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Date: 24 August 2020

Dear Sir/Madam

You are invited to the following meeting:

Education and Families Committee
Remote Link via Teams
Monday 31 August 2020 at 10.00am

In terms of Section 50A(3A) of the Local Government (Scotland) Act 1973, as introduced by Schedule 6, Paragraph 13 of the Coronavirus (Scotland) Act 2020, the public are excluded from attendance at this meeting.

Please note that this meeting will be recorded and published online for public access after the meeting.

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 meetings held on (i) 20 January 2020 and (ii) 10 March 2020, (enclosed).

ITEM *(Agenda items 1-4 relate to the giving of advice or the discharge of the Committee's function as an education authority)*

- 1. Children's Services Q1 2020/21 Performance Report
CS-14-20
- 2. Children's Services Recovery Report
CS-18-20
- 3. External Audit Reports - Education Scotland Report on Dunrossness Primary School and Nursery Class
CS-13-20
- 4. External Audit Reports - Education Scotland Report on Whalsay School and Nursery Class
CS-15-20
- 5. External Audit Report – Care Inspectorate report on Grodians, Short Breaks for Children, and Windybrae
CS-16-20
- 6. Chief Social Work Officer Report 2019/20
CS-17-20



MINUTES

B - PUBLIC

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 20 January 2020 at 10.00am**

Present:

Councillors:

P Campbell	S Coutts
J Fraser	A Hawick
C Hughson	E Macdonald
R McGregor	D Sandison
G Smith	T Smith
R Thomson	

Religious Representatives:

T Macintyre	M Tregonning
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Also:

A Cooper	S Flaws
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Apologies:

H Rankine

In Attendance:

H Budge, Director – Children's Services
S Bokor-Ingram, Director of Community Health and Social Care
R Calder, Acting Executive Manager – Quality Improvement
J Manson, Executive Manager – Finance
C Anderson, Senior Communications Officer
K Johnston, Solicitor
J Johnston, Quality Improvement Officer
M Summers, Senior Youth Development Worker
M Thomson, Management Accountant
L Geddes, Committee Officer

Also:

L Anderson, Member of the Scottish Youth Parliament (MSYP)
J Dorrat, Member of the Scottish Youth Parliament (MSYP)

Chairperson

Mr G Smith, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

The Chair ruled that in accordance with Section 43(2) of the Local Government in Scotland Act 2003, the attendance of Councillors John Fraser and Amanda Hawick during the Committee proceedings was permitted by remote telephone link.

**Deputation – Shetland Members of the Scottish Youth Parliament (MSYPs):
UK Youth Parliament “Make Your Mark” Ballot**

The Chair welcomed the Shetland MSYPs – Leighton Anderson and Jonathan Dorrat - to the meeting.

The MSYPs gave a PowerPoint presentation to the Committee outlining the role and the mission of the Scottish Youth Parliament and the background to the “Make Your Mark” ballot which had taken place last year, giving young people the chance to influence the issues discussed. Young people had been given the opportunity to vote on one UK issue, one devolved issue, and one local issue. The MSYPs had had the opportunity to speak to young people when they were in schools distributing the ballot papers, and the results had also been collated locally.

A total of 886 young people had taken part in the ballot locally – 62% of all school students - and this was in the top twenty turnout for the UK. The top three UK wide priorities were protection of the environment, welcoming refugees, and tackling hate crime. The top three devolved issues were mental health, putting an end to knife crime, and tackling child poverty. Locally the top three issues were protecting the environment, transport, and mental health. The MSYP had recently had the opportunity to speak in the House of Commons about protecting the environment.

The next steps would be to work with committees to develop an action plan and to campaign for improvements in the community. The Scottish Youth Parliament’s national campaign for 2019/20 focused on reducing pollution levels that contribute to climate change, and it was taking action to reduce single use packaging and waste. Mental health was also a key area of concern, and work was being carried out to improve services for young people. Transport had always been a key issue for rural areas, and work was being carried out locally to address this.

The MSYPs concluded by saying it was recognised that Shetland always had good participation in consultation and youth engagement events. Schools and the Council’s youth work team played an active part in helping them to carry out their roles. However more could be done, and members were encouraged to make themselves aware of the “Being Heard” report, which was one of the largest studies undertaken regarding the engagement of young people in Scottish local authorities. Members were asked to work with the MSYPs to ensure that young people could make a difference and influence change.

The Chair thanked the MSYPs for their presentation, and said that the Committee took on board the need to hear the views of young people. The issues that had been prioritised by young people locally were issues that the Council was already actively considering, and today’s agenda included a report on counselling in schools. Reports would be presented to the Council shortly regarding the bus network and climate change. The Council should be looking to engage as much as possible with young people and involving them in the decision-making approach.

It was questioned what would could be done to assist young people to take issues forward. The MSYPs said that it was useful to be attend Committee meetings to bring matters to attention, and it would also be of assistance if it was made clearer to young people about who to contact in the Council. It had been suggested in the “Being Heard” report that there should be a councillor with responsibility for contact with young people.

The Chair advised that he was always willing to meet with the MSYPs and would welcome the opportunity for regular dialogue, and it was suggested that it may be beneficial for young people to be invited to the quarterly ZetTrans meetings so that they could be involved in discussions relating to transport.

It was questioned if there was a reason for smaller schools locally having a higher response rate for the ballot, and the MSYPs suggested that this may be because it was easier to get the ballots to classes in smaller schools. It had taken some time to get around classes in the Anderson High School, but there had been a huge improvement in the turnout rate there.

Declarations of Interest

Agenda Item 5: Expansion of Early Learning and Childcare – Funded Providers: Request to Transfer to Shetland Islands Council

Ms Hughson declared an interest in the above item as a family member was employed by the provider, and she advised that she would leave the room during the discussion.

Mr Sandison declared an interest in the above item as a director of “Hame Fae Hame”, and advised that he would leave the room during the discussion.

Minutes

The minutes of the meeting held on 18 November 2019 were confirmed on the motion of Mr Campbell, seconded by Ms Hughson.

01/20 **Palliative and End of Life Care Strategy for Shetland 2019 - 2022**
The Committee considered a report by the Interim Director Community Health & Social Care (CC-47-20-F) presenting the Palliative and End of Life Care Strategy for Shetland 2019-2022.

The Chair advised that no requirement from the Committee was stated in the recommendations. However the report had been considered by the IJB and NHS board, and he understood that comments from the Committee would be welcomed.

The Director of Community Health & Social Care summarised the main terms of the report, advising that the Strategy had been developed after extensive engagement with patients/service users and health and social care professionals working in a variety of settings. In terms of performance, Shetland consistently had the highest percentage relating to the last six months of life spent at home or in a community setting. It was recognised that there was more to do to ensure that everyone had the opportunity to die in their own home, and there were aspirations to broaden the range of support given to families and the community in order to continue to maintain overall performance. In terms of children, GIRFEC supported children and families by making sure that children and young people received the right help at the right time, and it was recognised that palliative care for children was different from palliative care for adults.

In response to a query, he advised that there would continue to be training programmes in place for staff dealing with children and families.

Staff were trained, and there were some very skilled staff locally. The action plan contained aspirations for further training.

It was commented that the values, principles and human rights relating to approaches to palliative care would differ between old and young, and it was questioned if anyone in receipt of palliative care choosing self-directed support as an option could be satisfied that they were receiving the same level of care as local authority delivered services.

The Director of Community Health and Social Care replied that, in terms of values, the Strategy set out to treat every individual uniquely and to consider how they wanted to be treated. Self-directed support gave people an option to procure their own carers, and they may procure people who shared their own values and beliefs. The self-directed support option was very important in helping to achieve a balanced approach locally, and it could be used alongside statutory services.

In response to a further query, he advised that hospices were very important in terms of providing expertise to support people in Shetland. Hospices were much more than places where people went to die, and they were used to help stabilise patients or for day case work. The “Children’s Hospices Across Scotland” system was a powerful arrangement that Shetland could access and help negate the need to move people between Shetland and the mainland. The focus was always on trying to keep people in the community.

It was agreed that concerns raised regarding the terminology around “Values, Principles and Human Rights”, and the percentage of staff who felt they had adequate or enough training, would be passed on to the Policy & Resources Committee.

Decision:

The Committee NOTED the content of the report.

02/20

Shetland Public Protection Committee Annual Report 2018-2019

The Committee considered the Shetland Public Protection Committee Annual Report 2018-2019 by the Independent Convener and Lead Officer for Shetland Public Protection Committee (CS-01-20-F).

The Director of Children’s Services summarised the main terms of the report, advising that it was the first report from both the Shetland Child Protection and Adult Protection Committees. The two separate action plans would be merged into one going forward, and the extensive membership was going to be reviewed.

Responding to questions regarding progress with the business plan, she advised that a computer programme was used to illustrate the percentage progress to date. There was a need to better align the percentage with the progress statements, and she would pass this on to the authors of the report.

It was also suggested that there was a need for the report to be presented earlier in order that governance and oversight of the Committee was not compromised, and the Director of Children’s Services advised that it would be presented in a more timely manner next year.

It was further suggested that the source of referrals referred to in Appendix 5 could be broken down further.

The Director of Children's Services said that it was sometimes the case that the source of referrals did not fit into any of the categories, but she would pass this on to the report's authors.

Decision:

The Committee NOTED the content of the report.

03/20

Counselling in Schools

The Committee considered a report by the Quality Improvement Officer for Children and Young People with Additional Support Needs (CS-33-19-F) presenting information on the early stages in the development of the Counselling in Schools service.

The Director of Children's Services summarised the main terms of the report, advising that the funding detail had not been forthcoming until the end of last year, but it had been more than anticipated. Guidance had been received from the Scottish Government as to how they wanted counselling services established, and discussions had taken place with NHS colleagues about working together to look at how the funding should be spent in future. Some interim arrangements had been put in place this year, and information was being gathered from young people. It was important that services were not duplicated and, in the short-term, independent counsellors would be contracted to deliver services. Job profiles had been drawn up for a Senior Practitioner and Counsellor, and they were proceeding through the Job Evaluation process. She would arrange to provide further information on the dates for advertising these posts. It was not intended to put a counsellor into each secondary school, but to look for a system that would work locally.

Responding to questions, she advised that it had initially been proposed that the service would be for secondary school pupils. It had been changed to age 10+ in recognition that there may be issues affecting younger children.

Concerns were expressed regarding the capacity to deliver the service locally, and the Director of Children's Services advised that a number of counsellors had already signed up to provide services. At the moment, it was felt that there would be sufficient capacity but, as the service developed, further conversations would take place with health colleagues, the voluntary sector, and young people.

The Executive Manager – Finance added that funding was profiled up to 2022, and it was intended to develop a training model to introduce more trainees into the system, therefore increasing capacity.

It was noted that the third sector had played a key role in developing counselling services locally, and that there was a need for Shetland College to again deliver training for certificates and diplomas.

The Chair commented that the service was a high priority for the Council and for young people. A short-term approach was in place in order to

ensure that full use could be made of the resources available while a medium to long-term plan was formulated, and there was some urgency to pull things together while the funding was available. There was currently no indication of funding being made available beyond 2023.

Responding to a question regarding training for teachers, the Director of Children's Services advised that groups of staff within schools were trained to deliver personal and social education programmes which included social and emotional issues. Staff were trained to recognise signs of mental health issues and to have conversations around this, so different methods were already in place for staff to encourage young people to seek support. In-service training was also available to all staff in schools - not just teaching staff, and a group of young people had also been trained as peer educators.

Decision:

The Committee NOTED the early stages in the development of a new service, Counselling in Schools, in response to Scottish Government policy and funding.

Mr G Smith moved that in order to avoid the disclosure of exempt information, the Committee resolve to exclude the public in terms of the relevant legislation during consideration of the following items of business, and Mr T Smith seconded.

Mr T Smith advised that he was declaring an interest in Agenda Item 6 "Additional Children's Services Report on Education Scotland's Inspection of Sandwick Junior High School 13-17 May 2019" and advised he would leave the Chamber during the discussion.

04/20 **Closure of Kid Zone After School Club and Holiday Club at Mossbank Primary School**

The Committee considered a report by the Director of Children's Services.

Mr G Smith moved that the Committee recommend that Policy and Resources Committee recommend that Shetland Islands Council defer consideration of the report to allow further discussion with the community to better understand the impact should the report come forward with the current recommendations.

Mr T Smith seconded.

Decision:

The Committee **RECOMMENDED** that Policy and Resources Committee **RECOMMEND** that Shetland Islands Council defer consideration of the report to allow further discussion with the community to better understand the impact should the report come forward with the current recommendations.

(Mr Sandison and Ms Hughson left the meeting)

05/20 **Expansion of Early Learning and Childcare – Funded Providers: Request to Transfer to Shetland Islands Council**

The Committee considered a report by the Director of Children's Services.

The Director of Children's Services summarised the main terms of the report and, following some discussion, the Committee approved the recommendation in the report.

Decision:

The Committee approved the recommendation in the report.

(Mr Sandison and Ms Hughson returned to the meeting, and Mr T Smith left the meeting)

Mr Tregonning declared an interest in the following item and left the meeting.

06/20 **Additional Children's Services Report on Education Scotland's Inspection of Sandwich Junior High School 13-17 May 2019**

The Committee considered a report by the Director of Children's Services.

The Acting Executive Manager – Quality Improvement summarised the main terms of the report.

The Acting Executive Manager – Quality Improvement and the Director of Children's Services responded to questions and comments from Members.

Following some discussion, the Committee noted the report.

Decision:

The Committee NOTED the additional Children's Services report on the Education Scotland's inspection of Sandwich Junior High School in May 2019.

The meeting concluded at 12.30pm.

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Chair

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MINUTES

A&B - Public

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Tuesday 10 March 2020 at 2.00pm**

Present:

Councillors:

P Campbell	S Coutts
J Fraser	A Hawick
C Hughson	E Macdonald
R McGregor	D Sandison
G Smith	T Smith
R Thomson	

Religious Representatives:

M Tregonning

Also:

A Cooper	A Duncan
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Apologies:

T Macintyre	H Rankine
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In Attendance:

H Budge, Director – Children’s Services
J Manson, Executive Manager – Finance
S Flaws, Quality Improvement Officer – Early Learning and Childcare
K Fraser, Executive Manager – Library Services
K Johnston, Team Leader - Legal
C Jones, Solicitor
M Summers, Senior Youth Development Officer
M Thomson, Management Accountant
L Geddes, Committee Officer

Also:

L Anderson, Member of the Scottish Youth Parliament (MSYP)
W Sineath, Head Teacher – Cunningsburgh Primary School
C Leask, J Sinclair & E Wigram – Codices (Young Enterprise Company)

Chairperson

Mr G Smith, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

Before the meeting commenced, the Chair asked the Director of Children’s Services to provide an update on the latest situation regarding Covid-19 in relation to schools.

The Director of Children's Services advised that schools were being kept informed and issued with the latest information from the Scottish Government and NHS Scotland, and that there were also links to available information on the Children's Services web pages. The guidance in respect of education settings was very clear, and this was monitored closely as it was a changing picture. Children's Services were keeping in close contact with NHS Shetland and the Scottish Government, and advising schools and parents accordingly.

Declarations of Interest

None

06/20 **Presentation: Young Enterprise Company Teams "Kynda" and "Codices"**

The Committee noted a report by the Senior Youth Development Officer (CS-09-20-F) introducing the presentation on the Young Enterprise Company Programme 2019/20.

It was noted that there were two teams competing this year – Kynda and Codices. Unfortunately Kynda were unable to attend today's meeting, so representatives from Codices would be giving the presentation.

The representatives from Codices gave a presentation to the meeting, outlining the background to the Young Enterprise Company programme - which had been running for 30 years locally - and explaining how it was run with support from local business volunteers, teachers, and Young Enterprise Scotland staff. The aim of the programme was to develop a wide range of skills, and for participants to receive an invaluable entrepreneurial experience. Kynda had sold candle holders made of reclaimed wood and engraved with Shetland symbols. Codices had created an online business directory, and would be marketing and promoting it. Both groups had experienced some challenges along the way in creating their products. These had included difficulties in setting up an online bank account as Shetland was not near enough to a local branch to do so. Both groups felt that it would be of great advantage to have Young Enterprise as part of the school curriculum, as was the case in Orkney.

Responding to questions, the representatives confirmed that there had been a number of challenges and hurdles for both teams to overcome, but that this had been a valuable learning experience in negotiation and collectively coming to agreement. Because of the time commitment required from the people involved in supporting the Programme, there was concern for the future if it was not adopted as part of the curriculum. Having a regular fixed time in the school curriculum dedicated to Young Enterprise would assist with this commitment, and discussions to this effect were currently taking place.

The Committee commented positively on the value and benefits of the Young Enterprise Company Programme, and requested that the Director of Children's Services inform the Committee of any concerns relating to the future of the Young Enterprise Company scheme.

The Chair thanked the representatives for their presentation, and the Senior Youth Development Officer for his support.

Decision:

The Committee NOTED the presentation from Young Enterprise.

07/20

Children's Services Performance Report - 9 Months/Third Quarter 2019/20

The Committee considered a report by the Director of Children's Services (CS-01-20-F) outlining the activity and performance of the Children's Services Directorate for the third quarter of 2019/20.

The Director of Children's Services summarised the main terms of the report, advising that there was an error in Appendix E to the report. The totals in the table should read the same as those referred to in paragraph 4.1 of the report – namely an underspend of £458,000. The main reason for the underspend was the specific funding for Early Learning and Childcare (ELC) and Pupil Equity Funding (PEF) which required to be carried forward into 2020/21, as it was unlikely to be spent before the year end.

The Director of Children's Services then responded to questions, and the Committee noted the following:

- ELC expansion was on track, and over half of the establishments were already delivering increased hours. Contingency plans were in place should some of the work not be completed in time, and it was intended to provide a further update on progress at the next meeting. An update would also be provided to the Committee in respect of children's residential accommodation – also on track now that the building warrant process had been completed.
- Work was ongoing in respect of social work salary scales. It was intended to present reports to future meetings in respect of management restructuring, and some of this related to salary scales.
- The PEF received by the Council went directly to schools, and schools had to report back on how they had used this funding. A higher number of schools – 72% - had received this funding last year, and £1,200 had been provided to those schools that had not received PEF.
- Attendance rates were something that QIOs looked at in some detail, and conversations were held with Head Teachers in order to get a better understanding of the reasons. A breakdown of attendance rates could be provided to the Committee, given that some were now dipping below 95%.
- Because of the interest shown in PGDE, all places would be taken up. There was a need for teachers across both primary and secondary settings, although there were some specific areas that the Council would like to see more teachers in. There was also a need to have more supply staff available, particularly in some specialist subject areas. Spend to Save funding was being used for the PGDE places, and would be applied for again if the scheme was successful. Those applying were Council employees already resident in Shetland, and while something to enforce them to remain in Shetland after training could not be built in, it was something that could be encouraged. A

payback scheme for those who left Shetland after training was something that consideration could be given to.

- It was not just young people who were involved in employability pathways, and further information on how many people ended up being employed could be circulated. The Committee remit was for people up to the age of 25, and Shetland College would be able to provide information in respect of those over the age of 25. There were a number of different routes to employability, and more information could be provided around this.
- Schools staff – including young teachers and graduates – attended careers events to encourage young people in training to return to, or come and work, in Shetland. A mentoring scheme for Shetland students was something that could be considered, but it was important not to overburden young teachers when they would benefit from support and mentoring themselves.

Decision:

The Committee NOTED the content of the report.

08/20

2020/21 Budget and Charging Proposals - Education and Families Committee

The Committee considered a report by the Executive Manager – Finance (F-019-F) outlining the controllable budget proposals for 2020/21 for the services within the Committee's remit.

The Executive Manager – Finance summarised the main terms of the report, advising that there were a number of key assumptions – a pay award of 3%, pension contributions remaining at the 2019/20 levels, income increasing by 2.74%, and reduced government funding. The majority of growth related to employee inflation and teacher pension costs, and an increase in ELC costs.

The Executive Manager – Finance then responded to questions, and the Committee noted the following:

- The increased costs for ELC would not be fully covered across the board in terms of pay inflation and in respect of pay negotiations for teachers that had been held last year. The Scottish Government had committed to its proportion of the pay award and there were some additional monies in respect of the teachers' pay award. However the Council would require to meet some of the costs in respect of non-teaching staff.
- There was a need to take long-term action across the Council to reduce expenditure and the funding gap. Whether spending cuts were attributed equally across the Council or allocated to departments was a question for the Council, not this Committee.
- A teachers' pay award had already been agreed for 2020/21 so would not impact on this year. However there would be another to introduce in the next financial year.

The Chair thanked all those involved in preparing the budget, and commented it was not an easy task. Staff were continually having to find efficiencies and savings to meet targets, while continuing to deliver high quality services to vulnerable young people. Efforts were being made to keep the commitment to early intervention and preventative work, as the benefits would be seen long-term, but there were cost pressures in this area of activity. The costs related to staff and ring fencing and the formula used by the Scottish Government did not favour the Council in terms of funding received, so there was a need to keep pressure on. The budget could do with being increased if the Council was going to deliver its priorities in the Community Plan. However he commended the budget to the Committee, and went on to move that the recommendations in the report be approved.

Mr T Smith seconded.

During the discussion that followed, it was commented that while the budget was acceptable, there were increasing concerns regarding the sustainability and quality of education locally if it was not possible to recruit the staff to posts in the relevant subject area, and the ability to recruit staff to provide services in social care and social work. It was a human resources issue as well as a financial one, and the Council was taking steps to try and alleviate these issues. It was cautioned that there would be some serious decisions for the Council to make in terms of priorities, as directorates would be fighting over the money available in future given that funding was being reduced and costs were rising. While the budget could be recommended to the Council, it could not continue to prepare budgets that would lead to a draw on its reserves.

Mr Cooper advised that he would like to draw attention to the “Peerie Maakers” scheme which had been operating in schools for a number of years. The scheme was run by volunteers and the wool was provided by Jamieson and Smith. The only cost related to that of a co-ordinator - a necessary function that had been paid for over the last few years by the LEADER scheme. However LEADER had now finished, and funding would not be provided beyond August. Efforts were being made to secure external funding, but there was no core funding going forward. Given the pressures on the education budget, the Director of Children’s Services did not feel able to include this in it. It was an important scheme that had social benefits as well as educational ones. He accepted that funding could not come from the education budget, but felt that the £10,000 required could be taken out of reserves. He appreciated this would be a decision for the Policy and Resources Committee and the Council, but it was important to raise it at the Education and Families Committee in the first instance.

The Chair said that he appreciated the reasons for raising the matter at this Committee, and suggested that the Leader take the matter forward for further decision at Policy and Resources Committee and the Council.

The Leader advised that he would take this forward for discussion, and suggested it was possible that it may be eligible for the Crown Estate grant scheme.

It was commented that Members were usually reminded that they should not be opening the floodgates for the various projects they had an interest in.

Decision:

The Committee **RECOMMENDED** that the Policy and Resources Committee and Council **APPROVE** the budget proposals for 2020/21 included in the report, and set out in detail in the Budget Activity Summary (Appendix 2) and Schedule of Charges (Appendix 3) to be included in the Overall SIC Budget Book.

09/20

How Good Is Our Public Library Service? Peer Assessor Review Report on Shetland Library

The Committee considered a report by the Executive Manager - Library Services (CS-07-20-F) presenting the “How Good is Our Public Library Service?” peer assessor Review of Shetland Library.

The Executive Manager - Library Services summarised the main terms of the report, advising that over half the staff had been involved in the review. The recommendations for improvement would be taken forward in an improvement plan and, in the short term, improved computer access and support in community libraries would be piloted.

Responding to questions, the Executive Manager – Library Services advised that there was already community use of school libraries. Hours were limited because the public could not access the building during school hours, and the school system could not be used for accessing computers. The pilot project would look at public access to computers, and whether the hours they were open were the best hours for the public. Fines for the late return of books tended to be counter-productive and diverted staff from customer-focused work. They could also put people off using the library, and other libraries were trying to drop these charges as a result.

The Chair congratulated library staff on the positive report, particularly when they were in the process of relocating services.

Decision:

The Education and Families Committee **NOTED** the content of the “How Good is Our Public Library Service?” peer assessor Review of Shetland Library.

10/20

External Audit : Education Scotland Return Visit to Cunningsburgh Primary School Nursery Class

The Committee considered a report by the Director of Children’s Services (CS-04-20-F) highlighting the findings from the Education Scotland return visit to Cunningsburgh Primary School Nursery Class.

The Quality Improvement Officer – Early Learning and Childcare summarised the main terms of the report, advising that the inspector had found that senior leaders and staff had taken forward a programme of substantial development leading to significant change. Aspects of the practitioner’s practice and development of the learning environment had been identified as worthy of sharing more widely across Scotland.

Overall the school had made good progress since the original inspection, and there would be no more visits in connection with this inspection.

Responding to a question relating to how vulnerable backgrounds were defined, the Director of Children’s Services advised it included many different factors. These included living in poverty, rural deprivation and deprivation of opportunity, but consideration was always given to particular circumstances on individuals. Work was ongoing to look at the cost of the school day and how to make this more affordable to everyone, given that some families did not fall into the category of living in poverty but were very close to it.

The Committee congratulated staff on the positive report, and for the examples of work that had been held up as a model throughout the country. It was commented that it was reassuring to see that there had been capacity to respond positively to the improvements required, and that the inspector had confirmed confidence in the ability of the school to sustain that improvement.

Decision:
The Committee NOTED the Education Scotland letter on the return visit to Cunningsburgh Primary School Nursery Class.

The meeting concluded at 3.40pm.

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Chair



Meeting(s):	Education and Families Committee	31 August 2020
Report Title:	Children's Services Directorate Performance Report – Quarter 1, 01 April to 30 June 2020	
Reference Number:	CS-14-20-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

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

2.0 High Level Summary:

- 2.1 This report summarises the activity and performance of Children's Services Directorate for the first quarter of 2020/21, the three months up to the end of June 2020.

3.0 Corporate Priorities and Joint Working:

- 3.1 The information 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:

Financial Performance

- 4.1 The Directorate is expecting to spend £48.402m by the end of the year; an underspend of £212k compared to the Directorate’s approved revenue budget of £48.614m. The key drivers of this forecast underspend are:
- Staff vacancies within Children’s Social Work.
 - Staffing reconfigurations with the Early Learning and Childcare service.
- 4.2 These figures, have been amended to eliminate any COVID 19 related overspends, underspends and loss of income. These costs will be reported to Shetland Islands Council as part of the overall management accounts.
- 4.3 In relation to capital, the Directorate is expecting to spend £2.150m by the end of the year; an underspend of £368k compared to the Directorate’s approved capital budget of £2.518m.
- 4.4 Appendices E and F are attached for detailed information on the Revenue and Capital outturn position. Included in Appendix E is the Community Planning and Development (part) outturn position, which falls under the remit of this committee.

Directorate Achievements from April to June 2020

- 4.5 During the first quarter of 2020/21 Directorate’s achievements included:
- Preparing for the reopening of all schools and Early Learning and Childcare settings following the enforced closure period caused by the COVID-19 pandemic:

- The suite of local guidance prepared by the service, including Children's Services' Phasing Plan and Blended Learning Framework;
- The extensive partnership working with school managers, teaching and non-teaching unions and parents and carers to support the reopening of schools and ELC settings.
- On the whole, positive Education Scotland inspections on two settings, Dunrossness Primary School and Whalsay School.
- Children's Services Remote Learning Guidance and Remote Teaching Protocols have supported school communities adapt to remote learning during the period of enforced school closures from March to July. In this time, the use of the Scottish Government's online education platform, Glow usage increased in Shetland from 91978 users in April to 103971 in June and the service also distributed 351 devices to children and young people to support their access to remote online learning. (Tracy will provide the exact figure).
- Dedicated central support, seven days a week, was provided to children and young and their parents and carers in respect of queries and issues related to Glow, through a dedicated email address, with very positive feedback received on this support.
- Delivered critical childcare services throughout Shetland to support vulnerable families and enable keyworkers to continue working throughout lockdown.
- Maintained the delivery of essential children's social work and social care services to support vulnerable families and ensure children were protected from harm.
- Redeployment of children's services staff to essential roles in other parts of the Council to assist with Shetland's response to the coronavirus pandemic.

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. This has resulted in the need to use agency staff in some parts of the directorate, which comes at additional cost.
6.3	There are no direct implications arising from this report. The Council is required to make sure our systems are monitored and

Equality, Diversity and Human Rights:	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:	<p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend less than their Council approved revenue budget. The expansion of Early Learning and Childcare is funded through ring-fenced revenue funding from the Scottish Government, so any underspend in this service area will require to be carried forward in full to 2021/22.</p> <p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend less than their Council approved capital budget. However, any underspend will require to be carried forward in full to 2021/22.</p>
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:	<p>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.</p> <p>The use of agency staff has been necessary to ensure the safe delivery of services.</p>
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>

	However, this report will be taken as part of the Shetland Islands Council meeting due changes to the meeting schedule as a consequence of the ongoing COVID-19 pandemic.	
6.11 Previously considered by:	None	N/A

Contact Details:

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01595 744064

Report finalised: 20 August 2020

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 – Draft Revenue Outturn Position
Appendix F – Draft Capital Outturn Position

Background Documents:

None



END


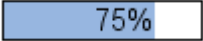

Appendix A - PPMF Projects and Actions - Children's Services Directorate






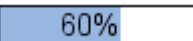


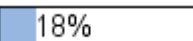

Generated on: 20 August 2020

Shetland Partnership Plan 2018-2028

. People						
Individuals and families thrive and reach their full potential						
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP138 Northern Alliance			Planned Start	01-Sep-2015	 <div>50%</div>	The Regional Improvement Plan 2019 has been confirmed, outlining how the Northern Alliance intends to reduce inequalities and target improvements in the four national priorities in the National Improvement Framework.
			Actual Start	16-Aug-2016		
			Original Due Date	01-Jul-2020		
Lead			Due Date	01-Jul-2020		The workstreams for the new plan are:
Children's Services Directorate; Quality Improvement; Schools	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.	Completed Date			<ul style="list-style-type: none"> Curriculum Raising Attainment and Closing the Poverty Gap Sustaining Education in Our Communities Leadership

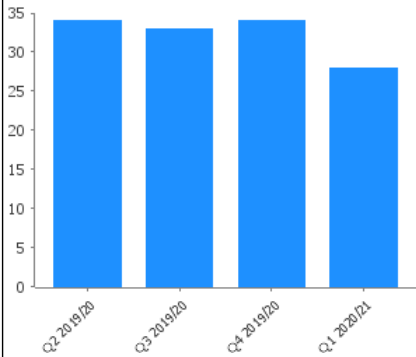
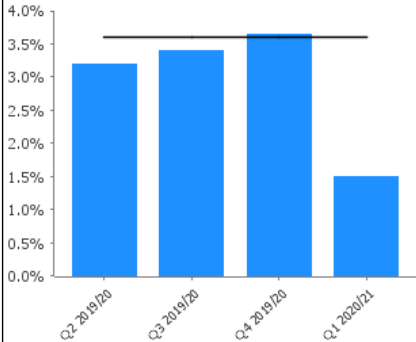
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP139 Excellence and Equity in Scottish Education	Implement locally the key priorities from the Delivery Plan including the National Improvement Framework: • Parental Involvement • Youth Participation • National Improvement Framework • The Governance Review	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016		A separate report on Education Reform and the Joint Agreement, Progress in Shetland Islands Council, was presented to the Education and Families Committee for noting in November 2019, including an update on our work progressing the three locally identified actions:
			Actual Start	01-Jun-2016		
			Original Due Date	01-Jul-2020	Expected success	
			Due Date	01-Jul-2020		Likely to meet target
			Completed Date			
Lead						
Children's Services Directorate; Quality Improvement						<ul style="list-style-type: none"> • reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers. Progress was made through this review and next steps will be identified; • reviewing Clerical Staffing; and reviewing Devolved School Management. There is no capacity to take these forward, at this stage.

