

Quality Improvement Framework (formerly the School Comparison Project)

Overview of strategy for moving forward with implementation of the framework, 2016 to 2020

1. The rationale for the framework:

- The framework has a strong learning and teaching theme, setting out a plan to raise attainment and clear priorities, actions and measures of impact identified within the five recommendations.
- The implications of all the recommendations on pupil experiences, including their programmes and pathways through the Broad General Education and Senior Phase, have been, and will continue to be, considered carefully as the further actions are taken forward over the next few years.
- The framework aims to establish a more sustainable and efficient model of education in Shetland, taking account of the reduced local and national resources at our disposal over the coming years to finance and resource our school estate.
- What we must retain as part of this framework is:
 - High quality education for all young people in Shetland.
 - Pupils to achieve their full potential.
 - Meet all national standards.

2. Examples of how this framework will aim to improve education standards, including attainment, sustainability and efficiency.

- This framework provides a clear four year local authority strategic action plan to raise attainment for our learners with

key attainment actions and measures of impact identified. The Attainment Action Plan was launched at the Head Teacher Development Day on the 25 November 2015.

- Through this framework, we will work towards a long-term strategic and a sustainable promoted post model that recognises the value of principal teachers and ensures greater equality in terms of number of promoted posts between similar sized settings.
- This framework will continue to ensure an efficient deployment of teaching staff.
- This framework will provide greater support for staff shared between schools by clarifying roles and responsibilities and ensuring a manageable number of collegiate activities for staff working in more than one setting.
- This framework will support pupils pathways and progression but at the same time aim to develop a sustainable range of subjects on offer by explaining further the core subject list and local flexibility concept.
- The framework will explore further remote teaching through a web-based virtual learning environment (blackboard) as an option to support subject choice and pupils' learning programme in the senior phase.
- The new School Improvement Framework with the overall Quality Improvement Framework will enable a more efficient and proportionate model of quality assurance and support from the local authority to our schools with a focus on self evaluation and school improvement, leadership and sharing of practice.
- The framework will continue to support teacher professionalism through relevant CPD and leadership development.
- The framework will aim to develop more effective relationships between:
 - Central Education staff and Head Teachers.
 - Head Teachers and school staff.
 - Education (Central and Local) and Parents.

- This framework represents a strategy for allocating and targeting resources.

3. How will we measure success?

Specific Stretch Aims (from the national Raising Attainment for All Programme) are included on the Attainment Action Plan:-

