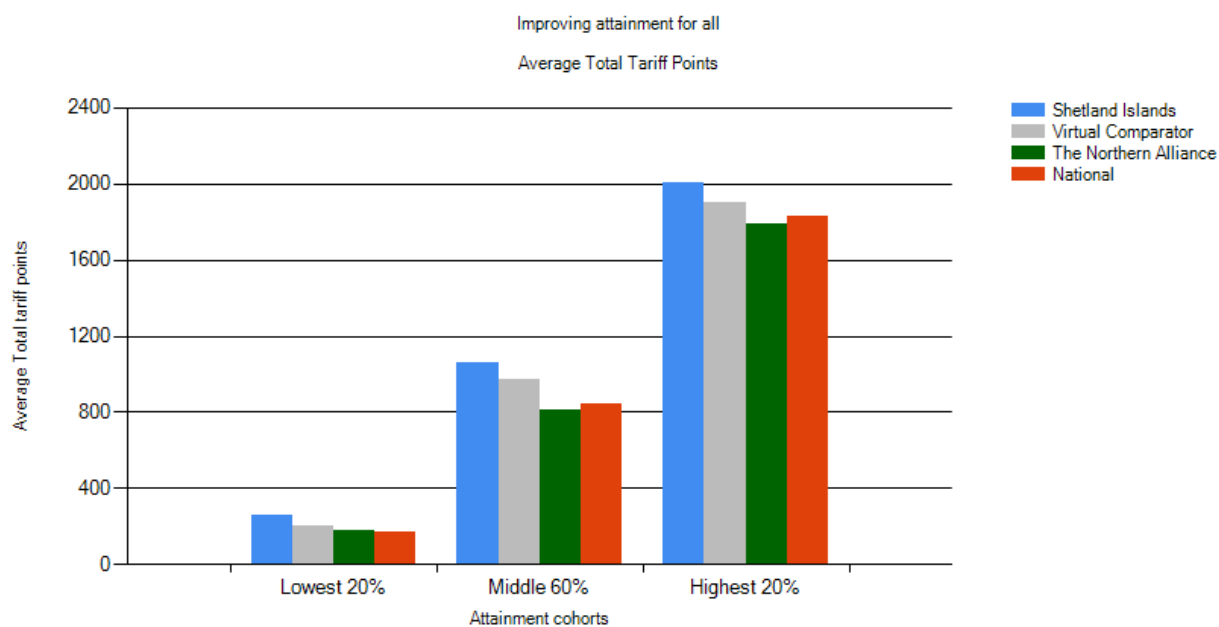


Average Tariff is an overall measure of educational attainment which offers a wider measure of achievement to consider alongside breadth and depth measures. The tariff score is a summary measure calculated from the latest and best achievement of pupils during the senior phase (S4-S6) across a range of awards included in the benchmarking tool Insight. The measure here reflects cumulative attainment either to the point of leaving or to the end of S6.

Attainment against Shetland's Virtual Comparator

In 2016-17, the overall attainment of Shetland pupils from S4 to S6 was better than Shetland's Virtual Comparator. This was true of the highest-attaining, middle-attaining, and lowest-attaining pupils. It was also true of almost every curricular area individually. The same was true in 2015-16.

Graph 3

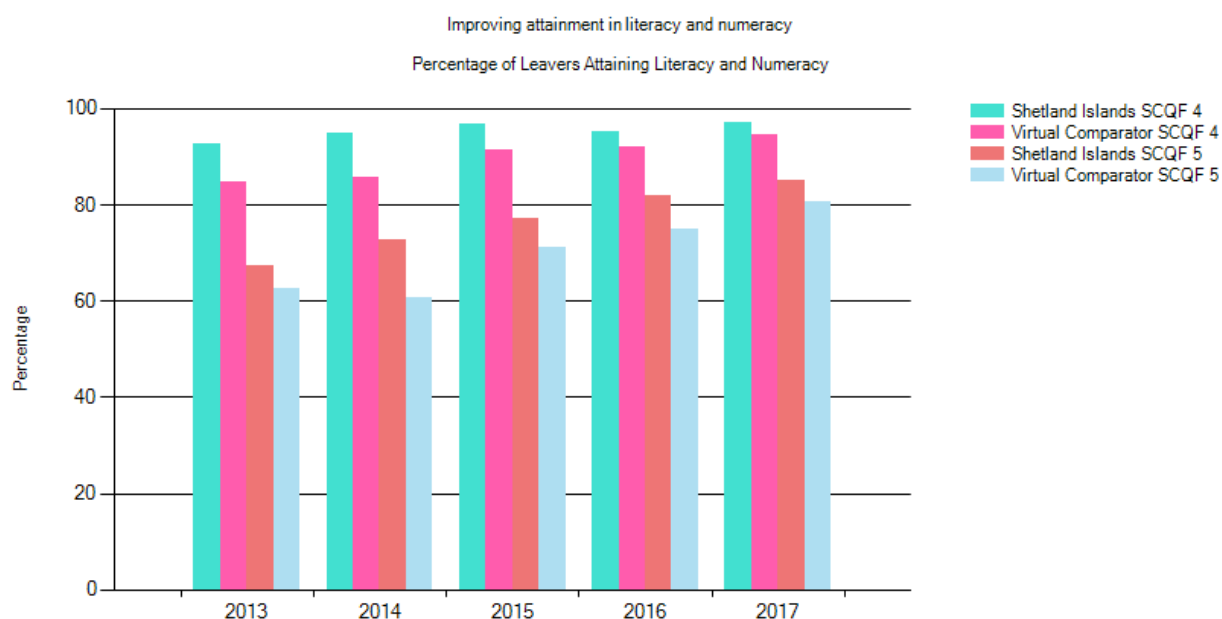


The Virtual Comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our schools, with regard to gender, additional support needs, latest stage of learning, and the Scottish Index of Multiple Deprivation (SIMD). It is the Scottish Government's recommended main point of comparison for pupils in any Scottish school. It is very useful, but it has some drawbacks, especially its inclusion of SIMD data: SIMD datazones are acknowledged by the Government and local researchers to have very little value in Shetland.

Attainment in Literacy and Numeracy

In 2016-17, the attainment of Shetland pupils from S4 to S6 in Literacy and Numeracy was better than Shetland's Virtual Comparator and better than the score for the Northern Alliance authorities as a whole. This was true at both SCQF Level 4 and SCQF Level 5. It was true for both Literacy and Numeracy separately. It was true for each year from 2013 to 2017.

Graph 4



Sources:

Local Government Benchmarking Framework: National Benchmarking overview report 2016/17 (available at: <http://www.improvementservice.org.uk/documents/benchmarking/overviewreport1617-2.pdf>)

Insight Benchmarking Tool (ScotXed, at (<https://insight.scotxed.net>))