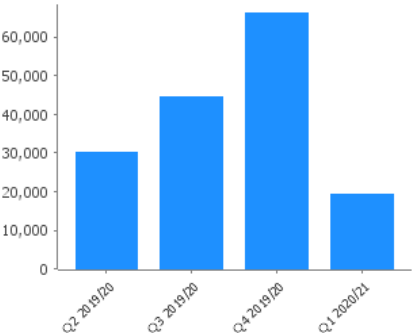
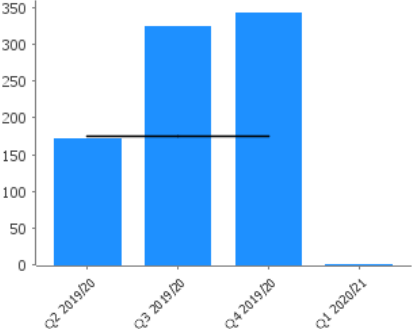
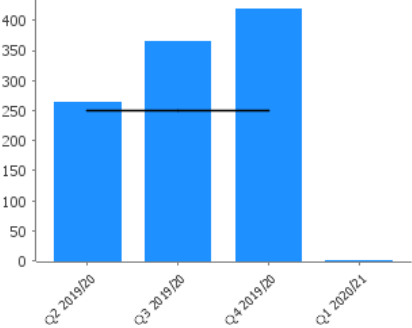
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement	
DP141 Early Learning and Childcare	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020 (Scottish Government policy target).	Planned Start	14-Feb-2018		All settings will be delivering 1140 hours by 31 August 2020. However, a number of capital projects have had to be re-programmed and these will continue to be progressed over the next 12 – 18 months.	
			Actual Start	14-Feb-2018	<div><div>80%</div></div>		
			Original Due Date	31-Mar-2020	Expected success		
Lead			Due Date	21-Mar-2022			
Quality Improvement			Completed Date		Likely to meet target		

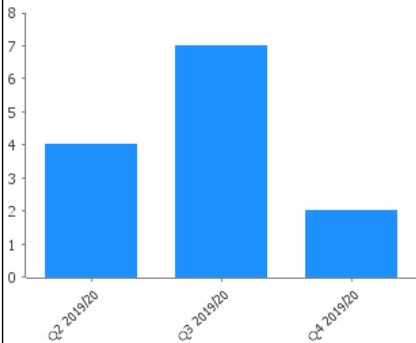
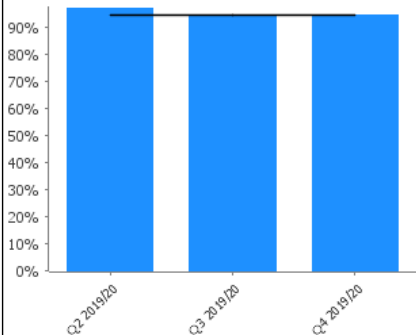
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP145 Residential and Foster Care	Build capacity in our residential and foster care resources.	Children requiring to live out with their family can do so in the Shetland community unless there is a significant level of need that cannot be met from within Shetland resources	Planned Start	01-Nov-2015		Construction is underway, and the project is on target for the new completion date in March 2021.
			Actual Start	01-Nov-2015		
			Original Due Date	30-Nov-2016	Expected success	
			Due Date	14-Mar-2021		
			Completed Date		Significant issues, likely failure to meet target	
Lead						
Children's Services Directorate						
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		Work packages being established in the Pre-birth to 5 years workstream. Young Workers engaged with NHS Shetland staff. Closer working with NHS NES regarding development and delivery of online trauma training and rescheduling of leadership sessions originally planned for March 2020. One online module delivered and available to staff. Improvement projects under review to adapt to new working conditions.
			Actual Start	01-Jan-2019		
			Original Due Date	01-Jun-2022	Expected success	
			Due Date	31-Dec-2023		
			Completed Date		Likely to meet target	
Lead						
Children's Services Directorate						

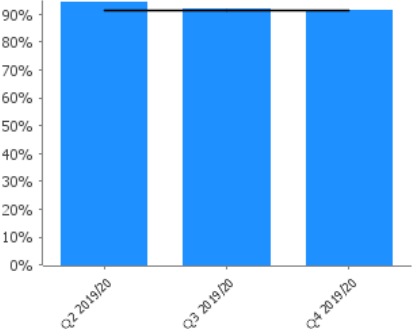
Appendix B PPMF Performance Indicators (Quarterly)- Children's Services Directorate

Generated on: 20 August 2020

Code & Short Name	Previous Years		Quarters				Q1 2020/21	Q1 2020/21	Graphs	Past performance & future improvement Statements
	2018/19	2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	Q1 2020/21				
	Value	Value	Value	Value	Value	Value	Target			
CF12 Number of Looked After Children (at end of reporting period)	35	34	34	33	34	28				For monitoring purposes only, no targets are set on the numbers of Looked After Children.
OPI-4C-B Sick %age - Children's Services Directorate	3.6%	3.6%	3.2%	3.4%	3.6%	1.5%	3.6%			Sickness levels significantly lower.

	Previous Years		Quarters						
Code & Short Name	2018/19	2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	Q1 2020/21	Q1 2020/21	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	233,361	186,710	30,205	44,623	66,067	19,192			No target has been set for this measure. For monitoring purposes. Pool cars are not yet as available as staff require.
SQ15 No. of Primary pupils with <90% attendance	291	342	171	325	342	0			Quality Improvement Officers are monitoring this with their respective schools. Schools were closed for the whole of the reporting period.
SQ16 No. of Secondary pupils with <90% attendance	369	419	263	364	419	0			QIO's will continue to monitor attendance rates monthly. Schools were closed for the whole of the reporting period.

	Previous Years		Quarters						
Code & Short Name	2018/19	2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	Q1 2020/21	Q1 2020/21	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
GD-04 Number of people moving into employment through Employability Pathway	9	18	4	7	2				The Youth & Employability Team are currently supporting 73 participants through the pathway with an additional 9 being supported but not registered due to COBID-19 lockdown.. The main barriers that participants face are long term unemployment, mental health issues, long term physical illness and low skills. We are working with people from all over Shetland aged 16 - 65 years. The referrals for the pathway are mostly from Job Centre Plus, social work and Skills Development Scotland. At the moment we are working with 4 young people who are Looked After. We provide a variety of activities to participants, group work activities, job search, training courses, qualifications and awards as well as work placements and work taster sessions. Two people gained employment in 2019-20 Quarter 4.
SQ04 Attendance rates - primary school pupils	95.45%	95.63%	97.1%	94.9%	94.5%		94.9%		Schools have been closed for the whole reporting period.

	Previous Years		Quarters						
Code & Short Name	2018/19	2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	Q1 2020/21	Q1 2020/21	Graphs	Past performance & future improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
SQ05 Attendance rates - secondary school pupils	93.2%	93.03%	94.3%	92%	91.3%		91.2%		Schools have been closed for the whole reporting period.

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: 20 August 2020

Short Name	Years			2 years ago	Last year	This year
	2017/18	2018/19	2019/20	Q1 2018/19	Q1 2019/20	Q1 2020/21
	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	4.1%	4.2%	3.9%	3.9%	4.0%	2.4%
Sick %age - Chief Executive's "Directorate"	2.9%	2.8%	1.6%	3.3%	0.4%	0.3%
Sick %age - Children's Services Directorate	3.6%	3.6%	3.6%	4.1%	4.0%	1.5%
Sick %age - Community Health & Social Care Directorate	6.3%	5.9%	6.0%	5.0%	5.7%	5.3%
Sick %age - Corporate Services Directorate	2.6%	1.6%	1.8%	1.6%	1.6%	1.3%
Sick %age - Development Directorate	2.9%	4.3%	3.0%	2.9%	3.4%	1.2%
Sick %age - Infrastructure Directorate	3.3%	3.9%	3.6%	3.9%	3.2%	2.1%

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: 20 August 2020

Standard of service received

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1029	Investigation	07-Feb-2020	Closed	03-Apr-2020	Schools	40	Partially Upheld
COM-19/20-1030	Investigation	27-Jan-2020	Alert		Schools	148	
COM-20/21-1059	Frontline	08-Jun-2020	Closed	18-Jun-2020	Schools	8	Not Upheld

Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1036	Investigation	16-Mar-2020	Closed	01-May-2020	Schools	34	Partially Upheld
COM-20/21-1074	Investigation	23-Jun-2020	Alert		Schools	42	

CS-14-20 Appendix D Children's Services Risks

Directorate

Profile Totals	<div><div></div><div></div><div></div></div> 1 4 1	Total 7
Changes		0 0

Total Risks including Unassigned 7

0	0	0	1	0
0	0	0	0	0
0	1	2	1	0
0	0	0	0	0
0	0	1	1	0

Risk Register - Childrens Services

Manager Helen Budge

Profile Totals	<div><div></div><div></div><div></div></div> 1 4 1	Total 7
Changes		0 0

Total Risks including Unassigned 7

0	0	0	1	0
0	0	0	0	0
0	1	2	1	0
0	0	0	0	0
0	0	1	1	0

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
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. Children's Services continues to work towards realising efficiency. In addition there has been some increase in budget for off-island specialist placements. However, a recent and significant pay award has increased the overall payroll budget, and supply cover is both costly and not included in budgets.	Economic / Financial - Other	Helen Budge	EC0017	23/03/2020	23/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Savings project fails, delay, political change of direction, consultation proposal called in.	Failure to make the required savings, Organisation does not meet the requirements of the Medium Term Financial Plan.	• Children's Services continues to work towards realising efficiency savings <i>Helen Budge</i>	In Progress	Very High 20 Major Almost Certain	

Review Comments	Reviewed for date 23/03/2020
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Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Children's Services has a large cohort of staff with many specialist posts. Shetland is a small place with a limited pool of labour. 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. This is a particular challenge within education. There is a review of IJB scope and in relation to Children's Social work currently taking place and this be an additional pull on staff time.	Key staff - loss of	Helen Budge	EC0022	23/03/2020	23/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating

Risk Register - Childrens Services

Retirement, resignation, any issue that leads to a staff member leaving or no longer being in post.	Recruitment costs, vacant posts, pressure on remaining staff. Gaps in education, some pupils can't access their subject choices. Potential issues with competency can result in further staffing challenges.	<p>• A revised Recruitment and selection policy(2020) is in place to support the efficient use of resources.</p> <p>Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots in terms of no staff. However there are other challenges re supply and lack of qualified available supply.</p> <p>A new children's Social Work structure is in place.</p> <p><i>Helen Budge</i></p>	In Progress	<div>High</div> <div>12</div> <div>Major</div> <div>Possible</div>
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Review Comments Reviewed for date
23/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA requests, address complaints, and the completing requirements to comply with DPA and met service needs, and be transparent and publicly accountable. There is a balance between managing the service and in respect of individual service users, and lastly the fast-changing digital world and Education apps present challenges.	Deadlines - failure to meet	Helen Budge	EC0020	30/05/2019	30/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Failure to meet legislative timescales and provide information, e.g FOISA, Complaints procedure and annual reporting not on time	Vulnerable to external scrutiny and litigation.	<p>• System and plan in place to ensure new complaints and FOI requests are recorded and managed consistently.</p> <p>Service is always striving to ensure information is shared appropriately. Where there has been an instance of sharing data inappropriately, steps are taken to ensure it cannot happen again.</p> <p><i>Wendy Lowrie</i></p>	In Progress	<div>Medium</div> <div>9</div> <div>Significant</div> <div>Possible</div>	

Review Comments Reviewed for date
30/05/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
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.	Accidents /Injuries - Staff/Pupils/ Clients/Others	Helen Budge	EC0016	23/03/2020	23/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Failure or lapse in professional standards / unforeseen incident	Injury or harm to staff in the course of their employment, Local press interest, impact on communities, litigation, liability	<p>• CSMT to review PIN stats at the Directorate Safety Forum. Staff across the directorate participate in health and safety training.</p> <p>Incident statistics analysis requested again 15 Oct 19. That will inform further plans to manage this risk.</p> <p>Risk assessments will be reviewed as the are moved to new online system.</p> <p><i>Helen Budge</i></p>	In Progress	<div>Medium</div> <div>9</div> <div>Significant</div> <div>Possible</div>	

Review Comments Reviewed for date
23/03/2020

Risk Register - Childrens Services

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Children's Services manage services for children across the breadth of Shetland and in a range of contexts. In all areas of the department's work, every encounter matters.</p> <p>There are robust systems and procedures in place to support the early identification of risk.</p> <p>Preventative measures, effective communication, and information sharing to ensure that any changes or increased risk are identified quickly. Inter-agency Child Protection Training is led by Shetland Islands Council and overseen by the Shetland Public Protection Committee (SPPC) with training activity reported on a quarterly basis to SPPC.</p> <p>Children's Services is working to increase capacity in Shetland to provide accommodation for looked after children. This includes growth in the Foster Care and Residential Childcare Services, to reduce demand for more expensive out of area/ off island placements, and new accommodation building begins in Sept 2019.</p> <p>Child Protection - Children's Social Work manage high risk, complex situations in their work with families. This often requires significant resource provision to mitigate risks, and ensure the safety of children and young people. There are circumstances when Children's Social Work must accommodate children and young people away from home, and the Department's most significant risk is failure to appropriately accommodate looked-after children. Currently, there is a shortage of residential placements in Shetland and this results in placements being sought away from Shetland, which is undesirable, and comes at a high cost to the Council.</p>	Economic / Financial - Other	Helen Budge	EC0027	30/05/2019	30/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Child requires an off-island placement, and the destination local authority chooses to recharge for the education element of the placement.</p> <p>Crisis or unanticipated escalation of a complex situation, which puts child at increased risk of harm.</p> <p>There is currently a shortage of residential placements in Shetland, and in some situations a specialist service may be required that cannot be provided in Shetland, such as secure accommodation or a parenting assessment unit.</p> <p>Failure to act quickly or to the extent that is required, because of restricted resources.</p>	<p>A child is exposed to harm for a longer period of time. This impacts on the child, the service and its staff, and sometimes the community. There is a financial risk, as placements have to be sought out with Shetland, which come at a high cost to the Local Authority.</p>			<p>Medium</p> <p>6</p> <p>Minor</p> <p>Possible</p>	

Risk Register - Childrens Services

		<p>• From a resources perspective the risk is managed through the resource allocation panel</p> <p>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.</p> <p>The five current priorities are:</p> <ul style="list-style-type: none"> -carrying out condition and suitability surveys for schools estate to ensure that it is appropriate for the safe, efficient and effective delivery of services. This includes ensuring that buildings are used efficiently with spare capacity utilised, for example, by other services; -Employability - includes preparing children/ school leavers for current posts and those that will be available after service redesign, and apprenticeships in key areas. Focussing on innovating recruitment for Social Workers and Teachers, working with HR to look at vacancies, need to develop recruitment packs for trade fairs, ensure SIC vacancies are in Times Educational Supplement, and currently targeting reserve applicants (where suitable); - Early learning and childcare expansion; - Emotional wellbeing and resilience - for staff, pupils and all children with which we have contact. In the longer term, it is hoped that this will support young people to live well in Shetland, and will contribute to retaining a workforce of the future; -Residential care -starting building a new facility in Tingwall which will provide on-island accommodation and an opportunity to better support vulnerable children and young adults, particularly at points of transition and provides the opportunity to teach life skills. <p><i>Helen Budge</i></p>	Implemented		
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Review Comments	Reviewed for date 30/05/2019
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Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Hayfield House is a large building with 96 staff. Management are required to ensure that all regular H & S checks and procedures are in place.	Health and safety - Statutory inspections	Helen Budge	EC0011	30/05/2019	30/08/2020
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>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.</p> <p>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</p>	<p>Legal and Financial Implications; Service delivery disrupted or stopped; Injury to person(s); staff absence; stress on colleagues; additional work; Reputational damage,</p>			<p>Medium</p> <p>4</p> <p>Major</p> <p>Rare</p>	

Education and Families Committee

1. Projected Revenue Outturn Position 2020/21

Service	2020/21 Annual Budget at Q1	2020/21 Projected Outturn at Q1	2020/21 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos
	£000	£000	£000
Director of Children's Services	2,310	2,328	(18)
Children's Social Work	6,349	6,204	144
Library	963	954	9
Quality Improvement/Schools	37,417	37,328	89
Sport and Leisure	1,574	1,586	(12)
Children's Services Directorate total	48,614	48,402	212
Community Planning and Development	374	369	5
Total Controllable Costs	48,988	48,771	217

An explanation for the main variances by service at quarter 1 is set out below.

These figures have been amended to eliminate any COVID 19 related overspends, underspends or loss of income. These costs will be reported to Shetland Islands Council as part of the overall management accounts.

1.1 Children's Social Work - projected outturn underspend £144k

This projected underspend is due to staff vacancies arising from the managerial changes which are currently being implemented and the delay in recruitment of staff for the new Residential property £375k. This underspend is reduced due to the cost of using agency staff to cover staffing vacancies (£221k) and the use of specialist family support (£85k).

1.2 Quality Improvement/Schools - projected outturn underspend £89k

The projected underspend is mainly within Early Learning and Childcare and is due to deferring moving to year round provision at two settings, and a lower number of staff being required due to fewer children attending than anticipated in some settings £87k. The expansion of Early Learning and Childcare is funded through ring-fenced revenue funding from the Scottish Government, so any underspend in this service area will require to be carried forward in full to 2021/22.

Vacancies within the Quality Improvement Team have resulted in a projected underspend of £56k. Recruitment to these vacancies will begin shortly.

Education and Families Committee

2. Projected Capital Outturn Position 2020/21

Service	2020/21 Revised Annual Budget at Q1	2020/21 Projected Outturn at Q1	2020/21 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos
	£000	£000	£000
Children Social Work	869	869	0
Quality Improvement/Schools	1,649	1,281	368
Total Controllable Costs	2,518	2,150	368

An explanation for the main variances is set out below.

2.1 Quality Improvement/Schools - projected outturn underspend £368k

The underspend is due to the delay in works progressing as planned caused by the Covid 19 situation. This underspend will be required to be carried forward to 2021/22 in order to complete the planned programme of works for the expansion of early learning and childcare.



Meeting(s):	Education and Families Committee	31 August 2020
Report Title:	Children's Services' Recovery Plan	
Reference Number:	CS-18-20-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee **NOTE** the Children's Services' Recovery Plan, The Full Time return of Children and Young People and Staff to Schools Guidance, School Transport Guidance for parents and carers and Responding to an Outbreak of COVID-19 guidance.

2.0 High Level Summary:

- 2.1 Children's Services produced this Recovery Plan, which is included as Appendix 1, in May 2020 following our initial Coronavirus Action Plan. It was created with input from staff across Children's Services including Head Teachers.
- 2.2 Each strand had two lead officers and a working group of staff from across Shetland Islands Council working on the outcomes and actions to ensure that Children's Services moved into recovery, including the planning and preparations for schools and early learning and childcare settings reopening.
- 2.3 The Recovery Plan is within the parameters of Shetland Islands Council's wider renewal planning.
- 2.4 On 30 July 2020, the Depute First Minister announced a full return to school would be expected in August 2020 with corresponding guidance published on the same day.
- 2.5 The work which the recovery plan developed had continued and has underpinned the reopening of schools and early learning and childcare settings. Colleagues from across all areas of Shetland Islands Council have supported staff in Children's Services to ensure a safe and positive return to learning for children and young people from 11 August 2020.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. The two areas most relevant to the Local Phasing Delivery Plan are:

	<ul style="list-style-type: none"> • 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. • 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.
3.2	Children's Services' Recovery Plan has been produced with input and support from services across the Council. The work of the plan demonstrates Shetland Islands Council's values of Excellent Service, Taking Personal Responsibility and Working Well Together.
3.3	Shetland Islands Council's Corporate Parent Improvement Plan states that children, young people and care leaver services are developed in response to identified needs. This outcome will be achieved by all partners developing ways of identifying and reporting key themes which impact on looked after children, young people and care leavers such as homelessness, educational achievement, social exclusion and poverty relevant to the services they provide.
3.4	Shetland's Partnership Plan describes a vision where Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver future solutions.
3.5	This vision aligns with the context of national and local policy in Education by supporting all children and young people to fulfil their potential, cultivating strong relationships between school and community and facilitating collaboration between schools, partners, staff, parents and pupils in influencing the life and work of the school.
3.6	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 the Local Phasing Delivery Plan.
4.0	Key Issues:
4.1	The Recovery Plan was developed and progressed for a return to school and early learning based on a blended model of learning but a full time return was proposed by the Depute First Minister on 30 July 2020. The principles of the Recovery Plan remained the main focus for the reopening of schools.
4.2	For most of our children and young people, Shetland provides a safe and nurturing environment within which they can grow and flourish. Shetland has high standards of service but, for some, there remain social and economic issues which might prevent our children and young people from getting the best start in life and from reaching their full potential.
4.3	<p>There are seven underlying principles which are supporting the reopening of schools and early learning and childcare settings:</p> <ul style="list-style-type: none"> a) The safety of all children and staff to be paramount. b) Importance of trauma informed practice and planning. c) Transitions during the school day to be carefully planned. d) Focus on the positives as far as possible as we return to school.

	<ul style="list-style-type: none"> e) Ongoing dialogue and communication within each school community. f) The importance of each school's vision and values and committing to them every school day. g) The significant increase we may have in numbers of children and young people with additional support needs as is presently defined in legislation and implications of this group of staff and pupils.
4.4	<p>There are also five principles to support the other Children's Services' to reopen:</p> <ul style="list-style-type: none"> a) The safety of all staff, service users and customers to be paramount b) Prioritising services to individuals and communities most in need of support c) Ongoing dialogue and communication with staff, communities, service users and partners d) Use lessons learned from this situation to develop new and improved ways of working and delivering services e) Appropriate training and support in place for staff and also support available for service users
4.5	<p>The Children's Social Work Service has continued to function throughout the last five months, albeit in different circumstances with the lockdown restrictions which means that the principles still apply to this service area too.</p>
4.6	<p>The Full Time Return of Children and Young People and Staff to Schools guidance, which is included as Appendix 2, has been produced to support the return to full time learning.</p>
4.7	<p>The School Transport guidance for parents and carers, which is included as Appendix 3, has been produced alongside Transport Planning to support the transport to and from schools for children and young people.</p>
4.8	<p>The Responding to an outbreak of COVID-19 guidance, which is included as Appendix 4, has been produced to support settings to prepare for handling an instance where someone becomes unwell with suspected symptoms in a school, early learning, residential or office setting. This guidance has been produced from the working group on Health and Wellbeing, with advice from Public Health and Health and Safety.</p>
5.0	Exempt and/or confidential information:
5.1	None
6.0	Implications:
6.1 Service Users, Patients and Communities:	<p>Successful implementation of the Recovery Plan and guidance will ensure a safe return to learning and preparation of responding to another outbreak of COVID-19 in Shetland's schools and early learning and childcare settings.</p> <p>There will be a positive impact on children, young people and families, particularly those experiencing poverty as they return to learning in schools and early learning and childcare settings.</p>

6.2 Human Resources and Organisational Development:	Guidance and information has been produced by Human Resources for managers and staff throughout the pandemic as well as a wide range of employee health and wellbeing support which is available to all council staff.	
6.3 Equality, Diversity and Human Rights:	All guidance has taken into account equality, diversity and human rights of staff, children and young people.	
6.4 Legal:	The Council as Education Authority remain committed to ensuring that all statutory requirements are met in relation to the delivery of education. Legal advice will be sought at every stage to ensure full compliance with all existing and new statutory requirements, in particular in relation to any new legislation passed which affects the delivery of education.	
6.5 Finance:	It is not possible to fully quantify the additional costs associated with this Plan and guidance. There are various funding streams which have been announced by the Depute First Minister to support the reopening of schools but the detail of these have not yet all been finalised and distributed. All costs are being coded to a ledger code to ensure we have a full understanding of the cost of COVID-19 for Children's Services.	
6.6 Assets and Property:	Staff have been very involved in the preparation for the reopening of all settings for schools and early learning and childcare.	
6.7 ICT and new technologies:	The importance of digital connectivity and devices cannot be under estimated at this time.	
6.8 Environmental:	There are no specific environmental implications to highlight.	
6.9 Risk Management:	Risk assessments have been completed for each setting and individual risk assessments have been completed for staff and children and young people as appropriate e.g. those who were shielding.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, matters relating to children and families, child protection and young people, come under the remit of the Education and Families Committee.	
6.11 Previously considered by:	N/A	

Contact Details:

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Appendices:

Appendix 1: Children's Services Recovery Plan
 Appendix 2: Guidance on the Full Time Return of Children and Young People and Staff to

Schools

Appendix 3: School Transport Guidance for Parents and Carers

Appendix 4: Responding to an Outbreak of COVID-19 Guidance

Report Finalised: 20 August 2020

Background Documents:

[Coronavirus \(COVID-19\): guidance on preparing for the start of the new school term in August 2020](#)

[Coronavirus \(COVID-19\): guidance on reopening early learning and childcare services](#)

[Coronavirus \(COVID-19\): residential childcare](#)

[Coronavirus \(COVID-19\): Advisory Sub-Group on Education and Children's Issues](#)

END

Children's Services, Recovery Plan

1. What are we looking to achieve?

- a) Reflect, take forward and adapt, where possible, reflecting Shetland's unique context, the emerging United Kingdom, Scottish Government, Education Scotland, Care Inspectorate, Association of Directors of Education in Scotland and Northern Alliance principles, planning and preparations for schools and Early Learning and Childcare settings reopening.
- b) Support our school communities return and ensure as smooth a transition to the resumption of school life as possible, particularly for our more vulnerable children and families, including those children with additional support needs, those on the child protection register, those who are care experienced, and those on the edge of care.
- c) Consider carefully support for children, young people and older people affected by poverty and deprivation, including those families who are in receipt of Free School Meals, and children and young people who have complex additional support needs.
- d) Consider the challenges faced by young people, older people and communities who have been particularly affected by COVID-19. This could be due to illness or bereavement, the impact of increased domestic abuse or substance abuse in the home, or the impact of social isolation or experiencing poverty for the first time.
- e) Link closely with work on pupil transitions.
- f) Work within the parameters of Shetland Islands Council's wider renewal planning.

2. Children's Services Recovery Plan**The initial underlying principles to support schools and Early Learning and Childcare settings reopening:**

- a) The safety of all children and staff to be paramount
- b) Importance of trauma informed practice and planning
- c) Transitions during the school day to be carefully planned
- d) Focus on the positives as far as possible as we return to school
- e) Ongoing dialogue and communication within each school community
- f) The importance of each school's vision and values and committing to them every school day
- g) The significant increase we may have in numbers of children and young people with additional support needs as is presently defined in legislation and implications of this group of staff and pupils

The initial underlying principles to support other children's services reopening:

- a) The safety of all staff, service users and customers to be paramount
- b) Prioritising services to individuals and communities most in need of support
- c) Ongoing dialogue and communication with staff, communities, service users and partners
- d) Use lessons learned from this situation to develop new and improved ways of working and delivering services
- e) Appropriate training and support in place for staff and also support available for service users

Strands for the Recovery and Renewal Plan**Strand 1: Planning for a phased return to school, early learning and childcare settings and other children's services****Leads - Robin Calder and Shona Thompson**

Outcomes	Key Actions
<ul style="list-style-type: none"> A safe phased return to school early learning and childcare settings and other children's services with the support of staff from across other departments of Shetland Islands Council 	<ul style="list-style-type: none"> Possible phased return based on: <ul style="list-style-type: none"> Two weeks in school – one week of remote learning, or half days for example. If class teacher is class committed there will be a difference in the remote learning and engagement of teacher online – need to ensure clear communication around this to parents and pupils. Different ages and stages returning at different times: pupils experiencing transition points in their education, Early Learning and Childcare to P1, P7 to S1, pupils moving into / within the senior phase. Cluster model in Shetland for returning. Some degree of consistency required across clusters. Critical childcare provision being maintained to support key workers. Inclusion of children with additional support needs in the planning for their registration classes. To explore the use of community halls and buildings, for example Islesburgh Community Centre, to support settings reopen and maintain social distancing. Risk assessments to comply with social distancing and other safety requirements will be necessary. Catering and Cleaning Service to facilitate the opening of schools and other buildings. To ensure close working with local colleges, Train Shetland, Shetland Recreational Trust, Transport Planning Services, and other local and national partners. To utilise digital options for employability support, training and learning. Implications for the halls of residence reopening as it has been used by NHS during this time.

	<ul style="list-style-type: none"> • Transport implications – Social distancing measures will have to be considered and applied on school buses and outdoor education minibuses. This may impact on the overall pattern of what can be offered on school sites. • To consider the implications for those learning in other settings such as employability pathway participants. • Consider the impact of social distancing: <ul style="list-style-type: none"> ○ On classrooms, including class sizes, and social times. Maximum number of children in a classroom – is a class split between two rooms with some element of live teaching incorporated. ○ Impact of social distancing on staff work places and public buildings. ○ Implications of learners moving through the school to get to class, use toilet, go for lunches etc.
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Strand 2: Health and Wellbeing**Leads - Wendy Lowrie and Jordan Sutherland**

Outcomes	Key Actions
<ul style="list-style-type: none"> • Physical health of children and young people. • Physical health of children and staff. 	<ul style="list-style-type: none"> • School Nursing plans to recommence immunisations. • Need to consider space requirements and practicalities of this. • Promotion of active travel where possible – need to ensure children and young people adhere to social distancing. • Promotion of outdoor activity as risk of Coronavirus spreading is reduced when outdoors. • Guidance for schools re. how to manage break/social times taking account of health and wellbeing (i.e. how do we ensure positive experiences for children while taking account of control measures (social distancing etc.). Are there games or resources that we could suggest/promote to help schools with this?)

<ul style="list-style-type: none"> • Returning to school and re-engaging with curriculum. • Responding to Trauma. • Early Help – support for children who are struggling with return to school. 	<ul style="list-style-type: none"> • ‘Reconnect, Recover, Resilience’ framework being developed by Educational Psychology/ASN outreach team. This approach will be underpinned by Nurture Principles. • Seasons for Growth Presentation for Schools staff being prepared by Lynn Nicholson. • Seasons for Growth materials for pupils to be rolled out by champions across various settings. Preferred delivery face-to-face. How do we support/prepare for this? • Pupil Equity Funding to support recovery and renewal. • Trauma Informed Practice training framework – local training offer being developed to provide training at various levels (informed/skilled/enhanced/specialist). • Response team to be assembled utilising existing staff to provide early help/assistance within schools.
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Strand 3: Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and early learning and childcare settings

Lead - James Johnston and Jennifer Wadley

Outcomes	Key Actions
<ul style="list-style-type: none"> • Supporting learners at key transition points. • Designing and delivering a Curriculum during the Recovery Period. 	<ul style="list-style-type: none"> • Working groups established to work on key transition points into a new stage of learning for the children and young people. Recognise the different experiences of remote learning children will have had during this period of school closures. • Changes to learning experiences – learners used with collaborative, co-operative learning and ongoing assessments – all of these difficult whilst maintaining social distancing.

<ul style="list-style-type: none"> • High Quality learning and teaching through a blended learning model. • Maintaining levels of attainment and achievement in literacy, numeracy and health and wellbeing. 	<ul style="list-style-type: none"> • Adopt the remote model of learning to a blended model where the children spend some time in school and some time at home so need to allow for preparation time for home learning. • Establishing approaches to tracking and monitoring which align with the curriculum and assessment expectations during the recovery period.
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Strand 4: Critical Childcare and Early Learning and Childcare
Lead - Samantha Flaws and Lesley Simpson

Outcomes	Key Actions
<ul style="list-style-type: none"> • Maintain critical childcare throughout holidays and recovery and renewal. • Resume Early Learning and Childcare provision in all settings. 	<ul style="list-style-type: none"> • Some critical childcare will need to be moved out of the current settings so that Early Learning and Childcare can resume. Consider potential capacity issues. • Management of critical childcare will need to be reviewed and new staffing arrangements put into place to enable Early Learning and Childcare and Additional Support Needs staff to resume substantive posts. • Engagement with and feedback to National group in relation to guidance. • Develop new offer to parents which will be put in place during recovery and renewal period. • Early Learning and Childcare Admissions Policy updated for 2020 – 2021. • Develop transition documents for each group of children – transitioning in to P1, returning, new starts. • Develop documentation for settings to support new working practices based on presumption of outdoors. Include learning from critical childcare risk assessments and new guidance and documentation.

<ul style="list-style-type: none"> • Provide clear and consistent messages around expectations for managing transition from Early Learning and Childcare into Primary 1 and transition into Early Learning and Childcare. • Continue to progress the expansion of Early Learning and Childcare. • Provide support to families to help them during this period as they deal with significant change. 	<ul style="list-style-type: none"> • Working from Home / Training support for all Early Learning and Childcare staff to be distributed. • All staff to complete Nurture Training and Outdoor Training. • Finalise transition paper Early Learning and Childcare to Primary 1 and develop a transition into Early Learning and Childcare paper and circulate for comment to Head Teachers and Managers. • Establish levels of support required to support the aspirations. • Develop clear and consistent messages for parents. • Develop support for Primary 1 teachers around the importance of play in Primary 1 for this transition. • Consider allocation of additional staffing for Primary 1. • Partnership working with funded providers including TUPE and new contracts. • Continue with all aspects of workforce development activities, including the recruitment of new staff, training and development opportunities. • Resume the Early Learning and Childcare Capital programme. • Ensure timely, consistent and clear communication with families. • Consider how to manage different parental expectations. • Provide additional support for families around play in the home.
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Strand 5: Workforce (Staffing)**Lead - Karen Fraser and Robin Calder**

Outcomes	Key Actions
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|---|---|
| <ul style="list-style-type: none"> • Staffing is maintained for essential services. • Staffing levels during recovery - Services can fully staff both physical and virtual services when buildings reopen. • Staff Safety - procedures are in place and adhered to in the workplace. • Flexible working is supported where service needs allow, particularly for staff who are shielding or have care responsibilities. • Communication with staff is clear, consistent and at appropriate levels. | <ul style="list-style-type: none"> • Critical childcare – staff for ongoing childcare when Early Learning and Childcare staff return to usual settings. • Ensure best use of temporary/supply staff or redeployment. • Mapping of staff status for service recovery. • Recruitment. • Term time working and changes to school term. • Risk assessments for all buildings/services to be in place, taking account of increased hygiene, social distancing and other COVID-19 related requirements. • Risk assessments for individual staff with health conditions. • Communication – ensure full staff awareness of reason for procedures and requirement to follow them. • BAME - information needed on any added risk factor and additional requirements. • Service planning takes account of need to allow working from home where possible. • Staff childcare issues need to be managed. • Regular informal meetings with unions and LNCT. • HR bulletins and website information. • Wellbeing. • Online meetings and technology. |
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| <ul style="list-style-type: none"> • Service resilience plans are in place to staff services in the event of re-locking or self-isolation. • Training and development - essential training and qualifications proceed during recovery period. | <ul style="list-style-type: none"> • Contact tracing and shutdown procedures. • Business continuity planning. • Probationer teachers. • Apprentices. • Essential qualifications e.g. driving tests. • Wellbeing. • Digital training. |
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Strand 6: Remote learning and the use of technology
Leads - Tracy Langley and James Johnston

Outcomes	Key Actions
<ul style="list-style-type: none"> • Digital Access – ensuring access to digital hardware and software. • Digital Divide – understanding and mitigating the connectivity and device gap. • Digital Educators - supporting teachers and other school staff to deliver remote learning. • Digital Leaders - developing a digital understanding and commitment among decision makers. • Digital Learners - supporting learners access a remote learning curriculum as well as a digital curriculum. 	<ul style="list-style-type: none"> • Meet with ICT in June and will meet again before the end of term to discuss access to digital hardware and software. • Key points: schools requesting ICT for support with infrastructure for alternative settings/buildings which they may need to use and what the COSLA return might mean for ICT - demand (devices) and staffing. • Communicate with Workforce Development around professional learning themes into next year. Digital skills will be relevant. A Teams page, for discussion has been established and will be populated with information. • Vscene training has been offered via Workforce Development. This will continue after the holidays. • Identify individuals within each school who can be skilled to handle most digital needs (Glow, Vscene, Teams etc.). • Offer sessions for parents next session. Adult learning to support with training for parents.