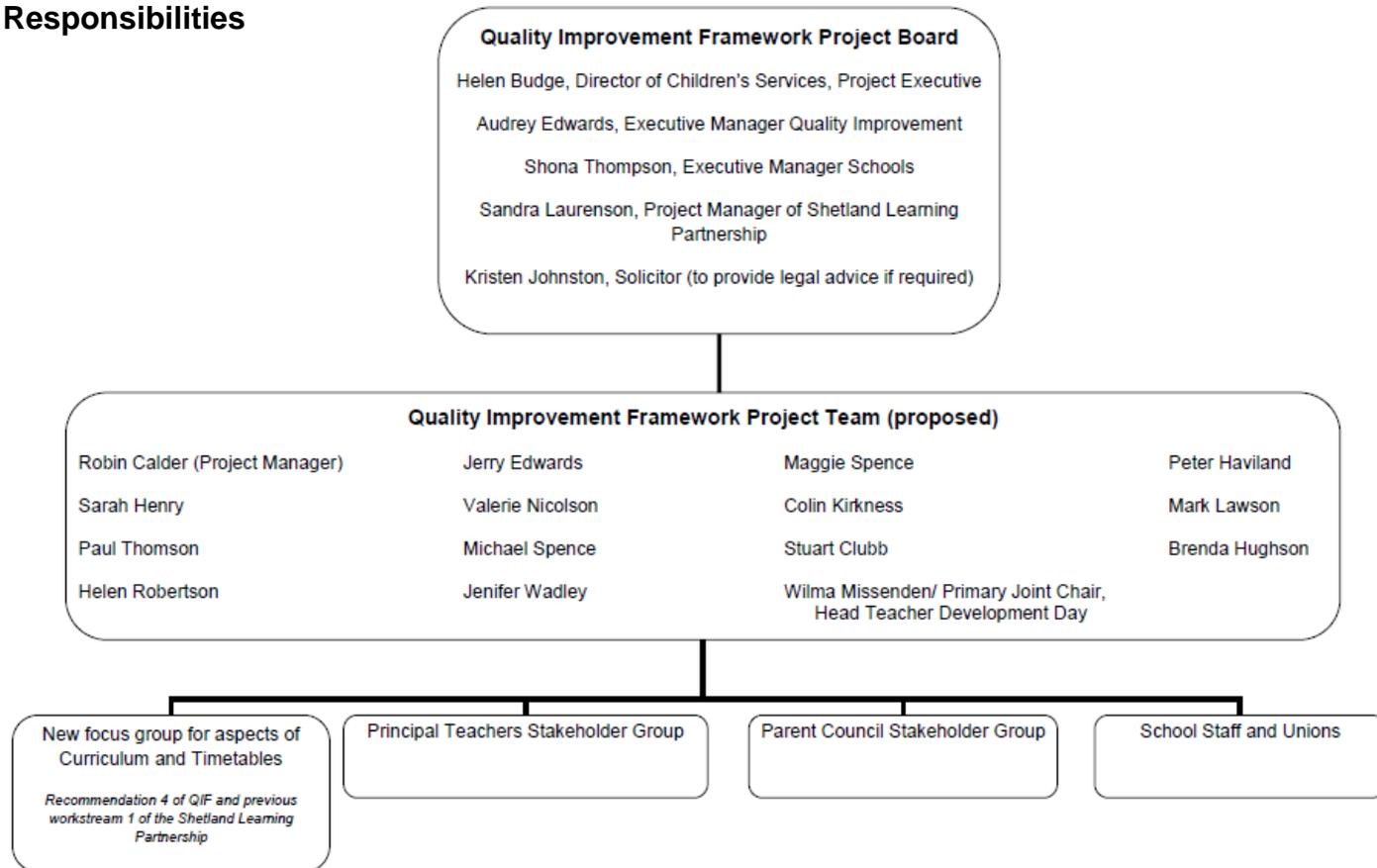
- **Stretch Aim 1**
To ensure that 85% of children within each school cluster have successfully experienced and achieved Curriculum for Excellence Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2016.
- **Stretch Aim 2**
To ensure that 85% of children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

Other measurements of success will be:

- Our ability to sustain partnerships with our stakeholders as we move forward with implementing the actions within the framework.

- The framework supporting greater sustainability and efficiency in how education is delivered.
- The framework partly addressing the Schools and Quality Improvement savings requirements.

4. Proposed Roles and Responsibilities



* Devolved matters within Recommendation 2 and 3 of the Quality Improvement Framework will be taken forward within the LNCT.

Suzanne Hargreaves, Education Scotland Attainment Advisor for the Shetland Islands Council, will support the development of the Attainment Action Plan

It is proposed that the Project Team will meet once or twice per term.

5. Decision Making Structure

Children’s Services already have delegated authority for taking forward all the Further Actions proposed. As the Actions are developed into the framework, some members of the Project Team will be leading and / or actively involved in their development. The Project Team as a whole will be informed of progress at Team Meetings. The Project Executive will be ultimately asked to make decisions in discussion with the Project Board. The views of Stakeholder Groups will be gathered as the framework is constructed and shared with the Project Team and Project Board.

The Quality Improvement Framework’s organisational and decision making structure is in line with the Prince 2 Project Management guidance, used by Shetland Islands Council for managing projects.

6. Summary of the timeframe for moving forward with the actions: in the Quality Improvement Framework – please note this timeframe may change.

