National Improvement Framework
Report and Plan
2019/20
Achieving Excellence and Equity
For Education in Shetland
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Foreword</td>
</tr>
<tr>
<td>5</td>
<td>Vision, Values, Benefits and Evidence</td>
</tr>
<tr>
<td>6</td>
<td>Strategic Context</td>
</tr>
<tr>
<td>7</td>
<td>IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY AND NUMERACY</td>
</tr>
<tr>
<td></td>
<td>Improvement Summary</td>
</tr>
<tr>
<td>10</td>
<td>Improvement Activity</td>
</tr>
<tr>
<td>13</td>
<td>Improvement Commitments</td>
</tr>
<tr>
<td>14</td>
<td>CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED</td>
</tr>
<tr>
<td></td>
<td>Improvement Summary</td>
</tr>
<tr>
<td>20</td>
<td>Improvement Activity</td>
</tr>
<tr>
<td>23</td>
<td>Improvement Commitments</td>
</tr>
<tr>
<td>24</td>
<td>IMPROVEMENT IN CHILDREN’S HEALTH AND WELLBEING</td>
</tr>
<tr>
<td></td>
<td>Improvement Summary</td>
</tr>
<tr>
<td>25</td>
<td>Improvement Activity</td>
</tr>
<tr>
<td>28</td>
<td>Improvement Commitments</td>
</tr>
<tr>
<td>29</td>
<td>IMPROVEMENT IN EMPLOYABILITY SKILLS AND POSITIVE DESTINATIONS</td>
</tr>
<tr>
<td></td>
<td>Improvement Summary</td>
</tr>
<tr>
<td>30</td>
<td>Improvement Activity</td>
</tr>
<tr>
<td>33</td>
<td>Improvement Commitments</td>
</tr>
<tr>
<td>34</td>
<td>DRIVERS FOR IMPROVEMENT</td>
</tr>
<tr>
<td></td>
<td>Improvement Commitments</td>
</tr>
</tbody>
</table>
It gives me great pleasure to present Shetland Islands Council’s National Improvement Framework Report for 2018/19 and forward plan for 2019/20.

This publication summarises the range of work undertaken in the last year to bring about improvement for our children and young people and sets out our commitments for further improvement to raise attainment, to close the poverty related attainment gap, to understand and support improvements in children's health and wellbeing and to equip our young people with the skills, resilience and experiences to fulfil their aspirations in further or higher education and employment.

Shetland Islands Council is determined to build a brighter future for all and make Shetland the best place for children and young people to grow up in. The outstanding work we do in our schools, through our National Improvement Framework Plan, and across all aspects of education delivery, makes a hugely important contribution to these aspirations.

Shetland’s attainment continues to be amongst the highest in the country. Our learners in the senior phase continue to produce excellent exam results and, despite some falls in year on year attainment in the Broad General Education, most learners are continuing to achieve the expected Curriculum for Excellence levels and data covering the last four years remains positive. We remain committed to providing excellent service to support our young people continue to perform at a high level.

The extensive work to close the (rural) poverty related attainment gap has yielded some excellent results and it gives me great pride to share the comparative attainment data for children experiencing socio-economic disadvantage and additional barriers to learning and participation in school. You will see from pages 14-19 of the report that our data indicates that we have narrowed the poverty related attainment gap for pupils in receipt of free school meals. A study of attainment over four years using the Shetland Vulnerability Criteria is providing us with an interesting and largely positive picture of the extent to which we are closing the poverty related attainment gap for a wider cohort of pupils. This particular set of attainment data is telling us that change takes time and, whilst we largely report on year on year comparisons in this document, it is clear that we must view progress within the longer term context as we aim to secure further improvement. We look forward to the imminent appointment of a dedicated Attainment Adviser for Shetland who can support us further develop a whole system approach to closing the poverty-related attainment gap.

Health and Wellbeing remains the cornerstone for learning and it is pleasing to share the positive statistics this year on safeguarding and child protection, as well as noting the considerable impact of Pupil Equity Funding focussing on interventions to support social and emotional wellbeing. At an authority level we need more detailed and up to date information on exactly how our children and young people feel about aspects of their Health and Wellbeing and I look forward to continued
implementation work towards the Health and Wellbeing Census in 2020, which will bring us this rich set of information and provide us with further direction on how we can work with our children and young people to build their wellbeing and resilience.

I am delighted to share the progress being made to improve employability skills and positive destinations. We have appointed a Developing the Young Workforce Project Officer who has made significant progress in their first year in post. Alongside schools themselves, Youth Services are also making a considerable contribution to this agenda and it is particularly pleasing to see the partnerships being developed across service areas and the joined up thinking which is contributing to securing improvement.

It is important to note the extensive progress made in the past year towards the expansion of Early Learning and Childcare. Although the Early Learning Childcare expansion programme is reported elsewhere, the investment in building improvements, staffing and quality assurance processes is a key part of the bigger picture in delivering the National Improvement Framework priorities. Amongst significant infrastructure and pedagogical change, I am proud of the work that has been achieved in the past year and look forward with optimism and excitement towards the expansion for all children by August 2020.