<ul style="list-style-type: none"> • Digital Security – developing policy and protocols to support digital learning. • Digital Transformation – future proofing the way we deliver Children’s Services. 	<ul style="list-style-type: none"> • Collate information on what schools’ ICT requirements would be for extended estates (other buildings / settings) if required. • Digital leader training will continue and a schedule with workforce development is planned for the year (not part of in-service). • Digital learners supporting learners across curriculum. • All schools have been asked to return digital devices for updates and to make security ready for the start of the new term. • ICT continues to rollout normal updates. • The Northern Alliance Digital Leads group continues to work closely e.g. with support and networking is good. • Considering communication platforms and apps with Youth Services. • Working on guidance (ICT and Communications, Safety etc.) to be available from August. • Staff from across Children’s Services to work on communication platforms. • Digital Transformation (future proofing) – schools have returned applications for 55 devices so far. • This group considered if iPads or Chromebooks should be used and decided that iPads would be the most suitable as these have been used in training, could be supported by ICT if necessary and are the most familiar with children. The preference of the Northern Alliance is also iPads. • The proposal is for digital devices to be given to Primary 4 and upwards. • The Digital Learning Group will be considering the controversial idea of removing textbooks from schools, replacing them with online versions.
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Strand 7: Financial Implications, Community and Sustainability
Leads - Neil Watt and Helen Budge

Outcomes	Key Actions
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- Effectively monitor and manage the Childrens Services budgets in the short, medium and longer term.

Short Term Implications

- Ensure that each Service within Children's Services completes Scottish Government financial pressures template to capture additional costs and loss of income.
- Ensure that the Education Recovery Actual costs return is completed and returned to COSLA in relation to Blended Learning.
- Establish the additional costs of all measures required to ensure social distancing and any other requirements of COVID-19 as schools and other services return to the "new normal" e.g. transport, building adaptations, Personal Protection Equipment, rent of additional properties.
- Establish the additional costs of providing appropriate equipment and connectivity for digital learning and to access other services e.g. claiming benefits.
- Ensure that a return is submitted to the Scottish Government on Digital inclusion for schools in Shetland e.g. new devices and connectivity.
- Establish the additional transport costs of schools returning on 11 August instead of 18 August.
- Establish the additional costs of critical childcare and hubs over summer holidays.

Medium Term Implications

- Consider the financial implication of critical children continuing until December 2020 as more staff will be required while early learning and childcare is implemented and school staff have become keyworkers.
- Implement the national probationer scheme for Teachers and deal with the financial consequences of the allocation and the reduced take up to Shetland.
- Implement the additional staff allocation for schools including newly qualified teachers.
- Review the impact of COVID-19 on services and consider the potential for service redesign.

- The effect of COVID-19 on income and expenditure budgets are clearly understood

Short Term Implications

- Establish the financial impacts of COVID-19 on the loss of income e.g. school meals, Instrumental Tuition, Islesburgh Complex, school and community games halls and outdoor sports pitches.

- Children's Services Capital projects are progressed during 2020-21 and beyond

- Consider the financial implications of Trace and Protect on different services and scenario plan for different possibilities.
- Consider the financial implications of test, trace, isolate and support.

Medium Term Implications

- Consider how we can be innovative around replacing loss of income.

Short Term Implications

- In partnership with the Capital Programme Service, review the timescales and funding for the Library refurbishment project, new residential property and Early Learning and Childcare expansion capital works.

Medium Term Implications

- Continue development of sustainable learning estate strategy.

- Vulnerable individuals and families are supported appropriately

Short Term Implications

- Monitor uptake of Free School Meals and Clothing Grants and associated costs of payments to parents.
- Consider the return to school and the impact of payments to parents should packed lunches be offered or not, in August.

Medium Term Implications

- Consider the impact on families when changes to the furlough and any other business support schemes are implemented.
- Consider financial impact of staff that are shielding and can't work from home when schools return e.g. possible additional staff required to cover those posts; explore if they can be used to implement remote learning.
- Monitor the financial implications of health issues relating to staff which leads to increase in sickness levels and therefore additional staffing costs.

<ul style="list-style-type: none"> • Making best use of External Funding 	<p>Short Term Implications</p> <ul style="list-style-type: none"> • Implement the guidance and reporting requirements from Scottish Government to use external funding flexibly in relation to COVID-19 e.g. Pupil Equity Funding, Early Learning and Childcare and Regional Improvement Collaboratives. • Review local and national updates on sources of external funding that can be utilised to support and augment service delivery within Children's Services. <p>Medium Term Implications</p> <ul style="list-style-type: none"> • Children's Services and Council Members lobby Scottish Government to ensure that additional costs of COVID-19 are met.
<ul style="list-style-type: none"> • Revenue Estimates complete for 2021/22 	<p>Short Term Implications</p> <ul style="list-style-type: none"> • Consider Service and Directorate Plans in preparation for revenue estimates processes for 2021/22 e.g. potentially redesigned services, staffing levels, etc. <p>Medium Term Implications</p> <ul style="list-style-type: none"> • Participate in the revenue estimates and salary estimate processes for 2021/22
<ul style="list-style-type: none"> • Ensuring through CMT that Children's Services are participating in the Medium Term Financial Plan 	<p>Short Term Implications</p> <ul style="list-style-type: none"> • Consider Service and Directorate Plans in preparation for the Council's Medium Term Financial Plan. <p>Medium Term Implications</p> <ul style="list-style-type: none"> • Contribute to the Council's Medium Term Financial Plan whilst considering the impacts of COVID-19.

Strand 8: Improvement Planning and Internal and External Quality Assurance
Leads - Robin Calder and Wendy Lowrie or Jordan Sutherland

Outcomes	Key Actions
<ul style="list-style-type: none"> Impact of internal and external quality assurance during the recovery and renewal phase. 	<ul style="list-style-type: none"> Working on guidance to go to Head Teachers regarding School Improvement Planning. Consider the Children's Services' School Improvement Framework, including the planned programme of Team Improvement Visits. Communicate with the external scrutiny bodies of Education Scotland and the Care Inspectorate regularly during the recovery phase.

Strand 9: Strategic Planning and Engagement with our Partners
Leads – Helen Budge and Lesley Simpson

Outcomes	Key Actions
<ul style="list-style-type: none"> Evaluation of 2017-2020 Integrated Childrens Services Plan, 3 themes: <ul style="list-style-type: none"> Emotional Wellbeing and Resilience. Strengthening Families – Anchor Project – including expansion into Brae Cluster. Tackling Inequalities. 	<ul style="list-style-type: none"> Re-engage Shetland Children's Partnership group to re-engage, refresh purpose/terms of reference and ensure correct membership from all partners. Collate feedback from each theme along with any outstanding actions and changes in priority due to COVID-19. Compile annual report evaluating current plan and include the Local Children Poverty Action Report, Corporate Parenting Strategy Report and UN Convention on the Rights of the Child duties. Elicit children and young people's views using Lockdown Lowdown and similar bespoke survey utilising expertise from Youth Work and their use of social media to broaden the potential response.

- Development of 2021-2024 Integrated Children's Services Plan - continue with current themes but with emphasis on relevance to COVID-19 situation.
- GIRFEC Improvement Work.
- Redesign of services to create a holistic Home/School Support Service.

Children's Services Directorate Plan - 5 Priorities

- Early Learning and Childcare Expansion.
- Youth and Employability Services.

- Share thoughts for new plan and link with relevant aspects of the partnership's various Recovery and Renewal plans. Where these fit broadly into the three current themes – realign with the new COVID-19 focus.
- Ensure children's views regarding suitable content of plan and priorities lead to co-design of new plan.
- Write and publish new plan. Where there is new work, this should be developed into themes or new themes identified, identify theme leads, thematic subgroups and theme action plans.
- Re-engage GIRFEC Development Group.
- Continue quality assurance work on Child's Plans – development of data due to COVID-19, completion of previous quality assurance work and plan for further file reading exercise.
- Implementation of new paperwork as matter of urgency – all agencies ensuring views of the child are not only gathered but central to the development of the plan.
- Children and Young People's Collaborative Improvement Programme project to be further developed and completed.
- Development of multi-agency training – blended model. Holding virtual GIRFEC meetings should be included in this training.
- Initial discussions regarding staff groups and current remits using Education Scotland's document, Engaging parents and families: A toolkit for practitioners. Taking the new definition of vulnerable from the Scottish Government into account. Section 9: Home-school link worker/service <https://education.gov.scot/media/urbhx50l/par2-section9-mar19.pdf>
- Further discussions needed to develop a framework and decide on next steps.
- Contract in place for construction of new residential children's house in Tingwall. Construction delayed due to COVID-19, and alternative provision may be required in the short-medium term to avoid the use of out of authority services.
- Shetland Island Council's Service Redesign project.

- Residential Childcare Review and Care Review.
- Sustaining Education in Rural Communities.
- Emotional Well-being and Resilience.

National Improvement Framework Plan 2019-2020

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in Children's Health and Wellbeing.
- Improvement in employability skills and sustained positive destinations.
- Corporate Parenting Strategy.
- Active Shetland Strategy.

- Aligns with Sustaining Rural Education work stream of the Northern Alliance Regional Improvement Collaborative, which is considering the sustainability of education within island and rural settings.
- Learning Estate Strategy - an informed approach to achieving the aspirations of Equity, Excellence, Inclusivity and Sustainability.
- Digital Learning strategy – blended approach.
- Evaluation of current plan and development of new plan.
- Evaluation of the 2019/20 plan will take place throughout June 2020.
- Possible amalgamation of 2020/21 National Improvement Framework plans into Recovery and Renewal plans.
- Reconsider Pupil Equity Funding.
- Education Scotland Attainment Advisor to engage clusters of schools through remote meetings in June 2020 with a follow up 'Pupil Equity Funding and Poverty' focussed week in September 2020.
- Reporting to be included in the new Integrated Childrens Services Plan.
- Report to committee to be prepared.
- Assess the impact of this situation on individuals, clubs and the wider community; and in partnership with them develop creative solutions to assist them to get active, stay active and in time fully come back together again once the requirements of social distancing are remove.

**Shetland
Islands
Council**



Children's Services

The Full Time Return of Children and Young People and Staff to Schools

August 2020

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1. Introduction and Overview

On Thursday 30 July the Deputy First Minister confirmed that schools will reopen full-time with corresponding Scottish Government guidance published on the same day:

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-preparing-start-new-school-term-august-2020/>.

The purpose of the local guidance, supplementing the national guidance, is to provide further information and clarification for all school based staff around arrangements for schools in Shetland Islands Council, reopening full-time, following on from Circular 42/2020/I issued on Thursday 2 July 2020.

Separate information has been shared for the reopening of Early Learning and Childcare settings, detailing the offer in place for the first few weeks of the new term, and there will continue to be guidance issued for this sector.

In May 2020, Children's Services developed a Recovery and Renewal Plan to underpin the reopening of schools. The plan's nine strands, which will continue to be central to our approaches and planning, are as follows:

Strand 1: Planning for the return to school and Early Learning and Childcare settings

Strand 2: Health and Wellbeing

Strand 3: Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings

Strand 4: Critical Childcare and Early Learning and Childcare

Strand 5: Workforce (Staffing)

Strand 6: Remote learning and the use of technology

Strand 7: Financial Implications, Community and Sustainability

Strand 8: Improvement Planning, Internal, and External Quality Assurance

Strand 9: Strategic Planning and Engagement with our Partners

The plan includes seven underlying principles to support school communities with the reopening:

- a) The safety of all children and staff to be paramount.
- b) Importance of trauma informed practice and planning.
- c) Transitions during the school day to be carefully planned.
- d) Focus on the positives as far as possible as we return to school.
- e) Ongoing dialogue and communication within each school community.
- f) The importance of each school's vision and values and committing to them every school day.
- g) The significant increase we may have in numbers of children and young people with additional support needs as is presently defined in legislation and implications of this group of staff and pupils.

The recovery and renewal plan also sets out the service's objectives around the reopening of schools:

- a) To reflect, take forward and adapt, where possible, reflecting Shetland's unique context, the United Kingdom, Scottish Government, Education Scotland, Care Inspectorate, ADES and Northern Alliance principles, planning and preparations for schools reopening.

- b) To support our school communities return and ensure as smooth a transition to the resumption of school life as possible, particularly for our more vulnerable children and families, including those children with additional support needs, those on the child protection register, those who are care experienced, and those on the edge of care.
- c) To consider carefully support for children, young people and older people affected by poverty and deprivation, including those families who are in receipt of Free School Meals, and children and young people who have complex additional support needs.
- d) To consider the challenges faced by young people, older people and communities who have been particularly affected by COVID-19. This could be due to illness or bereavement, the impact of increased domestic abuse or substance abuse in the home, or the impact of social isolation or experiencing poverty for the first time.

Developing further on the themes above around the impact of COVID-19 on children, young people and families, and the enforced period of school closure, school management teams are requested to refer closely to the recent Scottish Government publication, '*Children, Young People and Families COVID-19 Evidence and Intelligence Report*' to support the reopening of schools. The report provides an overview of the latest national evidence and intelligence about the impact of COVID-19 and the response on children, young people and families, in particular, those experiencing the greatest challenges: <https://www.gov.scot/isbn/9781839609206>

Outbreak Management School Closure guidance will follow during week commencing the 03 August as will further information about school transport.

2. School Term Dates, 2020-21

The Local Negotiating Committee for Teachers, the Employee Joint Consultative Committee and Shetland Islands Council have approved revised term dates for 2020-21, as follows:

- Schools and Early Learning and Childcare settings closing for the summer holidays on Friday 03 July 2020.
- The In-Service that was due to take place on Monday 17 August 2020 to take place on Monday 10 August 2020.
- The In-Service day that was due to take place on Tuesday 18 August 2020 to now take place on Thursday 18 February 2021, prior to the occasional holiday days on Friday 19 February and Monday 22 February 2021.
- Pupils to return to school on Tuesday 11 August 2020.
- The end of academic session 2020-21 will now be on Friday 25 June 2021, rather than Friday 2 July 2021, thus recouping of the final week of this year's summer holiday.

3. Local Arrangements for week commencing the 10 August

Following the In-Service Day on Monday 10 August, the 11 to 14 August will be used for the 'soft-start' and gradual 'phased return' of children and young people to school. We expect, as far as possible, all children and young people to be back in school full-time by Monday 17 August.

Arrangements for the soft start will be determined at school level. This flexible approach recognises the very different sizes of schools, the extent to which settings had prepared for blended learning, before the summer holidays and will need to now make ready for the full-time return, the need for bespoke arrangements for children with Additional Support Needs, and the school empowerment agenda.

Schools may prefer to prioritise, in the first instance, children and young people, starting in the setting for the first time, or, conversely, in secondary, children and young people in the Senior Phase or Broad General Education.

It may be in some settings that Tuesday 11 August is required for further planning and preparation and the adjustment from blended learning to the full-time return and children only start returning to school from Wednesday 12 August. Again, local flexibility and planning is crucial to inform decision making by school management teams, along with clear communication to their staff, and parents and carers, at the start of week commencing the 3 August.

One such model could be:

Monday 10 August	In-service day
Tuesday 11 and Wednesday 12 August	Individual pupil and family visits to school for all children with a child's plan and individuals that staff identify as requiring some additional support, refer to section four.
Thursday 13 August	Cohort 1 in for full day
Friday 14 August	Cohort 2 in for full day

In short, schools will have unique circumstances and challenges to consider when determining their soft start and phased return arrangements.

In planning a soft start, consideration will have to be given to the transport requirements of learners. There will be no additional transport or alterations to transport to facilitate a soft start.

Ahead of the first week of the new term, schools will need to inform SIC Transport Planning, the Executive Manager of Schools, and the school's link education officer, of their exact soft start arrangements, and the children that will be in school day-by-day from the 11 to the 14 August. A spreadsheet is also on the primary school managers' site on Glow for Head Teachers to share the school's plans.

The soft start commitment may have childcare implications for staff. In the first instance, if possible, extended family should be considered to support childcare, or childcare providers that were in place, prior to the pandemic, which will be reopening from the 10

August. However, where this is not possible, childcare issues should be discussed between the member of staff and their line manager.

Overarching principles to support the soft-start and phased return of children and young people from the 11 to 14 August are as follows:

- The health and wellbeing of children and young people is a key priority for the reopening of schools as stipulated in this document and Circular 039/2020/I, 'Health and Wellbeing Approaches on Return to School and Early Learning and Childcare Settings.'
- The first week of term should focus on activities and interactions that support children's reconnection with staff, their peers and the school environment with a focus on health and wellbeing.
- All children and young people will be experiencing some form of transition and the first week should also provide the opportunity to carry out transition activities that were not possible last term.
- The six nurturing principles are central to the interaction between staff and learners at all times, and these principles will be crucial during the first week of the term. Again, please refer to Circular 39/2020/I.
- There may be an initial exploration of the impact of COVID-19 on individual children and families during the first week and consideration of strategies and support required to make up for the loss of learning since March.
- It will also be important, as part of the soft start and phased return, to go over safety procedures and arrangements for movement around the school, dining arrangements, drop off and pick up arrangements, etc., are communicated and explained to all children and young people.

By Friday 14 August, in respect of the soft start, we would expect that:

- All learners will have had the opportunity to reconnect with staff and their peers.
- All children and young people will have experienced some form of transition to their new class/stage
- All staff, learners and parents/carers will be aware of the safety procedures and arrangements for movement around the school, dining arrangements and drop off and pick up arrangements.
- All staff and learners will be aware of the fire evacuation procedures. All members of the school community understand the health and safety measures that have been put in place and why and can cooperate to make them work.
- All staff will be fully aware of:
 - The school's risk assessment
 - The management of symptomatic building occupants
 - The use of PPE
 - The Test and Protect Programme
 - Reminder of Child Protection Procedures

4. Children with Additional Support Needs and support for other vulnerable groups of children

Please refer to section 114, page 21, of the national guidance for supporting children with Additional Support Needs, following the resumption of full-time education.

Schools will need to consider bespoke transition plans and arrangements for children with an ASD diagnosis as part of the soft start arrangements. Existing person focused risk assessments will need to be reviewed to take into account new health and safety procedures within the school to manage the risk of COVID-19.

Learning Support staff will have a crucial role to support children reconnect with the school environment with the six nurturing principles central to approaches adopted.

Coordinated Support Plans (CSPs), Child's Plans and Individual Educational Plans (I.E.P.s) may need to be revised to take account of progress or deterioration of skills, knowledge and wellbeing during this last term but this should be secondary to the reestablishment of relationships, addressing wellbeing needs and creating new learning routines in school. Once these have been established and assessment has been possible, reviews can recommence and plans may be adapted or renewed. However, for this reason, it is important that ASN teachers are, wherever possible, not deployed to teach cohorts of mainstream children but are free to support class teachers with these important tasks.

The national guidance, sections 110 to 119, also refers to special consideration for:

- Children and young people who are clinically vulnerable;
- Children and young people who are clinically extremely vulnerable (shielding);
- Support for anxious children, young people and families;
- Support for minority ethnic children and young people;

5. Reducing the Risk of Transmission: Core Health and Safety Information

For schools reopening in August, the following health and safety measures will be in place in each setting:

- **Risk Assessments of School Buildings**

All Risk Assessments must be reviewed in light of the most recent guidance from the Scottish Government. Head Teachers should have active arrangements in place to monitor that the controls are:

- Effective;
- Working as planned, and
- Updated appropriately considering any issues identified and changes in public health advice.

These Assessments must be carried out with involvement of the Trades Unions, and shared with all members of staff. Please also ensure that updated Risk Assessments are sent to Annie Williamson: Annie.Williamson@shetland.gov.uk

Separate Risk Assessments will be completed for School Cleaning and for School Kitchens, by the Team Leader – Catering and Cleaning.

- **Physical Distancing**

The recently published Guidance from Scottish Government – Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020, paragraphs 40 – 73, provides advice and guidance in respect of the requirements for physical distancing in schools.

In summary, there is no requirement for physical distancing between children in primary schools; the advice is that physical distancing between young people in secondary schools is not required to ensure a safe return to school, although the evidence to support this is less clear.

Head Teachers should read these sections carefully and assess which of the mitigations may be possible within their settings. In line with the scientific advice, in both primary and secondary settings, efforts should be made wherever possible to keep children and young people within the same groups for the duration of the school day, and apart from other groups where practicable.

Distancing should be implemented in a proportionate way and should not prevent a return to full time learning in school for any pupil.

Two metre physical distancing between adults, and between adults and children and young people who are not from the same household should be maintained. There are some exceptions to this which are outlined in the guidance.

- **The Deep Clean of schools during the summer and Cleaning Provision in the new term**

All schools will have been ‘deep cleaned’ before the start of the new term; this includes the use of fogging machines.

Daily cleaners have been recruited for the purposes of ensuring a rigorous approach to environmental cleaning throughout the school day. These members of staff have been recruited on temporary contracts of 12 months duration. A Cleaning Schedule has been developed with particular emphasis on toilets and frequently touched objects, as per national guidance for non-healthcare settings.

Existing plans for the provision of hand sanitiser, disinfectant, wipes etc. will remain in place until we are advised that it is safe to step those down. Supplies of all products, including floor markings, will be delivered to schools before the start of term. Should additional supplies be required, please contact the Cleaning Supervisor on 01595 744132.

- **Ventilation**

As per section 38 to 40 of the national guidance, schools should ensure adequate levels of ventilation. Where centralised or local mechanical ventilation is present, systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present enhanced precautions should be taken when changing filters. Ventilation systems should be checked or adjusted to ensure they do not automatically adjust ventilation levels due to differing occupancy levels.

Wherever it is safe to do so, doors and windows should be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open.

- **Management of symptomatic building occupants**

If a child, young person or adult attends the setting with symptoms of cough and/or high temperature, they should go home immediately.

Each setting will have an identified room or area, which is designated for anyone showing symptoms of COVID-19. This can be outside. PPE will be available to staff supervising individuals, in accordance with the national Guidance.

If a child or young person develops symptoms whilst at school, it is the responsibility of the parent/carer to make appropriate and safe arrangements to collect the child or young person. They must not travel on regular home to school transport

The Head Teacher will contact the Catering and Cleaning Service to ensure appropriate cleaning takes place. School support staff may be delegated to progress this.

- **Use of Personal Protective Equipment (PPE)**

In accordance with the Scottish Government's guidance on the use of PPE, the types of PPE required in specific circumstances is set out below:

- **Routine activities:** No PPE is required when undertaking routine educational activities in classroom or school settings.
- **Intimate care:** Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.

- Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.
- **Suspected COVID-19:** Gloves, aprons and a fluid-resistant surgical mask should be worn by staff if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care.
- Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

Where adults cannot keep 2m distance and are interacting face-to-face for a sustained period (e.g. 15 minutes or more), face coverings should be worn. Some children and young people may need additional support/reassurance about the reasons for adults wearing face coverings.

As per Scottish Government advice, anyone (whether child, young person or adult) wishing to wear a face covering in school should be enabled to do so.

PPE (disposable gloves, disposable aprons, face masks/shields) will be procured centrally and delivered to schools as required. Key contact for supplies is the Team Leader, Catering and Cleaning on 01595 744129.

- **Hand washing and Hygiene**

The key personal hygiene measures that all children, young people and staff should follow are:

- frequent washing/sanitising of hands for 20 seconds and drying thoroughly, and always when entering/leaving the building, before/after eating and after using the toilet;
- encouraging children, young people and staff to avoid touching their faces including mouth, eyes and nose; and
- using a tissue or elbow to cough or sneeze, and use bins that are emptied regularly for tissue waste;

Test and Protect Programme

NHS Shetland's scheme for testing is now in place. This has been delivered as part of the launch of the "Test and Protect" programme throughout Scotland. Staff can find more details here: <https://www.healthshetland.com/health-topics/news/uk-government-testing-scheme-up-and-running-in-shetland>

The local NHS Test Scheme provides access to testing for all Shetland residents (other than those in non-doctor islands) over the age of five and **incorporates testing processes for key workers and their household members.**

If staff have possible symptoms of COVID-19 (new, continuous cough, fever or loss of, or change in, sense of smell or taste) they should immediately request a test through NHS Shetland's Test Scheme. Staff should complete a self-referral form at <https://bit.ly/3chjPw5>, ONLY if they have no access to e-mail, phone 01595 532030 to self-refer between 9.00 am - 12.30 pm and 2.00 – 5.00 pm weekdays.

Staff should inform the Head Teacher and keep in touch about the test result. If staff are able to work from home, they may be able to keep working while they are self-isolating but this will not be the case for all staff.

HR Information Bulletin 12-20 on the COVID-19 testing process is available at: <http://www.shetland.gov.uk/covid-19-information-for-staff/documents/HRBulletin12-20TestandProtect-RevisedArrangementsforKeyWorkerTesting.pdf>

Further information about testing arrangements for school staff will follow as this issue is being considered carefully at national level.

Enhanced Surveillance Programme

Sections 95 to 102 of the national guidance, pages 18 and 19, refer to specific surveillance in respect of schools and children and young people.

6. Contingency planning in the event of school closure(s) or children being unable to attend school due to the need to self-isolate.

Schools' plans for blended learning, and Children's Services' Blended Learning Framework, remain an essential contingency, which could be applied for pupils, year groups, individual schools or all schools within the local authority.

It is important to continue to develop pupils' digital skills on their return to school and reflect on challenges that children and young people may have experienced with remote learning during the period of school closures in the event of the need to introduce blended learning or full-time remote learning.

Building on the progress made with remote learning during term four of session 2019/20, Head Teachers should support learners at home through existing platforms and approaches. This is outlined in Circular 17/2020/I Appendix 1 – Guidance for Remote Learning.

Children's Services have been successful in securing funding for additional devices to support children and young people who are unable to attend school, either as individuals who are self-isolating or through a wider blended learning approach. Head Teachers should contact Tracy Langley with requests for devices.

Children's Services will continue to plan for different future scenarios including individual schools, or all schools being closed due to an outbreak.

Guidance to help Local Authorities, Early Learning Centres and Schools continue to support Young People's Learning during the Outbreak:

<https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/>

7. Planning around the Practicalities of the Full-Time Return

(a) Transport

Further information will be shared with schools and parents and carers during week commencing the 3 August in line with the information in the Scottish Government's document, sections 142 to 152, and pages 29 to 31.

(b) Dining Arrangements

It has been decided that all schools canteens will be providing a packed lunch for the first term. It will be for schools to determine the actual arrangements for serving lunches.

(c) Physical planning in settings that was made being for Blended Learning

The movement of children, young people and staff between classrooms should be minimised wherever possible.

Anything which is not crucial to the delivery of education should not be put back in classrooms for now so that the need for cleaning of surfaces, materials and the like is kept to a minimum.

(d) The sharing of resources and learning materials between pupils

The sharing of resources between pupils should be kept to a minimum, as far as possible, and good hygiene practices reinforced at very regular intervals

Reference should be made to the Scottish Government's Guidance: sections 34 to 37 (pages 8 and 9) for the sharing of resources and materials. Children's Services will continue to discuss the sharing of resources and learning materials with the Council's Health and Safety Manager.

Out of School Clubs and Breakfast Clubs will be able to resume subject to risk assessments and appropriate health and safety in place. These clubs should be regarded as an extension of the school estate.

(e) The movement of pupils between settings

Pupils will be permitted to travel between settings to access their curriculum and learning choices. We regard this type of pupil movement as core business and essential for educational continuity and learner experience and opportunity.

This will include the movement of children and young people for the purposes of accessing:

- Children and young people accessing PE and other subjects where appropriate.
- Vocational Pathways students and those undertaking apprenticeships at College.
- Pupils with split placements.

Pupil movement between settings must be kept to a minimum and therefore activity during the school day, which falls outside of core curriculum delivery and normal timetabled opportunities, should be avoided where possible.

(f) The use of staffrooms

Staffrooms will need to be organised to assist with social distancing, if they can be used at all. Staff to use their own utensils and cleaning should be at a maximum. Staggered lunch and other breaks will naturally reduce the number of users.

(g) The use of school offices and reception areas

Consideration will need to be given in all schools as to how social distancing can be maintained in shared offices. Where 2m separation cannot be guaranteed staff should be based in other suitable areas of the building. Working from home should continue to be encouraged where possible and appropriate.

(h) School Libraries

School libraries operate from a variety of spaces in our school buildings, some run by Shetland Library and some run by schools themselves.

On the return to school in August a variety of measures will need to be in place dependent upon the library layout, and whether it is staffed.

Current guidance is that books have to be quarantined for 72 hours on return. Access to books on site has to be controlled so that good hand/cough hygiene is maintained if browsing and using stock. Hand/cough hygiene and cleaning equipment between users is necessary if using shared computers.

Appropriate arrangements need to be in place in each setting, and these are likely to include limiting numbers in the library and restricted access during interval/lunchtime.

A mixture of online services and contactless delivery/collection of books will be operated by Shetland Library's school library staff to increase the ways in which pupils and staff can access the library.

(i) Visitors to Schools

Hand washing/sanitising should be required for everyone on every entry to a school

Visitors to schools should be for essential purposes only with remote and virtual communication considered in the first instance. However, it is recognised that, to support children and young people, it may be necessary for Social Work, Educational Psychologist, Education Outreach, Active Schools, Youth Workers and Education Officers to attend a school in person.

Schools will communicate information with parents and carers about entering the school. As far as possible, this should be by appointment only, and where other means of communication are not possible or feasible.

Any facilities management work carried out within the school setting should adhere to the principles of physical distancing and be subject to risk assessment to put in place mitigating actions. Procedures should be put in place for deliveries to minimise person-to-person contact.

8. Staffing and Workforce

As part of Children's Services' Recovery and Renewal Plan, the five core outcomes to support staffing and workforce planning are:

- (a) School settings are fully staffed as far as possible.
- (b) Safety procedures are in place for all staff in the workplace
- (c) Communication with staff is clear, consistent and at appropriate levels
- (d) Service resilience plans are in place to staff services in the event of re-locking or self-isolation
- (e) Training and development with essential training and qualifications proceed during recovery period.

The Wellbeing of Staff

The wellbeing of all staff is paramount. Teachers and associated professionals should ensure that they are taking steps to look after their wellbeing and that they receive the appropriate levels of support from their line managers on their return to work after the summer holidays.

The Staff Welfare Service has developed a page on the intranet with resources to support the health, safety and wellbeing of staff:

<http://intranet2.shetland.gov.uk/policy/hrcorvid19/SitePages/Home.aspx>
The Staff Welfare Officer is available to support members of staff.

A new iLearn course has been developed as part of our support for council employees well-being. The Council recognises that returning to work may be stressful and worrying for some people and so this new course provides practical tips to manage your health and safety in the workplace. This new iLearn course is now live and available to search for in the Learning Library, simply search for Covid-19 and you can self-enrol from there.

Below is a link to the iLearn landing page where you will be requested to login:
<https://ilearn.bridgeapp.com/>

There is also support for staff on the Shetland Digital School Hub
<https://blogs.glowscotland.org.uk/sh/digitalschoolhub/>

Communication with School Staff

It is recognised that, during this period of ongoing uncertainty and unprecedented challenge in education, communication with staff by the local authority and school managers will be of crucial importance.

Children's Services will be writing to all school staff on Monday 3 August to confirm the full-time return and soft start principles with details to be confirmed at school level. Head Teachers will communicate the soft start arrangements for their setting to all their staff during week commencing the 3 August.

Weekly meetings on Microsoft Teams with school managers' and central officers' will continue to take place in term one. This will ensure information is shared and communicated with staff.

Children's Services will continue to issue regular circulars with key information related to the reopening of schools and the management of COVID-19 for the attention of all school staff.