Actions in October 2015 School Comparison Report already underway or will start before the end of the calendar year:	Recommendation from School Comparison Project
Common and effective approach to monitoring, tracking and moderation	Recommendation 1: Attainment Action Plan
Scrutinise and record wider achievement	Recommendation 1: Attainment Action Plan
Plan for pupil motivation and engagement	Recommendation 1: Attainment Action Plan

<p>Set of principles for staff being shared between more than one setting</p> <p>Online learning (remote teaching) recommendations</p> <p>Developing new School Improvement Framework (new approach to Quality Assurance visits, support for schools from the centre, School Improvement Planning and Standard and Quality reporting, Head Teacher Development Days and Leadership Induction and Development</p> <p>Evaluating the performance of pupils in National Qualifications</p>	<p>Recommendation 3: Sharing of Staff</p> <p>Recommendation 4: Sustainability</p> <p>Recommendation 5: Quality Assurance</p> <p>Recommendation 1: Attainment Action Plan</p>
<p>Actions to commence January 2016:</p>	<p>Recommendation:</p>
<p>Professional Learning Strategy</p> <p>Management Arrangements in Remote Isles Schools</p> <p>Core Subject List Concept</p> <p>Curriculum and Timetables</p> <p>Viable Class sizes</p> <p>Allocations Policy for the Halls of Residence</p> <p>Provide support for Subject Development Groups</p>	<p>Recommendation 1: Attainment Action Plan</p> <p>Recommendation 2: Promoted Posts and Management Structures</p> <p>Recommendation 4: Sustainability</p> <p>Recommendation 4: Sustainability</p> <p>Recommendation 4: Sustainability</p> <p>Recommendation 4: Sustainability</p> <p>Recommendation 1: Attainment Action Plan</p>

Further discussion with Anderson High School and Brae High School management teams Higher and Advanced Higher in the same class where no more than 10 pupils in total.	Recommendation 4: Sustainability
Actions to commence August 2016	Recommendation:
Options Appraisal of Schools and Quality Improvement Staffing	Recommendation 5: Quality Assurance
Parental Engagement	Recommendation 1: Attainment Action Plan
Develop a policy whereby staff absence can be covered internally	Recommendation 3: Sharing of Staff
Develop a policy whereby any surplus class contact time can be used for development work	Recommendation 3: Sharing of Staff
Possible S1 to S2 compositing in Whalsay School and Mid Yell Junior High School	Recommendation 4: Sustainability
Possible S1 to S3 compositing in Baltasound Junior High School	Recommendation 4: Sustainability
Actions to start in 2017:	Recommendation:
Primary Management Structures (more than 4 classes)	Recommendation 2: Promoted Posts and Management Structures
Begin to implement a revised management structures model	Recommendation 2: Promoted Posts and

for the Secondary School Estate	Management Structures
Cover commitment for non-teaching Depute Head Teachers within the LNCT	Recommendation 2: Promoted Posts and Management Structures
Principal Teachers in Junior High Schools within the LNCT	Recommendation 2: Promoted Posts and Management Structures
Management Time for new Principal Teachers within the LNCT	Recommendation 2: Promoted Posts and Management Structures
Explore shared Headship (North Isles) taking account of the implications of revised timeline for Statutory Consultation to be presented to full council in 2017.	Recommendation 2: Promoted Posts and Management Structures

7. Issues and Risks to the development of the new Framework:

- Capacity within Children’s Services to carry out the work given reduced staffing, day to day work, national initiatives such as the National Improvement Framework and other local reviews and projects: Shetland Learning Partnership, Developing Scotland’s Young Workforce, Tertiary Review, and the School Reconfiguration Project – this risk is mitigated somewhat by the four year timeframe of this project for both initiating and completing the actions and the involvement of a number of officers, school staff and unions in moving forward with the framework.
- Engagement of stakeholders in this time of change and uncertainty
- Negative perceptions of the Framework that it is purely around savings and efficiencies

- A change in title for this work from School Comparison Project to the Quality Improvement Framework may cause confusion
- Medium Term Financial Plan – level of savings required expected to be considerably more than previously anticipated.
- The previous school closure programme, the legacy of which is strained relationships and suspicion.
- Current local controversial issues such as the number of subjects to be studied in S4.