1.3 Northern Alliance Emerging Literacy Project

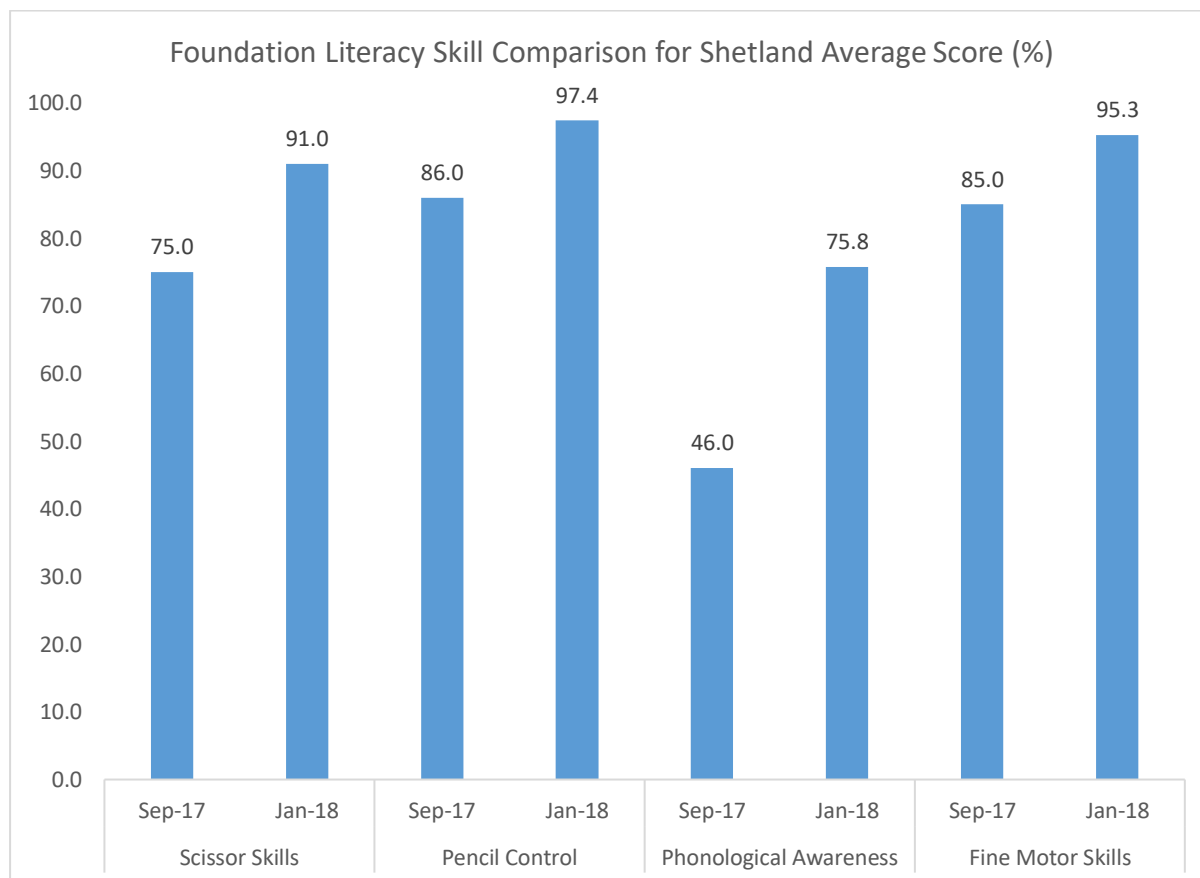
Shetland Schools are continuing to participate in, and benefit from, the Northern Alliance Emerging Literacy Project. Across the alliance, teachers are reporting that they have become more skilled and teachers who are in year two are weaving emerging literacy into everything they do. Eleven schools in Shetland are engaged in the programme which has encouraged a shared language between all practitioners and raised teacher confidence in this area. A change has been noticed in the practice of early years practitioners who have become involved with emerging literacy.

There is strong evidence that the emerging literacy approach is raising attainment.

Data is very positive for the project with Shetland school children improving their skills in each area, (including all subsections), of:

- Phonological Awareness (underpins phonic and reading instruction)
- Fine Motor Skills (underpins handwriting instruction)
- Scissor Skills (underpins handwriting instruction)
- Pencil Control and Pre-writing skills (underpins handwriting instruction)

Graph 5

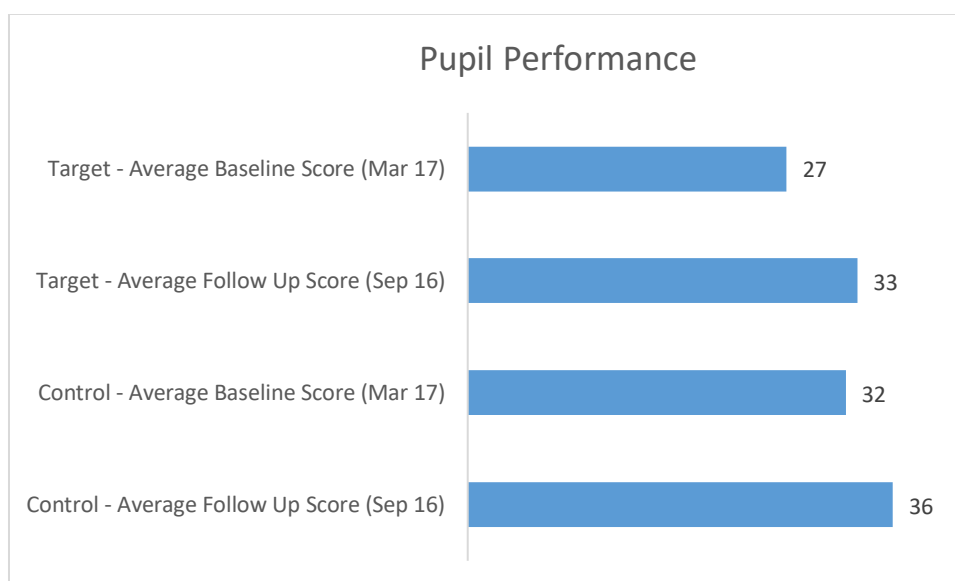


Go to: [Northern Alliance Emerging Literacy Project](#)

1.4 Primary 1 Vocabulary Project

This pilot project sought to address the expressive vocabulary gap of targeted primary 1 children. The project had a particular focus around parental engagement and considered the information and skills needed to support their child's early literacies skills. Eleven primary schools expressed an initial interest in becoming a pilot school. Eight out of twelve schools identified, completed the pilot programme. This equated to 80 pupils.

Graph 6



All pupils increased their scores, however, the target group, on average, improved further (+6), in effect, closing the gap on the control group (+4).

As a result of the project:

- There has been an increased awareness of a creating an expressive vocabulary enriched classroom
- Targeted children have become more confident in expressing themselves in the classroom
- Some parents have an increased knowledge and understanding of expressive vocabulary and how to use books/resources to support their child
- Targeted children have increased their motivation/enthusiasm for learning
- Targeted children have increased their expressive vocabulary skills by a bigger per cent than the rest of the P1 pupils group, thus reducing their own attainment gap around expressive vocabulary (Literacy, Language and Communication)

1.5 Schools' Literacy Improvement Priorities

Every school in Shetland features improvements in literacy in their School Improvement Plans for 2017/18. The implementation of school based literacy improvement priorities are monitored through School Improvement and School Support Visits. Staff from Children's Services are leading on an Emerging Literacy Strategy to put in place authority wide interventions to further improve performance in this area.

The current position is that Shetland is performing well in literacy according to the teacher judgement data. Further work is already underway to interrogate the data at Second level (Table 3) and highlight where improvement and interventions can be made at authority and school level.