Moreover, regular dialogue will be maintained between Children's Services officers' and teaching union colleagues throughout term one and beyond.

Peripatetic Staff and Staff shared between Settings

One of the measures at national level to reduce the suppression of the virus is to keep to an absolute minimum the movement of staff between settings.

In Shetland Islands Council, with the low prevalence of the virus over the last three months, and the precedent of other SIC staff, currently moving between different work settings, it will be permissible for primary and secondary school staff to move between schools, but, as an overarching principle, this will be limited to one school each day.

Head Teachers of peripatetic teachers will meet with their peripatetic staff at the start of the new term to consider work patterns, initially, for the first four weeks of term, to Friday 4 September, as per the principle above. This may mean temporary changes to work patterns and a reduction in the number of schools that peripatetic staff visit. Where staff would normally be attending more than one school during the day, they will report solely to one setting for the first four weeks of the term. The school may vary week to week. Head Teachers of the peripatetic staff will communicate revised work patterns to the Head Teachers of affected schools, following dialogue with the peripatetic teachers. Link education officers can also support the process.

Children's Services will also support schools by funding the deployment of additional supply staff where there is a gap in peripatetic provision to ensure the full curriculum continues to be delivered, as far as possible, and teaching staff receive their entitled non-

contact time. Another option to ensure non-contact time and full curriculum delivery is for additional, temporary, hours, for existing part-time teaching staff.

In light of the restrictions in movement, there may be temporary changes to the role of peripatetic staff. This may lead to these staff providing non-contact time for more of their colleagues and, or, delivering their subject remotely to children in other settings. Any remote delivery must be with the agreement of the peripatetic member of staff and the appropriate bespoke training in place, as well as adhering to Children's Services' locally agreed 'Remote Teaching Position Statement, December 2019

<https://www.snct.org.uk/library/2679/Remote%20Teaching%20Position%20Statement%20and%20Protocols%20Paper.pdf>

Given the interdependence of secondary teaching staffing between Baltasound Junior High School and Mid Yell Junior High School, and to ensure that the curriculum can be delivered and children and young people are not disadvantaged, including young people in secondary four, working towards national qualifications, there will be more flexibility around staff movement. This means that both settings will be regarded as a 'single bubble', solely for the purpose of dealing with the pandemic. To this end, an outbreak of the virus in one school would automatically trigger the closure of the other school. The term 'single bubble' has no other implications on the current functionality and management of both schools.

Moreover, for all peripatetic and shared staff, working between school settings, a risk assessment and clear protocols will be in place to mitigate risks and support staff carry out their role safely. Where a peripatetic, or shared, member of staff was shielding and/or has an underlying health condition, line managers will need to refer carefully to the following paragraphs in this section of the guidance, and reasonable adjustments may need to be considered. In these circumstances, line managers are advised to discuss with colleagues in Human Resources.

All of the above arrangements are subject to change if there is a local increase in cases of the virus, resulting in the restrictions on the movement of staff needing to be tightened.

Instrumental Instruction

Instrumental Instruction will resume in schools where appropriate space is available for face to face lessons to take place. Instructors will visit one school per day with the remainder of lessons that day delivered to pupils in other schools remotely. Space will also be required for pupils to receive their remote lessons in and younger pupils may require help connecting online.

Initially Singing, Woodwind and Brass will continue to be delivered remotely to pupils in all schools. Parents will be kept fully informed of any changes and charges have been reduced this year to £160 for those who pay. Families in receipt of Free School Meals and Clothing Grants and pupils studying for SQA continue to receive lessons free of charge.

External Supply Cover

The supply list will continue to be the reference point for schools who require external supply. Circular 23/2016/I with reference to five days of internal cover before external supply is sourced in secondary settings will be temporarily relaxed. The supply list will continue to be updated regularly. The same arrangements will apply for supply staff as peripatetic staff in terms of movement between schools – this should be limited to one school per day.

Staff who were Shielding and/or have underlying Health Conditions

Staff who have been shielding or have underlying health conditions will require an individual risk assessment to be completed before returning to their workplace. Head Teachers and Managers should support staff to complete a risk assessment using the Scottish Government's Covid-19 Occupational Risk Assessment Tool to identify the staff member's vulnerability level to Covid-19 and agree any necessary control measures. Where a staff member's vulnerability level is deemed to be very high, further advice should be sought from the Council's Occupational Health Service before a return to the workplace can be agreed. .

The Covid-19 Occupational Risk Assessment Tool has been developed to complement the sector specific advice in relation to the reopening of schools.

The tool can be accessed here:

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-individual-risk-assessment-for-the-workplace/>

Human Resources will support Head Teachers and Managers to have constructive and supportive conversations with staff who have underlying health conditions, are pregnant, or within the BAME community in order to agree individual risk assessments and promote wellbeing support services.

Human Resources will write to all employees who have been shielding to inform them of the next steps along with a Prepare to Return to Work questionnaire which is designed to help employees identify what their individual needs are when making the transition back into the workplace.

There will also need to be consideration for risk assessments for staff who are living in the same household as a person who was shielding, referring to the HR Bulletin 08-20. In these circumstances it may be appropriate to ask the household member who was shielding to complete the Covid-19 Occupational Risk Assessment Tool in order to determine the household vulnerability level to Covid-19 and take any necessary control measures.

Staff with Caring Responsibilities

Shetland Islands Council's critical childcare provision, in place since schools closed in March, formally ends on Friday 7 August.

Staff should agree with their line manager what flexible working arrangements can be put in place to help manage their caring responsibilities, for example, partial working from home or a variation of working hours or days. If this is not possible, staff can

request Time Off for Dependents Leave, which gives up to 7 days paid leave to deal with emergency childcare/dependent needs relating to the COVID-19 emergency. Parental Leave can also be requested where this applies.

Staff who are required to stay at home due to Self-Isolation

Staff who are having to stay at home for self-isolation purposes, providing they are well and able to do so, should support educational continuity through involvement in remote learning. In these scenarios, dialogue and clear expectations between the member of staff and their line manager will be required as well as adherence to locally agreed positions on remote learning and teaching.

9. The importance of Children and Young People's Health and Wellbeing

The Coronavirus pandemic has, and will continue to have, a significant impact on the children and families we support. Children have spent many months at home, and when they return school, the world will be unfamiliar.

It is therefore important that we respond to the needs of our young people as they return to settings, and to support you with this we have developed the following three-step framework:

1. Reconnection
2. Recovery
3. Resilience

This approach will be underpinned by the Nurture Principles, which have been adopted across Shetland's schools. The Educational Psychology team has also adapted the Seasons for Growth programme to provide COVID-19 specific training for all school and early learning and childcare staff. Please refer to the recent Circular 39/2020/I for more information.

A local authority Health and Wellbeing progression framework (early to second level) has been confirmed and will be shared with all schools at the start of the session. This framework will support school staff with their planning, tracking and monitoring of all aspects of health and wellbeing.

Please also refer to pages 34 and 35 of the national guidance document.

10. Pupil Equity Funding

Updated National Operational Guidance for Pupil Equity Funding (PEF) has been published and can be found here: [PEF National Operational Guidance](#).

The guidance states 'In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, the Deputy First Minister set out that he was content to relax current guidance on Attainment

Scotland Funding, including Pupil Equity Funding, in order that LAs and headteachers can support the education and care of children and young people during the response to the coronavirus pandemic’.

“Closing the poverty related attainment gap is the defining mission of this government and that commitment will remain as we gradually exit from lockdown.”

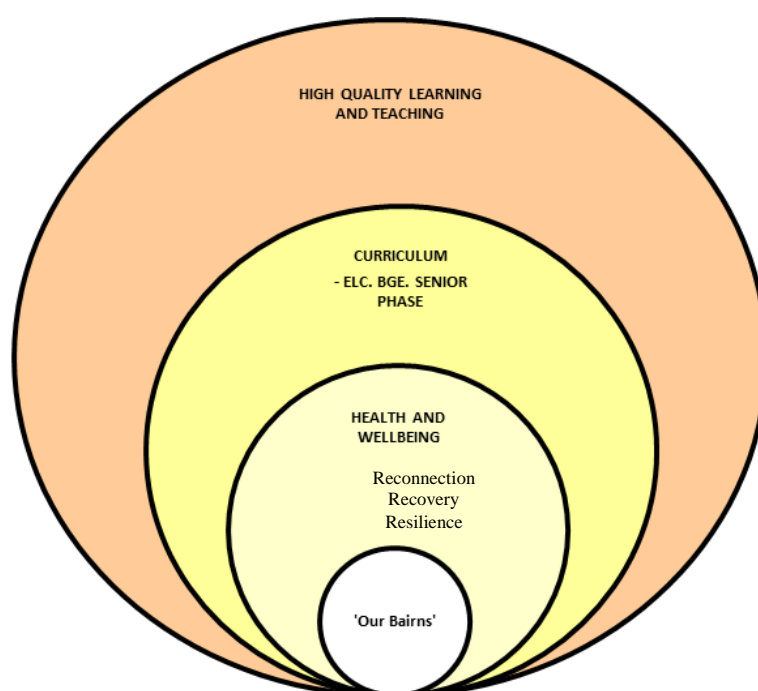
John Swinney DFM, May 2020

In exercising this flexibility, the use of Attainment Scotland Funding must remain consistent with the principle of equity in education and support should still be targeted for the most vulnerable children and families.

Individual schools and staff are best placed to know their community and the barriers faced by families. Creative and innovative approaches to mitigate any barriers to equity are encouraged and involving staff, young people, families and community partners in the planning stages are key to this. Kylie Watson, our attainment advisor, can support schools in a number of ways, including articulating the gap, planning appropriate interventions and in sharing practice – both locally and nationally.

11. The Curriculum, Learning, Teaching and Assessment

Our curriculum vision for the recovery phase has young people at the centre, Health and Wellbeing at the forefront and a curriculum supported by high quality learning and teaching which enables all learners to continue to reach their full potential.



[Coronavirus \(COVID-19\): Curriculum for Excellence in the Recovery Phase](#) was published on June 5 2020 and is the key guidance for curriculum development in the recovery phase.

“The curriculum will be developed locally by ELC, primary and secondary schools, and partnership colleges, taking account of the local circumstances of children and their families.”

With reference to the national advice, this document sets out further local guidance for schools in Shetland.

- The curriculum should continue to reflect the unique context of each school and be responsive to the needs of learners and families.
- The curriculum should be supported by high quality learning and teaching that is manageable, sustainable and can respond to further change.
- Opportunities for curriculum review should be incorporated into the August to December timeframe and at appropriate times thereafter.
- The curriculum should be set out in such a way as to ensure a proportionate level of planning which reflects the totality of learning, over a period of time.
- The early recovery phase curriculum should focus on health and wellbeing, literacy and numeracy. This does not necessitate a narrowing of the curriculum, rather a renewed focus from practitioners, including subject specific teachers, on supporting learners in these key areas. Reflection on learning through the four capacities and across the four contexts will support this approach.
- The Senior Phase curriculum will respond to the assessment model and requirements as defined by the Scottish Qualifications Authority.
- Tracking and monitoring should reflect the focus on health and wellbeing, literacy and numeracy. The seven actions within Shetland’s Tracking, Monitoring and Moderation Strategy 2017, should continue to be a reference point for schools.
- Equity should be achieved at school level and additional support should be directed to those facing additional barriers to accessing the curriculum. The creative and flexible use of Pupil Equity Funding will be central to closing the poverty related attainment gap.
- Consideration should be given to how schools can plan and collaborate with relevant partners and community resources to maximise the curriculum offer.
- Schools may wish to consider the increased use of outdoor spaces when they reopen’ Further guidance about outdoor learning can be found on page 23 of the national guidance.

12. Physical Education and the use of the Shetland Recreational Trust (SRT)

The Scottish Government announced on 30 July that swimming pools would not re-open until 14 September. This means that swimming is **not to be** considered as an activity within the PE curriculum until term 2 at the earliest. Central Officers, the Chair of the PE panel and Senior Management from SRT will continue to monitor the situation and share further information in due course.

SRT facilities, not including gyms, on the 'dry side' will reopen for PE classes from the 17 August. This will enable final planning and preparation to be undertaken during the first week back in school to ensure clarity on access to, and the safe use of, those facilities. In essence, the use of SRT facilities will be regarded as an extension of the school estate with the application of control measures from existing school Risk Assessments, including consideration of cleaning regimes. SRT facility managers will support the safe delivery of PE based on these assessments. Anticipated guidance from the Scottish Government, Education Scotland and Scottish Swimming will continue to influence the approach to PE delivery.

13. Local Authority Communication with Parents and Carers

Children's Services confirmed the Scottish Government announcement of the full-time return with a letter to all parents and carers on Friday 31 July.

Schools will follow up with their bespoke arrangements for the first week of the new term, referring to section three of this guidance, at the start of week-commencing the 3 August. Further central and school communication will follow thereafter to parents and carers.

Parents and carers who have concerns about their children returning to school

There is an expectation that all children on the school roll attend school when they reopen in August.

However, we understand, and appreciate, that parents may have concerns about their children returning to school. Communication between school and parents and positive relationships will be crucial in addressing parental concerns.

Requests for parents to Home Educate their Children

As per existing policy, parents and carers must apply for permission to remove their children from the school roll and provide a rationale of their proposed plans for educating their children at home. This application may or may not be granted and may be subject to some conditions depending on the assessment carried out by the Education Outreach Service Manager in consultation with the QIO for Children and Young people with ASN. The local policy and further information can be found at:

<https://www.shetland.gov.uk/education/documents/HomeEducationPolicy.pdf>

Requests to Repeat Academic Years and Placing Requests

Shetland Islands Council's Admissions Policy will continue to be the reference point to support parents and carers and the service deal with any requests received.

14. Quality Assurance and School Improvement

Annual Reporting

Schools should complete annual standards and quality reporting, as a record of progress towards meeting improvement priorities up until the period when schools closed in March 2020. It is important to capture the impact of work that has been undertaken during this academic session.

In the standards and quality report, there should also be a section, which reflects the school and local authority initial response to supporting children, families and school communities throughout the Covid-19 crisis.

The approach taken to reporting should take cognisance of the demands placed on schools and authorities around planning for recovery. To this end, reporting should be focused and remove any unnecessary bureaucracy.

Planning for Improvement in a New Context

Schools will have been at different stages with achieving the priorities set out in their 2019-20 plans. It may be the case that these priorities remain relevant for establishments as they move forward, in which case these can roll forward. However, it is essential that planning for 2020-21 focuses on recovery and then continuity of provision under these changed circumstances.

A significant focus of recovery planning will be the management of risk to support schools' and early learning and childcare establishments to reopen safely. Schools will also need to focus on issues such as: supporting pupil and staff health and wellbeing, transitions at all levels; the impact of bereavement in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what schools will seek to do when schools, and early learning and childcare establishments re-open to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.

It may also be helpful for schools to consider Children's Services' Recovery and Renewal Plan to inform their improvement planning for 2020-21, refer to section one.

In taking forward improvement in a new context, it will be important that recovery-planning priorities are manageable, measurable and linked clearly to achievable outcomes for learners. Staff will need to be supported to work in new ways, and it is essential that they are given the space and time to manage this in their local context.

The deadline for the submission of school improvement plans and standards and quality reports, as a single, concise document, referring to the local authority templates, in the new session, is **Friday 9 October 2020**.

Strategic Planning at Local Authority Level

There are several statutory obligations for strategic and improvement planning for services in Shetland including the Integrated Children's Services Plan, Children's

Services Directorate Plan, Service Plans, Getting it Right for Every Child (and family), National Improvement Framework Plan, Child Poverty Action Plan, Active Shetland Strategy and Corporate Parenting strategy.

Integrated Children's Services Plan 2020-2023 is being developed currently with three key themes of emotional wellbeing and resilience, strengthening families and tackling inequalities.

The Children's Services Directorate has recognised five priority areas:

- Employability
- Early Learning and Childcare
- Emotional Wellbeing and Resilience
- Residential Childcare
- Sustaining Education in Rural Communities

The 'Sustaining Education in Rural Communities' priority also makes for one of the Council's Service Redesign projects, and further, aligns with the Sustaining Rural Education work stream of the Northern Alliance Regional Improvement Collaborative, which is considering the sustainability of education within island and rural settings.

Shetland Islands Council is required to compile a local Learning Estate Strategy in the coming months; this will provide an informed approach to achieving the aspirations of Equity, Excellence, Inclusivity and Sustainability. The work stream of Sustaining Education will also help authorities to focus on increased delivery of e-learning across the Northern Alliance to maximise greater choice and equity for all young people.

15. The School's Working Time Agreement (WTA)

A starting point for discussions at school level, in the new term, should be a review of the 2019-20 school improvement plan, as set out above, and an evaluation of the 2019-20 WTA in order that 2020-21 school WTAs can be agreed to take into account of the effects of Covid-19 during the period of school closure and into next session. Head Teachers should continue to refer closely to the '35 Hour Working Week for Teachers, Local Agreement', Circular 071/2019/I, which highlights the importance of each settings School Negotiating Committee.

16. National Improvement Framework

Early in the session, we will be seeking your evaluations on Quality Indicators 1.3, 3.2 and 2.3. This information forms part of our annual NIF data collection and submission to Education Scotland and accompanies our NIF Report and Forward Plan. The deadline for this return is Wednesday 19 August. The spreadsheet and guidance can be accessed via the following Microsoft Teams pages – 'Primary School Senior Leaders' and 'Secondary Head Teachers' and returns should be emailed to Kristen.wishart@shetland.gov.uk. A follow up email will be sent to schools at the start of next session.

17. Probationers and Students

We are looking forward to continuing to work with Flexible Route (FR) Probationers in Shetland and welcoming six primary and four secondary Teacher Induction Scheme (TIS) Probationers in to the workforce. The GTCS are producing guidance on the 2020/21 probation year, which includes contingency for a blended learning model.

We have finalised arrangements for six students who will be part of the 'Grow Your Own Teachers' programme developed in partnership with the UHI and along with students from Aberdeen University. We will be approaching schools early in the new session for placement opportunities.

To relieve some pressure on the system and support schools return in August, there will be **no student placements until after the October holidays**.

18. Financial Implications and Additional Funding

On the 23 June the Deputy First Minister (DFM) announced £100 million to support the return of schools. Subsequently, it has been confirmed that £50 million of this funding will be ring-fenced, specifically, for the recruitment of additional teachers and support staff for the academic year 2020-21.

Shetland's share of the £50 million is still to be confirmed. Following the confirmation of the funding, Children's Services will share further information with Head Teachers around the distribution of this funding to support workforce planning and support. Additional staffing will support children and young people who have experienced a loss of learning and bolster staffing in schools, especially where there is going to be temporary restrictions on peripatetic provision.

The DFM has also announced on the 23 July an additional £20 million for local authorities to support enhanced cleaning provision and addressing capacity constraints on school transport. On 30 July an additional £30 million for education recovery was announced. More information on this will follow, in due course.

As part of the Scottish Government's commitment to address the 'digital divide', Shetland Islands Council has very recently received capital and revenue funding to support our digital provision for children and young people – more information to follow.

19. Free School Meals and Pupils in Receipt of Clothing Grants

Payments which have been made to parents/carers in lieu of Free School Meals will cease with effect from Friday 6 August 2020.

In order for pupils to continue to receive Free School Meals from Monday 10 August, parents/carers must reapply for this entitlement. Further information and the application form can be found online at: <http://www.shetland.gov.uk/education/ClothingGrants.asp>.



School Transport Guidance for Parents and Carers – Shetland

3 August 2020

Instructions for All Pupils Entitled to School Transport

- Hand sanitisation is required prior to boarding all vehicles
 - It is the responsibility of the parents/carers to ensure that pupils have access to hand sanitiser for this purpose and particular consideration must be given to circumstances where changing vehicles is necessary to complete a journey
- No food or drinks are to be consumed on any vehicle
- School pupils must not board dedicated school transport or public service vehicles if they or someone in their household have symptoms of COVID-19
- If a pupil develops symptoms at school, that pupil must be sent home and must not travel on school or public service transport
 - It is the responsibility of the parents/carers to make appropriate and safe arrangements to collect the pupil from school
 - It is strongly advised that a face covering should be worn by the pupil during the arranged journey home
- It is the responsibility of the parents/carers to ensure that they are clear on whether or not their child/children travel on a public service bus during their journey to/from school. The services allocated to each pupil are noted on their bus pass. Bus passes must be carried at all times to indicate eligibility for service use. A fare is payable for all non-entitled journeys made on public service buses and will be required if a bus pass is not shown to the driver on boarding. Fares can be paid in cash (exact fare only) or through using a Local Bus Services card. These cards can be purchased and topped up as necessary on board the buses. Young Scot cards must be carried as proof of age in order to access a child fare (for those under 16) or to access a 1/3 discount (for those aged 16-18).
 - The following are public bus services used to provide school transport journeys:
 - Service 6 (Lerwick to Sumburgh)
 - Service 7 (Bigton Feeder)
 - Service 9 (Lerwick to Walls)*
 - Service 9F (Bixter to Walls)
 - Service 10 (Sandness/Dale of Walls Feeder)
 - Service 12 (Lerwick to Aith)*
 - Service 13 (Skeld Feeder)
 - Service 15 (Selivoe/Gruting Feeder)
 - Service 21 (Lerwick to Hillswick)
 - Service 23 (Lerwick to Toft/Mossbank)
 - Service 24Y (Yell Service)
 - Service 29 (Fetlar Service)

* Pupils travelling on Service 9 will change to Service 12 bus at Bixter to access the AHS.

In order to accommodate all entitled school pupils and the anticipated number of fare paying passengers, Service 12 will form a school pupil zone from Bixter to the AHS and all fare paying passengers (including non-entitled pupils) will be accommodated on Service 9 which will serve as the public passenger zone from Bixter to Lerwick.

- Service 30 (East Yell Service)
- Service 90 (Tingwall Airport)
- BALTINTN/Service 28 (Unst Service)

Dedicated School Transport

- Where school pupils travel on a dedicated school transport vehicle to get to/from school:
 - School pupils are not required to physically distance from other pupils on dedicated school transport
 - Drivers must be socially distanced from the pupils and any support staff must also be socially distanced from pupils that they are not required to support during the journey
 - Face coverings are not required for pupils, however any pupil wishing to wear a face covering may do so
 - Due to the potential for cross-contamination, face coverings left on board will be disposed of immediately and will not be treated as lost property
 - Drivers and any support staff will be wearing face masks
 - Parents are asked to ensure that pupils are aware of this
 - School pupils are requested to sit in the furthest back seat possible upon boarding a dedicated school transport vehicle
 - Where possible, additional ventilation will be provided on board through the opening of windows or the use of air conditioning where fitted
 - Good respiratory hygiene must be observed and pupils are encouraged to carry tissues in case of coughs or sneezes during the journey
 - All tissues must be removed from the vehicle by pupils and disposed of in a bin at the earliest opportunity
 - Parents/carers are responsible for ensuring the thorough cleaning of any items of specialist equipment that pupils take to school

Public Transport

- Where school pupils travel on a public service bus to get to/from school:
 - All physical distancing guidance in place at the time of travel must be observed from other passengers (currently 1m in Shetland)
 - Where a zone has been marked out for use by school pupils, this area must be used. Physical distancing will not be required between school pupils in these zones but face coverings must still be worn due to the proximity to other passengers, following the points noted below:
 - Face coverings must be worn in line with the guidance in place at the time of travel
 - Temporary face coverings must be disposed of in a bin and not left on the vehicle
 - Reusable face coverings must be kept in a plastic bag so that they can be taken home safely
 - Pupils must wash or sanitise their hands after disposing of or bagging their face covering
 - Due to the potential for cross-contamination, face coverings left on board will be disposed of immediately and will not be treated as lost property

- Where possible, additional ventilation will be provided on board through the opening of windows or the use of air conditioning where fitted
- Good respiratory hygiene must be observed and pupils are encouraged to carry tissues in case of coughs or sneezes during the journey
 - All tissues must be removed from the vehicle by pupils and disposed of in a covered bin at the earliest opportunity

Frequently Asked Questions

1. Each year, I apply for the use of a vacant seat on school transport for my child to get to school as they are attending a school outside of their catchment area. How can I apply?

Due to capacity constraints on school transport and the necessity to ensure that appropriate social distancing is provided for the safety of the driver and any support staff on board, the application process for vacant seats is currently suspended. Details as to how to apply will be provided when the guidance allows consideration to be given to allocating vacant seats.

2. What cleaning regimes are in place on school transport and public bus service vehicles?

All vehicles are wiped down with an appropriate cleaning solution following every journey. This will include the thorough cleaning of all common touch points on board. Vehicles are cleaned further at the end of each day.

3. My child is not entitled to school transport and uses the public bus to get to school. What do I need to be aware of?

Public bus service capacities remain limited due to social distancing measures on board. Due to the number of public bus passengers and non-entitled school children who may require to use these services, it may not always be possible to socially distance.

ZetTrans are looking at ways to identify services which are at or are nearing the social distanced capacity and will update their website in order to inform passenger choices. This website can be found at www.zettrans.org.uk and the COVID-19 link is on the bar at the top of the page.

It should also be noted that public bus services are changing from Monday 17th August 2020. All new timetables will be available on the ZetTrans website and on the ZetTrans App in the coming days.

4. My child is entitled to school transport and this is provided through use of the public service bus. I am concerned about the capacity of the bus and whether or not my child will be able to distance appropriately from other people. What is being done about this?

The capacities on public bus services utilised in the provision of school transport have been examined and assessed. In cases where it is clear that social distancing will not be possible, additional dedicated school transport arrangements will be made. Pick up times and locations will remain the same as previously advised. In cases where passenger figures indicate that there will be sufficient capacity, pupils will remain on these services. Where possible, pupil zones will be marked out in the vehicles. Continued monitoring will be carried out to ensure that any future need for additional measures are identified and actioned quickly.

Any parent/carer whose child is in receipt of additional support needs transport will be contacted directly by staff in the Transport Planning Service.

Shetland Islands Council – Children’s Services

COVID-19 Guidance: Responding to an Outbreak of COVID-19

Scope of this guidance

This guidance is intended to support settings to prepare for handling an instance where someone becomes unwell with suspected COVID-19 symptoms in a school, early learning, residential or office setting. The guidance supports consideration of the immediate response to a suspected outbreak, including preventative measures to reduce the risk of spreading the virus.

The Scottish Government have published a ‘Route Map Through and out of the Crisis’ which outlines how lockdown restrictions will be relaxed. It is important to note that there may be further ‘waves’ or increases in the number of COVID-19 cases, which will require us to impose more restrictions to ensure services are able to operate safely. Our planning must therefore consider how we can quickly implement restrictions where necessary to contain and stop further spread of the virus.

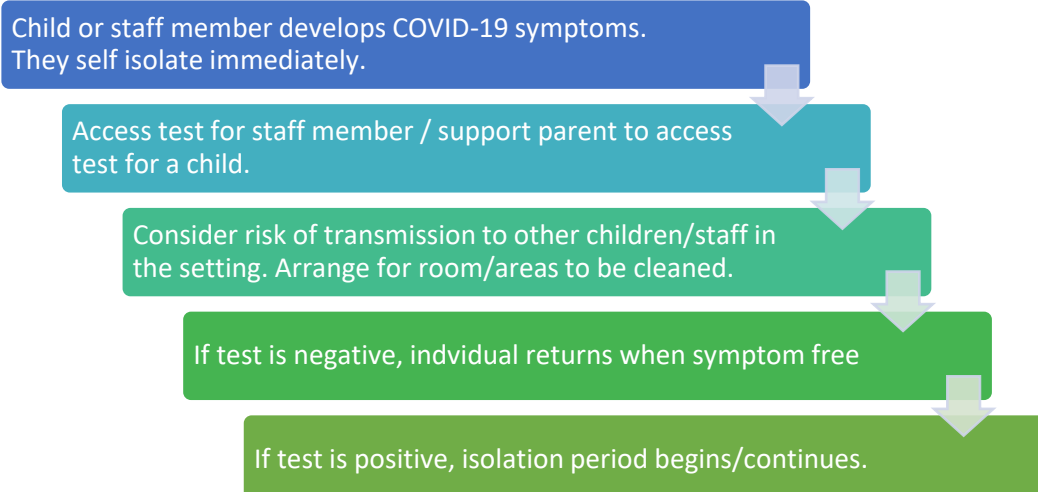
Specific guidance from Scottish Government for different settings/contexts is accessible from the following links:

- Schools: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-preparing-start-new-school-term-august-2020/>
- Residential boarding/hostel accommodation in educational facilities: <https://www.gov.scot/publications/coronavirus-covid-19-residential-childcare/>
- Colleges: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-colleges/pages/public-health-measures/>
- Early learning and childcare settings: <http://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reopening-early-learning-and-childcare-services/>
- Childminder services: <https://www.gov.scot/publications/coronavirus-covid-19-childminder-services-guidance/>
- Youth work and community learning: <https://www.gov.scot/publications/coronavirus-covid-19-community-learning-and-development-sector/>

Principles

The following set of principles have been devised to assist settings with their planning:

- The best defence against COVID-19 is preparation and we must therefore plan our response to a suspected outbreak in any of our settings
- In line with government guidance, there will be zero tolerance for COVID-19 symptoms. Anyone who feels unwell must **not** come to the setting. Anyone who develops symptoms will be sent home immediately.
- We need to adapt how we work to reduce any risk of spreading the virus. This will mean reflecting on how we have operated previously, and making changes where necessary
- Each setting will need to consider their unique environment, and develop a risk assessment using the COVID-19 Return to School/Council Premises Toolkits (links provided below).
- All settings must prepare to lockdown again if there are further ‘waves’ of infection which require more restrictive measures.

Responding to a Suspected/Confirmed COVID-19 Case in School

If a child develops symptoms while at the setting	<p>If a child develops symptoms during the course of the day, staff should arrange for them to be collected immediately, and parent/carer should be advised that they should self-isolate and arrange a test.</p> <p>All settings should review emergency contact lists for children in light of the COVID-19 outbreak, and ensure plans in place should a child become unwell in the setting. A COVID-19 Emergency Plan template is included at Appendix 1 of this document.</p> <p>While the child awaits collection, they should be taken to a room away from others where they can be isolated behind a closed door with appropriate adult supervisions according to the age of the child. Ideally, a window should be opened for ventilation. If this is not possible, they should be at least two meters away from others. When moving a person with suspected COVID-19 through a setting, they should wear a face mask and should not touch surfaces or door handles.</p> <p>Staff should use appropriate PPE while caring for the child as they await collection if personal care is required, or if a distance of 2m cannot be maintained (e.g. a very young child or child with complex needs)</p>
If a child/staff member begins displaying out with the setting	<p>The individual must not come to the setting. The parents/carers of children who share a space with the individual should be notified so they can be vigilant regarding the development of any symptoms.</p> <p>If a symptomatic individual arrives at the setting, they should be sent home immediately, and parents advised to arrange a test as soon as possible.</p>
Cleaning the area	<p>On being notified of a suspected case of COVID-19, staff should immediately arrange for the area to be cleaned with disinfectant to reduce the risk of transmission through contact with a contaminated surface. All surfaces the</p>

	<p>symptomatic individual has come into contact with must be cleaned with detergent to remove organic matter such as dust or body fluids and then a disinfectant to kill pathogens.</p> <p>including: hand contact points (door handles, grab rails in corridors, handrails on stairs etc.), tables or work surfaces, etc.</p> <p>Use disposable cloths or paper towel and disposable mop heads to clean surfaces with disinfectant. PPE should be worn while cleaning an area where a person with possible or confirmed coronavirus, and hands should be washed thoroughly afterwards.</p> <p>Areas the symptomatic individual has passed through and spend minimal time in, such as corridors, which are not visibly contaminated with body fluids, can be cleaned thoroughly as normal.</p>
Consultation with Public Health	<p>Guidance must be sought from Public Health in the event there is a confirmed COVID-19 case in any setting. At the earliest convenience, the Manager or Head Teacher should contact Public Health on 01595 743 060 or email shet-hb.PublicHealthShetland@nhs.net to discuss the circumstances.</p> <p>The setting should also alert the Director of Children's Services, Link Education Officer and/or Executive Manager.</p> <p>Public health do not need to be informed about individual children who are symptomatic, however it would be helpful for Head Teachers to contact public health in the event of specific situations e.g. many children in a class reporting symptoms or off-school due to illness.</p> <p>Public health will assess the situation and convene a problem assessment group (PAG) or Incident Management Team (IMT) in accordance with national and local guidance if this is needed.</p>
Access to testing	<p>Anyone with symptoms of COVID-19 should access a test as soon as possible by completing the online self-referral form (also available at www.healthyshetland.com) or by contacting Public Health on 01595 532 030,(9:00 to 12:30 and 14:00 to 17:00 Mon to Fri) or emailing shet-hb.ukgovcovid19testscheme@nhs.net.</p> <p>Public Health will initiate Contact Tracing for confirmed cases to identify and inform those who need to self-isolate for a period of 14 days following exposure to COVID-19.</p>
Self-isolation	<p>Anyone displaying symptoms should self-isolate for 10 days.</p> <p>Children and/or staff may have to self-isolate for 14 days for any of the following reasons:</p> <ul style="list-style-type: none"> • They have been in close contact with someone who has tested positive for COVID-19 and have been instructed to self-isolate by a contact tracer

	<ul style="list-style-type: none"> • They live in the same household as someone who has been asked to self-isolate because they are symptomatic or have had a positive test. <p>Anyone who needs to self-isolate can continue working from home or engaging with remote learning while they are well.</p>
Isolation for others in the class	<p>Staff should consider anyone who may have had contact with an individual who has suspected COVID-19, and liaise with Public Health to assess whether others need to self-isolate.</p> <p>Setting should consider issuing communication to parents of other children in attendance to alert them that there has been a suspected COVID-19 case. The individual should not be named, but parents should be alerted so they are vigilant if their child/ren begin showing symptoms. This communication should include information on how to access testing, and highlight that anyone who needs to self-isolate will be contacted by Public Health in accordance with Test and Protect Procedures.</p>
Closure of settings	<p>In the event of an outbreak involving two or more confirmed cases, it may be necessary to consider closure of the school or setting.</p> <p>The Scottish Government retains the power to close schools for coronavirus related reasons by issuing an education closure direction. The Scottish Government may choose to issue such a direction if they feel it necessary to re-impose lockdown, or where there is an outbreak of COVID-19 in a particular area or school.</p> <p>The decision to close a school may also be taken by the Shetland Islands Council in partnership with NHS Shetland's Public Health department. In these circumstances, the Director of Children's Services will represent the view of the Head Teacher in discussions with Public Health Scotland. The views of clinical and medical experts will be the most important factor when deciding to close a school or other setting.</p>
Returning to school/work	<p>Where the original individual tests negative, they can return to their setting when they are symptom free.</p> <p>Where the child/staff member tests positive, they may return to school after 10 days, providing they are well enough to do so. If the individual still has any of the following symptoms, they should continue isolating:</p> <ul style="list-style-type: none"> • High temperature or feeling hot and shivery • Runny nose or sneezing • Feeling or being sick • Diarrhoea • Loss of appetite <p>Staff and children should only return once symptoms have gone.</p>

Links to other documents

- [Health Protection Scotland guidance](#) (check website for most up to date)
- [Scottish Government \(2020\) Coronavirus \(COVID-19\): A Framework for Decision Making](#)
- [Scottish Government \(2020\) Coronavirus \(COVID-19\): Scotland's Route Map Through and out of the Crisis](#)
- [The Scottish COVID-19 Workbook 2020](#)
- [Coronavirus \(COVID-19\): local advice and measures](#)
- [Scottish Government \(2020\) Test and Protect Guidance](#)
- [Shetland Islands Council COVID-19 Return to Council Premises Toolkit](#)
- [Shetland Islands Council COVID-19 Return to School Premises Toolkit](#)

APPENDIX 1**COVID-19 Emergency Plan**

The purpose of this plan, is to consider how I will respond if my child becomes unwell with suspected COVID-19 symptoms while at _____ (insert name of setting).