Overall, our progress against the National Improvement Framework priorities is very good but we can still improve as an authority to support staff in schools and across our wider partners to ensure a shared understanding of the ongoing challenges and to maintain the focus on achieving both excellence and equity for all our learners. We will therefore continue to support our workforce with learning and leadership opportunities within this agenda and we shall listen to what practitioners have to say as we make progress. This approach, supported by the appropriate use of performance data, will ensure we take the relevant steps to secure improvement.

Collaboration and empowerment is central to achieving this aspiration and we are already working well together and in a strong position to move forward. The work undertaken this year as part of the National Thematic Inspection on Empowerment revealed that Head Teachers in Shetland already feel they are leaders of learning in their schools and that there is already a perception of local authority empowerment and balance between school and central service decision making.

Our next steps are to promote empowerment across our system aspiring to genuine and meaningful leadership at all levels where teachers and leaders benefit from the greater autonomy for creativity and control but are also taking personal responsibility for their own continuous professional learning and commitment to evidence based practice improvement.

Our rural context creates some unique challenges however, our ambitions closely align with the Scottish Government’s vision for Achieving Excellence and Equity in Scottish Education. We look forward to supporting and challenging ourselves, our schools and our wider partners in the year ahead to continue to make a difference for the children and young people in Shetland.
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<thead>
<tr>
<th>Our Vision</th>
<th>Building a brighter future together</th>
</tr>
</thead>
<tbody>
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<td>Every encounter matters. We know that everyone in Children’s Services works towards building a brighter future together, either explicitly or implicitly, during our working day.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Our Values</th>
<th></th>
</tr>
</thead>
<tbody>
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</tr>
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<td></td>
<td>Working well together</td>
</tr>
<tr>
<td></td>
<td>Taking personal responsibility</td>
</tr>
</tbody>
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<th>Educational Benefit</th>
<th>The NIF plan is ambitious and challenges everyone to deliver some key educational benefits including:</th>
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</thead>
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<td></td>
<td>- Pupils experience a progressive Curriculum for Excellence within the context of Shetland</td>
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<td>- Pupils experience a progressive Broad General Education and Senior Phase system personalised to each individual learner</td>
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<td>- Pupils benefit from empowerment and leadership at all levels</td>
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<td></td>
<td>- Pupils benefit from parental and family involvement and engagement</td>
</tr>
</tbody>
</table>

| Our Evidence | The forward plan draws on a wide range of evidence from our ongoing self-evaluation and quality assurance processes as well as school and local authority inspection activity. The qualitative evidence base is supplemented by a collection of data providing us with a rigorous assessment of our current position and providing a clear picture of where focussed interventions are required. Supporting information from school improvement visits including engagement with our staff, parents and pupils adds further depth to the picture of Education in Shetland. |
Our National Improvement Framework plan for Shetland is connected strategically to Shetland Islands Council’s Corporate Plan and to the Shetland Partnership Plan published in June 2018.

Shetland Islands Council’s Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. The A particular focus is: Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

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

The National Improvement Framework and Improvement Plan for Scottish education is designed to help deliver the twin aims of excellence and equity in education. Shetland’s National Improvement Framework Report and Plan sets out our educational activities designed to meet the four national priorities.

Six drivers of improvement are identified and the activities within our improvement commitments contribute towards the four national priorities. For example, the professional learning opportunities at all levels, policy development, local authority guidance, support and challenge, and in-depth analysis of data and sharing of good practice are all helping to drive school improvement and impact positively on the experiences of our children and young people.

Education makes a significant contribution to Shetland’s Partnership Plan - empowering people and promoting engagement and decision making at school level, fostering a sense of community and connectivity in rural settings, investing in our young people and supporting families and helping all children and young people achieve their potential.
The majority of secondary school pupils achieved 5 plus awards at SCQF level 5 (67%).

39% of secondary school pupils achieving 5 plus awards at SCQF 6 by the end of 6th Year.

Most Highers taken were passed at grade A-C (82%).

Most National 5s taken were passed at grade A-C (82%).

Most Advanced Highers taken were passed at grade A-C (78%).

The majority of primary children are achieving the expected Curriculum for Excellence Level in Literacy (63%).

Most children are achieving the expected Curriculum for Excellence Level in Literacy by the end of secondary three (86%).

The majority of primary children are achieving the expected Curriculum for Excellence Level in Numeracy (70%).

Most National 5s taken were passed at grade A-C (93%).

Almost all children are achieving the expected Curriculum for Excellence Level in Numeracy by the end of secondary three (93%).

Shetland is ranked fourth in Scotland for Overall Tariff Score (4).
A pupil is deemed to have achieved literacy if they have achieved the expected level in all three literacy organisers: reading, writing, listening and talking. This indicator of combined literacy was introduced by the Scottish Government in 2018.