Table 2 - Percentage of P1 pupils achieving Early Level by Urban Rural Classification¹, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking
Accessible rural areas	85	82	89
SHETLAND	85	81	87
Large urban areas	81	78	87
Accessible small towns	82	78	86
National Average	80	77	85
Other urban areas	80	77	85
Remote rural areas	78	75	82
Remote small towns	75	73	81
Unknown ²	61	58	68

Table 3 - Percentage of P4 pupils achieving First Level by Urban Rural Classification¹, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking
SHETLAND	84	72	86
Accessible rural areas	80	74	86
Large urban areas	79	73	85
National Average	77	71	83
Accessible small towns	77	71	83
Other urban areas	76	70	82
Remote small towns	75	68	82
Remote rural areas	75	68	81
Unknown ²	65	58	70

Table 4 - Percentage of P7 pupils achieving Second Level by Urban Rural Classification¹, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking
Accessible rural areas	78	71	84
Large urban areas	78	71	83
Accessible small towns	77	69	83
National Average	76	69	81
Other urban areas	75	68	81
SHETLAND	77	60	79
Remote rural areas	73	64	78
Remote small towns	69	59	75
Unknown ²	61	52	66

Table 5 - Percentage of S3 pupils achieving Third Level or better by Urban Rural Classification¹, 2016/17

Urban Rural Classification	Reading	Writing	Listening & Talking
SHETLAND	94	94	97
Accessible rural areas	91	90	92
Accessible small towns	91	90	92
Remote rural areas	91	90	92
Other urban areas	91	89	91
National Average	90	89	91
Large urban areas	90	88	91
Remote small towns	86	85	88
Unknown ²	79	79	79

At Bell's Brae they have implemented a new literacy policy and considered their approaches to assessment and the introduction of the new national standardised assessments in literacy to support teacher judgement. The school focussed on familiarisation with literacy benchmarks and pupils participated in the First Minister's Reading Challenge and the Read, Write, Count programme.

North Roe Primary School's self evaluation revealed the need for an effective skills based progression pathway for literacy that supported the development of technical accuracy skills and learners' spelling skills in particular. School staff are developing a skills based progression pathway, interactive learning experiences and assessment for learning opportunities to evidence pupil progression.

1.6 Stages of Early Arithmetic Learning Maths Recovery Programme

SEAL Maths Recovery is a programme which emphasises ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics.

There were over 100 attendances over three half day training opportunities in February 2018 with positive and constructive feedback:

- 4.75 out of 5 for Presentation
- 4.75 out of 5 for Relevance
- 4.92 out of 5 for Satisfaction

Comments included:

"I thought this course was excellent, the whole concept makes sense and is something that I feel schools should be moving towards. The trainer clearly had lots of experience of delivering numeracy using SEAL and could draw on this to give excellent example of classroom practice."

"I really enjoyed the training, it was fast paced, but easy to follow and was helpful to have a starting point for children who have gaps in learning. I would definitely use this approach in lower stages. I have shared my notes etc with other staff members who could not attend."

"It was too rushed in the afternoon session. It was hard going and I feel 1 day per stage (N- P1 and P2-P4 and even P4 and beyond) would have been more helpful to give us a chance to discuss things and get a deeper understanding."

Hamnavoe Primary School have been working with SEAL Maths for over 2 years and it is now fully embedded within Primary 1 and is our core teaching for the children's first year of school. Its child centred approach has proven to be extremely successful in Primary 1 and has enabled learners to make great progress in number learning in Primary 2. It allows for a stripped back, slower approach for those who find numeracy challenging and allows appropriate progression for more able learners. It's practical and active approach ensures learners experience number learning in a variety of contexts which include a high level of breadth, challenge and application. Staff feel the learners are more confident with the basics of number and expect this will provide great foundations for them progressing in their number learning.

SEAL is also used as a maths recovery programme for pupils in Primary 3-7 who find number work challenging and used alongside our core resource for number learning in P3. Its individualised approach up the school builds on the basic foundations of number knowledge and is supporting learners to be successful in their number work. All staff have attended training sessions on SEAL and new staff are kept up to date on how we use the approach throughout the school. Staff now feel more confident in the

principles of SEAL and the teaching of number. Staff have a deeper understanding of how to support learners who find number learning challenging.

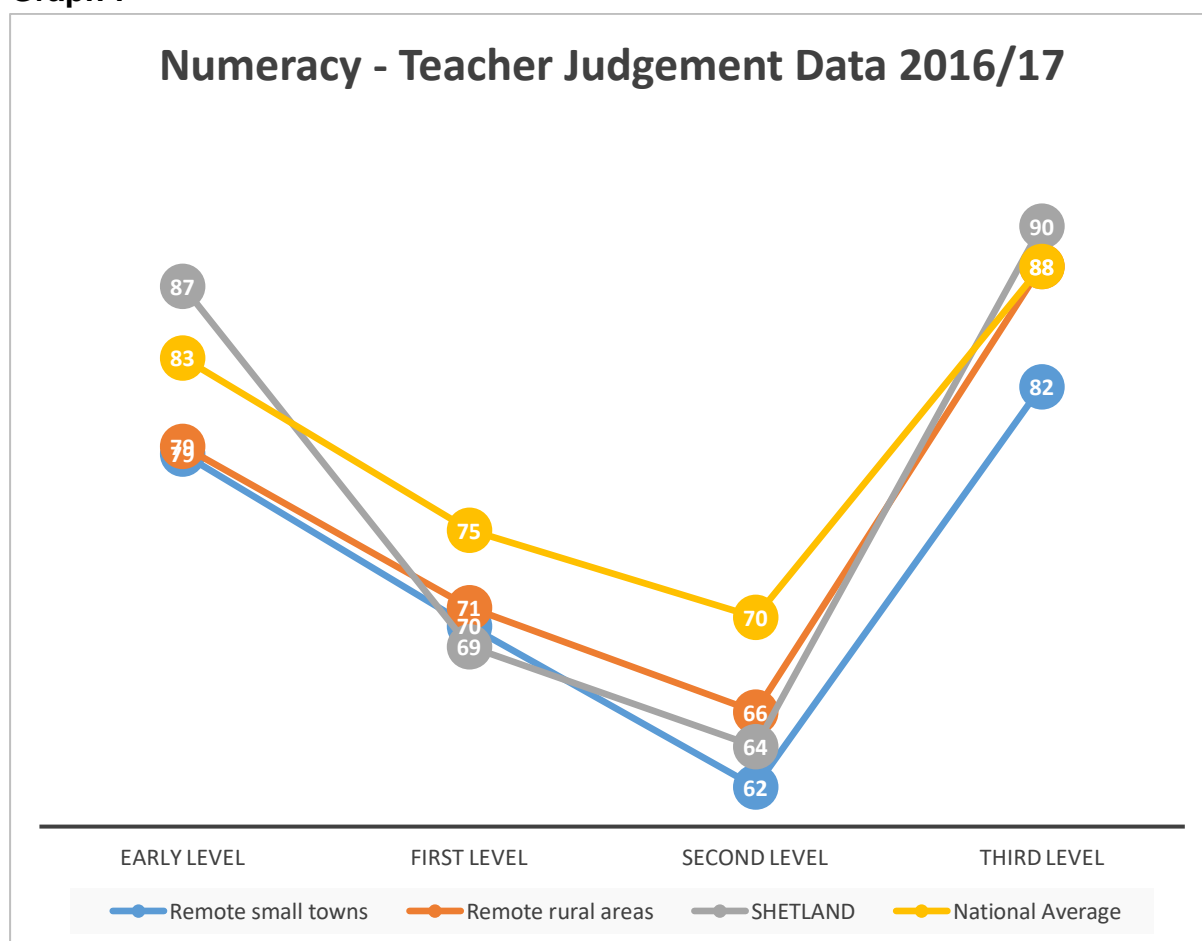
Hamnavoe are cascading the SEAL approach to our pre-school partner provider staff to ensure there is a common language and approach to numeracy. This is delivered through bespoke twilight training and will support transitions between pre-school and school around numeracy approaches.

1.7 Schools' Numeracy Improvement Priorities

Every school in Shetland features improvements in numeracy in their School Improvement Plans for 2017/18. The implementation of school based numeracy improvement priorities are monitored through School Improvement and School Support Visits. Staff from Children's Services are leading on an Emerging Numeracy Strategy to put in place authority wide interventions to further improve performance in this area (including SEAL – see 1.6).