If my child becomes unwell:

If necessary, I will/will not be able to collect my child from the setting. If you are unable to collect your child, please provide the name of another contact who would be able to collect your child.

Parent/Carer 1 Name: _____

Mobile Telephone: _____

Work Telephone: _____

Home Telephone: _____

Parent/Carer 2 Name: _____

Mobile Telephone: _____

Work Telephone: _____

Home Telephone: _____

If I/we are unavailable, please contact:

Name: _____

Relationship to Child _____

Mobile Number: _____

Landline Number: _____

Appendix 2 – Sample Letter for Parents

Dear parent/carer,

An individual attending (setting name) has suspected/confirmed Coronavirus (COVID-19). I am writing to alert you to this, and to ask that you are vigilant should anyone in your family develop any symptoms of the virus, which are as follows:

- A high temperature of fever
- A new continuous cough
- A loss of, or change in sense of smell or taste

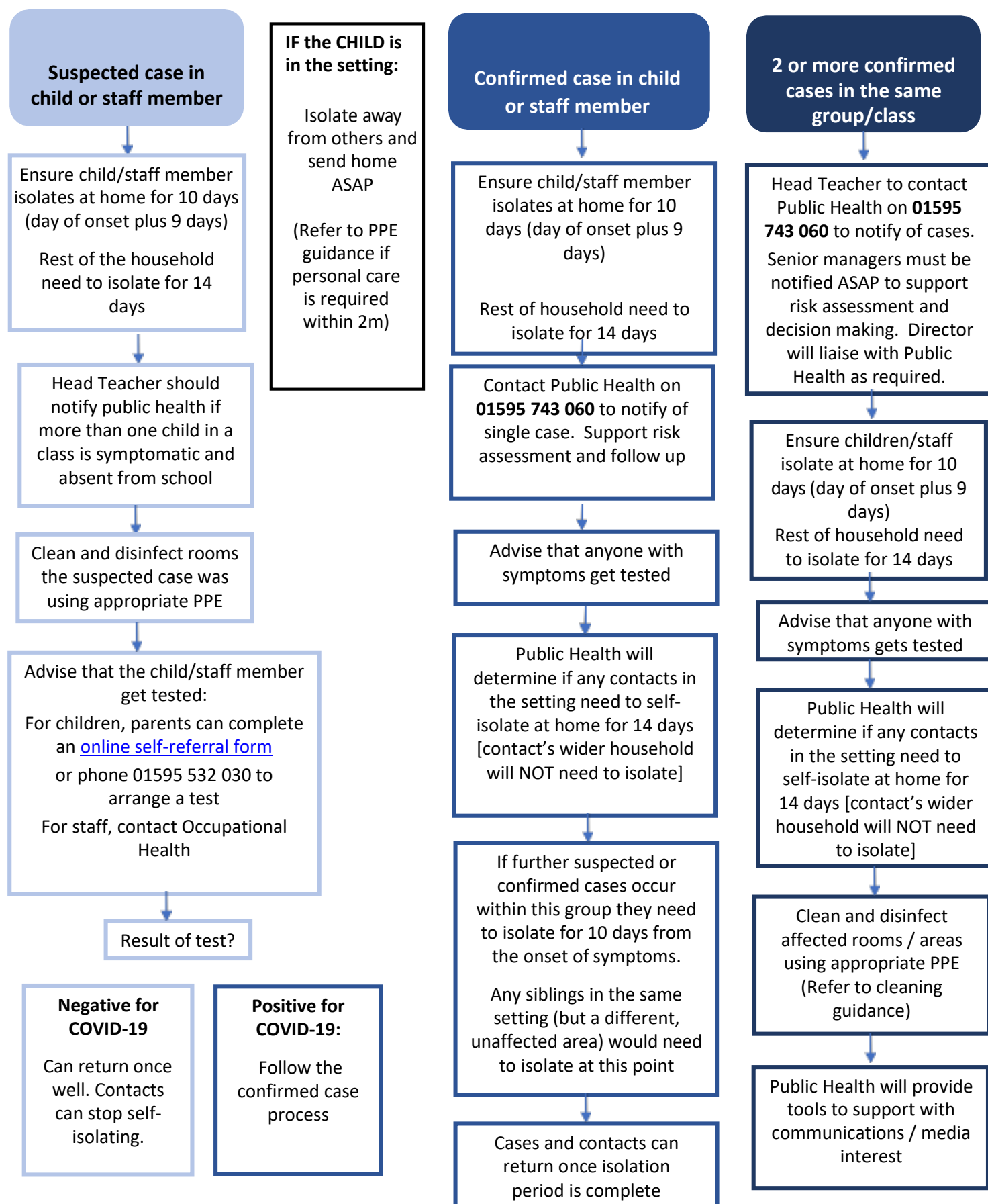
In the event anyone in your family develops any of these symptoms, you should immediately self-refer for a coronavirus test by completing an online form on the NHS Inform website. This form is available 24 hours per day, 7 days per week, and will be picked up by the testing team as soon as possible. If you are unable to access the online form, you can contact a dedicated phone line 01595 532 030 between 9 -12.30 and 2–5pm Monday to Friday. You should self-isolate until you have the test results. If you have been in direct contact with a person who has tested positive for coronavirus, Public Health will contact you in line with the Scottish Government's Test and Protect Strategy to advise you to self-isolate.

Finally, I want to remind you of the Scottish Government's public awareness campaign called FACTS, which reminds us of the key measures in place to prevent the spread of coronavirus:

- Face coverings in enclosed spaces
- Avoid crowded places
- Clean your hands and surfaces regularly
- Two metre distance (for adults); and
- Self-isolate and book a test if you have symptoms

Yours sincerely,

Appendix 3 – Decision Making Flowchart





Meeting(s):	Education and Families Committee	31 August 2020
Report Title:	External Audit Reports - Education Scotland Report on Dunrossness Primary School	
Reference Number:	CS-13-20-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee is asked to **NOTE** the Education Scotland report on Dunrossness Primary School and Nursery Class.

2.0 High Level Summary:

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit bodies' reports, as detailed in report IP-20-14-F, was approved by the Policy and Resources Committee (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 The Council's Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and the Halls of Residence accommodation from the Care Inspectorate.
- 2.4 The purpose of this report is to refer the Education and Families Committee to one such recent report from Education Scotland in relation to Dunrossness Primary School and Nursery Class and to highlight any actions to be taken as a result of the report.

3.0 Corporate Priorities and Joint Working:

- 3.1 Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

4.0 Key Issues:

- 4.1 Representatives from HM Inspectorate of Education Scotland visited Dunrossness Primary School (including the Early Learning and Childcare setting) in March 2020.

- 4.2 The inspection took place under a 'Short Inspection Model' where Education Scotland are based in the school for up to three days and limit the scope of the inspection to two Quality Indicators:
- Quality Indicator 2.3 - Learning, teaching and assessment;
 - Quality Indicator 3.2 - Raising attainment and achievement
- 4.3 The inspectors held discussions with parents/carers and children, the school's Head Teacher, and staff, in order to gather evidence in respect of learning, teaching and assessment and raising attainment and achievement in the school.
- 4.4 The inspectors found the following strengths in the school's work:
- The leadership of the Head Teacher and the respect she has gained from staff, parents and the wider community. The positive relationships she fosters that are founded on mutual respect. The nurturing and inclusive environment of the school and its nursery where children and families are supported well.
 - The teamwork amongst staff and their success in supporting children in their readiness to learn. Children's achievements and progress in their learning. The relevant learning activities and the value the school places in promoting the heritage of the South Mainland community.
 - Children who are proud of their school, their achievements and show support and empathy for one another. They are motivated to learn and very well behaved
- 4.5 The following areas for improvement were identified and discussed with the Head Teacher and representatives of Children's Services:
- Continue to share good practice and ensure consistency in high quality learning and teaching across the school and nursery.
 - Further develop approaches to tracking children's progress to clearly inform planning for learning in the nursery setting.
- 4.6 Dunrossness Primary School and Nursery Class received the following evaluations:
- | | | |
|---|--|------|
| Primary Department | | |
| Learning, teaching and assessment | | Good |
| Raising attainment and achievement | | Good |
| Early Learning and Childcare Department | | |
| Learning, teaching and assessment | | Good |
| Securing children's progress | | Good |
- 4.7 As evidenced in the inspection report and summarised inspection findings, this was a very positive inspection experience for the Dunrossness Primary School community. The inspectors recognised the work of all staff in delivering good learning experiences and providing stimulating learning environments.
- 4.8 Education Scotland are confident that the school has the capacity to continue to improve and will make no more visits in connection with this inspection

5.0 Exempt and/or confidential information:		
5.1	None	
6.0 Implications:		
6.1 Service Users, Patients and Communities:	Reports on the inspection of schools are available to the general public through the Education Scotland website, and parents, pupils and staff at the relevant schools are made aware of the contents.	
6.2 Human Resources and Organisational Development:	Staff will continue to be supported by line managers to build on the inspection report and findings.	
6.3 Equality, Diversity and Human Rights:	None.	
6.4 Legal:	The Council has a statutory duty to secure improvement in the quality of education it provides.	
6.5 Finance:	None.	
6.6 Assets and Property:	None.	
6.7 ICT and new technologies:	None.	
6.8 Environmental:	None.	
6.9 Risk Management:	As above, the Council has a statutory duty to secure improvement in the quality of education it provides. Meeting this duty assists to mitigate risks associated with the inspections of its schools	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.	
6.11 Previously considered by:	None	N/A

Contact Details:

Robin Calder, Executive Manager, Quality Improvement
robin.calder@shetland.gov.uk

Report finalised: 20 August 2020

Appendices:

Appendix 1: Summarised Inspection Findings for Dunrossness Primary School
<https://education.gov.scot/media/wlrnq3wh/dunrossnesspsncsif300620.pdf>

Appendix 2: Summarised Inspection Findings for Dunrossness Primary School Nursery Class
<https://education.gov.scot/media/chwdrbzm/dunrossnesspssif300620.pdf>

Background Documents:

The full report for School can be found on Education Scotland's website at:

<https://education.gov.scot/media/evfpoa30/dunrossnesspsins300620.pdf>

END

Summarised inspection findings

Dunrossness Primary School and Nursery Class

Shetland Islands Council

30 June 2020

Key contextual information

Dunrossness Primary School is located in the South Mainland area of the Shetland Islands. Children who attend the school live in rural locations across a wide area and most are transported to school by bus. At the end of P7, most children transition to Sandwick Junior High School. Parents also have the option for their children to attend Anderson High School.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff work well together to provide a safe, calm and nurturing learning environment which creates a very positive school ethos. The school community is proud of the school and supports events and activities regularly. All staff promote positive relationships and take a consistent approach to developing the school's nurturing culture. All children have access to a "safe space" which provides an area for them to have a quiet time or reflective space. 'Thinkbooks', check-ins and wellbeing discussions have a positive impact on children's readiness to learn.
- Children are well behaved, polite and considerate. They are attentive during lessons and motivated to participate in and complete learning tasks well. Almost all children cooperate well in pairs and small groups. They are supportive of one another, share ideas and manage resources for tasks well. Staff support children with additional support needs very well and manage transitions effectively.
- Children focus well on their learning. Teachers plan interesting tasks and children understand their relevance to the real world. Children have opportunities to talk about and develop their skills through a variety of learning experiences. They lead learning at assemblies, organise enterprise activities and apply skills in relevant interdisciplinary contexts. The school provides a range of clubs and after-school activities where children develop skills and build confidence. They contribute to community events such as Shetland's local SMUHA (South Mainland Up Helly Aa) festival, music festivals and sporting events. Children share their learning with their families through class assemblies, the school blog and open evenings or events such as paired reading and learner-led events. The headteacher and staff, together with children and their families, should review homework across the school and encourage more families to become involved in children's learning.
- Teachers apply professional learning through implementing formative assessment effectively. All teachers share what children are learning and make clear how children will know they have been successful. In a few lessons, children co-construct the criteria for success, enabling them to have a very clear understanding of how to achieve success. In most lessons, teachers build on prior learning and share the purpose of the lesson effectively with children. Across the school, teachers use digital technology regularly to support learning. Children are developing

an understanding of coding using programmable robots. They apply their learning in science, technology, engineering and mathematics (STEM) to build robots. Staff should continue to plan the use of technology in a progressive way across the curriculum.

- Teachers provide helpful written feedback to children about their strengths and next steps. In most lessons, teachers give verbal feedback and positive encouragement to children. They should ensure verbal feedback builds on what children do well and what they need to do to improve. Children are developing skills in peer and self-assessment. Teachers should work towards implementing these approaches more consistently across all classes. They need to increase opportunities for children to use the language of learning across the curriculum. Teachers provide differentiated learning tasks to match Curriculum for Excellence (CfE) levels and children's progress. They should continue to develop differentiation further to ensure learning activities are matched well for all individuals and groups of children. Teachers should challenge children's learning through higher order questioning and encourage critical thinking. Staff should continue to develop increased opportunities for children to have more personalisation and choice across a wider range of curricular areas.
- Teachers make use of a growing range of assessment information to inform planning for learning and to make professional judgements about children's progress. They are developing confidence in using holistic assessments where children demonstrate their knowledge and understanding in different contexts. Most children are progressing well in their learning and are beginning to understand themselves as learners. They articulate clearly what they are learning but are less clear about the skills they are developing. They talk proudly about their folios of work and the progress they are making in literacy, numeracy and health and wellbeing. Approaches to peer assessment provide helpful opportunities for children to reflect on their learning. Teachers should consider ways in which targets in learning can be more clearly defined help children understand the application of their skills in the relevant and meaningful activities they enjoy. Senior leaders and teachers discuss assessment information and the progress children are making at regular intervals. They identify when support and challenge may be required very effectively. Developing moderation and a shared understanding of standards is supporting increasingly robust judgements about standards. The headteacher and staff should consider how opportunities for professional dialogue can ensure a sustained focus on using data to track progress over time. Teachers should increase the use of national benchmarks across all curricular areas.
- Teachers plan appropriately to deliver CfE. They make use of progression pathways to ensure children are making appropriate progress in most curriculum areas. There are early signs that the recently introduced numeracy and mathematics spreadsheets are helpful in identifying gaps in learning and ensuring a smooth progression. The staff should take forward their plans to develop assessment and progression in talking and listening further. Assessment is an integral feature in planning for learning templates and teachers gather information systematically to show how well children are achieving. Children who require additional support are identified early, supported well and progress monitored regularly. Senior staff know all children and families very well and ensure children feel nurtured and ready to learn. They assess and track the impact of interventions through well-focused professional dialogue with staff.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall attainment in literacy and English is good with most children making expected progress from prior levels of attainment.

Listening and talking

- Attainment in listening and talking is good. Across the school, almost all children listen attentively and respectfully to instructions from their teachers and respond well to questions from adults and peers. At second level, most children apply their listening and talking skills through presentations at class assemblies and in interdisciplinary learning. A few children apply discursive skills through class debates on the pros and cons of building windfarms in Shetland. Teachers should develop assessment of children's skills to ensure they make continuous progress.

Reading

- Overall children's attainment in reading is good. At early level, almost all children know their initial phonic sounds and digraphs and blend successfully. They are making a positive start to developing appropriate reading skills. At first level, children read a variety of texts including fiction and non-fiction. They identify the difference between fact and opinion and developing comprehension. Most children at first and second level read a wide variety of both fiction and non-fiction books for enjoyment. At second level, most children are developing reading skills through class novel studies. They read confidently and fluently, using punctuation appropriately to convey meaning and expression. Teachers should now focus on developing children's reading skills in skimming and scanning, and inference at second level.

Writing

- Overall, children's attainment in writing is good. Consistent approaches to teaching writing is having a positive effect on children's confidence in writing across a variety of genres. At early level, most children are making appropriate progress in their writing. They are building their confidence and independence. At first level, most children apply skills in spelling, grammar and punctuation to extended pieces of writing with accuracy. They write well for a variety of purposes across different curricular areas including science. At second level, most children build on these skills and demonstrate creativity in their writing. They write for a variety of purposes and apply their knowledge about persuasive language when considering if Shetland should develop windfarms. They write well for different audiences when managing enterprise projects and competitions.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good.

Number, money and measure

- At early level, most children's sequencing of numbers to ten and writing numerals is developing well. They demonstrate addition facts within ten with confidence. At first level, most children add and subtract confidently, making good use of mental strategies and written skills. They apply their knowledge of numbers to a thousand and manipulate concrete materials when learning outdoors. At second level, most children make accurate calculations across the four processes using six digit numbers. They are confident in using a range of measures in length and weight and when calculating money. They apply their knowledge in money calculations well when working in enterprise groups but are less skilled when working with fractions.

Shape, position and movement

- At early level, the language of shape and recognising common two-dimensional shapes is developing well. At first level, most children have an understanding of more complex two-dimensional shapes and the properties of three-dimensional objects. At second level, most children accurately draw nets of three-dimensional objects. They understand the connections between a variety of shapes and name their features. They should make increased use of digital technologies to develop children's skills in position and movement.

Information handling

- At early level, children use a variety of interesting games and materials to sort and count. At first and second level, children organise information in tables and use it to complete numeracy tasks. However, they are not yet sufficiently skilled in drawing graphs using axes and scales accurately. At second level, children use their knowledge of Fairtrade to analyse data, present it as a spreadsheet and use technology to represent their findings as pie charts.

Attainment over time

- Over the past few years, the headteacher and staff have developed, and make effective use of individualised tracking. They know children well as individual learners and the progress they are making. Overall, most children are making good progress. Teachers should continue to develop moderation and the use of assessment data to strengthen further their judgements about children's progress. Senior leaders should continue to have a sustained focus on children's progress in numeracy and mathematics to ensure a consistent pace through CfE levels.

Overall quality of learners' achievements

- Children enjoy a range of opportunities for wider achievement. They celebrate their successes through assemblies, displays and in their personal portfolios. They participate in extra-curricular clubs and groups such as table tennis, netball, football, "Peerie Maakers", choir and music groups. They are developing sporting and cultural skills. The choir sings at the local care home and joins with parents and the community to sing carols at the airport. Music is a strong feature of the school with the majority of older children learning to play a musical instrument. Children demonstrate their skills and celebrate their success at regular local music festivals. The headteacher and staff team have successfully developed a nurturing ethos across the school. Children are confident, take responsibilities and have a caring attitude towards others.
- All children and staff take part in 'Focus Fridays'. Children have a strong influence on school improvement through the 'CHIP' (Children's Improvement Plan). They are listened to, lead developments and see the results of their participation. They raised an issue about textbooks they did not find helpful which resulted in new resources being purchased. Children have set out stepping stones for success in order to raise attainment in numeracy.

- All children have an important awareness of themselves as responsible citizens through environmental work. They are proud to have gained five Eco-school flags. All children take part in activities with members of the local community. Children gain skills in teamwork and resilience through participation in a residential excursion to Loch Insh. This supports children to build relationships and aids their transition to secondary school. The school has links with other schools in France, Spain and Kenya and children have exchanged letters with their French pen-pals. Children talk about some of the cultural differences between them and are building their understanding of themselves as global citizens.

Equity for all learners

- The headteacher places high value on equalities. She is held in high esteem and has gained the respect of staff, parents and the wider community. The positive relationships she fosters are founded on mutual respect. Staff, parents, carers and partners actively contribute to the life of the school. The school community and active Parent Council supports the work of the school effectively. Parents regularly support the school's commitment to providing children with a range of relevant learning opportunities outside school. The school's heritage and geographical location results in annual events that include children and families throughout the South Mainland area of Shetland. The school and its community ensure all are included and promote equalities across the work of the school. The headteacher should continue to monitor and track children's participation levels and wider achievements to ensure no child is missing out.
- The headteacher uses the allocation of Pupil Equity Funding (PEF) to support improvements in numeracy and mathematics. She deploys additional staffing effectively to support the school's focus on nurture. The headteacher and staff monitor the developments and measure the impact this has on improving outcomes for children. They gather appropriate assessment information to demonstrate the positive impact of PEF initiatives.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Summarised inspection findings

Dunrossness Primary School Nursery Class

Shetland Islands Council

30 June 2020

Key contextual information

Dunrossness Nursery is an early learning and childcare setting in the South Mainland area of the Shetland Islands. The setting is located in Dunrossness Primary School and has two playrooms and an outdoor play area. The setting is registered to provide early learning and childcare (ELC) for 30 children at any one time, from three years until they are of an age to attend primary school. At the time of inspection, 33 children were registered. The setting provides the 1140-hour model of ELC to meet the needs of children and families. As a result, the setting has undergone significant change in recent years.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The recently established nursery team is making a positive start in reaching a shared understanding of approaches to play and learning. They use their knowledge of early learning pedagogy well to support children. Practitioners are building very positive relationships with children and parents. As a result, children are happy, safe and secure. They enjoy their time in the setting. They learn through free-play, in both the indoor and outdoor learning environments. Most children sustain interest and concentrate well for extended periods in purposeful play. They make decisions about where they want to learn, and with whom. This ensures a good level of choice for each individual child. Most children show motivation in their learning and are given effective support by practitioners to explore their own ideas. They have the time to follow their interests and to return to their play throughout the session. All children are friendly, polite and very well mannered.
- Practitioners focus attention on creating a very stimulating and nurturing environment. They are kind, supportive and sensitive in their interactions with children. All practitioners use praise appropriately to build children's self-esteem and confidence in learning. They engage very well in conversation with children, using effective questioning techniques to help children explore their interests and extend their thinking.
- Children learn in a wide range of interesting contexts with an appropriate focus on real-life experiences. Practitioners listen to children and respond positively to their interests. They plan for specific episodes of learning, recording children's ideas in a 'play and learn' diary. Practitioners strive to meet the differing needs of individuals through effective planning.
- Practitioners make good use of weekly meetings to discuss their significant observations of children's development and progress. This helps them to reflect on what changes could be made to ensure children are receiving appropriate support and challenge in their learning. Practitioners know children very well as individuals and can talk about their progress. They are now exploring the most effective way of recording aspects of children's learning. As part of this, they are developing their use of achievement folders and e-learning journals. The majority of

parents contribute to their child's e-learning journal and share information from home. This is helping children to talk about events and experiences, both within and out with the setting. Practitioners need to extend consultation methods to support children further in thinking about what they would like to learn next.

- The early years teacher and practitioners are making a promising start in developing systems for tracking children's progress. They use a "focus child model" to gather evidence on the progress individual children are making at given intervals throughout the year. Tracking such information helps practitioners to identify where children are meeting their developmental milestones and where they require more support. Practitioners are gaining confidence in recording children's progress in early literacy, using authority progression pathways. They now need to develop further tracking and recording systems to ensure they identify clear next steps in learning for all children.
- There is a strong sense of community and family within the setting. Practitioners are very knowledgeable about the island context that the setting serves and the challenges this can bring for families. They make very good use of this information in order to secure equity and positive outcomes for all.
- The setting has a clear programme of transition arrangements in place to support children's move into the primary school. Practitioners should continue to work closely with the P1 teacher to share their good knowledge of the children. This good practice supports children's continual progress through the early level.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
 - children's progress over time
 - overall quality of children's achievement
 - ensuring equity for all children
-
- The very stimulating indoor and outdoor environments and quality of learning activities help practitioners to make sure children are making good progress in their learning. Children are successful, confident and developing skills of responsibility and independence.
 - Almost all children are making good progress in health and wellbeing. Practitioners provide a supportive ethos in the setting. They have caring relationships with children and this is helping to promote children's emotional wellbeing. Most children show an understanding of their own emotions using a motivational book 'The Colour Monster' to talk about their feelings. All children are caring, kind and respectful to others. They take turns, share toys and cooperate well when playing. Children learn about healthy lifestyles through discussions about healthy foods as well as the importance of handwashing. Almost all children have a school lunch. Practitioners ensure snack and lunch routines are enjoyable experiences for children. Children display their good fine motor skills in using playdough and writing tools. Outdoors they run, jump and use wheeled toys with agility and confidence.
 - Almost all children are developing good listening and talking skills. They talk confidently about things they are learning and demonstrate a high interest in Vikings. Practitioners use such experiences well to extend children's vocabulary. Children enjoy looking at books for information, listening to stories and they listen well to and carry out simple instructions well. They enjoy having fun with rhyming words. Most children are at an early stage of mark making. A few chose to draw and overwrite on cards. However, activities to promote early writing are too reliant on photocopied worksheets. Children need to develop their writing skills further through real life contexts in play.
 - Children confidently hear and absorb Shetland dialect as part of their language development. They enjoy exploring text on a fictional book 'The Ooriks' by a local author. As part of this, they have fun creating adventures for the characters. Practitioners scribe children's phrases which encourages the use of the local dialect. This is supporting progression in learning well.
 - Practitioners ensure children develop their skills appropriately in early numeracy and mathematics. Almost all children sort, match and count. A few demonstrate number recognition skills. Children recognise shapes, patterns and colours in the world around them. Through exploration of an interesting range of materials, children are developing their early mathematical skills well. Older children apply their numeracy skills in real life situations in, for example, ordering the quantity of snack provisions they require from the local shop.

- Children are developing skills of creativity through art activities, textile weaving and junk modelling. Practitioners need to increase the range of digital learning experiences to enable children to develop the skills they require for the digital world in which they live.
- All children have very good awareness of their natural surroundings through real life experiences such as visits to the beach, pond dipping, planting and growing activities. The setting engages with a range of partners from the island community to enrich learning experiences for all children and raise their awareness of the world around them. Children take part in the annual Shetland Folk Festival and SMUHA (South Mainland Up Helly Aa), the local fire festival. This adds value to the quality of children's experiences.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.



Shetland Islands Council

Agenda
Item

4

Meeting(s):	Education and Families Committee	31 August 2020
Report Title:	External Audit Report - Education Scotland report on Whalsay School and Nursery Class	
Reference Number:	CS-15-20-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the Education Scotland report on Whalsay School and Nursery Class.

2.0 High Level Summary:

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit bodies' reports as detailed in report IP-20-14-F, was approved by Policy and Resources Committee. (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 The Council's 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 one such recent report from Education Scotland in relation to Whalsay School and Nursery Class and to highlight any actions to be taken as a result of the report.

3.0 Corporate Priorities and Joint Working:

- 3.1 Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

4.0 Key Issues:

- 4.1 Representatives from HM Inspectorate of Education Scotland visited Whalsay School and Nursery Class on 9 to 13 March 2020.
- 4.2 The inspectors held discussions with parents/carers and children, the Head Teacher and staff, in order to gather evidence to evaluate the following aspects of the school: leadership of change; learning, teaching and assessment; raising attainment and achievement; and wellbeing, equality and inclusion.
- 4.3 Inspectors found the following strengths in the school's work:
- Senior leaders' positive influence as role models, exemplifying good practice and improving the curriculum in the primary and secondary departments.
 - Children and young people who are keen to learn, courteous and well behaved, and who demonstrate a strong sense of pride and identity in their school and community.
 - Features of high-quality learning and teaching, such as the well-differentiated learning activities at the primary stages, which ensure children make good progress. There is effective support for children and young people.
 - The close collaboration with wider partners and the island community, enhancing young people's experiences and outcomes. Positive examples include the community's work with the school to maintain the island's culture, traditions and heritage in, for example, music and craft.
- 4.4 The following areas for improvement were identified and discussed with the Head Teacher and representatives of Children's Services:
- Continue to refine the clarity of the vision, values and aims as the foundations of the school's work. Senior leaders and staff should increasingly work across the different stages of the school.
 - Increase the pace of improvements to the curriculum and consistency in high-quality learning and teaching.
 - Improve the use of self-evaluation across the school, particularly in the nursery department, as a basis for improvement planning, ensuring that priorities are identified which enhance outcomes for all children and young people.
 - In the nursery, develop approaches to planning, observing and assessing children's learning. Senior leaders should work with practitioners to ensure children make the best progress of which they are capable, and which will enable them to lead and talk about their own learning.
- 4.5 Whalsay School and Nursery Class received the following evaluations:
- Primary and Secondary Departments
- | | |
|--|------|
| Leadership of change | Good |
| Learning, teaching and assessment | Good |
| Raising attainment and achievement | Good |
| Ensuring wellbeing, equality and inclusion | Good |
- Early Learning and Childcare
- | | |
|-----------------------------------|------|
| Leadership of change | Weak |
| Learning, teaching and assessment | Weak |

Securing children's progress Ensuring wellbeing, equality and inclusion		Satisfactory Good
4.6	In the primary and secondary settings the school enjoys a strong starting position from which to secure further improvement. The inspection report identifies a wide range of good practice and where further improvements can be made across the quality indicators. Feedback from the report will be considered within normal school improvement planning processes.	
4.7	The School Management Team with support from Children's Services are implementing an action plan for the Nursery Class to address the identified areas for development and to support the setting more strategically. Progress within the action plan will be shared with the inspection team during session 2020/21.	
5.0 Exempt and/or confidential information:		
5.1	None	
6.0 Implications:		
6.1 Service Users, Patients and Communities:	Reports on the inspection of schools are available to the general public through the Education Scotland website, and parents, pupils and staff at the relevant schools are made aware of the contents.	
6.2 Human Resources and Organisational Development:	The report identifies a need to better align professional learning with strategic planning for the school. This will be progressed in line with Children's Services Professional Learning Strategy for Teaching Staff which was revised in 2020.	
6.3 Equality, Diversity and Human Rights:	None	
6.4 Legal:	The Council has a statutory duty to secure improvement in the quality of education it provides.	
6.5 Finance:	None	
6.6 Assets and Property:	None	
6.7 ICT and new technologies:	None	
6.8 Environmental:	None	
6.9 Risk Management:	As above, the Council has a statutory duty to secure improvement in the quality of education it provides. Meeting this duty assists to mitigate risks associated with the inspections of its schools.	

6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.	
6.11 Previously considered by:	N/A	

Contact Details:

James Johnston, Quality Improvement Officer
Children's Services, Shetland Islands Council
Report Finalised: 20 August 2020

Appendices:

Appendix 1: Whalsay School summarised inspection findings.

Appendix 2: Whalsay School Nursery Class summarised inspection findings.

Background Documents:

The full report for Whalsay School and Nursery Class can be found on Education Scotland's website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=5167>

END

Summarised inspection findings

Whalsay School

Shetland Islands Council

30 June 2020

School name Whalsay School
Council: Shetland Island Council
SEED number: 6104134
Roll (Sep 2018): Primary department 98, Secondary department 45.

Attendance is generally above the national average.

In February 2019 fewer than 5% of pupils were registered for free school meals. In September 2018 no pupils live in 20% most deprived datazones in Scotland. In September 2018 the school reported that 19% of pupils in the primary department and 27% of pupils in the secondary department had additional support needs.