- Most (63%) primary aged children are achieving literacy. (-11%)
- The majority (86%) of secondary aged children are achieving literacy. (-2%)

Shetland Islands Council have been producing statistics on primary and secondary literacy for four years and have termed this collection of information ‘Overall Literacy’ where every pupil’s achievements count towards the overall literacy figure regardless of whether they achieve in one, two or all three of the literacy organisers. This overall literacy figure is calculated using school roll information and % of pupils achieving in each of the literacy organisers.

- The majority (74%) of primary literacy levels were achieved. (no change)
- Almost all (91%) secondary literacy levels were achieved. (-3%)
The annual Achievement of Curriculum for Excellence (CfE) Levels return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils. This return outlines pupil performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.
Extensive partnership working has been in evidence across literacy and numeracy developments in the past year.

Of particular note, Education officers, Teachers and Allied Health Professionals agreed to collaborate in a multi-agency strategic approach to literacy in Shetland. The new Multi-Agency Literacy, Language and Communication Strategy Group (MALLC) was established and is a strategic group aimed at ensuring that a common approach, based on Emerging Literacy principles, is used by all services to support outcomes for pupils.

The Literacy Strategy Working Group is the operational group tasked with delivering this aspiration within education. The local authority endorses the developmental approach of the Emerging Literacy programme as the basis of literacy across learning in all Shetland schools. This commitment is leading to Emerging Literacy principles being embedded in all Early Learning and Childcare and Primary 1 settings as well as supporting a strategy to develop those principles throughout across the school estate and stages of education.

Following the publication of the complete Highland Literacy Progression Framework, covering Early to 4th Levels, in June 2019:

- Establish a short term working group to analyse the Highland Progression framework, in order to quality assure and ratify its use by all Shetland schools.
- To provide guidance to support secondary teaching colleagues implement literacy across learning at all levels at all levels

Emerging Literacy has continued to support our younger learners to be confident in the area of literacy. All pupils in Primary 1 have become secure in Early Level in the past year and our present Primary 2 and 3 are developing into confident and independent writers and readers. This is attributed to the excellent start they had following a developmental approach.

Head Teacher Comment
Shetland Islands Council has benefitted significantly from its place within the Northern Alliance which has provided access to strategic frameworks and resources. Additionally, the collaborative has provided expertise and ideas which have been tested in similar rural local authorities. Shetland Islands Council continues to share its own good practice and successes across the Regional Improvement Collaborative and were invited to present at the recent Northern Alliance conference in Aberdeen showcasing our own innovative approaches to tackling rural poverty.

The Northern Alliance has had a positive impact on approaches to numeracy. At a regional level it has been agreed that the focus of professional learning with teachers should be on the development of multiplicative thinking that comes at the beginning of first level. This focus will strengthen approaches to numeracy in the middle to top end of primary school which is an identified area for improvement. Highland Council are developing short video presentations to be used as a training tool across the Regional Improvement Collaborative.

The Shetland Islands Council Numeracy Strategy Working Group is building on the success of previous Stages of Early Arithmetic Learning (SEAL) and Developing SEAL through Play training. The group is committed to:

- SEAL training for new early years staff;
- Maths Mastery training including wider use of manipulatives for Primary staff and using the Number Talks;
- Creating an authority numeracy strategy with recommendations of most effective methods;
- Bidding for national STEM funding for training in numeracy and maths.

The Numeracy Working Group recommended the local authority endorsement of the Northern Alliance Progression Framework and the use of the Numeracy and Maths spreadsheet tracker. This has been shared with all Head Teachers and is available within the Numeracy and Mathematics tile SIC’s GLOW area.

The SEAL numeracy approach is now being used as a recovery approach for bridging the gap in numeracy attainment across the whole school. This had made a significant difference to attainment in this area. GLOSS assessments have been used to monitor progress in numeracy and these show significant improvements. SEAL recovery has enabled pupils to regain their confidence in Maths and in some cases re-join their maths groups and be successful. Core skills are much more secure and pupil confidence in this area is higher. The teaching team, including support workers demonstrate skill in this area.

Head Teacher Comment
The Northern Alliance (NA) Progression Framework currently covers Early to Third Levels.

Numeracy Working Group leads have identified the following priorities:

- Publicise the NA Maths and Numeracy Pages on GLOW
- Further promote the existing NA Progression Framework and Tracker on SIC’s GLOW pages.
- Develop the Progression Framework to cover Early to Fourth Levels.
- Promote and roll out the planned training in numeracy and maths.
- Work towards the use of Microsoft Teams to facilitate and coordinate collaborative working

Almost all QAMSO areas and levels are staffed however national support for the programme of moderation has been largely ineffective in 2018/19 and plans are in place to develop a local strategy for QAMSOs in Shetland for the forthcoming year. Extended collaboration with Northern Alliance colleagues is also expected to begin in 2019/20.