The current position: Shetland's performance mirrors the trend of other remote rural areas, remote small towns and the national average according to the teacher judgement data for 2016/17.

Graph 7



1.8 Use of Benchmarks

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teacher's and other practitioners' professional judgements.

SIC Children's Services, Guidance on Benchmarks was issued to Head Teachers on 2 November 2017. The guidance contained an overview of key points on benchmarks from Education Scotland and specific reference details on literacy and numeracy as well as benchmarks for other curriculum areas. The impact of benchmarks on schools' tracking, monitoring and moderation practice were also highlighted.

Highlight: Improvement work, focussing on a shared understanding of benchmarks is underway across the Central Mainland Cluster with the support of the English department at the Anderson High School.

1.9 Standardised Assessments

Scottish National Standardised Assessments (SNSA) exist to complement the normal assessment information provided from everyday learning situations, and through observation and interaction with children and young people. Specifically, SNSA provide diagnostic information to guide teaching practice at individual and class level and to contribute to teacher judgement in achievement of a level. SIC Children's Services, Guidance on Standardised Assessments was issued to Head Teachers on 2 November 2017.

All schools have completed the standardised national assessments. Feedback is being collected from Head Teachers on the delivery of the assessments to identify challenges and areas for improvement.

Training has been offered to

- a) all school staff who may be involved in the administration of SNSA in their setting (First Phase) and
- b) school managers to use the SNSA data as a diagnostic tool for learning and teaching purposes and to support decision making about the awarding of a level in the broad general education.

1.10 Quality Improvement Framework, Tracking, Monitoring and Moderation Strategy

The strategy for tracking, monitoring and moderation in the broad general education was produced as part of the Attainment Action Plan within the Shetland Quality Improvement Framework in 2015. The main part of the document is a set of guidelines, based on seven actions. The purpose of the document is to support raising attainment by providing a common and effective approach across Shetland for children aged 3-15 in the Broad General Education.

The actions are:

1. Teachers and practitioners keep a folio of evidence for each learner, which will support the awarding of levels, setting next steps with learners, and sharing progress with parents.

At Ollaberry Primary pupils keep a folio of evidence called “My Learning File”. This contains information written by the pupil. They choose their latest and best and add reflections. They may only add a piece if it is better than the previous one. Parents are also encouraged to add reflections.

2. Teachers and practitioners record each learner’s progress, referring to a range of evidence and the Benchmarks, on the school cluster’s tracking system, which may be SEEMiS or an alternative electronic system.

At Baltasound JHS teachers track the benchmarks across the Broad General Education. This is done on an Excel Spread Sheet which has been designed by the Head Teacher, Paul Thomson, as a bespoke system for his school. Teachers track at four points during the school year. They track progress through the CfE levels and add their observations to the document. Each learner has their own spreadsheet which starts when they enter Early Level. The Head Teacher can pull off progress graphs and make CfE and SCQF Level projections based on the tracking. The system is now being rolled out across the Northmavine cluster and has been endorsed by Education Scotland during a visit to the school in October 2017.

3. Teachers and practitioners take appropriate action based on tracking information, to ensure that learners progress as expected.

At Sandwick, one-to-one conversations about progress and next steps take place regularly between secondary pupils and the Pupil Support Teacher (in the Thursday afternoon ‘flexi-time’). The conversations are based on the pupils’ individual profiles, in which they have identified their own strengths and areas for development, and they help pupils to decide what their next steps should be. Subject teachers focus with individual pupils on those same areas that the pupils have identified as most needing development.

4. School leaders and managers maintain an overview of attainment through monitoring and moderation and take appropriate action to support and challenge teachers.

At Lunnasting Primary School, the Head Teacher keeps an Overview document for Literacy and Numeracy for each learner from Early Years to Primary 7. This clearly (colour-coded) shows progression through the levels and is a helpful tool for identifying significant progress or progress tailing off: it leads to appropriate intervention by the Head Teacher.

5. Within each cluster, schools agree common procedures for tracking and for transfer of information and learners' work, to ensure optimum progression at points of transition. This includes tracking on SEEMiS or on an alternative electronic system.

At Brae High School, during P7 teachers provide 4 pieces of work and the P7 Pupil Passport to help ensure progress at the P7, S1 transition. During the first day back after the Summer Break subject teachers from the High School are timetabled to spend time looking at the Primary school evidence and Profiles to inform their planning for the S1 cohort. The Brae High School has a significant programme of both social and curricular transition. The P 6/7 classes spend time with the Maths and Modern Languages departments during their final years. This ensures good progression and supports primary colleagues.

6. All schools in Shetland track progress in literacy and numeracy on SEEMiS to provide an overview of attainment and progress in the Broad General Education.

Hamnavoe Primary School has been tracking progress in all curricular area on SEEMiS for five years. This is done at three set periods during the school year. Each year the Head Teacher uses the data teachers have inputted to provide summarised information to parents about achievement in Reading, Writing and Numeracy through the annual Quality and Standards report for the school. The HT can also access progress information on other Curricular Areas and within curricular areas using the Summary of Attainment function. This is very helpful for monitoring purposes. The SEEMiS system produces achievement reports for year groups in the Summary of Attainment area so that comparisons can be made.

7. Teachers engage in regular moderation activities at all levels, to ensure confidence in their professional judgements.

At Bell's Brae Primary School the Plan Assess Moderate system is used. Each class teacher works with a stage partner to plan for a number of benchmarks and a range of Experiences and Outcomes. They also plan an assessment for the end of the Unit of work. At the end of the Unit learners evaluate their success and set next steps. The

stage partners work together to moderate the assessments. They also adapt them for future use and make recommendations for future planning.

1.11 Forward Planning and Reporting to Parents

Schools are rolling out the forward planning principles document which was produced in Shetland following Education Scotland's Workload Review Curriculum for Excellence Workload Review which highlighted that:

"Shetland had not yet given sufficient support and guidance to prevent or reduced undue workload demands on staff."

Guidance, support templates and training were developed for forward planning. Similar documentation was produced to support effective parental engagement around reporting and included new guidelines for primary schools and separate guidance for secondary schools.

Discussions on forward planning and reporting to parents take place during Quality Improvement visits and feedback confirms that the templates and local guidance has been very helpful in reducing unnecessary bureaucracy and achieving a more streamlined and purposeful approach to planning and reporting.

Go to: Mid Yell JHS for 'Visible Planning'

1.12 New Common Curriculum Structure in Secondary

Although work on the common curricular structure dates back to 2013 and the Strategy for Secondary Education Report of November that year, it is in the past year that there has been significant progress made to finalise arrangements and implement the new common curriculum structure in secondary. The new common curriculum structure dovetails with the new common timetable structure and both will be implemented on May 29 2018.

The common curriculum structure:

- clarifies arrangements for the organisation of the curriculum in secondary one and two, secondary three and secondary four to secondary six, whilst still allowing a degree of flexibility for schools to plan the curriculum around their own unique needs and circumstances, one of the fundamental features of Curriculum for Excellence.
- provides consistency, cohesion and progression routes for pupils where transitions regularly take place during their secondary experience and clarity on the organisation of the curriculum, including the number of periods allocated to subjects and arrangements for personalisation and choice.
- does not mean that pupils have identical learning experiences in all schools, carrying out the same topics and content simultaneously. Nor does it mean that all secondary settings offer, and deliver, exactly the same subjects.

More detail can be found at: Committee Report CS-02-18 Sections 5 and 6.