Key contextual information

Whalsay School is an all-through school providing education for children and young people up to S4, with a nursery class, primary stages and secondary departments. It serves the island of Whalsay, to the east of the Shetland mainland. The nursery and primary education accommodation is purpose-built. They are situated a short distance from the secondary education accommodation. The island's leisure centre shares the same campus area as the nursery and primary departments.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff have worked well with the community to begin to clarify the school's purpose and sense of direction. The recent work has provided a foundation from which the school is developing a rationale for its curriculum for the primary and secondary stages. The rationale needs further development to fulfil its purpose as a clear basis for the curriculum, reflecting the needs of children and young people and their island community.
- The school identifies 'Achieving Together' as a summary of its overall purpose and mission. The values of belonging, enjoyment, creativity, health and responsibility have been confirmed through consultation, and are now the focus for priorities in the school improvement plan. The values are the school's reference points, guiding its work to design and deliver learning experiences to promote children's and young people's attainment and achievement. Work continues to ensure that all children and young people see the values as relevant in their learning at all stages in school.
- The school should develop a more precise and valid definition of its vision. This would provide a concise, accessible and memorable key to sharing its overall purpose with the community. Continuing effective collaboration with stakeholders, staff should also revisit school aims. These aims could form a foundation on which to begin defining high-quality learning and teaching and the characteristics of an excellent lesson in Whalsay School.
- Staff's approaches to strategic planning are based on some appropriate use of self-evaluation to identify strengths and areas for development. They are not yet sufficiently skilled in using the national self-evaluation resource, *How good is our school?* (fourth edition). Currently, improvement planning focuses on a single year of development. This approach is helpful in setting out realistic targets and an appropriately small number of priorities. However, it does not provide the framework for longer-term development objectives, which would enable staff to take a more strategic view of pacing improvements.
- Although improvement planning of the nursery, primary and secondary departments is completed together, senior leaders should take greater account of the school's all-through status. Senior leaders and staff should build their skills and confidence in working with those sectors with which they are less familiar, including in respect of quality assurance. With the local authority's guidance and support, the headteacher has worked to ensure that teachers have the right capacities to meet the needs of the children and young people. The school's adoption of more recent local authority guidance on improvement planning has been helpful. That advice has enabled a clearer focus on the school's unique circumstances and needs.
- Staff have undertaken a wide range of professional learning in recent years, demonstrating commitment to improving their practice. As a next step, senior leaders should ensure a closer focus of professional learning on school priorities. They should also seek ways of providing

opportunities for staff to share their professional learning to the benefit of the whole school community.

- The school continues to implement improvements, spanning a range of children's and young people's experiences and outcomes. For example, enhancements of the curriculum have included improved provision for numeracy and mathematics across the primary and secondary stages. These improvements have included stronger involvement of parents, and useful resources to highlight numeracy in all areas of the curriculum. The school's plans for further improvements for numeracy include a greater emphasis on mental mathematical skills.
- The headteacher has made significant progress in establishing a staff team capable, in time, of delivering a curriculum to meet the school's ambitions. He has shown sound judgement, creativity and resilience in dealing with challenging staffing issues. That significant investment of his time has been important in ensuring positive relationships and teamwork. His efforts have won him the support and respect of parents and the wider community. These achievements now position him and the school well, to take further steps to improve the school's performance, and to increase the pace of change.
- Following on from the school's work on values, two working groups of staff have developed a better understanding of factors affecting the learning of children and young people. These groups have explored the importance of behaviours and creativity, respectively, as potentially strong influences on learning experiences and attainment. The work of the creativity group takes an appropriately broad and inclusive definition of the concept, which should support staff well in driving improvements in learning and teaching, and in the curriculum. It will be important that the relationships and behaviour working group seeks an equally forward-looking purpose and outcome. Participation in these groups is enhancing staff's professional skills and has the potential to impact positively on children's and young people's attainment and achievement.
- The headteacher has provided a positive role model for staff by designing and introducing learning experiences in the school's programme of wider achievement. These initiatives have included 'Fishing by Numbers', recognising the local importance of the fishing industry economically and culturally. The programme has capitalised on the high status of fishing in the school community, and used young people's motivation as a vehicle for promoting the development of skills in numeracy.
- The two job-share depute headteachers in the primary department are respected by staff, parents and children for being strong role models, the teamwork they have promoted, and the improvements they support. The skills which they and the headteacher demonstrate have the clear potential to drive improvements across the nursery, primary and secondary stages, including in those sectors with which they are presently less familiar.
- School leaders are making good progress in implementing national priorities in Developing the Young Workforce (DYW), particularly around promoting vocational pathways. However, they recognise the need to improve consistency of implementation around the Career Education Standard (CES) across all curriculum areas.
- Children and young people demonstrate significant capacity to take leading roles in the school. At the primary stages, children take on duties to support work in class and across the school, for example as members of the pupil council. Others act as Junior Road Safety Officers, or as leaders of sporting activities. Children at P6 demonstrated enterprising teamwork and leadership by successfully planning and delivering a school music concert, which was well supported by the local community. At the secondary stages, young people have opportunities to act as World of Work Ambassadors or Young Sports Ambassadors, or take on roles in the

pupil council. By the end of S3, all young people can achieve a qualification in leadership, supported by the school's Active Sports Coordinator. Participation in the Youth Philanthropy Initiative provides young people with valuable experience in negotiating and presenting ideas and proposals, contributing to their development as leaders. These leadership opportunities demonstrate, convincingly, children's ability to take on responsibilities.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school has a welcoming, positive ethos. This is enhanced by the rich historical heritage celebrated by all staff and learners across the school. Almost all children and young people are motivated and keen to learn. There are strong, trusting relationships between teachers and children and young people, and amongst children and young people. There is a supportive atmosphere where all are treated with respect. As a result, children are confident to ask questions and seek help during lessons.
- In the majority of lessons, children are engaged well in their learning. Almost all children and young people participate and interact well during activities within and out-with the classroom. They also support one another well during group work. Children and young people have opportunities to work individually, in pairs and in small groups. In almost all lessons in the primary stages, the purposes and outcomes of learning are made clear. Children understand what they need to do to be successful. However, this is less consistent in the secondary department.
- Overall, in most lessons, tasks, activities and resources are matched well to meet the needs of almost all children and young people. In the primary department, teachers provide well-differentiated learning activities that ensure children make effective progress. Across the school, there is scope to build on this existing good practice to allow all young people to make the best possible progress. For a few young people, the planned learning experiences are insufficiently challenging and the pace of learning is too slow. Teachers need to provide increased opportunities for children and young people to engage in active learning where they develop skills such as higher-order thinking and problem solving. In a few classes, children take responsibility for leading learning. Children and young people would benefit from experiencing increased independence in their learning where they take decisions, initiate and organise tasks and demonstrate self-reliance.
- In the majority of lessons, digital technology is used effectively to support learning. Children and young people apply their research and presentation skills and share their thoughts and ideas confidently using digital technology. Primary staff are starting to make use of a progressive digital skills framework. In moving forward, the school should consider ways in which learners can independently access digital technology to support and challenge them in all areas of learning. Children in the primary department and young people from S1-S3 share reflections on their learning with their parents through blogs and e-portfolios.
- In most lessons, teachers provide clear explanations and instructions. Across the school, children and young people receive feedback, which helps them to understand themselves as learners. In a few examples, high-quality feedback is linked well to the progression of skills and knowledge, leading to learners building on prior learning. Written feedback is most effective when teachers identify next steps in children's writing at the primary stages. The school should

develop a shared understanding of pedagogy and define what effective learning and teaching should look like. The staff teams across all stages should ensure they develop consistently high-quality learning and teaching through an agreed learning and teaching framework. This will inform reflective, professional dialogue, empower staff and help share effective practice.

- The school uses a varied range of assessment evidence, including Scottish National Standardised Assessments, to help determine how well children and young people are progressing. In most lessons, children and young people have opportunities to self and peer-assess. Teachers should continue to develop their understanding of the range of assessment data available to inform them when planning next steps in children's and young people's learning.
- Teachers of young people in S4 have a clear understanding of standards in National Qualifications and plan a range of appropriate assessment activities. Young people receive effective feedback on progress and next steps through learning conversations with their subject teacher and through written comments and reports.
- Teachers are at an early stage in developing confidence in how they assess when children and young people have achieved a Curriculum for Excellence (CfE) level. Staff should continue to work with each other, to build greater confidence and capacity to make informed judgements about progress in learning. In the current year, all staff have engaged in moderation activity with a focus on literacy. The school should continue to develop further strategies to ensure the reliability and validity of teacher judgements. In the secondary stages, there is scope for gathering evidence about how curricular areas are contributing to young people's progress in levels of literacy and numeracy.
- The school has started to develop approaches to tracking and monitoring. This includes information about children and young people's progress in literacy, numeracy and health and wellbeing. This provides valuable information about those who face potential barriers and those with protected characteristics. Senior leaders should continue to evaluate the impact of the tracking system and engage all staff in discussions about the progress of all children and young people. There is a need to develop an overview to monitor young people's progress across all curricular areas in the secondary stages.

2.2 Curriculum: Learning pathways

- The school community has identified building resilience and developing transferrable skills for the future as among key skills they wish their children and young people to develop through the curriculum. It has also identified certain unique features such as community, location, vocational education and employment, which should underpin the curriculum. These provide a promising point from which to develop a curriculum rationale that is tailored to the unique island context and culture of Whalsay. A few curriculum areas' approaches to interdisciplinary learning and courses, such as rural skills in the secondary, are already taking account of a wide range of aspects of the school's context.
- Staff across the school are making use of a numeracy framework and engaging with the National Benchmarks to support assessment of children and young people's progress. There are plans to extend engagement with a literacy progression framework from next session. Primary staff involve children in planning through the use of their floorbooks. Staff in the secondary department are engaging with experiences and outcomes to inform course planning within curriculum areas.
- The school makes good use of learning pathways to support teachers in planning of experiences and outcomes in literacy and numeracy in the primary department. This use is at early stages, but is already showing benefits in staff's understanding of where children are in their learning and planning their next steps. The school has introduced pathways in curriculum areas such as '1+2' languages, and digital technology. Their use is at very early stages and they are currently being used to ensure fuller coverage of experiences and outcomes in the curricular areas. There are plans to introduce local authority learning pathways across all curriculum areas in the primary department.
- Senior leaders are aware that there needs to be better continuity and progression in children and young people's learning across the broad general education (BGE). This is particularly relevant to the school's all-through context. There needs to be much greater sharing of information between the nursery and the primary, as well as between the primary and secondary departments. This should avoid repetition of topics and placing an unnecessary ceiling on children and young people's progress. This should also support increased momentum in the pace of learning. Building more effectively on what young people have learned and achieved at the primary stages could be achieved by sharing tracking and planning throughout the BGE.
- Despite the significant challenges presented by difficulties in staffing and the rurality of the school, the school provides access to all curricular areas for all children and young people. Digital solutions, such as distance learning in Spanish and accordion are helping to overcome barriers. However, digital connectivity can be a barrier to successful delivery. In the senior phase, staff provide a range of opportunities to specialise across the curriculum. Young people have good access to personalisation and choice. At the end of S3, young people choose courses in seven National Qualifications. There is an eighth column, which provides flexibility in areas such as in personal and social education, religious and moral education, as well as more individualised pathways for young people.
- Almost all young people in S3 and S4 take part in Skills for Work and vocational pathways programmes at local colleges. These programmes are organised as part of the vocational pathways initiative managed in partnership by Shetland Island Council's (SIC) Schools Service, Shetland College and NAFC Marine Centre. Young people take advantage of vocational programmes, not on offer in the school, such as aquaculture, construction crafts, hairdressing,

maritime skills, sound engineering and video production. These allow young people to become familiar with the world of work and employment-related practical experience.

- Partners contribute to both the school curriculum and to bespoke support arrangements the school puts in place for individual young people. This increases the skills and self-esteem children and young people have. For example, Active Schools run a Leadership Academy programme, which engages young people from S1-S3 well and increases their creativity skills such as problem solving. Shetland College run digital literacy courses for local adults in the school library, on occasion the school has supported individual young people to participate where this best meets their learning needs.
- The school is supported well by their Skills Development Scotland (SDS) careers adviser who plans activities in line the School Partnership Agreement (SPA). This is reviewed regularly to ensure it meets the needs of the young people. Careers staff provide helpful career advice to young people, which includes group-work and individual consultations with all pupils. Visits are scheduled to coincide with times when year groups are making course choices and associated parents' events.
- The development of the CES and Career Management Skills (CMS) is not yet incorporated fully within subject delivery. This is resulting in missed opportunities for reinforcing and consolidating CMS of young people. School leaders recognise there is scope to improve this through future joint working with SDS through a revised SPA.
- The school works well with SIC schools' work experience coordinator to identify suitable work experience opportunities for S3 pupils, in line with SIC's arrangements. All young people in S3 take part in work placements and this has helped them develop a range of useful employability skills.
- Senior staff make good use of local labour market intelligence to inform aspects of curriculum planning and young people's future aspirations for employment. Staff use their local knowledge and contacts to engage effectively with employers in different industry sectors across the curriculum. There are examples of productive employer links which support well young people's learning and understanding of local industries.
- Young people who move to Anderson High School to complete their senior phase have the opportunity to take Foundation Apprenticeships at SCQF level 6. In the current S4 cohort who are moving in June 2020, the majority have chosen to include a Foundation Apprenticeship as part of their studies.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and families are very proud of the school and the key role it plays in their island community. Almost all parents say that their child likes being at Whalsay School, that they feel safe and that they are treated fairly and with respect. Almost all report that the school is well led, although a minority of parents feel their views are not taken into account when changes are made in the school. A few parents would like more information about how their child is assessed and how the school can support them to develop their child's learning at home.
- The school uses a range of ways to communicate with parents including letters, newsletters, text messages and social media. A closed social media page and the school website have improved communication between home and school. There are high levels of parent participation in parents' evenings. The school plans to build on curriculum events, for example, the numeracy open afternoon, to further engage parents in supporting learning.
- Parent and community partners are encouraged to be involved in the life of the school. Volunteers support the school, for example, in launching the School of Rock project and fundraising for play equipment in the school and installing it in the playground.
- The Parent Council meets termly and is very well organised. It has representation from the nursery class through to the secondary department. It undertakes fundraising to support the school in subsidising events and buying resources to enhance the learning environment.
- The Parent Council has been involved in developing the school values and rationale and agreeing the priorities in the school improvement plan. As planned, the school should continue to seek ways to further engage parents in supporting learning and evaluating the impact of the curriculum in raising attainment and achievement.
- The school has a productive partnership with SDS which results in useful support for pupils. The SPA is jointly negotiated, approved and monitored routinely to review progress towards delivery.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the local authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the primary and secondary departments, the school has a positive ethos founded on strong values. It is inclusive in its support for children, young people and their families. The staff team demonstrates respect for children and young people and values them as individuals. The school places significant importance on positive relationships and responsibilities as key features of its success in promoting wellbeing. The school is valued by the community for its approaches to supporting wellbeing for children, young people and their families.
- The headteacher leads weekly support for learning meetings with key staff, to monitor children and young people's progress, and ensure initiatives and support strategies are effective. They address concerns raised by staff or parents and access appropriate supports as necessary. There is a professional working group tasked with developing a whole-school approach to restorative practices. Staff across the school, support positive behaviours consistently and this is reflected in almost all interactions throughout the school.
- Staff who have support for learning roles work effectively together to provide targeted support for individuals. Staff involve parents in planning meetings and include children's views when planning targets and next steps. Children and young people should be more aware of their targets to help them take more ownership of their learning. Interventions and individualised support for families are leading to improved attendance. Support for learning staff are valued for their contribution to helping children succeed in their learning and work well together in teams. Staff know children and their families very well. They model positive relationships founded on mutual respect and provide a caring environment for children and young people. Children and young people behave very well.
- Across the school children and young people support one another well and show empathy for others. Teachers and support staff work effectively together. The teamwork in the primary department is an important strength. Staff share their expertise and provide professional support to one another. The school should consider building further on its positive ethos through developing a whole-school approach to nurture. This should strengthen consistency throughout and take forward the promising work started on positive behaviours.
- Almost all children and young people feel safe in school and know how to get help when they need it. Most children and young people have a good awareness of the wellbeing indicators and their understanding of these is developing well. Staff now need to develop systematic and regular use of the wellbeing indicators to ensure all children and young people have an increased understanding of their own progress in wellbeing. Staff across the school should evaluate the recently implemented resources to ensure progression in learning. There is potential for the school to demonstrate improved outcomes for children through developing consistency in the assessment of health and wellbeing.

- The school works effectively with partners to provide support for children, young people and their families. Partners' input in the personal and social education programme helps young people to gain greater understanding of issues such as consent. Health professionals regularly engage with the school. They contribute to effective support for individuals, and commendably, children and young people's high standards in dental health.
- Key duties of the Health Promotion and Nutrition Act are being met and food and drinks provided at mealtimes meet the required standards.
- Children and young people are developing a good understanding of the importance of healthy lifestyles. Most children and young people participate in sporting activities offered at after school clubs. Primary children are developing leadership skills successfully through their play leader roles, encouraging others to participate in play activities. Sports Ambassadors in the secondary department use their skills in leadership and teamwork successfully to promote increasing numbers participating in sports. The Active Schools initiative encourages young people to be active and to try a variety of sporting activities. Young people benefit from access to extensive sports facilities including the full-sized all weather football pitch. They are successfully developing a competitive and community spirit through netball and football training and matches. There is a need to ensure all children and young people feel they have equal opportunities to participate in team sports. Children and young people are developing skills in swimming at the nearby leisure centre and the school ensures there are no barriers to participation.
- The school, in partnership with parents and partners, has identified the importance of ensuring children and young people understand the safe use of the internet. This is a successful whole-school focus and children can articulate how to keep themselves safe. At the secondary stages, young people understand gender stereotyping and age appropriateness of digital games. The Eco Group is actively pursuing sufficient success to gain the school's first green flag. It is successfully raising awareness of environmental issues and encouraging others to be responsible citizens by conducting litter surveys and a beach clean at North Voe. Young people in the secondary department participate in the Youth Philanthropy Initiative and lead support for local charities.
- The pupil councils are active in their role and take forward the views gathered from children and young people. The school should consider ways in which children's and young people's views can be heard through further use of national guidance self-evaluation tools, such as How good is OUR school? (HGIOURS). The school and young people would benefit from collaborating together and building on the positive relationships and responsible citizenship work, by developing further their understanding of the United Nations Convention on the Rights of the Child.
- Senior leaders have a good understanding of statutory requirements in relation to wellbeing, equality and inclusion.
- The school's resources for health and wellbeing ensure children and young people learn about equality, diversity and discrimination. The ongoing development and evaluation of the health and wellbeing curriculum should provide teachers with the opportunity to ensure continuity and progression in the all-through school context. The school should now develop its equalities policy to more clearly define its work on inclusion and ensure a shared understanding of diversity and equality. This needs to reflect the context of the school and what it wants to achieve through its curriculum rationale. This will support the school's drive to build young people's resilience and develop transferrable skills for the future as outlined in the school improvement plan.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Broad General Education

Attainment in literacy and numeracy

- Overall, levels of attainment in literacy and English and numeracy and mathematics are good.
- Most children in the primary department are making good progress in literacy and numeracy.
- In 2019, by the end of S3, all young people in the secondary department achieved CfE third level in literacy and numeracy and most achieved literacy and numeracy at CfE fourth level.

Primary stages

Attainment in literacy and English

- Overall, the standard of literacy and English attainment across the school is good. Most children are making expected progress. Children who require additional support are making appropriate progress.

Listening and talking

- Almost all children are making good progress in listening and talking. Across the primary department, children listen well to instructions from adults and speak with confidence to one another. Most share their ideas confidently when working in pairs. At the early level, children take turns when listening and talking to each other. They follow instructions carefully and are independent in their learning. They are confident in class routines and when making choices about activities. At first level, almost all children listen attentively. They share their thoughts and ideas appropriately and are confident in making contributions when discussing books they have enjoyed reading. They are developing social skills in co-operative groups and ensure everyone takes part equally. By second level, most children are articulate in sharing their opinions and build effectively on one another's ideas. They are confident in taking roles in mixed groups and responding to questions from teachers. They apply their presentation skills through leading assemblies. They are confident in promoting their dialect.

Reading

- Overall, most children are making good progress in reading. At the early level, almost all children recognise initial sounds and simple common words. They are confident in using their phonic skills to attempt new words when reading aloud. Children working at first level are enthusiastic about reading and use their skills well in a variety of learning contexts. They are becoming skilled in using expression when reading a play script and reading together in groups. They are enthusiastic readers and enjoy selecting books from the well-stocked school library. By second level, most children read for enjoyment and with good comprehension. They recognise the techniques of authors to influence readers and the use of emotive language.

They select fiction books from the school library and read regularly for pleasure. They apply their skills in reading to research topics using non-fiction texts and the internet.

Writing

- Overall, most children are making good progress in writing. At the early level, most children are developing the confidence to write independently. A few form words legibly to form sentences and simple stories. At first level, most children organise their writing appropriate to the tasks they are given. They apply writing skills across the curriculum and write for a variety of purposes. At second level, most children are making good progress. They write well-crafted factual reports and imaginative stories. Writing is contextualised well and children apply their skills in a variety of genre. Teachers across the school should continue to share samples of moderated writing to support consistency in expectations.

Attainment in numeracy

- Most children attain well in numeracy at the primary stages, and almost all enjoy their mathematical learning experiences. By the end of P1, most children achieve CfE early level. The majority achieve CfE first level by the end of P4, and the school has taken steps to begin to increase the proportion achieving this level. By the end of P7, almost all children achieve CfE second level. A few progress further with specific aspects of CfE third level.
- Most children demonstrate effective skills in mental calculations and problem solving, supported by the appropriate focus which staff place on these skills. However, staff place too much emphasis on text book resources, associated too closely with each stage, as a means of ensuring structure to learning. That approach places unhelpful limits on children's attainment as it fails to recognise, sufficiently, individuals' different rates of progress. This over-reliance on texts also results too often in abstract tasks. Staff should revise programmes in mathematics. They should provide challenge more appropriate to the needs of individual children, and focus more on real-life contexts in which children can apply their numeracy skills. Staff should also keep the use of its core mathematics digital resource under review, to ensure the best overall balance to the mathematics programme and to approaches to learning and teaching.

Number, money and measurement

- Most children make good progress in number, money and measurement. Children working at CfE early level develop their number skills through practical tasks such as gathering samples of natural materials for an information handling task. Working at CfE first level, children can apply the idea of fractions to sharing a pizza with friends. They enjoy using an interactive digital resource, working at speed to calculate a quarter, a third and a half. A few children found these tasks too easy. By P4, working at CfE first level, children can identify all the coins and notes in everyday use, and can work out different combinations of coins to achieve a specific sum of money. Children working at CfE second level use analogue and digital clocks well, converting between the two and using 12-and 24-hour examples confidently. Most can estimate distances and times with accuracy and appropriate units. For example, they suggested using centimetres to measure a pencil, and metres to estimate the length of the Zephyr fishing boat. By the end of P7, most children use the four number functions with confidence, and demonstrate effective mental skills.

Shape, position and movement

- Most children make good progress in their knowledge and understanding of shape, position and movement. Children working at CfE early level can identify some two-dimensional shapes, for example relating to their task on data handling. Working at CfE first level, children enjoy exploring the concept of symmetry, using mirrors to reflect shapes in grids. Children working at CfE second level make confident use of expressions relating to position and movement. By P7,

working at CfE second level, children can describe different angles and a good range of two-dimensional shapes and three-dimensional objects.

Information handling

- Working at CfE early level, children can sort natural materials into similar sets. They can apply criteria such as colour or texture, and use Venn diagrams to identify where two criteria are met. Progressing through CfE first level, children show good understanding of how to gather, organise and present data from a range of surveys, with their work displayed around the school. Children make appropriate use of techniques such as tally marks when, for example, they carry out a survey of favourite brands of sport shoe. Children working at CfE second level demonstrate effective progression of information handling skills. They are knowledgeable about different forms of graphical presentation, such as line graphs and histograms, explaining when each is more appropriately used. Children working at CfE second level also demonstrate important knowledge of how to use digital resources to process and present data. P7 children working in a focus group were very capable numeracy problem solvers, and applied their skills well to new mathematical challenges.

Attainment over time

Broad general education

- The school has identified declines in attainment data in writing and reading at CfE first level. Staff have developed strategies to address these as a matter of priority. They have used Scottish National Standardised Assessment data in numeracy to identify any gaps children or young people have in knowledge or skills in numeracy and are addressing these.
- There is moderation activity at second level in literacy and numeracy across the primary and secondary departments. This is a recent initiative, which is beginning to support an increasing understanding of standards amongst all teachers. This will support children and young people by clarifying professional judgements and increasing expectations. Going forward, it is key that staff share and support the progression of children and young people across all stages.
- Senior leaders have begun in the past two years to collate evidence of attainment in literacy, numeracy and health and wellbeing. This is providing a system, which will allow them to gather relevant data and analyse trends over time. Senior leaders have not yet gathered and analysed data for attainment across curriculum areas throughout the BGE in both primary and secondary departments. The school is currently unable to provide evidence of attainment over time throughout the BGE.
- Senior leaders and pupil support staff are using data in a way that supports early identification and strategies to support children and young people who are not progressing well in their learning, or face barriers to their learning. This is leading to improved rates of progress across the school.

Senior Phase

- As the number of young people in each school year is small, care has been taken when interpreting and analysing data. In order not to identify any of the small number of young people taking qualifications, HM inspectors have not always used quantitative terms.

Literacy and numeracy

- All young people in S4 from 2016-2019 attained literacy at SCQF level 4 or better. Almost all young people in S4 attained numeracy at SCQF level 4 or better from 2016-2019. Teachers share attainment information with Anderson High School to support progression, subject choice and achievement of aspirations.

- In S4, the school has strong levels of attainment and young people perform consistently well in National Qualifications up to SCQF 5 level. Senior leaders and teachers should now give consideration to presenting young people at SCQF 6 level such as at Higher, where this is appropriate for the individual learner. For a few learners, it may be appropriate for senior leaders and teachers to consider planning two-year courses at National 5 level across Whalsay School and Anderson High School.

Breadth and depth

- In S4, over the past five years, almost all young people attained five or more qualifications at SCQF level 4 or better. Young people are also attaining well at SCQF level 5C or better and overall, the majority attained five or more qualifications at this level from 2014-2019.
- More effective tracking of young people's progress across the school and improvements in progression pathways would support the school in further enhancing the quality of passes in the senior phase.

Achievement

- Young people gain skills and confidence from participating in the wide range of achievement opportunities provided by the school and in the community. Almost all take part in sports groups, clubs and events. All children in P7 take part in the 'Active Schools Playmakers' programme and this starts to build leadership skills. The Sports Ambassadors are developing sports programmes for their peers. The school should continue to further build the role young people play in leading achievement and community activities.
- Children and young people better understand environmental issues through taking part in achievement activities run by partners. Children in the Eco Group do beach and litter cleans and support their peers not to waste energy with their 'green goblin' project. All children in P7 and young people in S2 take part in outdoor education programmes for which they gain John Muir Awards. The activities enable children and young people to build their sense of what they can achieve through an appropriate level of challenge. School staff and partners should consider where else there are opportunities for young people to gain awards for their achievements. This could also support the career ambitions for some young people.
- Several achievement opportunities build children and young people's contribution to and pride in their community and heritage. A popular community café run by school pupils enables young people to gain hospitality, organisational and team-working skills as well as give back to their community. Children learn traditional craft skills and take on leadership roles as part of the PeerieMakkers programme. This effective programme, which started on Whalsay, is now running in schools across Shetland and has international recognition.
- Children and young people increase their understanding of the challenges others face through participation in intergenerational community and achievement activities. The school's partnership with a local care home Fernlea, provides a range of learning opportunities, which benefit children, young people and older adults. Children and young people gain communication skills and understanding of issues such as dementia by interacting with older adults at Fernlea. The care home staff also work with school staff to provide employability focussed opportunities and for a few this supports them to consider a career in the care sector.
- All young people take part in at least one achievement-based activity. The school team track this and put in place support for any young person not participating. Young people use blogs well to capture what achievement activities they participate in and increasingly to reflect on the skills they are gaining. There would be benefit in the school team and key partners working together to improve how well they jointly track achievements and the skills young people are

gaining. This would support them to identify more robustly any individuals or cohorts at risk of underachieving and to plan for skills progression across provision.

Equity for all learners

- Almost all young people reside in Scottish Index of Multiple Deprivation (SIMD) 7 and 8.
- Senior leaders and pupil support staff are using Pupil Equity Funding to support early interventions for children and young people who are not progressing well in their learning, or face barriers to their learning. Most pupils in targeted groups across the primary and secondary departments are closing key gaps in literacy and numeracy. A few young people have improved their attendance and had fewer referrals for behaviour.
- Upon completion of S4, young people almost always move on to Anderson High School. They report they are confident and feel well prepared for this next stage. In the past, they have also gone into employment or into further education. The school prepares young people well for transition into the next phase of their learning and provides an approach, which is tailored to the career goals of the individual young person. All young people move into positive destinations and have done so over a sustained period of time. This sits above both national and local authority levels.

School Empowerment

- Staff empowerment.
- Partnership working

- Teaching staff feel encouraged and enabled to take forward professional learning and to seek improvements in their practice. All have taken up opportunities for professional learning, including enhancing their leadership capabilities. Staff have shown confidence in designing and delivering relevant, innovative programmes such as engineering and rural skills. The evidence portrays a staff, most of whom feel empowered to take steps to improve the experiences which they offer children and young people. Senior staff should now recognise, and build on, the respect they themselves have earned for the progress they have achieved in the school. That recognition should enhance their confidence and capacity to take on more strategic remits, from early years to S4 and including all aspects of the school's work.
- The school leadership team has a positive and open approach to working with partners. The school community is part of, and embedded in, the wider Whalsay community. In a few cases, formal partnership agreements are in place. In the majority of cases, the partnerships are more informal but remain effective. Feedback from most industry partners is gathered informally and used to inform next steps. Communication is regular and joint planning is evident. There is scope to improve shared evaluation between staff and partners. This would support a greater understanding of which activities have the strongest impacts and add most value.
- Across the curriculum, there are a few employer links, which support well the school's partnership working with local industries. These partnerships have provided useful vocational experience for some young people and enhanced their learning journeys. In line with DYW priorities, the school has signed a successful partnership agreement with Whitefield Croft. This provides opportunities for young people to develop a range of practical rural skills that enhance their employability and career choices. The school also works closely with another major employer in Whalsay, Fernlea Care Home, to provide opportunities for intergenerational learning, as well as employability experiences. The school works well with Developing Shetland's Young Workforce, making good use of services and activities. For example, pupils have participated in the Shetland's school's Bridge Building Challenge, which promotes team-building activities within science, technology, engineering and mathematics. The school works productively with a few industry partners across several curriculum areas.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Summarised inspection findings

Whalsay School Nursery Class

Shetland Islands Council

30 June 2020

Key contextual information

Whalsay School nursery class is located in a separate building in the grounds of the primary department in Symbister, Whalsay, an island off the east coast of mainland Shetland. At the time of the inspection, the morning session roll was sixteen children aged 3-5 years and seven children aged 3-5 years in the afternoon session. There is a secure outside area which children access daily as well as a gym hall within the primary department. At the time of the inspection, there were building works adjacent to the nursery building. There have been significant staffing changes and challenges over the last eighteen months. This includes the creation of a new senior practitioner role and new appointments within the practitioner team. An ongoing nursery teacher vacancy has impacted on key areas for improvement required in the nursery class. Two depute headteachers (DHTs) have been designated management responsibility by the headteacher who has overall responsibility.

1.3 Leadership of change

weak

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The senior practitioner leads the day-to-day running and management of the nursery class effectively. The senior leadership team has identified areas for improvement and helped the nursery class team to rebuild positive relationships. Senior leaders and the local authority now need to support the work of the nursery more strategically. They need to create and implement a structured action plan with a focus on addressing the important weaknesses, which are currently diminishing learning experiences for children.
- The nursery team displays statements illustrating the vision, values and aims shared across the whole school community. Practitioners discuss them with children and families and their views and perspectives are gathered. Practitioners discuss the values with children in a developmentally appropriate way by talking about how they can be creative, responsible and healthy. The nursery team ensures the children experience a clear sense of belonging to their local community through strong relationships with children, families and links in the wider school community. The nursery team has a wide variety of resources donated to support learning experiences.
- Practitioners are keen to take on leadership roles for various aspects of the setting's work. Children are ready to take on increased leadership responsibilities. The nursery team should explore opportunities for children to be involved in learner participation groups for example the Eco Group. This should support the development of their leadership, confidence and sense of inclusion in the wider school community.
- Practitioners reflect on their work and take part in annual professional review meetings led by the DHTs. They have undertaken professional learning that relates to children's health requirements. The DHTs support practitioners to access professional learning in early learning

and childcare, including a recent local authority input on block play. There is a need for senior leaders and practitioners to identify and undertake key areas of professional learning required to support improvement and deepen professional knowledge. Local authority inputs and links to national online resources should support the work of the nursery team on its improvement journey. Senior leaders need to evaluate formally the impact of professional learning to ensure it is improving outcomes for children. This should support practitioners to deliver high-quality early learning and childcare that better reflects current thinking.