A few schools are using the ASN milestones to plan and implement a programme of learning for individual children with severe and complex needs. These programmes are both developmental and age appropriate, and early feedback from staff is positive. Implementation is planned to continue in the next academic year through training for Learning Support Workers in January 2020 and through continuing moderation dialogue within the ASN Subject Development Group supported by the Education Outreach Team.

The Remote Teaching and Online Learning project continues to go from strength to strength, enabling students in different locations to access a curriculum that would not otherwise be able to be delivered. With support from the Western Isles e-Sgoil, there are now four remote teaching examples underway across eight different school sites in Shetland where students access teaching and instruction remotely via an online video link platform.

Subjects being delivered include:

- Modern Foreign Languages
- History
- Music
- Advanced Higher Economics

The Remote Teaching and Online Learning approach has facilitated new collaborations across the Northern Alliance impacting positively on Shetland. The partnerships have resulted in the development of a Digital Skills Package to enhance learning and teaching using digital technologies. This will form an important element of the emerging digital learning and teaching strategy which is under development and will be published in autumn 2020.
IMPROVEMENT COMMITMENTS 2019/20

Deliver professional learning sessions in SEAL.
Develop a strategic plan for Quality Assurance and Moderation Support Officers in Shetland.
Embed the numeracy progression framework across the authority.
Embed the literacy progression framework across the authority.
Strengthen the role of the Numeracy Strategy Working Group.
Revise and strengthen the role of the Literacy Strategy Working Group.
Develop and support cluster tracking, monitoring and moderation activities within additional In-Service days.
Support enhanced focus on 4th level in the Broad General Education.
The attainment gap in primary literacy has narrowed.

The attainment gap in primary numeracy has narrowed.

The attainment gap in secondary numeracy has narrowed.

The attainment gap in secondary literacy has widened.

The attendance gap for Care Experienced Children (LAC) has narrowed.

The attendance gap for Free School Meal Children has narrowed.

The attainment gap in the senior phase has narrowed for children with an additional support need.

The attainment gap has narrowed for children experiencing disadvantage in a rural context. This is true for most curricular areas and levels.
In the Broad General Education to S3 and considering two years of data available, schools in Shetland have raised attainment overall and narrowed the gap in Primary Literacy, Primary Numeracy and Secondary Numeracy. There is a very slight fall in attainment and widening of the gap in Secondary Literacy. This is a very positive indication of the impact of work to ‘close the gap’.

Arriving at this conclusion, the performance of pupils in receipt of Free School Meals (FSM) has been compared with the performance of all other children, using the Broad General Education Benchmarking Toolkit. The tool is a piece of software used to analyse the data provided on achievement of a Curriculum for Excellence Level (ACEL) for children and young people and is intended to support professional dialogue between local authorities and schools so they might learn from each other to improve learner outcomes. It is also supporting a school level information dashboard, which is available online.

A number of key limitations still remain with the toolkit, however it is being further developed at national level to facilitate a greater number of analytical enquiries of attainment information.
Using the Shetland Vulnerability Criteria to identify pupils who may be experiencing disadvantage and or rural poverty in a wider context, it has been possible this year, for the first time, to track individual progress across two levels of the Broad General Education. The research has enabled us to develop a more robust evidence base around this priority.

Listening and Talking

These graphs represent attainment over time for a specific cohort of pupils using the Shetland Vulnerability Criteria.
CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Reading

These graphs represent attainment over time for a specific cohort of pupils using the Shetland Vulnerability Criteria.

GAP NARROWING

GAP NARROWING

GAP NARROWING

Narrowing  Widening < 5%  Widening > 5%
CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Writing

These graphs represent attainment over time for a specific cohort of pupils using the Shetland Vulnerability Criteria.
Numeracy

These graphs represent attainment over time for a specific cohort of pupils using the Shetland Vulnerability Criteria.

**CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN**

**GAP WIDENING**

**GAP NARROWING**

These graphs represent attainment over time for a specific cohort of pupils using the Shetland Vulnerability Criteria.
Shetland Islands Council received £233,880 Pupil Equity Funding (PEF) in 2018/19. The methodology by which PEF is distributed continues to present challenges for Shetland Islands Council given that funding is allocated on the basis of the number of pupil eligible for and in receipt of free school meals. Uptake of free school meals remains low despite ongoing efforts to publicise the opportunity to parents and this results in an unbalanced allocation of funding to the authority.

The nine schools not in receipt of PEF funding in 2018/19 were allocated a small amount of ‘Closing the Gap’ funding by Children’s Services to support all schools in their efforts to close the poverty related attainment gap in their setting.

Despite the challenge surrounding funding allocations, schools value the additional financial support and are confident in their approaches to target children experiencing socio-economic disadvantage and rural poverty. Pupil Equity Funding is the most explicit method of focussed work to close the poverty related attainment gap, however it must be noted that Head Teachers are improving attainment and outcomes for children and young people through a much wider range of strategies and approaches funded by core education budgets.

Head Teachers, in partnership with staff, parents and pupils design and deliver activities and interventions, supported by the acquisition of resources, to enhance provision for children and young people affected by poverty.