1.13 New School Improvement Framework

The School Improvement Framework comprises four elements which support a cycle of improvement:

1. Self Evaluation for self Improvement
2. School Improvement Plans and Standards and Quality Improvement Reports
3. Support from central officers including visits to schools
4. Professional Learning and Professional Review and Development

Evidence is gathered in everyday work and at specific times in the school session. The evidence gathered is used to inform self-evaluation and identify targets for improvement.

The targets and strategies for improvement are described in the school improvement plan then reported on and evaluated in the school's standards and quality report. These are shared with the school's Quality Improvement Officer.

High quality professional learning opportunities are provided in accordance with the needs of the service plan, the school improvement plan and individuals' professional review and development. Highly trained professional staff are essential to sustaining the cycle of improvement.

Schools choose the improvement methods that will best meet their needs on a plan do study act approach.

Current Priority: To review and quality assure school improvement plans and standards and quality reports from 2017/18 to support schools achieve consistent, high quality and deliverable school improvement plans for 2018/19.

Go to: Bell's Brae Primary School

1.14 School Attendance

Whilst attendance rates remain relatively high and stable in Shetland, it is recognised that there is room for improvement in supporting persistent non-attenders to improve their engagement and attendance at school. Reasons for non-attendance at school can be complex and work is underway through the development of a new policy and set of procedures and guidance for schools to support them engage with more young people, and their families, to increase their attendance. Analysis of attendance data is revealing an attendance gap between the general school population and specific pupil groups such as children on free school meals and looked after children. Work is already underway to close the attendance gap for these groups.

Summary Statistics for Schools in Scotland, No. 8: 2017 Edition

This contains the results of the annual pupil census, annual teacher census, early learning and childcare data, school estates data. Attendance and absence data and exclusions data is published every two years.

<http://www.gov.scot/Publications/2017/12/3099>

Table 6 - Percentage attendance and absence by local authority compared over the last three years¹											
	Attendance				Absence (authorised and unauthorised)				Temporary exclusions		
	2010/11	2012/13	2014/15		2010/11	2012/13	2014/15		2010/11	2012/13	2014/15
East Renfrewshire	95.2	95.5	95.6		4.8	4.5	4.4		0.0	0.0	0.0
East Dunbartonshire	94.6	95.2	95.3		5.3	4.8	4.7		0.0	0.0	0.0
Eilean Siar	93.9	93.9	94.9		6.0	6.1	5.1		0.0	0.0	0.0
Aberdeenshire	94.5	94.5	94.8		5.5	5.5	5.2		0.0	0.0	0.0
Dumfries & Galloway	94.4	94.2	94.5		5.5	5.7	5.5		0.1	0.0	0.0
Scottish Borders	94.0	94.3	94.4		6.0	5.7	5.6		0.0	0.0	0.0
Shetland Islands	94.2	94.5	94.4		5.8	5.5	5.6		0.0	0.0	0.0
Stirling	92.5	94.1	94.4		7.4	5.8	5.6		0.0	0.0	0.0
Angus	94.2	94.2	94.3		5.8	5.8	5.7		0.0	0.0	0.0
Argyll & Bute	93.7	94.3	94.2		6.3	5.6	5.8		0.0	0.0	0.0
Orkney Islands	93.1	93.8	94.2			6.2	5.8		0.0	0.0	0.0
Edinburgh, City of	93.0	93.9	94.1		7.0	6.1	5.9		0.1	0.0	0.0
Moray	93.9	94.2	94.1		6.0	5.7	5.9		0.1	0.0	0.0
East Lothian	93.8	94.2	93.9		6.1	5.8	6.0		0.1	0.1	0.0
Perth & Kinross	93.8	94.0	93.9		6.2	5.9	6.0		0.1	0.0	0.0
South Lanarkshire	93.2	93.8	93.9		6.7	6.1	6.1		0.1	0.1	0.0
West Lothian	93.7	93.9	93.9		6.2	6.0	6.1		0.1	0.1	0.1
Falkirk	93.4	93.8	93.6		6.6	6.2	6.3		0.0	0.0	0.0
Renfrewshire	93.8	94.0	93.6		6.1	5.9	6.4		0.0	0.0	0.0
Aberdeen City	93.0	93.0	93.5		6.9	7.0	6.5		0.1	0.1	0.1
Fife	92.6	93.0	93.5		7.3	7.0	6.5		0.1	0.0	0.0
East Ayrshire	93.0	93.4	93.4		7.0	6.5	6.5		0.1	0.1	0.0

Clackmannanshire	93.6	93.4	93.3		6.3	6.6	6.7		0.1	0.0	0.1
North Ayrshire	93.2	93.5	93.3		6.7	6.5	6.6		0.1	0.0	0.0
Highland	92.8	93.0	93.2		7.2	6.9	6.8		0.1	0.0	0.0
South Ayrshire	93.2	93.2	93.2		6.8	6.8	6.8		0.0	0.0	0.0
Inverclyde	92.9	93.4	93		7.0	6.5	7.0		0.1	0.0	0.0
Midlothian	93.0	93.2	93		6.9	6.7	6.9		0.1	0.1	0.1
Glasgow City	91.3	92.6	92.8		8.6	7.4	7.2		0.1	0.0	0.0
North Lanarkshire	92.1	92.9	92.8		7.9	7.1	7.1		0.1	0.1	0.0
West Dunbartonshire	92.3	93.3	92.7		7.6	6.6	7.3		0.1	0.0	0.0
Dundee City	92.0	92.3	92.4		7.8	7.6	7.5		0.1	0.1	0.1

On April 17th 2018, Brenda Leask (Team Leader Youth Services) and Helen Tait (PT Homelink) visited the AIMS (Attendance Improvement Management Service) service in West Lothian to meet the manager and some of the team and gather more information on their interventions to support non-attendance.

The focus was to be on three main areas:

- the overall structure of the AIMS service within Children and Young People's Team;
- the policy and processes and operational information about AIMS; and
- the service's effectiveness in achieving outcomes - its successes and challenges.

The information gathered will help to inform the working group's approach to developing a staged intervention model to support attendance in school.

1.15 Parental Involvement and Engagement

A family learning group was established in August 2017 to promote family learning and inter agency working and includes a number of agencies. There has been consultation with Head Teachers and parents through parent councils. Head Teachers received training on family learning from Fiona Nicholson, Vice Chair of National Parent Forum for Scotland. The Parental Involvement Strategy for Shetland is due to be launched at the Head Teacher Development Day in September 2018.

There are 17 Action Points within the Action Plan for Parental Involvement and Engagement.

7 Action points were due by December 2017

- 4 Actions are Red
- Actions are Amber
- 1 Action is Green.

There is currently no existing information or method for collecting the following indicator in formation:

- Number of schools with named member of staff for parental engagement
- Number of engaged parents in secondary settings

1.16 Northern Alliance Numeracy Project

This is a Northern Alliance project and has not progressed as expected due to programme leadership changes at regional level. We envisage this position will improve in 2018/19, and our schools will be able to benefit further from the work developed across the regional improvement collaborative

SECTION 2

Closing the attainment gap between the most and least disadvantaged children

Pupil Equity Funding is the key mechanism for closing the gap. Please refer to Appendix 3. Other activities to close the gap are listed in this section.

2.1 Alternative Learning Opportunities

This project is currently being piloted in a secondary school with S1-3 students. The focus is on providing targeted students with 1 day a week spent with Youth Services staff with an aim to support attendance in school. Activities are focussed on personal development and raising awareness in career pathways. In addition, there is work underway to develop family-school-student partnerships.

The programme is designed around three key behaviours:

- Taking personal responsibility
- Understanding behaviours and consequences
- Increasing motivation.