- The DHTs, together with the nursery team, should continue to improve self-evaluation approaches. They should continue to use the national guidance, *How good is our learning and childcare?* alongside other relevant national guidance to support them with this. Senior leaders need to re-establish formal monitoring processes that support the nursery team to identify what is working well, areas for improvement and the impact of changes.
- The whole-school improvement plan includes priorities which are specific to the nursery class. Senior leaders and practitioners should continue to look outwards to other settings providing high quality early learning and childcare. This should focus on developing a shared understanding of high-quality early learning and childcare and benchmark practice in line with national standards. Clear roles, remits, and guidance for the senior practitioner, members of the nursery team and senior leaders should support the identification of responsibilities and how they support continuous improvement. Senior leaders need to ensure the pace of change is appropriate, well planned and leads to improved outcomes for all children.

2.3 Learning, teaching and assessment

weak

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children benefit from supportive and caring relationships. Practitioners know children well as individuals and confidently discuss their particular personalities and care needs. This supports children to feel safe, secure and confident in the setting.
- Most children's levels of engagement during their play are variable. Children should experience sustained levels of engagement to develop further their creativity and independence skills. The majority of children need more support to remain engaged in play throughout their time at nursery. Practitioners need to sustain and extend children's skills and interests to better support them and meet their needs.
- Practitioners are supportive and positive in their interactions with children. They provide commentary and praise when children are playing in the setting. In a few examples, practitioners support children to think about their learning. Most practitioners need to employ more effective and skilled questioning techniques to support and challenge children's thinking. They should explore how higher-order questioning can support children to develop further their curiosity, enquiry and problem-solving skills.
- The nursery team is at the very early stages of using children's individual learning journeys to record children's learning and identify next steps. They need to develop their practice in gathering observations by recognising, evaluating and recording children's significant learning. This should ensure next steps are identified and individualised for each child. Senior leaders have identified correctly that the range, detail and types of information provided needs to improve as a matter of priority. Senior leaders need to support the work of the nursery by building skills in the discussion of children's learning and ensure that observations record significant learning over time.
- Practitioners are at an early stage of developing their understanding of children as learners. They use their professional judgements well to assess when children achieve developmental milestones. They share these with parents and carers. Practitioners need to have more conversations with children about their learning, individually and in small purposeful groups. This should give children a greater sense of themselves as active leaders of their learning. It should also help children develop vocabulary to talk about their learning and plan their next steps.
- Senior leaders and practitioners are at the early stages of planning using Curriculum for Excellence (CfE) experiences and outcomes. A shared floorbook records children's views and reflects what children already know, linking learning activities and resources to CfE experiences and outcomes and possible lines of development. Senior leaders need to support planning for

learning in a more focused way to ensure there is clear progression and challenge for all learners and planning is individualised for children.

- Senior leaders identify the need to establish strategically-led processes that track, monitor and evaluate children's learning needs as a matter of priority. Practitioners are at the early stages of using a recently introduced numeracy tracker. Once more robust tracking processes are in place, this should support practitioners in building upon what children already know and in planning their next steps in learning.
- Practitioners should be included in whole-school moderation processes. Opportunities to be involved both within and beyond the setting will develop a shared understanding of progress and achievements. This should support practitioners in making robust professional judgements in line with national standards.
- Practitioners make some use of digital technology, including the use of remote controlled toys, a camera and games on a desktop computer. The use and range of digital technology should be developed further to extend and enhance learning.

2.2 Curriculum: Learning and developmental pathways

- The nursery team are at the early stages of using local authority progression frameworks. Senior leaders should support the work of the nursery with the implementation of documentation as it is created and developed by Shetland Islands Council. This should deepen the nursery team's knowledge of children's learning across the CfE early level.
- Senior leaders should work with the nursery team to create a curriculum rationale that reflects early learning pedagogy and the unique context of the setting. The curriculum design principles should be taken into account with a particular focus on progression and challenge.
- Practitioners make effective use of the local environment to extend children's awareness of the world around them and deepen their sense of belonging to the local community. Children benefit from close links with families and residents on Whalsay Island. Practitioners often bring resources into the nursery class for children to investigate and observe, for example an octopus, a frog and feathers from local wildlife. Children buy snacks and resources for the nursery from local shops.
- Well-planned transition arrangements to primary one include visits to the wider school community. Practitioners from the nursery share information about children's health and wellbeing and developmental milestones. The development of tracking systems for literacy, numeracy and health and wellbeing should support the primary one teacher further to build upon prior learning and ensure coherent progression across the CfE early level.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have strong, positive relationships with parents and carers. They have established effective partnership working with health professionals, which allows for appropriate support to both children and families. The nursery class should continue to build upon the strong links with the local community. This should focus on developing a shared understanding of the purpose of parental engagement and its impact on children's learning.
- The nursery communicates in a variety of ways including a nursery blog, emails, letters, the children's learning journeys and a variety of information leaflets from the local community. Parents and carers are regularly asked their views to improve aspects of the nursery class.
- Parents and families feel very positive about the nursery class and they appreciate the relationships between the nursery team, children and their parents and carers. A few parents would like more advice in supporting learning in the setting and at home. The nursery team should continue to gather views from parents and carers to identify and develop further advice and information about how children learn through play.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the local authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The nursery class has an inclusive ethos. Practitioners foster positive relationships with children and families and have a good knowledge of the local community. Overall, most children are happy in the setting. Practitioners discuss, display and refer to the nursery rules in child-friendly language. This supports children's understanding of the importance of daily routines. Most children respond well to each other and develop important friendships. All practitioners encourage positive behaviour. A few children need support to share and take turns. The nursery team should continue to support children to discuss their feelings and emotions in order to develop their cooperation and teamwork skills.
- Practitioners use the wellbeing indicators in a child-friendly questionnaire with children to identify children's needs and experiences. Children are learning how to be safe during walks in the local community when crossing roads. They enjoy a daily healthy snack. This supports their developing awareness of healthy food choices. Practitioners use national guidance to plan for snack with children who give suggestions and help to prepare the snack and wash up their dishes. Children are developing skills of independence and responsibility. A consistency of approach by all practitioners on how children's independence skills are developed because of snack routines should be regularly monitored. Children recycle in the local community and visit the local charity shop to purchase resources for the nursery. Practitioners should ensure they plan real and meaningful contexts for children to understand how they manage their own wellbeing and increase their knowledge of all the wellbeing indicators in a developmentally appropriate way. Practitioners should consult children on the day-to-day and wider decisions about their setting. This should support increased leadership roles that reflect their communication skills and abilities.
- Practitioners know each child and their families very well. Senior leaders and practitioners are aware of their responsibilities in relation to statutory duties within early learning and childcare. They create personal care plans with parents and carers. These include important information to allow practitioners to care for children's needs. Practitioners respond and plan for children's individual needs and barriers to learning in a sensitive and caring manner. Practitioners undertake training on specific areas such as first aid, child protection and food hygiene as required.
- The work of the nursery promotes inclusion and equality. Practitioners recognise and celebrate a range of events in the calendar year, supporting children to develop an awareness of diversity. Senior leaders and the nursery team should continue to develop further their understanding of equality and diversity. This should ensure that any potential stereotypes are consistently recognised and challenged wherever possible.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Senior leaders and practitioners are unable to evidence clearly children's progress over time in their learning and development during their time at nursery. Senior leaders should now embed tracking systems that will enable practitioners to evidence more robustly children's progress in their learning.
- In early communication and language, most children are making satisfactory progress. Children are learning to take turns when speaking and are developing their awareness of when to talk and when to listen. Most children enjoy listening to familiar stories, nursery rhymes and songs. This is supporting them to hear patterns in words. A few need support to extend their engagement and increase their listening skills during group story times. Children visit the school library every week, which supports their use and enjoyment of fiction and non-fiction books. Children self-register for snack, which is supporting awareness of their names and the meaning of text. The majority of children engage with provocations to write secret messages via the newly established 'message centre'. Children are developing their mark-making skills and understanding that writing has a purpose. Practitioners should continue to make use of environmental print and review and update meaningful mark-making opportunities. This should ensure levels of engagement are sustained and extended.
- In early mathematics and numeracy, most children are making satisfactory progress. Practitioners support children's understanding of number and number recognition through daily routines and experiences. Most children understand that numbers represent a quantity. They have regular opportunities to count in order. Most children can sort and recognise two-dimensional shapes and explore three-dimensional objects and their inter-relationships through the increasing use of block play and loose parts. The majority of children use the language of measure such as full and empty through exploration and activities using the water and sand trays. Children are aware of the days of the week and are increasingly aware of the months of the year and seasons. The nursery team should explore meaningful ways to develop further children's understanding of money, creation of simple patterns and use of information handling. The development of the outdoor area into a more numeracy-rich environment will support further children's learning in this area.
- In health and wellbeing, most children are making good progress. Overall, most children are happy in the nursery. They are making important friendships. Children have access to the outdoor area, local park and gym hall. This supports them in their physical activity and

promotes balance and movement during energetic play. They climb, run and manage their own risk. Children are increasing their independence skills as they get themselves ready to explore their local community and go outdoors. Children are developing their sense of place and appreciation of the natural world. They can talk about how living things need food and water to survive, including how they grow and change over time. Children's skills in being responsible and creative should be developed further through real and meaningful opportunities.

- Practitioners support children's learning and achievements by offering praise and encouragement. Practitioners discuss informally children's achievements. However, these are not recorded consistently in individual children's learning journeys. Including these would support a holistic view of learning, capturing and building on wider achievements. Children should be enabled better to contribute their views and ideas to the setting and the wider school community. This should support their developing skills of responsibility and support them to better lead their own independent learning.
- Practitioners treat children and their families with fairness and respect. They understand the challenges children and families face, as well as potential barriers to wellbeing and learning. Practitioners provide appropriate additional support to secure positive outcomes for children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.



Meeting(s):	Education and Families Committee	31 August 2020
Report Title:	External Audit: Care Inspectorate Reports on Grodians, Short Breaks for Children, and Windybrae	
Reference Number:	CS-16-20-F	
Author / Job Title:	Jordan Sutherland, Deputy Executive Manager – Children’s Social Work	

1.0 Decisions / Action required:

- 1.1 Education and Families Committee are asked to NOTE the content of this report following inspections carried out by the Care Inspectorate on the following services:
- Children’s Residential Services (Grodians)
 - Short Breaks for Children
 - Windybrae

2.0 High Level Summary:

- 2.1 On 20 August 2014, a policy and procedure was approved by the Policy and Resources Committee, requiring that all reports from external advisors be directed to, and considered by, the relevant committee (Min Ref: P&R 28/14)
- 2.2 The purpose of this report is to highlight the findings of three inspections carried out by the Care Inspectorate. The full inspection reports are included as appendices.
- 2.3 These inspections were carried out under the Care Inspectorate’s new inspection framework, which is based on six key questions aligned to the new Health and Social Care Standards (in addition to the five questions listed below, the framework also asks services to consider ‘what is our capacity for improvement?’ as part of self-evaluation).
- 2.4 The Care Inspectorate evaluated each service as follows:

Children’s Residential Services (Grodians)

How well do we support people’s wellbeing?	5 – Very good
How good is our leadership?	Not assessed
How good is our staff team?	Not assessed
How good is our setting?	Not assessed
How well is our care and support planned?	5 – Very good

Short Breaks for Children

How well do we support people’s wellbeing?	5 – Very good
How good is our leadership?	Not assessed

	How good is our staff team?	Not assessed
	How good is our setting?	Not assessed
	How well is our care and support planned?	3 – Adequate
	Windybrae	
	How well do we support people's wellbeing?	4 – Good
	How good is our leadership?	Not assessed
	How good is our staff team?	Not assessed
	How good is our setting?	Not assessed
	How well is our care and support planned?	3 – Adequate
3.0	Corporate Priorities and Joint Working:	
3.1	<p>Shetland Islands Council's Corporate Plan 2016-2020 highlights children and young people as a priority, in particular:</p> <p><i>"Children and young people from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential;"</i> and</p> <p><i>"Vulnerable children and young people in need of our care and support will continue to be protected from harm."</i></p>	
4.0	Key Issues:	
4.1	<p>The Care Inspectorate launched a new inspection framework during 2019, which was the basis for the inspections within this report. Each service was evaluated against five key questions, and in evaluating quality the Care Inspectorate use a six point scale where 1 is unsatisfactory and 6 is excellent.</p>	
	Grodians Residential Childcare Service	
4.2	<p>Grodians was evaluated as '5 - very good' in both of the areas assessed at inspection. The strengths highlighted in the report included:</p> <ul style="list-style-type: none"> • Very positive relationships between staff and young people • Young people were actively involved in plans for their lives, and decision making at a local and national level • Young people were supported to maintain very good physical and emotional wellbeing • Monthly letters were compiled for each young person celebrating their achievements. This was seen as good practice. 	
4.3	<p>There were no requirements or areas for improvement made as a result of this inspection.</p>	
	Short Breaks for Children	
4.4	<p>Short Breaks for Children was evaluated as '5 - very good' in relation to 'How well do we support children and young people's wellbeing?' In particular, the inspection highlighted:</p> <ul style="list-style-type: none"> • Meaningful and trusting relationships between young people and staff who knew them well and wanted the very best outcomes for them • Staff placed significant emphasis on the unique skills and talents of every person • Young people had opportunities to take measured risks to grow and develop in an 'age and stage' appropriate way 	

4.5	The Short Breaks for Children service was evaluated as '3 - adequate' in relation to 'how well our care and support is planned?' The Care Inspectorate highlighted one area for improvement, as follows: "In order to ensure that care and support is focussed and relevant to their changing needs, all children and young people must have a review of their care and support every six months, or more frequently"	
4.6	Many of the young people accessing Short Breaks have a Child's Plan which is led by Education where this is considered appropriate. Child's Plan review meetings take place every six months, however improvement is required to ensure these meetings consider the holistic needs of the child and that this is reflected in supporting documentation. Supporting documentation must also be completed timeously. The Short Breaks service has worked with colleagues in education to identify a solution by sharing the workload, and we will monitor this going forward.	
4.7	In addition, the 'Getting it Right for Every Child' (GIRFEC) practice guidance for Shetland is currently being revised and will be issued later this year to support practitioners across the Shetland Partnership.	
	Windybrae Residential Childcare Service	
4.8	Windybrae was evaluated as '4 - good' in relation to 'how well do we support people's wellbeing?' The inspection highlighted: <ul style="list-style-type: none"> • Young people's wellbeing and sense of worth was enhanced by the staff team • Young people were supported to maintain good physical and mental health • Young people had a high level of choice in their daily lives 	
4.9	Windybrae was evaluated as '3 - adequate' in relation to 'how well is our care and support planned?'	
4.10	The Care Inspectorate made one requirement during the Windybrae inspection as follows: "the provider must ensure that all service users have a written plan which details how their support needs will be met. Support plans must be in place within 28 days of admission and set out how the services user's health, welfare and safety needs are to be met." The deadline for this was 21 st January 2020, and the service responded by putting a new procedure in place to support staff with new admissions to residential care.	
4.11	The Care Inspectorate also highlighted one area for improvement: "support plans and risk assessments should be current, of a consistently high quality and should detail the strategies of support for each young person. They should identify the involvement of young people." The Team Leader (External Manager) for the service has audited all care plans to support improvement, and findings from the audit are incorporated into the annual service improvement plan.	
5.0	Exempt and/or confidential information:	
5.1	None	
6.0	Implications	
6.1	Service Users, Patients and Communities:	The Care Inspectorate publishes reports on their website so they are accessible to the public. Service users are consulted during the inspection process, and some of their comments are included in reports.

6.2 Human Resources and Organisational Development:	No issues arising from this report.	
6.3 Equality, Diversity and Human Rights:	No issues arising from this report.	
6.4 Legal:	The Care Inspectorate is a scrutiny body which supports improvement. They make recommendations to improve the quality of care, and may also issue requirements for change. If a care service fails to improve, the Care Inspectorate can carry out enforcement action.	
6.5 Finance:	No issues arising from this report.	
6.6 Assets and Property:	No issues arising from this report.	
6.7 ICT and new technologies:	No issues arising from this report.	
6.8 Environmental:	No issues arising from this report.	
6.9 Risk Management:	No issues 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, families, schools, preschool and lifelong learning.	
6.11 Previously considered by:	None	

Contact Details:

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Draft Report Finalised: 21 August 2020

Appendices:

Appendix 1: Care Inspectorate Report, Grodians

Appendix 2: Care Inspectorate Report, Short Breaks for Children

Appendix 3: Care Inspectorate Report, Windybrae

Background Documents:

[Health and Social Care Standards](#) (Scottish Government 2017)

[A quality framework for care homes for children and young people and schoolcare accommodation \(special residential schools\)](#) (Care Inspectorate 2019)

END

Children's Residential Services Care Home Service

23 Grodians
Lerwick
Shetland
ZE1 0WT

Telephone: 01595 745305

Type of inspection:

Unannounced

Completed on:

21 November 2019

Service provided by:

Shetland Islands Council

Service provider number:

SP2003002063

Service no:

CS2003009603

About the service

Children's Residential Services provides residential care to a maximum of four young people in Lerwick, Shetland. The service forms part of Shetland Island Council's social work services for children and young people.

The service is provided from two separate houses. Both are close to local amenities, including schools and sports facilities.

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

This service has been registered since 1 April 2002.

What people told us

At the time of the inspection four young people were living in two houses. The inspector spent time with three of the young people (living in one house) and spoke to the other young person briefly by telephone. All four young people returned questionnaires to the Care Inspectorate prior to the inspection. The inspector joined young people and staff for lunch on one day of the inspection, and their evening meal on another. The inspector was in the young people's company for various parts of the two days of the inspection.

Almost all of the comments from young people were positive. They described their own progress and various trips, holidays and activities they had been involved in. The inspector observed the young people being involved in cooking and activities with staff and a generally very warm rapport with the staff caring for them. Not all of the responses in the questionnaires were positive, however, the young people did not share these views in discussion.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's wellbeing?	5 - Very Good
How good is our leadership?	not assessed
How good is our staffing?	not assessed
How good is our setting?	not assessed
How well is our care and support planned?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How well do we support children and young people's wellbeing?

5 - Very Good

Children's residential services provided very good care and support to the young people who lived there. Young people had very positive relationships with staff who knew them well, understood their individual strengths and support needs, and who were encouraging in their daily lives and future hopes. Staff understood the importance of these relationships as key to young people's success. They were observed to be kind and respectful in their interaction with young people, and to use appropriate language and touch to demonstrate warmth and compassion. There was a culture of ambition and celebration, with every opportunity used to increase self-esteem through praise and positive affirmation in a genuine and honest way.

Young people were actively involved in the plans for their lives, both on a day-to-day basis and more formally through formal plans and meetings. Where they wanted to be, young people had the opportunity to influence discussion and decision-making within the local authority and nationally. Young people attended national 'Who Cares? Scotland' conferences and attended groups for care experienced young people in the local area. Some of the young people had met senior political figures, with one having received accolade for an excellent poem written about some of the feelings and experiences of a care experienced young person.

Young people were supported to maintain very good physical health and emotional wellbeing. All young people attended routine appointments with healthcare providers such as doctors, dentists and opticians, and where beneficial had support from more specialist services.

Staff had been respectful and sensitive in supporting young people to develop personal care skills and promote independence. Where young people had challenged any restrictions these had been carefully considered to balance safety and emerging independence, with strategies developed to build skills and confidence. Robust safeguarding procedures were in place with staff trained and knowledgeable about keeping young people safe, and informing and encouraging them how to keep themselves safe. Medication systems were safe and effective.

Relationships with significant family members and friends were promoted. Staff understood their importance and encouraged positive contact. Friends and family were welcome at the house and, at the time of the inspection, Christmas plans were being made which included the young people having contact with friends and family both at the house and in the community. Staff recognised and responded to the additional anxiety absent family and friends could have on young people and were alert to the additional support young people might need.

Staff understood importance of a consistent approach and strong relationships when working with young people who had experienced trauma and who found it hard to trust the adults caring for them. The organisation had, for some time, been keen to implement a trauma informed model of care and were at the final stages of organising training for staff in dyadic developmental psychotherapy (DDP). We will evaluate the implementation and progress of this approach at the next inspection.

How good is our leadership?

This key question was not assessed.

How good is our staff team?

This key question was not assessed.

How good is our setting?

This key question was not assessed.

How well is our care and support planned?

5 - Very Good

Residential care agreements were of a good standard, highly individual and reflected the needs, and wishes of young people. They identified areas for growth and outcomes – though attention should be given to ensure these were dynamic and reflected ongoing changes to young people's care and support.

Plans had comprehensive information about how to support each young person. They used the SHANARRI wellbeing indicators to identify day-to-day support arrangements and reflected each young person's interests and needs. Key group meetings, including the young person, were used to discuss progress, or challenges, and influenced plans. Monthly update letters written to the young people were a real celebration of achievement. They demonstrated progress in a very positive, young person friendly way documenting all the positive things young people had done each month. Letters were kept for young people and compiled as lasting memories they could carry forward in their future lives.

The local authority had commissioned an electronic system of recording which provided and collated information in a very useful way to monitor progress and positive outcomes (amongst other things). At the time of the inspection there was ongoing discussion about how this might be made even more accessible to young people (via apps etc). This was an ongoing discussion.

Key workers compiled monthly letters for young people which included photographs and key achievements and which would be collated to an annual book documenting important events and achievements. These were a very encouraging way of creating positive memories for young people.

There were some queries about whether some plans were developed timeously when young people moved to the service, and also the decision that all young people would have additional risk assessment plans when these seemed to add additional unnecessary documentation. Overall, however, the quality of support plans, the planning process, and the way which young people were at the heart of this process was of a good standard. On that basis, we have graded it as very good.

Complaints

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

Detailed evaluations

How well do we support children and young people's wellbeing?	5 - Very Good
1.1 Children and young people experience compassion, dignity and respect	5 - Very Good
1.2 Children and young people get the most out of life	5 - Very Good
1.3 Children and young people's health benefits from their care and support they experience	5 - Very Good

How well is our care and support planned?	5 - Very Good
5.1 Assessment and care planning reflects children and young people's needs and wishes	5 - Very Good

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Windybrae Care Home Service

Windybrae
Dunrossness
ZE2 9JD

Telephone: 01595 744260

Type of inspection:
Unannounced

Completed on:
18 November 2019

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2017356647

About the service

Windybrae is a detached house in Dunrossness, Shetland which provides residential care to a maximum of four young people. The house is set off the main road (to Lerwick) and is not immediately accessible for public transport (though there is a bus stop and shop relatively nearby).

The house has single bedrooms and ample communal areas. The building also has the ability to become two 'separate/adjoining' premises should this be required.

The service forms part of Shetland Islands Council's social work services for children and young people.

At the time of the inspection three young people were living at Windybrae.

This service registered with the Care Inspectorate on 12 December 2017.

What people told us

All three young people spoke to the inspector during the visit.

Generally young people described positive relationships with the people who cared for them and (for the most part) enjoyed living at Windybrae. They described fun and interesting holidays and activities they had been involved in and some of the day-to-day tasks and activities they enjoyed and took part in. All of the young people felt safe living at Windybrae and were happy to live there until they felt they were ready to move on.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's wellbeing?	4 - Good
How good is our leadership?	not assessed
How good is our staffing?	not assessed
How good is our setting?	not assessed
How well is our care and support planned?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

**How well do we support
children and young people's wellbeing?**

4 - Good

Staff had positive relationships with young people and understood the importance of these relationships as key to young people's success. They were observed to be kind and respectful in their interaction with young people, and to use appropriate language and touch to demonstrate warmth and compassion. Throughout the days of the inspection there were numerous examples of young people and staff enjoying each others company, generally in a pleasantly relaxed environment.

Young people's wellbeing and sense of worth was strongly enhanced by a staff team who understood and valued diversity. Staff had a genuine interest in young people's interests and talents and supported friendships and meaningful family contact. At the time of the inspection all of the young people were over 16 and had a high level of choice in their daily lives. Their views were regularly sought, and acted upon with a wide range of formal and informal systems in place to ensure they could share their opinions and be fully engaged in their own care and support. These included formal time with key staff, contribution to reports and meetings about their future, and ongoing discussion and decisions about daily activities and tasks. 'Who Cares? Scotland' and through care workers offered independent advocacy and the opportunity for young people to develop life skills. Some of the young people had part-time employment and attended a local project which provided opportunities to develop employability skills and structure to their day.

Young people were supported to maintain good physical and mental health. All young people attended routine appointments with healthcare providers such as doctors, dentists and opticians. Arrangements were being made for some specialist services to visit young people at home in the hope that this would support them to engage with services they would benefit from, but were often reluctant to attend. Further staff training to support positive mental health had been identified.

Effective child protection procedures were in place. All staff received training in relation to their safeguarding responsibilities with clearly identified key staff responsible for child protection matters. Systems to ensure the safe storage, administration and recording of medication were in place, however, were not effectively used, with errors identified at inspection which should have been noted and remedied during audits.

How good is our leadership?

This key question was not assessed.

How good is our staff team?

This key question was not assessed.

How good is our setting?

This key question was not assessed.

How well is our care and support planned?

3 - Adequate

All young people had support plans, however, these were not developed timeously, with significant periods of time when young people had no plans in place which identified their support needs. Once developed some had comprehensive information, however, these were not dynamic, with little or no formal evidence of evaluation of progress, despite the plans having this within their structure. Risk assessments and safety plans, at times identified by other professionals in response to specific risk or need, were equally slow to be developed, or were not in place.

It was clear from discussion that staff knew young people's needs and wishes, however, significant improvement needs to be made to ensure that these are effectively identified and reviewed - on or before admission, and regularly thereafter. Current support plans should be used to their full potential, with the identified 'sections' of 'how will we support you' and 'record of changes and progression' used to identify wishes, needs and progress (see requirement 1).

Requirements

1. The provider must ensure that all service users have a written plan which details how their support needs will be met. Support plans must be in place within 28 days of admission and set out how the service users' health, welfare and safety needs are to be met by **21 January 2020**.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15) and in order to comply with the Regulations 2011, No 210: 5(1) - A requirement in relation to personal plans of the Social Care and Social Work Improvement Scotland (Requirements for Care Services).

Areas for improvement

1. Support plans and risk assessments should be current, of a consistently high quality and should detail the strategies of support for each young person. They should identify the involvement of young people.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15)

Complaints

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

Detailed evaluations

How well do we support children and young people's wellbeing?	4 - Good
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1.1 Children and young people experience compassion, dignity and respect	5 - Very Good
1.2 Children and young people get the most out of life	4 - Good
1.3 Children and young people's health benefits from their care and support they experience	4 - Good
How well is our care and support planned?	3 - Adequate
5.1 Assessment and care planning reflects children and young people's needs and wishes	3 - Adequate

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Short Breaks for Children Care Home Service

15 Burgh Road
Lerwick
Shetland
ZE1 0LA

Telephone: 01595 745240

Type of inspection:

Unannounced

Completed on:

11 October 2019

Service provided by:

Shetland Islands Council

Service provider number:

SP2003002063

Service no:

CS2003009602

About the service

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 nearby.

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.

*Throughout this report any reference to 'young people' applies to children and young people for ease of reading.

What people told us

The inspector had the opportunity to meet five young people (one only briefly). The children/young people were clearly having a lot of fun with staff who were sensitive to their individual needs and interests. The young people were clearly central to everything that was going on, including planning for the evening activities and helping with the evening meal. Staff were seen to gently reassure the young people who needed this, whilst also ensuring that they were able to maximise their time as part of the group and the fun that was going on.

One parent responded to a request for feedback, saying:

'What we will say as parents is that Short Breaks provides excellent support to (our son). Staff know him well, have a positive regard for him and are well attuned to his needs. He has a care plan which we are involved in updating. He is well fed, his personal care needs are met with dignity and respect and he enjoys going there'.

A social worker also responded to the request for feedback about the service saying:

'I think the Short Breaks service in Lerwick are fantastic at supporting the young person I am involved with..... We have monthly GIRFEC meetings and the short breaks staff work very well with him, the other agencies involved and his parents to try and ensure (he) has the best possible experience he can have with them.....all the staff are fully knowledgeable about how he communicates and what his communication indicates. They are also very aware of potential triggers for him becoming overwhelmed and how to avoid these... The staff team demonstrate a genuine, caring, attitude towards (him). They talk warmly about him...they definitely go the extra mile to give him a wide range of experiences and listen to his parents wishes....his care and support is precisely

and meticulously planned. His key workers line manager has been excellent. She displays a mature, caring, can do attitude'.

One further questionnaire was returned from a service user, or their parent. They did not add any comments but stated 'agree' to the final question 'Overall, I am happy with the quality of care I get here?'

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's wellbeing?	5 - Very Good
How good is our leadership?	not assessed
How good is our staffing?	not assessed
How good is our setting?	not assessed
How well is our care and support planned?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How well do we support children and young people's wellbeing?

5 - Very Good

We found that the young people having respite or outreach support at Short Breaks experienced a high level of compassion, dignity and respect. We observed meaningful and trusting relationships between young people and staff, who knew them well and wanted the very best outcomes for them.

The structure and planning of respite care supported the development of strong relationships between staff and young people, with a great deal of time spent together in focussed and fun activities. There was significant emphasis placed on the importance and value of the unique skills and talents of every person, with staff knowing the hopes and dreams, hobbies and talents, and the individual things that which were important, to each child/young person.

Young people were engaged in their care and support and able to influence the plans and activities for their time at Short Breaks. They were supported to make choices with staff working hard to encourage them to express their views and opinions and contribute to planning (at an individual and appropriate level). At the time of the inspection there was a limited use of pictorial aids or prompts, however, the service had just purchased 'boardmaker' which, when implemented, should extend the opportunities for some young people to contribute more fully.

Young people had high levels of staff support and were therefore able to experience highly individualised care from familiar staff and not be limited by the needs of the group (though some chose and enjoyed group activities). There was very good use of community facilities and resources with young people developing new skills and interests and having a lot of fun. Young people enjoyed various physical activities, crafts, sensory and imaginative play and learning and life skills through activities such as cooking and baking.

Young people were safe, both physically and emotionally, being cared for by staff who understood their needs. They had opportunities to take measured risks and grow and develop in an 'age and stage' appropriate way. Activities were supported by general and individual assessment and safety plans with 'grab bags' of essential items for outings. All of the staff were trained in safeguarding (child protection), with clear processes in place. These included external referral to appropriate agencies. Appropriate procedures for incident recording and notifications were in place, including an external overview.

Communication with schools and external professionals was generally good, though the service needed to ensure that other professionals recognised the important part they played in the support package for young people (and their families) and be invited to contribute to relevant meetings. Very effective examples were given of the planning and support for young people transitioning from children to adult services and when changing schools.

Staff had a good understanding of young people's healthcare needs with core and additional training ensuring they had the skills and knowledge to support young people. At the time of the inspection all of the staff had received training in anaphylaxis and the use of epipens, in anticipation of a young person who would be accessing the service in the near future. Effective procedures were in place for the safe storage, administration and recording of medication.

How good is our leadership?

This key question was not assessed.

How good is our staff team?

This key question was not assessed.

How good is our setting?

This key question was not assessed.

How well is our care and support planned?

3 - Adequate

Some young people had documentation which was rich in information and provided real insight into their strengths, challenges and strategies of support, however, the content and quality of information in young people's support plans was very varied.

There was good evidence that across various assessments, plans and reviews there was a good understanding of young people's needs, and of their personality, likes and dislikes, however, there was a real discrepancy in how outcome focussed this was and how progress was monitored. Some plans had identified targets for young people, however, these were not SMART (specific, measurable, achievable, reasonable, time-specific) and as such it was difficult to measure how, or if, these had been successfully achieved.

The most significant area for improvement was the need to demonstrate that there were six monthly reviews of young people's care and support. There was very limited evidence of these taking place, or of how discussion and decisions impacted on the care and support of young people. Key staff attended some review meetings organised at the young person's school, however, these were education focussed and did not look at the holistic needs of the young person or their families. As indicated earlier in this report there was no suggestion that staff did not know and understand young people's needs, however, there needs to be improvement in the review of support, and support planning, to ensure this reflected the current and changing needs of young people. As stated earlier in this report the service need to ensure they are equal partners in professional discussion and planning as they are an important part of the care and support offered to young people and their families. **(See area for improvement 1.)**

Areas for improvement

1. In order to ensure their care and support is focussed and relevant to their changing needs, all children and young people must have a review of their care and support every six months, or more frequently if required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met as well as my wishes and choices'. (HSCS 1.15)

Complaints

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

Detailed evaluations

How well do we support children and young people's wellbeing?	5 - Very Good
1.1 Children and young people experience compassion, dignity and respect	5 - Very Good
1.2 Children and young people get the most out of life	5 - Very Good
1.3 Children and young people's health benefits from their care and support they experience	5 - Very Good

How well is our care and support planned?	3 - Adequate
5.1 Assessment and care planning reflects children and young people's needs and wishes	3 - Adequate

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

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Shetland Islands Council



Agenda
Item

6

Meeting(s):	Education and Families Committee Policy and Resources Committee Integration Joint Board	31 August 2020 7 September 2020 10 September 2020
Report Title:	Chief Social Work Officer Report 2019-20	
Reference Number:	CS-17-20-F	
Author / Job Title:	Denise Morgan, Interim Chief Social Work Officer	

1.0 Decisions / Action required:

- 1.1 Education and Families Committee is asked to CONSIDER and NOTE the Annual Report from the Chief Social Work Officer.
- 1.2 Policy and Resources Committee is asked to CONSIDER and NOTE the Annual Report from the Chief Social Work Officer.
- 1.3 The Integration Joint Board is asked to CONSIDER and NOTE the Annual Report from the Chief Social Work Officer.