93% of schools self-evaluate themselves ‘good’ or better when considering their implementation and impact of PEF or local Closing the Gap funding allocated.

School’s allocations of PEF vary from year to year and so forward planning and achieving sustainability of interventions is challenging. The challenge of sustainability is somewhat mitigated by increasing staff skills and capacity. However,
almost all interventions are focussed on learning and teaching and families and communities, not on professional learning of support staff.

The enhanced use of evidence in planning and evaluation demanded by the national and local guidance on PEF, and the learning acquired through this approach, will extend beyond the lifetime of PEF should this model of funding not continue beyond 2020.

Furthermore, whole school approaches, such as embedding a Nurture ethos, have the capacity for longevity beyond initial PEF investment.

Despite schools’ outward looking, partnership approach to delivering interventions through PEF, there are limited opportunities for schools to bring in outside agency expertise to support the closing the gap agenda. This is particularly true for more rural schools.

Almost all staffing costs relate to existing staff undertaking additional hours which are offered on a short term basis which undermines the certainty by which schools can plan over the longer term.

Allocation of funding on an annual basis compounds the challenges over longer term planning.

Pupil Equity Funding has complemented our approach to Health and Wellbeing through Nurture. Nurture sessions have used the SHANARRI wellbeing indicators as a discussion toolkit which has created conversations about particular aspects of wellbeing where identified pupils were self-reporting low. This data was shared with parents at home who were supportive of the next steps to build openness and confidence. Pupils have developed abilities to share concerns, which in turn has increased trust between pupils and staff and has led to increased pupil confidence and enhanced parental relationships. One parent remarked, "I can't believe how telling you has made such a difference". The interventions were measured in SHANARRI scores, pupil observation and parental feedback.

Head Teacher Comment
Shetland Islands Council’s Education Scotland Attainment Adviser has worked in partnership with Officers in the Local Authority to deliver formal workshops. Training events have taken place to support schools to revise plans for their Pupil Equity Funding.

Members of the Quality Improvement Team have been assigned to the Tackling Inequalities strand of the Integrated Children and Young People’s Strategic Plan.

The Tackling Inequalities working group has undertaken a number of pieces of work in the past year:

- Tackling Holiday Hunger—developing solutions to enable entitled families to access Free School Meals during school holidays. A ‘Test of Change’ pilot has been developed in two areas of Shetland.
- Delivery of the ‘Voices for Equity’ initiative which provides a voice to those who are directly experiencing inequity or disadvantage.
- Through the Vaila Fund, assisting pupils to be included in school trips as their financial circumstances might otherwise be a barrier to participation.

The Anchor Project

The Anchor Project aims to support families make the best of life by helping families and services find new ways of working together and facilitating change. A number of developments have taken place in the past year including the establishment of a drop-in service which has enabled enhanced support for a small number of families. A key feature over the last year has been raising awareness of the projects aims and purpose, building relationships with the school, families and third sector organisations.

Communication materials have also been shared with other services, such as Health Visitors, in order to receive referrals and sign-posting from wider services. A Project Board is responsible for the overall direction and management of the project.
IMPROVEMENT COMMITMENTS 2019/20

Deliver the remaining 2018 recommendations of the Attainment Adviser report on the Scottish Attainment Challenge in Shetland.

Re-introduce an additional half day networking and development event for Head Teachers on Pupil Equity Funding.

Develop and implement the new Attendance Policy in Shetland Schools.

Report on the Free School Meals in Holidays initiative in Shetland and consider next steps.

Develop and implement the new Inclusion Policy in Shetland Schools.

Further progress the Emotional Wellbeing and Resilience project with trauma informed practice training and engagement and consultation with young people.
Reduction in initial child protection case conferences

Reduction in the number of children involved in initial child protection case conferences

Reduction in child protection referrals

The majority of children are engaging in Active Schools activity

Reduction in the number of children on the child protection register

Most children are meeting developmental milestones

Almost all S3 pupils reported, during their Health Checks, that they have never taken recreational drugs

Most S3 pupils report that they know where to access information on smoking, alcohol and drugs

All S3 pupils reported, during their Health Checks, that they have never taken New Psychoactive Substances

Almost all S3 pupils report that they are satisfied with their substance use education
Looked After Children Co-ordinator Training has been developed jointly by Social Work and Quality Improvement. This has been delivered to 11 members of staff from various schools undertaking the Looked After Children Manager’s role. Central Officers have explored the summary of the Independent Care Review to identify actions to be taken forward by schools in Shetland. Feedback from care experienced children and young people will continue to provide valuable information in how we achieve these identified outcomes across all our schools.

The Education Psychology Service have taken forward a number of programmes in 2018/19 with a particular focus on capacity building and professional learning. These have included:

- Synergy
- Meta-Cognition and Growth Mindset
- Mindfulness
- Attention Deficit Hyperactivity Disorder (ADHD)
- Compassionate and Connected Community
- Literacy Difficulties

The Education Outreach Service developed an online module to provide basic training on Nurture available on I-Learn, Shetland Islands Council’s E-learning platform for all staff. The module explains the Nurture Principles and the research behind the concept, forming the first stage of our Nurture training programme. Evaluation of this approach will be carried out in 2019/20.