The vocational work, which has involved the rebuild of a motor vehicle, has been expressly designed to contain a beginning, a middle and an end and this helps to develop the target behaviours in the students.

Student Comment, “it is great to have someone who is interested in me as a person”

Student Comment, “I need to take more responsibility at school. I don’t really like school so I have been acting out but I know this is not how to behave”

2.2 Looked After Children Co-ordinator Training

Looked After Children statistics are sent to Quality Improvement Officers on a monthly basis for noting and monitoring. Clerical support from Children and Families Social Work has been limited during the last academic year so the process has been weaker than expected, however, this important support has now been reinstated.

Training was delivered by Outreach Team to school managers. Another training strand is being developed in line with the managing inclusion guidelines.

2.3 Support for Young Carers

The Quality Improvement Officer for ASN has data for young carers and meets regularly with Carers Strategy Group. A Young Carers statement is currently being written in to GIRFEC Child's Plan paperwork. Third sector support has added significant value and VAS has been commissioned to support young carers. Work is underway to take account of recent legislative changes which place added responsibility on to Children's Services.

2.4 Raise Awareness of Alcohol and Drug Related Issues, through Health and Wellbeing Sessions in Schools

There are three different agencies commissioned via the Shetland Alcohol and Drug Partnership to deliver alcohol and drug education in schools. There is also a piece of work ongoing locally to develop an alcohol and drug education package for delivery in schools, by teachers, as there is no set curriculum (but alcohol and drug education/awareness does form part of the wellbeing section in the curriculum for excellence).

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is part a series of national surveys on smoking, drinking and drug use. The survey is conducted on a biennial basis, targeting secondary school pupils in local authority and independent schools. It is expected that the 2017 SALSUS survey will be published in November 2018. The programme is delivered to primary and secondary schools.

P7 Pupil Comment: "I feel I have learnt about how drugs and alcohol affect the body and I loved the drunk glasses"

P7 Class Teacher Comment: "Our pupils recently enjoyed the workshop offered by Youth Services on drugs education. It was absolutely pitched at the right level for a primary 7 class and matched the second level curricular outcomes well. It was very interactive and the pupils were fully engaged throughout, given plenty of opportunity for active learning. They were given time to ask questions and were given informative answers appropriate to the stage. It would be great to have opportunities for future workshops."

Table 7 – Secondary 3 Health Checks – completed by NHS Health Improvement

	S3 2015	S3 Sep 2017
<i>Number of checks completed:</i>	217	199
<i>% who drink alcohol</i>	51.39	40.7
<i>% who have been drunk</i>	n/a	8.7
<i>% who have never taken recreational drugs</i>	96.7	98.5
<i>% who have never taken NPS</i>	99.54	99.5
<i>% who know where to access info on smoking, alcohol and drugs</i>	73.15	75.76
<i>% who are satisfied with their substance use education</i>	90.19	91.92

Note: 200 Secondary 4 students were also included in the 2017 survey but, to ensure the data is comparative, their information is not included in the table above.

2.5 Revise anti-bullying in schools.

A new policy, alongside procedures and guidance is being drafted in line with Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People published in November 15, 2017. It is expected that this policy will be presented to Education and Families Committee for approval on the 11th June ahead of implementation in August 2018 at the start of the new academic year. This piece of work has included extensive consultation with young people, parents, head teachers, pupil support staff, youth services and anti-social behaviour team and has been overseen by a policy scrutiny group led by a Quality Improvement Officer.

2.6 Summer Programme

Youth Services continue to lead on engagement with young people during the summer holidays and other services within Children's Services deliver universal provision including sport and physical activity. More collaboration and commitment is required to design and implement a comprehensive, targeted summer programme which meets the needs of some of our most disengaged young people.

2.7 Engage with our most Vulnerable Young People

A participation strategy for engaging with young people was progressed in 2017. The newly formed Corporate Parenting Board includes representation from our Looked After Young people. As noted above, the work to develop the Anti-Bullying policy involved extensive consultation with our most vulnerable young people. Training content for the new policy is being developed from this work.

SECTION 3

Improvement in Children's Health and Wellbeing

3.1 Improve resilience for children who have experienced emotional trauma and stress.

A dedicated project to improving emotional wellbeing and resilience is underway. One workstream of this project is to disseminate knowledge and skills to universal services to identify resilience issues early. The project will also create clear pathways for children identified with needs relating to trauma and stress. Work has already begun to improve the curriculum regarding emotional intelligence eg. Talking about feelings, coping with emotional difficulties and being resilient.

3.2 Provide specialist emotional support where required.

The project is looking to

- identify evidence based methods to support children
- identify more quickly where the right skills for a child's needs are not immediately available.
- enable more specialist services to be identified.

3.3 Close the attainment gap for vulnerable children who have experienced emotional trauma and stress.

The Educational Psychology Service (EPS) continues to play a lead role in the development of nurturing approaches. Key achievements include:

- Increased number of children able to access safe and appropriate nurturing spaces in schools through the provision of resources following a successful bid to the Access to Education Fund made by the EPS in October 2014.
- The development of individualised programmes informed by nurture principles for children and young people with complex social, emotional and behavioural needs supporting their inclusion in schools and communities.
- A range of school and partner agency staff trained and implementing nurturing approaches at both an establishment level and individual level including nurture/emotional literacy groups for children and young people.
- The provision of ongoing support to staff for implementation through the nurture steering group.

A long term vision is: to develop a flexible authority-wide approach to nurture in which high quality, high impact provision across sectors is underpinned by shared nurturing principles. Development in Nurture through training and In-Service keynote speakers throughout 2018/19 will be essential to meeting this strategic objective.

- 10 schools are using their Pupil Equity Fund money to develop nurture to target and support disadvantaged learners to close the attainment gap.

- Every school in Shetland has now received some level of nurture training.
- 71.5% of the staff who attend this day rated the training as excellent
- An ILearn module on nurturing approaches and attachment is being developed as a first tier training for staff. The aim of this is to free up staff time to work on the development of related/complimentary well-being interventions.

3.4 Promote decision making in the child's best interests.

The Getting it Right for Every Child (GIRFEC) Quality Assurance group are currently redesigning the training. This will be offered, through an improvement model approach, to a school cluster where trainers will remain engaged until good practice can be evidenced in that area and the new approach is embedded in practice. The aim is to improve and develop assessment and planning around children with GIRFEC plans.

SECTION 4

Improvement in employability skills and sustained, positive school leaver destinations for all

The 2017 Annual Participation measure report, published by Skills Development Scotland in August 2017 has found that the proportion of 16-19 year olds participating for Shetland Islands Council is 96.1%, a 1.3 percentage point fall from 2016 and 5.0pp higher than the national rate (91.1%).

Furthermore, the proportion of 16-19 year olds not participating for Shetland Islands Council is 1.3%, a 0.3 percentage point fall from 2016 and 2.4pp lower than the national rate (3.7%).

The proportion of 16-19 year olds reported as unconfirmed for Shetland Islands Council is 2.6%, a 1.6 percentage point rise from 2016 and -2.7pp lower than the national rate (5.3%).

Youth Services and Skills Development Scotland are working in partnership with schools to improve data collection and entry, analysis, knowledge, value of data. The aspiration is to reduce the percentage of 'unconfirmed' statuses.

Further data in this area includes:

- Percentage of school leavers with the highest level of qualification at SCQF Level 5 or higher has fallen by 1% from 25% in 2015/16 to 24% in 2016/17.
- Percentage of school leavers with the highest level of qualification at SCQF Level 6 or higher has increased from 43% in 2015/16 to 46% in 2016/17.