2.0 High Level Summary:

- 2.1 The Chief Social Work Officer (CSWO) is required to prepare a summary annual report for the Council and the Integration Joint Board on the functions of the Chief Social Work Officer role and delivery of the local authority's social work services functions.
- 2.2 The overall aim of the CSWO role is to ensure the Council and the Health and Social Care Partnership receive effective, professional advice and guidance in the provision of all social work services, whether these are provided directly; in partnership with other agencies or purchased on behalf of the local authority. The CSWO is also required to assist local authorities and their partners in understanding the complexities and cross cutting nature of social work service delivery.
- 2.3 This report follows a set template completed by all Chief Social Work Officers across Scotland; the template has been adapted to take account of the increased pressure placed on CSWOs and services during Covid 19. Areas covered in this report are Governance and Accountability; Service Quality and Performance; Resources; Workforce and Covid 19.

2.4 Overview of Governance and Accountability

- Governance frameworks are in place for statutory and social care services across Children's Services and the Community Health and Social Care Partnership. Scrutiny, monitoring and assurance of operational social work functions sits with

the management team of each service area, who in turn report to the Social Work Governance Group chaired by the Chief Social Work Officer (CSWO).

- Each Directorate reports on governance issues to the Children and Education Committee and the Integration Joint Board.
- Governance frameworks are monitored to ensure that they remain fit for purpose.

2.5 Overview of Service Quality and Performance

- Social Work and Social Care continue to deliver good quality services and this is evidenced in the grades achieved by registered services.
- The Services continue to work in partnership with other statutory and third sector partners in order to deliver services that deliver individual outcomes.
- Quality assurance and self-evaluation activity has improved and remains a priority across services.

2.6 The Services have led on and contributed to some key developments during this period. Partnership working and contributing to national developments remains a priority to ensure the Islands context is considered. Some of these developments include:

- Participation in the Independent Care Review and the STOP and GO programme.
- Shetland hosted the Festival of Care that focused on some of the challenges and opportunities faced by care-experienced children and young people in Shetland.
- Creation of a multi-agency community parent and baby assessment to ensure safe and effective parenting assessment and support within Shetland.
- The implementation of a new service - Assertive Community Transition (ACT) Service (intensive support).

2.7 Resources and Workforce

- All services have benefitted from the Council's commitment to maintaining investment in social work and social care services and this has resulted in services not facing budget reductions. However, we do continue to struggle to provide human resources to meet growth in need and therefore we must continue to review service delivery to meet this demand.
- In 2019/20 Children's Services budget totalled £45.8m of which £6.1m related to social work and social care. There was an underspend of £87k, mainly in relation to staff vacancies. The 2020/21 budget for children's social work sits at 6.3m.
- In 2019/20 the budget for Community Health and Social Care in relation to social services, totalled £23.7m. This budget was underspent by £680k, mainly due to overachievement in charges in residential care, however, this was offset by an increase in direct payments. The 2020/21 budget for Community Health and Social Care is £25.3m.
- Services work closely with workforce development to ensure staff receive appropriate training in place for registration and professional development.
- Recruitment to key posts remains difficult and we continually provide training opportunities to meet this need.

2.8 COVID-19

- The majority of social work and social care services remained open through lockdown with departments quickly adapting service delivery to meet the needs of their service users. Statutory functions continued to be delivered.

- Care staff were not able to work from home and were on the front line of direct care delivery from the start. Their ability to deliver safe care during this time whilst managing the anxiety of service users and families, including their own, must be commended.

3.0 Corporate Priorities and Joint Working:

- 3.1 The Chief Social Work Officer's report was prepared by engaging with Leads across social services to gather data and information on the way we deliver services.
- 3.2 Social Care and Social Work services contribute to the Corporate Priorities as detailed in the Integrated Children's Services Plan and Community Health and Social Care Joint Strategic Commissioning Plan.
- 3.3 The Integrated Children's Service Plan 2017-2020 centres around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities.
- 3.4 The Joint Strategic Commissioning Plan 2019-2022 describes the way in which health and social care services can be delivered jointly across Shetland.

4.0 Key Issues

- 4.1 Early intervention, prevention and enablement, remains a focus for social work and social care services, working with others to empower, support and protect people.
- 4.2 Protection and Safety remains a priority and this covers child and adult protection, and offender management.
- 4.3 The focus of all services over the next period is the safe opening of services and preparation for the unknown impact of Covid 19. This will include:
- Implementation of individual recovery plans.
 - Safety of staff and service users as services reopen.
 - Recommencement of face-to-face assessments and interventions.
 - Continuation of Community Coronavirus Hub.
 - Continuation of Care for People Team.

5.0 Exempt and/or confidential information:

- 5.1 None

6.0 Implications

6.1 Service Users, Patients and Communities:	Social services are delivered, often in partnership with other services, and takes account of the views of carers and service users.
6.2 Human Resources and Organisational Development:	Workforce planning and development is fundamental to ensuring there is the capacity and skills within the workforce to deliver services.
6.3 Equality,	Ethical awareness, professional integrity, respect for human

Diversity and Human Rights:	rights and a commitment to promoting social justice are at the heart of social work practice.	
6.4 Legal:	The Social Work (Scotland) Act 1968 requires local authorities to appoint a single Chief Social Work Officer. Statutory guidance issued by the Scottish Government requires that the CSWO should produce and publish a summary annual report for local authorities and IJBs on the functions of the CSWO role and delivery of the local authority's social work services functions.	
6.5 Finance:	This report provides relevant social work and social care information that can be used when considering financial priorities.	
6.6 Assets and Property:	No implications.	
6.7 Environmental:	No implications.	
6.8 Risk Management:	<p>Each key challenge brings with it a level of risk that impinges on the ability of the local authority to deliver on its statutory duties and personalisation agenda. This report provides Members with specific information in relation to adult and child protection. Risk management of services is dealt with by the respective Directorates responsible for social services.</p> <p>The management of risk is part of daily practice in social work and there are mechanisms in place to address risks at various levels. The CSWO has a contribution to make in supporting overall performance improvement and management of corporate risk. The CSWO is a member of the Council's Risk Management Board, Shetland Public Protection Committee and MAPPA Strategic Oversight Group.</p>	
6.9 Policy and Delegated Authority:	<p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the terms of this report concerning matters relating to Children and Families, are within the remit of the Education and Families Committee.</p> <p>Shetland's Integration Joint Board is responsible for the operational oversight of Integrated Services and through the Chief Officer is responsible for the operational management of Integrated Services, including Adult and Justice Social Work.</p> <p>The Policy and Resources Committee has delegated authority for the development and operation of the council as an organisation and all matters relating to organisational development and staffing.</p>	
6.10 Previously considered by:	<p>This report will be presented to:</p> <p>Shetland Island Council's Risk Board Social Work Governance Group</p>	<p>18 August 2020 TBA</p>

	Clinical Care and Professional Governance Committee	TBA
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Report Finalised: 21 August 2020

Appendices

Appendix 1 - Chief Social Work Officer Annual Report 2019/2020

END

Shetland Islands Council
Chief Social Work Officer
Report 2019-20



Flag designed by #Shetland Crew, Care Experienced Young People in Shetland for National Care Day. The Flag was raised on the Lerwick Town Hall.

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1	Introduction
2	Overview of governance arrangements
3	Service Quality and Performance
4	Resources
5	Workforce
6	Covid 19
7	Contact Details
8	Appendix 2 - Inspection Grades

1 Introduction

I am pleased to present the Chief Social Work Officer's Annual Report for the period 1 April 2019 - 31 March 2020. The report provides an overview of social work and social care services across the Community Health and Social Care Directorate and the Children's Services Directorate. This report follows a set template completed by all Chief Social Work Officers across Scotland, the template has been adapted to take account of the increased pressure placed on CSWOs and services during Covid 19. Areas covered in this report are: Governance and Accountability; Service Quality and Performance; Resources; Workforce and Covid 19.

The Social Work Services workforce is diverse and includes roles and responsibilities across social work and social care that are necessary in providing good quality and responsive services. This includes the protected functions of social workers who are involved in the support and management of high risk and/or complex needs in the most vulnerable members of our communities, including those who cause serious harm to others and who are managed through the criminal justice system. Social care workers who provide the day to day care and support to enable people to live in their own homes or those working in supported and residential care. Mental Health Officers with specific duties to carry out independent assessments on individuals in crisis, and Occupational Therapy staff, who work across the services to ensure the most effective support mechanisms are in place to meet individual changing needs.

March 2020 was a time of unprecedented difficulties, and staff across all services have had to adapt quickly to ensure the safe and effective delivery of services to members of our community. The balance of providing necessary face to face care, whilst also ensuring that service users, staff members and their families remained safe was no small feat, and the staff managed this difficult situation stoically. I would like to express my sincere thanks to all involved in keeping the services open through such challenging times. I would also like to acknowledge and thank our colleagues across other statutory services and the third sector, who supported us on a daily basis to make positive differences to people's lives.

2 Role of the Chief Social Work Officer and Overview of Governance Arrangements

Overview of Governance Arrangements

Governance is the processes by which organisations ensure good service delivery and promote good outcomes for people who use our services. Governance frameworks are in place for statutory and social care services across Children's Services and the Community Health and Social Care Partnership. Work has been undertaken during the past year to ensure that governance is embedded at various levels within the organisation. Scrutiny, monitoring and assurance of operational social work functions sits with the management team of each service area, who in turn report to the Social Work Governance Group chaired by the Chief Social Work Officer (CSWO). Each Directorate reports on Governance issues to the Children and Education Committee and the Integration Joint Board. The CSWO sits on the Joint Governance Group, the Clinical Care and Professional Governance Committee and the Integration Joint Board.

All social worker and social care staff work within their own professional frameworks and most are registered with professional organisations. All staff strive to uphold the Council's values and behaviours of *Providing Excellent Service, Working Well Together* and *Taking Personal Responsibility*.

Governance frameworks are continually monitored to ensure that they remain fit for purpose.

The Role of the Chief Social Work Officer

The Social Work (Scotland) Act 1968 requires local authorities to appoint a single Chief Social Work Officer. It was established to ensure the provision of appropriate professional advice in the discharge of the local authority's statutory functions. The role of the Chief Social Work Officer is to provide professional governance, leadership and accountability for the delivery of social work and social care services. This applies to services provided both by the local authority and also to those commissioned by the Council. In Shetland, the role is currently being undertaken on an Interim basis by the Executive Manager Criminal Justice, reporting directly to the Director of Community Health and Social Care with a line of accountability to the Council Chief Executive in relation to the Chief Social Work Officer function.

The Chief Social Work Officer is responsible for:

- Providing professional leadership and ensuring that professional issues are considered as part of strategic, corporate and operational service delivery;
- Providing professional advice on the discharge of statutory duties including corporate parenting, child protection, adult protection and managing high risk offenders;
- Ensuring senior social work posts appropriately reflect professional leadership responsibilities to support the development and delivery of professional assurance arrangements across social work;
- Ensuring social work practice and standards across all social work functions;
- Ensuring only registered social workers undertake functions that are reserved in legislation for this role;
- Taking a leading role in supporting the workforce;
- Taking the final decision on behalf of the local authority on a range of statutory matters including the adoption of children, secure accommodation and guardianship;
- Ensuring there are effective governance arrangements for the management of complex issues involving the balance of need, risk and civil liberties.

Within Shetland the CSWO is a member of several partnerships and the corporate management team which ensures the opportunity for involvement in corporate decision making, and provides the professional guidance, governance and scrutiny to ensure risks for the profession and the local authority are managed.

As part of the CSWO role to assure the quality of social workers and of social work practice, a number of focus groups were carried out with staff across the social work functions to address what it was like to deliver social work in Shetland. These sessions enabled the social work teams to come together across disciplines to discuss professional and personal issues and enabled the CSWO to gain a greater understanding of current issues being experienced. The feedback from the sessions was in the main very positive with staff stating they enjoyed working within social work and felt they were encouraged to learn and develop. Other key points included good working relationships with service users and opportunities to help support positive outcomes; good resources and partnerships with colleagues and the third sector. Some challenges included living and working on an Island; meeting increased need in communities with small teams, culture of long working hours and the geographical difficulties of accessing specialist services. The sessions resulted in a development plan to build on the positive feedback and address some of the challenges.

3. Service Quality and Performance

Over the past 12 months, the services have delivered on their individual service plans and have concentrated on the delivery of services within the community, reducing the need for off island placements. They have explored and implemented alternative safe and effective models of care that are flexible and responsive to meet individual needs. Good partnership working and the creative use of resources has resulted in positive outcomes for individuals who use our services. This is evidenced through feedback from individuals and their families at reviews and through ongoing case work.

Quality assurance and self-evaluation activity is improving and remains a priority across services for both adults and children. Individual services have started to review their key processes and tidy up their data in preparation for a move to a new ICT system. Children's Social Work have developed a quality assurance framework and quality improvement group which supports the work of the service, and contributes towards service development and improved outcomes for children and young people. Learning reviews are undertaken across the services for cases that have been particularly complex; these highlight good practice as well as areas for improvement.

In July 2019, the lead officer for adult and child protection and the senior social worker for the adult duty team undertook an analysis of adult protection cases from 2018/19. This showed positive and effective work by social work both alone and in partnership with all relevant SIC departments and other agencies, to reduce risk and support adults to be safer.

Statutory Social Work services continue to fulfil their statutory functions and deliver on care and protection. The tables below show there has been an increase in the number of referrals received into services but the amount of statutory intervention remains stable.

Table 1: Child Protection Case Conference Activity

Child Protection	No of children 2017/18	No of children 2018/19	No of Children 2019/20
Initial Child Protection Case Conferences	10	14	13
Review Child Protection Case Conferences	25	19	32
Number of children on the Child Protection Register	19	25	28
Number of children on the Child Protection Register on 31 March	<5	14	10

Nationally, the majority of children have their names on the register for up to a year - some children may be registered for up to two years. In Shetland (as of 31/3/2020), children were registered for between 2 and 12 months. This shows the effectiveness of registration and support planning as a way of improving the safety of a child and supporting families. The ages of children based on the register ranged from unborn to 14 years. 14 children were under 5 (this includes unborn babies) and 14 were between the ages of 5 and 14 years. This fits with national patterns where half of the children registered (between 2018 and 2019) were under the age of 5. All case conferences conducted by the Local Authority were held within the nationally prescribed timescales.

Table 2: Looked After Children at 31 March

Looked After Children		No of children 2018/19	No of children 2019/20
Total number of Looked After Children	28	33	34
Looked After at Home	7	7	5
Looked After in Kinship Care	<5	<5	<5
Looked After in Foster Care	10	14	17
Looked After in Residential Care	<5	<5	<5
Accommodated Off-Island	<5	<5	0
Throughcare and Aftercare	28	33	34
Continuing Care		<5	6

As of 31.3.20, all children and young people requiring care out with their own homes are being cared for within Shetland. All young people entitled to continuing care have remained within their normal placements or accepted an alternative placement with support. 28 young people were entitled to and receiving through care and aftercare and the service has continued to support a further 6 young adults over the age of 26.

Table 3: Adult Support and Protection Activity

Category	2017/18	2018/19	2019/2020
Adult Concern Referrals	118	112	225
Initial Inquiries	118	112	225
Adult Support Referrals (Meeting 3 point test)	9	19	18
Number of Investigations	<5	12	<5
Source of Referral:			
Police	63	53	136
Health	32	24	29
SIC	19	26	29
Third Sector	<5	6	<5
Carer/Family Member	<5	9	13
Self-Referral	<5	<5	<5
Other	7	17	16
Outcomes for those meeting 3 point test			
Number of Case Conferences	<5	<5	<5
Number of Protection Plans	<5	<5	<5
Safeguarding measures	7	16	4
Outcomes for those not meeting 3 point test			
NFA	28	43	62
Advice and Support	86	69	145

The number of adult concern referrals has doubled in 2019/20 with the greatest number being referred by the Police. This increase is partly due to changes within Police Scotland guidance and multiple referrals being received for a small group of people. The majority of referrals were received due to concerns around individual mental health, well-being and self-harm. The above table highlights that although the majority of individuals subject to adult support and protection processes do not meet the criteria for a full investigation, the majority go on to receive advice and support through social work services or referral to other agencies.

Table 4: Mental Health Activity

Category	2018/19	2019/20
MHO Contacts	45	52
Individuals subject to Compulsory Treatment Orders	7	6
Emergency Detentions up to 72 hours	<5	<5
Short Term Detentions	7	10
Social Circumstances Reports	11	11
Other Mental Health Assessments	<5	6
Assessment Order	0	<5
Adults With Incapacity Reports	<9	8
Mental Health Reviews	7	<5
Mental Health Tribunals	9	<5
Welfare Guardianship Reviews	42	30

Category	2018/19	2019/20
Consultations under the Mental Health (Care and Treatment) (Scotland) Act 2003	< 5	9
Individuals subject to Welfare Guardianships	27	32
Individuals CSWO Guardianship	<5	4
Compulsory Treatment Order Applications	7	5
Consultation under Adults with Incapacity (Scotland) Act 2000	8	11
Mental Health Officer report for Compulsory Treatment Order Extension / Variation	<5	<5

Mental Health Officers have extensive statutory duties under several pieces of legislation which impact on both children and adults. A significant part of the MHO role is ensuring that individuals' statutory rights are upheld and can impact on an individual's freedom through compulsory detention orders. MHOs make decisions independent of the Council, senior management or colleagues from other disciplines.

Table 5: Criminal Justice Service Activity

Category	2018/19	2019/20
Criminal Justice Social Work Reports/203's	62	63
Community Payback Orders	44	45
Offender Supervision Requirement	31	33
Unpaid Work Requirement	35	31
Other Requirements	<5	5
Unpaid Work Hours Imposed	4850	2913
Unpaid Work Hours Completed	2750	3180

Justice activity has remained constant over the past two years with only the imposition of unpaid work hours showing a decrease. The service is seeing an increase in intensive programme work such as sexual offending and domestic violence, which, hopefully, will lead to changes in individual behaviour. Managing complex behaviour and need whilst supporting community safety is common practice and good work is undertaken to ensure individuals are supported to build more positive lifestyles.

Table 6: Inspection Activity of Registered Services (April 2019 to March 2020)

Grade	Care and Support	Environment	Staffing	Management and Leadership	Well being
6 - Excellent	1	1	0	0	0
5 - Very Good	12	0	2	2	2
4 - Good	3	1	3	2	8
3 - Adequate	3	0	0	1	0
2 - Weak	0	0	0	0	0
1 - Unsatisfactory	0	0	0	0	0
Not Inspected	6	25	22	22	17

Many of our social care services for children and adults are registered with the Care Inspectorate and inspected against National Care Standards. The table above provides a summary of the inspections that took place during 2018/19. Individual service inspections are reported to relevant committees regularly and reports can be found at the Care Inspectorate website <http://www.careinspectorate.com/index.php/inspection-reports>. Shetland generally provides very good quality care services. Further detail is attached at **Appendix 1**. Those Services who receive grades of adequate or have specific requirements that they must meet, have support plans in place and are monitored by the Executive Manager of that area.

Collaborative approaches continue to support a successful reduction in discharge waiting times, and re-ablement and support programmes continue to support a shift in people receiving care in their own home.

Unpaid Carers make a huge contribution to social care provision and unpaid carer assessments are in operation.

Service Developments

The Services have led on and contributed to some key developments during this period. Partnership working and contributing to national developments remains a priority to ensure the Islands context is considered. Some of these developments include:

Children's Services

- Participation in the Independent Care Review and the STOP and GO programme. The report has now been published and the implementation plan is due shortly. We were due to launch the report in March but this had to be cancelled due to the Covid 19 lockdown.
- Shetland hosted the Festival of Care which focused on some of the opportunities and challenges faced by care experienced children and young people in Shetland. This was organised by some of our care experienced young people alongside Who Cares Scotland and children's services. Events took place in several venues and included a good mix of professionals and school children. Feedback from all parties was that it was a great success and there was some useful learning which we will take forward with our implementation plan for the care review.
- Creation of a multi-agency community parent and baby assessment to ensure safe and effective parenting assessment and support within Shetland. Previously this would have been undertaken in a specialist baby and parent unit on the mainland, however the closure of the unit presented an opportunity to try a localised approach.
- Public Protection Development Day which involved partners from across several agencies and active participation by young people involved in the Peer Project, care experienced young people and young ambassadors. The learning from the day has shaped the business plan for 2020/21 and created an opportunity for further participation with young people.
- Working with the Anchor Project on identifying effective early interventions for families. Families involved have expressed positive outcomes in parenting, sign posting to services within communities, access to appropriate benefits and career advice.

- In February 2019, the Council approved plans for a new residential childcare service, which will be located in Tingwall. The build is progressing but there has been some delay due to the Covid 19 Lockdown.

Services for Adults

- The implementation of a new service - Assertive Community Transition (ACT) Service (intensive support). ACT provides intensive, flexible support for people with learning disabilities, autism and complex needs where significant difficulty is being experienced and there is critical risk of breakdown of current arrangements.
- Continued work on the Self Directed Support Improvement plan following the thematic Inspection led by the Care Inspectorate and Health Improvement Scotland.
- Phase two of the community led support programme- there has been a suite of public awareness raising sessions around community led support, involving communities across Shetland. Training has been provided to a cross section of staff on what a good day looks like for a person living in Shetland and how they can achieve this within their communities. It has been agreed that the Brae area will be the pilot for a community base, though the vision of this may change slightly due to current circumstances of Covid 19.
- Physical and mental stimulation has been a priority for residential and day care services with the development of group work activities for people with dementia. The services have continued to deliver individual well-being exercises, and this has involved working in partnership with the Shetland Arts Trust. The purchase of assisted bikes will also enable increased outside activity.

Justice Social Work

- Partnership working with dental services and health improvement to ensure easy access to health and dental checks.
- Supported Advocacy Shetland with their project to provide additional advocacy to individuals and their families with experience of the justice system.
- Pilot project with Scottish Prison Service to deliver virtual prison visits for family and friends.

Key Risk to Service Delivery

The key risk to service delivery is the ongoing difficulty in recruiting to key posts such as experienced social workers and mental health officers. We are also seeing an increase in high level care packages that are resource intensive, in terms of both staffing and finance. Maintaining the balance of increasing needs, personal outcomes and choice, when finances are reducing will continue to be a challenge for services.

4 Financial Resources

Shetland Islands Council Medium Term Financial Plan 2018/19-2023/24
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=22838>

provides the financial framework for the delivery of Council services to the people of Shetland. The plan takes account of the desired outcomes of the Council's Corporate Plan, recognising the need to improve productivity and efficiency in order to maintain and improve the services provided, as well as continuing to prioritise its spending.

In 2019/20, the Children's Services revised budget totalled £45.8m. £6.1m of this budget related specifically to Children's Social Work, and showed an underspend of £87k. This underspend is mostly in relation to staff vacancies during the ongoing restructure of Children's Social Work. However, due to the nature of these posts it was necessary to utilise agency staff to cover some of these vacancies. It is recognised that some service areas are experiencing growth, for example children's residential care and direct payments, whereas in other areas, demand can fluctuate from one year to another, for example off island placements and any unexpected demand for these services may be costly.

The Council's Community Health and Social Care Directorate's revised budget for 2019/20 totalled £23.7m. This budget was underspent by £680k, mainly due to overachievement of charging income from board and accommodation in residential care, payment of which can fluctuate greatly depending on the financial circumstances of those receiving care. This was however offset by overspend related to continued difficulties in recruitment and retention of social care staff, leading to the use of agency staff across various localities. There was also an overspend in self-directed support Option1&2 payments, due to increased demand for packages and increased costs of some packages, where overnight support cost is provided. In addition, there was an increase in off-island placements costs in-year, which can fluctuate based on demand for any specialist services we are unable to provide in Shetland. The Assertive Community Transitions Service was established in 2019/20 but this had not been budgeted for. The costs involved in establishing and delivering this new service should be viewed in the context of its success in reducing expenditure on specialist off-island placements.

The 2020/21 budget set for Children's Services was £48.6m, £6.3m of which was for Children's Social Work. For Community Health and Social Care Services, it was £25.3m. In future years, the Medium Term Financial Plan identifies further savings of £16m to be achieved across the Council by 2023/24 in order to continue to set a financially sustainable budget. The Medium Term Financial Plan is due to be updated in September 2020. This refresh will consider the continued challenges of changing demographics and shrinking resources and will also now reflect on the expected impact(s) the Covid-19 pandemic will have in terms of service delivery and the future economic landscape. It will be more important than ever that services continue to change and adapt, including exploring different models of service delivery.

5. Workforce

The Chief Social Work Officer is responsible for having an overview of workforce development across social services. As a regulated workforce, there is an emphasis on ensuring that all staff are appropriately trained in order to register with their professional body and to enable opportunities for continuing professional development.

Managers in social work and social care work closely with Human Resources to ensure effective staff training and development programmes are in place for staff groups as well as individuals. Over the year, staff have participated in annual personal development plan sessions and the information gathered has informed training plans. There has been a focus on supporting staff to obtain relevant SVQs and greater opportunity to take personal responsibility for training through e-learning modules. Protection training has been undertaken across the three statutory services which assists in the assessment and support of high risk and complex care cases.

Workforce planning and development is fundamental to ensuring that we have both the capacity and the skills to meet the care and protection needs of our population and this is being actively looked at by the individual services and teams. Recruitment continues to be a challenge especially in some areas of adult social care and children's social work and it has been necessary to cover key posts through the employment of agency staff. The use of agency staff is only considered once all other available options have been exhausted.

The Services have also invested in sponsorships for four employees to undertake the BA in Social Work. This should ensure that we have sufficient applicants for difficult to fill posts. We have also accepted university students for social work placements which will hopefully encourage local students to return to Shetland.

A priority from 2018/19 was to review staff structures, roles and responsibilities to ensure our services and skill sets continue to meet service requirements and to ensure we are competitive in the national market, this piece of work is still ongoing.

6. Covid 19

The majority of social work and social care services remained open through lockdown with departments quickly adapting service delivery to meet the needs of their service users. Individual plans were put in place for the prioritisation of services and office based staff were mobilised to work from home. Day care and respite services were closed in line with government guidance and services worked with individuals and families to ensure bespoke packages of care were put in place for those individuals with critical need. Day care staff tried to ensure some form of engagement though the distribution of craft and activity sets to their service users and some were provided with lunches and individual support. Some individuals withdrew from services during the initial lockdown period with care being provided by families. The withdrawal of planned respite care ensured that there was capacity within the residential estate for individuals requiring emergency care or being discharged from hospital.

Coronavirus emergency legislation was implemented where necessary and the statutory teams managed to undertake their work and maintain contact with service users, this tended to take place via telephone and other electronic means but face to face contact did take place as per assessed risk and need. Data gathered so far has shown that the duty teams were appropriately responding to child and adult protection concerns; there was an increased level of contact with service users and all children who were subject to statutory supervision or support were being seen or contacted on a weekly basis.

Care staff were not able to work from home and were on the front line of direct care delivery from the start. Their ability to deliver safe care during this time whilst managing the anxiety of service users and families, including their own, must be commended.

Some new services were developed in order to ensure additional support and this included critical childcare hubs and overnight support at home. Although the child care hubs will not be needed as we move forward, we hope the development of overnight support will enable more individuals to continue to live within their communities and reduce the need for residential care.

Human Resources worked closely with the services to ensure that staff were redeployed from closed services to the care homes and care at home teams and this enabled packages to run as normal. Some staff did require to shield and self-isolate but general sickness rates were below average.

We were very fortunate to be able to fulfil our statutory obligations during this difficult time but we are cautious for the future as services start to reopen and the impact of Covid 19 and lockdown becomes more apparent. We are very conscious that staff are becoming increasingly tired and we are encouraging staff to use their annual leave and to access emotional support as required. Home working remains the norm for office based staff and although this has had its challenges, staff have quickly adapted to the situation. Poor internet connections remains an issue in some areas and finding a work life balance can be more difficulty with home working.

The Care for People Team led by the CSWO implemented the Care for People Plan which focused on areas such as community support and resilience, statutory social work, unknown vulnerable people, psycho-social support, substance misuse and domestic violence. Each area had a designated multi agency sub-group that reported to the care for people team. The CSWO then reported weekly to the Shetland Emergency Planning Forum and Chief Officer Group. This format ensured that key managers across the Council and third sector had a good overview of what was happening across Shetland and the services and could react quickly to changing need. Each subgroup ensured that there was information sharing and signposting to services for staff and our communities. The community learning and development team were instrumental in the development of the Community Coronavirus Hub, the hub enabled a central point for shielding individuals to receive information and support and it played a key role in ensuring the coordination of food boxes, medication and supermarket slots.

During the lockdown period the Shetland communities were very active in mobilising themselves to offer support to those who needed it. The numbers who formally volunteered was commendable and this provided a lifeline to those living by themselves or with little support. This level of community resilience and support is something we hope to build on as we move forward. Partnership working across Shetland has been excellent and again the mixture of knowledge and skills from the different areas enabled us to deliver on projects within very short timescales, again this is something we aim to keep as we move forward.

Key Challenges and Priorities for Recovery:

The greatest challenge for services has we move into the recovery stage is the unknown impact of Covid 19 on individuals and families. We are already seeing an increase in referrals for support from mental health and substance misuse services and we expect to see an increase in support for females who have experienced domestic violence. The impact on local businesses and the economy will have a significant effect on people's life styles and life choices and this in itself can have negative consequences. Carers have managed remarkably well supporting their family members during lockdown but we are already seeing an increase in crisis care being requested as resilience wanes, particularly in those families who rely on day services and respite care. As redeployed staff return to their normal workplaces, there will be challenges within some services to meet any increases in demand for services and managers are already making preparations for this.

Each service area has developed their own recovery plan detailing their key priorities, however there are common themes emerging and these include the safety of staff and service users as service reopen; recommencement of face to face assessments and interventions for service users, their families and unpaid carers; building resilience in staff and service users in preparation for a re-emergence of cases. We will continue the Community Coronavirus Hub to support individuals coming out of shielding and to respond to any guidance changes as required. The Care for People Team and sub-groups will remain in place throughout the recovery stages to maintain an overview of emerging themes.

10 Contact Details

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Social Services Inspection Grades
Appendix 2

Service	Quality of Care & Support		Quality of Environment		Quality of Staffing		Quality of Leadership & Management		Wellbeing	
	2019/20	Previous Grade	2019/20	Previous Grade	2019/20	Previous Grade	2019/20	Previous Grade	2019/20	Previous Grade
Children's Residential	5 Very Good	4 Good	N/A	N/A	N/A	N/A	N/A	4 Good	5 Very Good	N/A
Windybrae	3 Adequate	5 Very Good	N/A	4 Good	N/A	5 Very Good	N/A	4 Good	4 Good	N/A
Short Breaks for Children	3 Adequate	5 Very Good	N/A	4 Good	N/A	5 Very Good	N/A	4 Good	4 Good	N/A
Edward Thomason & Taing	4 Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	N/A	4 Good	4 Good
Eric Gray @ Seafield	6 Excellent	6 Excellent	6 Excellent	N/A	N/A	N/A	N/A	6 Excellent	N/A	N/A
Fernlea	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	N/A	4 Good	5 Very Good
Isleshavn	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	4 Good	4 Good	5 Very Good
Isleshavn Day Care	5 Very Good	4 Good	N/A	N/A	5 Very Good	N/A	N/A	4 Good	N/A	N/A
Annsbrae Mental Health Support Service	5 Very Good	5 Very Good	N/A	N/A	N/A	5 Very Good	5 Very Good	5 Very Good	N/A	N/A
Montfield Support Service	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	N/A	4 Good	N/A
Newcraigielea	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	4 Good	5 Very Good	N/A	N/A
Newcraigielea Support Service	5 Very Good	5 Very Good	N/A	N/A	4 Good	N/A	N/A	4 Good	N/A	N/A
Nordalea	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	N/A	4 Good	5 Very Good

North Haven	3 Adequate	3 Adequate	N/A	N/A	N/A	N/A	N/A	N/A	4 Good	4 Good
North Haven Support	4 Good	4 Good	N/A	N/A	4 Good	N/A	N/A	4 Good	N/A	N/A
Overtonlea	5 Very Good	5 Very Good	N/A	N/A	N/A	N/A	N/A	4 Good	5 Very Good	5 Very Good
Support at Home Shetland	5 Very Good	5 Very Good	N/A	N/A	N/A	5 Very Good	5 Very Good	N/A	N/A	N/A
Supported Living and Outreach	5 Very Good	N/A	N/A	N/A	5 Very Good	N/A	4 Good	N/A	N/A	N/A
Walter and Joan Gray Home (commissioned service)	4 Good	3 Adequate	4 Good	4 Good	4 Good	3 Adequate	3 Adequate	4 Good	4 Good	3 Adequate