The Emotional Wellbeing and Resilience Project has been successful in securing funding from Shetland Islands Council’s Spend to Save initiative, over a five year period. It has achieved a number of key successes this year:

- Recruited 6 young people to participate in the project
- Established a Strategic Overview Group which includes young people, young parents, key local charities, police, NHS and local authority.
- Delivered a successful awareness raising programme including the keynote Speech by Dr Suzanne Zeedyk on “Adverse Childhood Experiences: How toxic stress changes a child’s biology and behaviour” at the Council’s In-service days in October 2018, as well as “Understanding the Impact of Trauma and Diversity on Development” and “Exploring Routes to Recovery Training” and the promotion of the “Resilience” documentary

The project is building on the existing work across public and third sector organisations to build a system and community which is nurturing and trauma informed.

Plans have progressed to deliver the Health and Wellbeing Census scheduled for January to March 2020. The census will take place using an online platform and all children in primary 5 to Secondary 6 will be expected to complete the survey. An implementation group has been convened to explore the challenges of administering such an extensive study, to ensure that we deliver the census securely and to enable maximum benefit to be derived from the survey responses. The census...
will provide the most complete capture of children and young people’s experiences and views on a wide range of subjects relating to their health and wellbeing.

**Shetland Rape Crisis** provides free education, information, support, and advocacy to anyone in Shetland affected by any form of sexual violence at any time in their lives. This year the organisation has extended the delivery of the national sexual violence prevention programme to secondary schools across Shetland.

53 workshops have been delivered to 840 pupils aged 11 to 16 across all secondary schools. Each workshop is adapted for age or stage, uses a range of attractive and participatory activities, and supports young people to develop positive attitudes and behaviours by exploring key issues such as consent, stereotypes, influence of media and pornography, how to access support, and the law on sexual offences. In addition, three students attended a national sexual violence prevention activism event in Glasgow which included a full day of workshops on consent as part of the Virtually Safe, Virtually Sound programme.

A number of professional learning opportunities have been created to support the implementation of the new Anti-bullying in Shetland Schools policy including training for pupil support staff and Head Teachers. Procedures to support the policy have been redesigned in consultation with school staff and union representatives. The policy continues to be monitored through a small working group to ensure bullying incidents are consistently dealt with in schools centred on restorative approaches. **Respectme**, the national agency for anti-bullying in Scotland has continued to support the policy and training in conflict management, and restorative practices has been aligned with the ethos and approaches of the policy.

The electronic recording of bullying incidents has resulted in an improved ability to identify any trends or spikes in bullying behaviour. Nine schools recorded bullying incidents in 2018/19 with 23 pupils experiencing bullying behaviour. More than half of the bullying incidents included ‘name calling, teased, put down or threatened’ and only 6% of incidents were recorded as prejudice based bullying behaviours. Bullying behaviour is displayed by pupils aged between 9 and 14 with just over two thirds of bullying behaviour displayed by pupils aged 12-14. The age profile of pupils experiencing bullying behaviour is almost identical to that of pupils displaying bullying behaviour suggesting that bullying behaviour is most likely to occur within the same age groups.

“I enjoyed it, thought it was helpful and would like you to come back” – female, age 13

“The most important thing I learned is that the law says that "consent" means "free agreement." So if someone doesn't "freely agree" then they haven't given consent.” – male, age 14
The **How Good is OUR School** self-evaluation toolkit was used in a number of settings to support school improvement visits in 2018/19. The features of highly effective practice have been discussed with pupil focus groups to gather evidence on how well a school is doing and what can be improved. The toolkit has facilitated discussions in each of the five themes of relationships, learning and teaching, school and community, health and wellbeing and successes and achievements and has supplemented each schools’ overall self-evaluation. Two schools were identified for piloting the learner participation toolkit.

**Restorative Approaches Training** has been delivered in 2018/19. The Professional Learning Programme for In-service in October 2018 included workshops attended by 46 teachers and other support staff from across Shetland. The training has been aligned with the approaches recommended in the Anti-bullying in Shetland Schools and Managing Exclusions in Shetland Schools policies. A bespoke programme of further restorative practice training has been created by a local training organisation Space to Face due to be rolled out in 2019/20.

**Mentors in Violence Prevention (MVP)** is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. Mentors in Violence Prevention training was delivered in Shetland in September 2018. The delivery model is based on a peer to peer approach where older High school pupils are trained in MVP and then can deliver sessions to younger peers. The senior pupils are providing a positive role model influence to younger students.

Over 180 Secondary 3 students participated in the **annual health checks**.