4.1 Provide pre activity agreements 6 months prior to their school leaving date

Youth Services, through the Bridges project are working with schools to provide split programmes – where pupils remain on the school roll and access classes but also receive support from Bridges project, both in and out of school, delivered by support workers. The programme is for young people who require a targeted intervention and where needs can be better met through this kind of partnership. The purpose of this intervention is to

- Re-engage in school
- Develop Activity Agreements
- Prepare for further education or employment.

21 young people received support from the Youth Services through a split programme in 2016/17.

Young people on the split programme would participate in a reduced timetable within school and would access group work, confidence building, vocational activities, volunteering and work experience. With a particular focus on soft skills, this equips our young people to support either back in to education, on to activity agreements or in to further education, employment or training.

For example, three students had significant mental health challenges, were disengaging from school and at risk of not achieving any qualifications and another student could be described as having had a chaotic lifestyle with challenging personal circumstances.

All the students engaged in varied activities and learning which matched their needs and interests. This resulted in engagement, attendance in school and achievement of qualifications.

4.2 Develop and implement the recommendations for schools in “Developing the Young Workforce”.

An Operational Lead for Developing the Young Workforce is expected to be in post by September 2018.

We are monitoring the number of schools that have a main business link that can support work experience opportunities. In 2016 this number stood at 16 and a follow up survey is due to be completed in August 2018.

We are also measuring teachers’ knowledge and implementation of the Career Education Standard. Initial survey data in 2017 was extremely positive despite a poor response rate. The follow up survey on knowledge and implementation will take place in July 2018.

4.3 Increase Foundation Apprenticeship Opportunities and Modern Apprenticeship Opportunities

This project involves NAFC and Shetland College and S5/6 students at Brae and AHS. This is a three way partnership between school, college and employers. There are 3 different school college partnership courses, known as Academies, in Engineering, Care and The Built Environment which became available for cohort 2. The number of students enrolling in these courses has fallen over the past year.

A survey of past, present and future students was conducted in December 2017 to ascertain their experiences.

The response rate was 13% and key messages included:

- Young people were most enthusiastic about the employment aspect of the course;
- Those who completed the courses were all successful in the college element;
- The Academy courses are not appealing to a wide enough range of young people despite there being very good uptake in vocational pathway which is also a partnership between school and colleges;
- Low student numbers create an element of fragility in sustaining the courses.

First Cohort 2015-17	Engineering	11 students (8 finished – 2 joined the cadets and 1 left Shetland)
	Care	3 students (1 finished)
Second Cohort 2016-18	Engineering	7 students (5 remaining)
	Care	5 students (3 remaining)
	The Built Environment	2 students (all remaining)
Third Cohort 2017-19	Engineering	5 students
	Care	2 students
	The Built Environment	3 students

4.4 Improve enhanced transitions

This activity aims to improve the quality and number of enhanced transitions, particularly for children with social, emotional and behavioural needs (SEBN). The working group is currently being reviewed.

Appendix 3

This appendix is an update. The full report on PEF is due by 31 August 2018.

1. Pupil Equity Funding

- 1.1 Pupil Equity Funding (PEF) has been allocated based on the numbers of children and young people from P1-S3 receiving free school meals (FSM).
- 1.2 Shetland Islands Council received £188,400 for 2017/18 allocated to the following schools:

Aith Junior High School*	£ 3,600.00
Anderson High School	£ 24,000.00
Baltasound Junior High School*	£ 8,400.00
Bells Brae Primary School	£ 48,000.00
Brae High School*	£ 19,200.00
Cunningsburgh Primary School	£ 4,800.00
Dunrossness Primary School	£ 14,400.00
Fair Isle Primary School	£ 1,200.00
Fetlar Primary School	£ 1,200.00
Hamnavoe Primary School	£ 8,400.00
Mid Yell Junior High School*	£ 4,800.00
Mossbank Primary School	£ 8,400.00
North Roe Primary School	£ 1,200.00
Sandwick Junior High School	£ 4,800.00
Scalloway Primary School	£ 12,000.00
Sound Primary School	£ 19,200.00
Whalsay School*	£ 3,600.00
Whiteness Primary School	£ 1,200.00

**for pupils in primary and secondary*

- 1.3 Schools who did not receive PEF were allocated additional funding from Children's Services for a single year to support projects aimed at improving attainment and pupil health and wellbeing.
- 1.4 The reference in the National Improvement Framework (NIF) to 'the least and most deprived areas' assumes an urban concept of deprivation. The Scottish Government has acknowledged that this does not apply well to places like Shetland. Indeed, whilst many other local authorities are delivering interventions to close the gap between pupils in SIMD 1-3 and pupils in SIMD 4-10, the absence of any SIMD 1-3 pupils in Shetland creates additional challenges for our schools in identifying the gap and then taking steps to close it.
- 1.5 An alternative model for defining deprivation in Shetland has been developed with the help of Shetland's Attainment Advisor. It involves using locally-agreed

vulnerability criteria to identify individual children and families who may be at risk of socio-economic disadvantage.

- 1.6 In this regard, SIC Children's Services issued additional guidance to schools in May 2016 to assist them identifying poverty related gaps, not directly elicited by SIMD or FSM data. The guidance stated that schools may also wish to consider, in determining poverty, in their setting:
 - a) Parental/family/household circumstances
 - b) Mental/emotional/physical wellbeing
 - c) Poverty of opportunity
- 1.7 A financial report detailing PEF expenditure to 31 March 2018 was submitted to the Scottish Government on 30th April 2018.
- 1.8 A full report including school level information, outcomes and impact is to be submitted to Scottish Government by 31 August 2018.
- 1.9 All schools in receipt of PEF for 2017/18 have been making progress against agreed plans. Analysis of the 2017/18 PEF plans in Shetland reveal:
 1. There are 29 individual projects
 2. 67 outcomes relate to improving attainment in literacy and numeracy, or both.
 3. 20 outcomes relate to improvements in health and wellbeing
 4. Headteachers are using their discretion to plan, implement and monitor interventions which are based on an identified need within their individual setting
 5. There is a need to develop clearer and more consistent outcomes
 6. There is a need to develop clearer, sometimes fewer and more specific measures
- 1.10 Example 1: Brae High School:
 1. The partial use of the school's secondary PEF Funding to support school and residential trips to address the 'hidden curriculum' that some disadvantaged children do not have the opportunity to be part of with their families due to adverse and challenging circumstances.
 2. The school has organised trips to Voxter and Bridge End in Burra, the Shetland Museum and the Mareel to develop emotional and life skills and broaden experiences a targeted group of young people. The school's ASN Department have led this initiative.
 3. Witness Statements from staff involved and the SHANNARI wheel has been used to measure impact on each child.
 4. The behaviour and engagement of the young people involved has improved and relationships between the young people and staff in school have been strengthened as a result of the residential experiences.

1.11 Example 2: Anderson High School:

1. Raise S4 attainment with targeted, additional support for a group of S4 children many of whom had social and emotional and behavioural difficulties between April and May 2017
2. A comparison of prelim results, before the targeted PEF interventions, with the final award achieved by the young people in this group in their 2017 SQA subjects showed a general improvement in both the completion of SQA course work and overall attainment as well as an improved attendance rate for these young people. The comments on the targeted and additional support from the pupils and staff involved were very positive.

1.12 Example 3 – Baltasound Junior High School – who were invited to present their approach to Pupil Equity Funding at the Northern Alliance Conference in Aberdeen in March 2018.