**Intergenerational Health and Wellbeing**

Organised through the South Mainland Learning Partnership, Dunrossness Primary School participated in a creative afternoon of intergenerational working. 116 children and over thirty adults took part in the event which aimed to connect people of different ages and develop an understanding of the children’s local area and history. Guest speakers took their place along a walking route with the children making their way along and stopping at places of interest to listen to stories shared by the volunteer speakers. Friendships were renewed amongst speakers and additional older people were keen to participate, bringing photos with them to share with the children. The format of the event was a notable success combining physical activity, social interaction, knowledge of local history, all supplemented by follow up work in the classroom.

‘Best conversations we have ever had at teatime’ - Parent

‘The bairns loved it and were really engaged...questions just kept coming - it was wonderful’ - Teacher

‘One of my favourite days of all time in school’ - Head Teacher
IMPROVEMENT IN CHILDREN’S HEALTH AND WELLBEING

IMPROVEMENT COMMITMENTS 2019/20

Deliver LGBTI training for school staff.

Increase the number of schools using the Learner Participation in Educational Settings (3-18) and How Good is OUR School? toolkits.

Publish refreshed guidance and exemplars for tracking and monitoring in health and wellbeing.

Promote the use of the Relationships, Sexual Health and Parenthood resource.

Deliver the Health and Wellbeing Census to all P5-S6 pupils in Shetland.

Develop the provision of counselling in secondary schools.

Deliver Inclusive Practice Training.

Establish a Health and Wellbeing Improvement Working Group.

Develop and establish a new cluster training and support model for implementation of GIRFEC.

Develop and implement an Equalities Policy for schools across the Northern Alliance.
Almost all pupils are entering a positive destination after leaving school
96%

Almost all 16 to 19 year olds are participating in learning, training or work
96%

Number of Modern Apprentices at 31st March 2019
329

The Modern Apprentice achievement rate
76%

Number of Work Experience Live Placements
513

Number of Employers engaging in the Work Experience Programme
194

Number of Foundation Apprentices
2

Number of School/Employer Partnerships
7
**Skills Development Scotland**

Skills Development Scotland (SDS) delivered 2,091 Career Information, Advice and Guidance engagements with 1,070 school pupils through a mix of group and on-to-one sessions.

587 people have registered on myworldofwork.co.uk

Youth Services have updated the data collection procedures for the annual participation measure. This has led to improvements to both the Employability Pathway and Youth Services Database enabling more accurate data to be extracted. This work has been undertaken in partnership with SDS which increases the knowledge of staff working with the information and ensures that fewer children and young who are unknown leavers.

Further work has improved the awareness, knowledge and use of the data hub and a more thorough approach to supporting all school leavers. School management teams are now keen to be more active in supporting both school and 16+ services to increase the number of positive destinations and reduce the number of unknown participants.

The Employability Pathways Officer sends the monthly analysis of Preferred Routes, Occupations and Anticipated Leave Dates to all head teachers as well as senior school management.

Furthermore, training has been delivered on 16+ and School Leaver Destination Reporting. Youth Services engaged Skills development Scotland to deliver two training sessions on Data Hub and School Leaver Destinations. The training was targeted at staff in schools who are involved with transitions, data input and those that have oversight of preferred routes, preferred occupations and anticipated leave dates.

Seven young people participated in the ‘Best of You’ programme which had a significant impact on the young people attending. All of the participants are still engaged with Youth Services and three of the young people have progressed into positive destinations. Staff from Bridges have developed an introduction class prior to the programme, as well as reflection classes following completion of the programme, to further support young people use their skills they have learned as part of the programme. Further training has been delivered to Support Staff to further help the team develop their skills and knowledge in supporting young people. The Youth & Employability Services Team, which is made up of the Bridges Project, Employability Team and Youth Development Team, meet up monthly to share practice and work together and the programme is due for further expansion in 2019/20.

**Developing the Young Workforce**

Work has progressed to engage with employers and make new, or expand existing, school/employer partnerships in Shetland. Extensive partnership working has enabled more meaningful relationships to develop between schools and local employers, growing the number of opportunities that are available for young people. The project officer of Developing the Young Workforce has established a close working relationship with the schools work experience organiser, improving pathways from work experience through to Modern Apprenticeship and Graduate Apprenticeship opportunities.
**Impact**

Social enterprise COPE Ltd has been providing work experience opportunities for young people with disabilities and autism and has connected with schools, support services and stakeholders to provide one to one tailored support for individuals to enter the COPE workplace and explore the world of work. The partnership has delivered over 140 work experience sessions to 14 young people with a disability. COPE LTD also works in partnership with the families of the individuals to ensure a high level of confidence is nurtured within the transition process.

One Care Experienced young person has been offered a Modern Apprenticeship. DYW have contributed to the career pathway for care services and included suggestions around Care Experienced and Looked After and Accommodated Children and how to support them into work.

Other notable success:

- 25 Small to Medium Enterprises have advertised for Modern Apprentices
- 4 Companies are exploring the option of Graduate Apprenticeships.
- 6 new Partnership Agreements have been established with schools.
- COPE Ltd are working towards the No One Left Behind themes and closing the disability gap.