1. The school considered poverty vulnerability within a rural context and identified pupils experiencing socio-economic disadvantage beyond the simple measures of Free School Meals.
2. A wide range of pupil and family specific interventions were implemented to facilitate better participation and engagement. Examples include: collecting parents for GIRFEC Reviews, Parent Evenings and Community Events if they have no transport or require support staff to attend; a Whole school nurture approach; a supported programme over the school holidays; using digital technology and personal support with their teacher through email and GLOW.
3. Pupil progress was measured using a bespoke tracking system using data from SHANARRI audits and Scottish National Standardised Assessments (SNSA)

GIRFEC – Getting it Right for Every Child

SHANARRI – a tool to measure pupil health and wellbeing – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

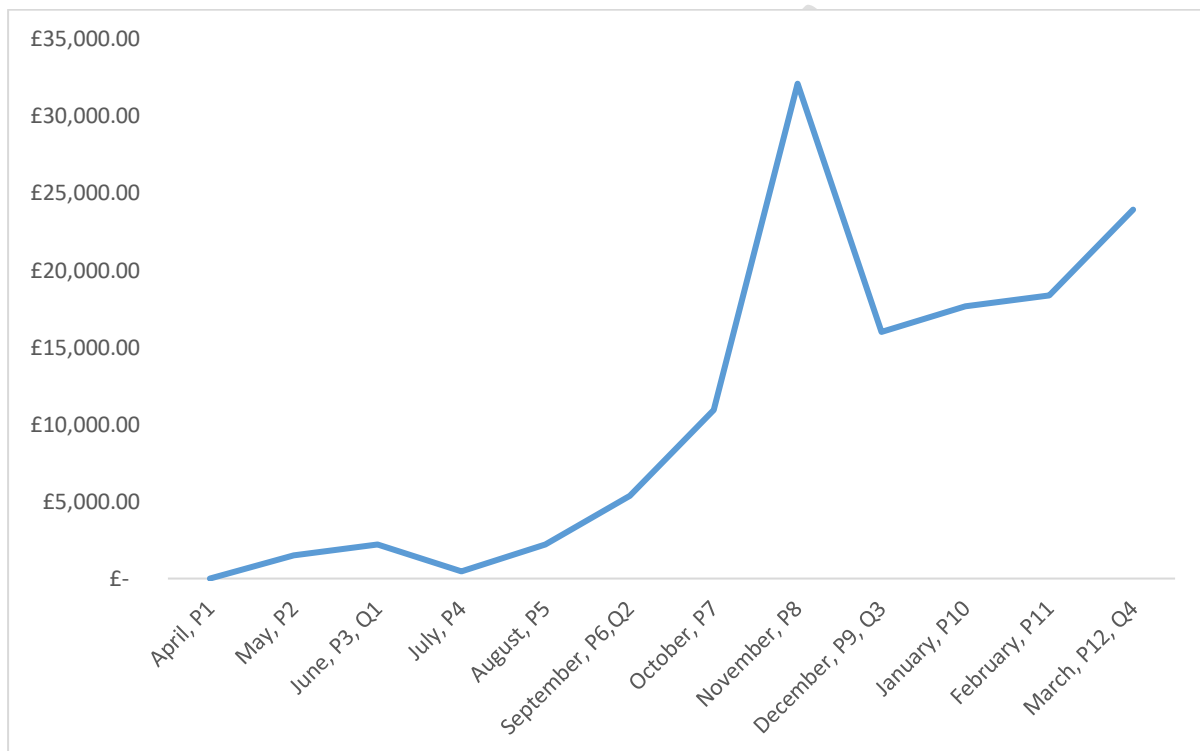
SQA – Scottish Qualifications Authority

SIMD – Scottish Index of Multiple Deprivation

2. Finance

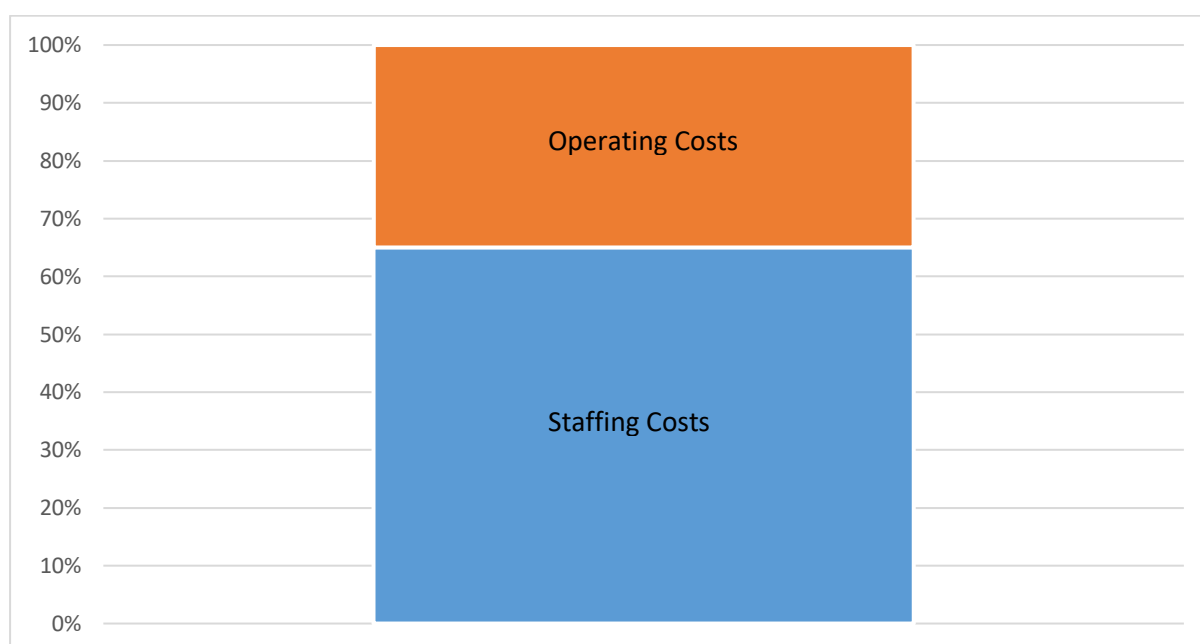
2.1 Pupil Equity Funding Spend Profile

2.2 Schools in Shetland were uncertain of their allocations until the start of the academic year which delayed their planning and delivery of PEF plans. This delay had a particular impact on staffing and recruitment, hence the delayed spike in expenditure until later in the year.



2.3 Schools are already aware of their PEF allocations for 2018/19 which will help schools with forward planning and specifically recruitment. A more consistent profile spend is therefore expected next year.

2.4. PEF Expenditure by Type



Total Budget	£188,400
Expenditure to 31 March 2018	£126,503.64
Carry Forward to be spent by the end of the academic year	£61,896.36

2.5 65% of the expenditure to 31 March 2018 is related to staffing costs and 35% of the expenditure is related to operational costs.

2.6 Schools have plans in place to spend the PEF carry forward by the end of June 2018.

2.7. Operational Costs Breakdown

2.8 The majority of funding was spent on learning materials such as teaching resources, classroom ideas and educational games as well as additional materials to support work in ASN.



R&M Costs – Repair and Maintenance Costs
Travel appears twice under two different code types

3. Support

3.1 Schools are being supported in the development, implementation and monitoring of their plans.

3.2 PEF was the focus of the additional third visit by Quality Improvement Officers who reported back to each school in terms of outcomes, impact and use of resources. Quality Improvement Officers also highlight and share good practice and learning from across Shetland.

3.3 The Attainment Adviser has visited schools, provided support remotely and shared good practice and learning from across Scotland

3.4 Children's Services have hosted two networking events dedicated to PEF which brings together head teachers and other relevant staff to reflect, plan and collaborate.