**Going forward there is a commitment to:**

- Grow the Careers event to include Universities and local employers;
- Ensure that DYW/work experience is accessible to all young people with a particular focus on home schooled and care experienced young people;
- Increase the percentage of S5 pupil with meaningful work experience;
- Increase the number of schools with formal partnership agreements with employers.

**IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS**
North Roe Primary School Enterprise Café in Focus

Aspects of Developing the Young Workforce are embedded in learning at the school and pupils have also been given the opportunity to visit the Tug Vessels at Sella Ness, visit the Scalloway fisheries college to learn about the seafood sector, agriculture, tourism, the oil industry and the textile industry as well as working alongside the Northmavine Development Company to produce a gardening book to sell at the Clickimin Craft Fair.

Learners were given job descriptions for:
- Cafe Manager
- Head Chef
- Sous Chef
- Kitchen Assistant
- Waiter/waitresses

Pupils had to think about their own skills and qualities and apply for one of the cafe positions by writing an application form. Pupils were then invited for an interview in the school office and had to answer questions specific to the post they applied for.

Careers Adviser, from Skills Development Scotland, visited the school to work with the children on their My World of Work profiles. They completed the animal me quizzes to find out what their key skills are. The careers advisor also provided instruction on key interview skills including the do’s and don’ts! Learners had the opportunity to ‘role play’ a formal interview in order to practice their interview skills before their enterprise cafe interview.

All learners were appointed to a position in the cafe and they began working as a team to design a menu. They had a budget to work with then they had to order all the food online. Pupils had to price the menu ensuring that they would make a profit on each item. The learners learned about customer service skills and how to speak to customers.
Report on the progress of the Developing the Young Workforce agenda in primary schools.

Support schools in developing School Business Partnerships.

Ensure work experience opportunities are accessible to home schooled learners.

Deliver targeted social media campaigns to promote Modern Apprentice opportunities in Shetland.

Launch the MCR Pathways' relationship based Mentoring Programme to help young people build their motivation, commitment & resilience.

Pilot a My World of Work Skill Profiling solution in the Central Mainland cluster.

Further develop wider achievement opportunities in the secondary BGE and Senior Phase.

Strengthen the Employability Pathway.
### Drivers for Improvement - 2019/20 Commitments

#### School Leadership

1. Report on the review of Teaching Head Teachers
2. Report on the review of Devolved School Management
3. Deliver the requirements from within the Education Reform Joint Agreement
4. Review and Update the Professional Learning Strategy 2016 with a particular focus on Quality Indicator 2.3 – Learning, Teaching and Assessment
5. Undertake Stress Risk Assessments in identified schools
6. Develop formal and informal peer support and mentoring networks for new Head Teachers
7. Increase the number of Quality Assurance Team Improvement Visits

#### Teacher Professionalism

1. Support schools implement the new Teacher Competency Guidelines
2. Support practitioners at all levels with the Framework for Educational Leadership
3. Deliver the Action Plan for Remote Teaching training and professional development

#### Parental Engagement

1. Undertake a survey of teaching staff on data literacy and data intelligence to inform the Digital Learning and Teaching Strategy for Shetland
2. Undertake detailed analysis of the Local Government Benchmarking Framework data with particular reference to other Northern Alliance authorities
3. Review the current process and outcome indicators within the National Improvement Framework monitoring document
4. Undertake additional monitoring of sickness absence and maximising attendance information across teaching and non-teaching staff

#### Performance Information

1. Undertake a survey of teaching staff on data literacy and data intelligence to inform the Digital Learning and Teaching Strategy for Shetland
2. Undertake detailed analysis of the Local Government Benchmarking Framework data with particular reference to other Northern Alliance authorities
3. Review the current process and outcome indicators within the National Improvement Framework monitoring document
4. Undertake additional monitoring of sickness absence and maximising attendance information across teaching and non-teaching staff

#### Assessment of Children’s Progress

1. Co-ordinate an enhanced programme of moderation activities with a particular focus on the use of holistic assessment
2. Deliver training and familiarisation activities in the Broad General Education Toolkit, Insight, SNSA and Progress + Achievement
3. Support schools to implement the seven actions within the Tracking, Monitoring and Moderation Strategy with a particular focus on Action 2 - Cluster Wide Tracking System
4. Implement recommendations from the reviews of Scottish National Standardised Assessments

#### School Improvement

1. Evaluate the use of the new School Improvement Planning and Standards and Quality template
2. Participate in the Northern Alliance Quality Assurance Programme
3. Undertake professional learning with Education Scotland on key Quality Indicators
4. Integrate the Improving School Empowerment through Self-Evaluation guidance into the School Improvement Framework

#### Analysis

- Co-ordinate an enhanced programme of moderation activities with a particular focus on the use of holistic assessment
- Deliver training and familiarisation activities in the Broad General Education Toolkit, Insight, SNSA and Progress + Achievement
- Support schools to implement the seven actions within the Tracking, Monitoring and Moderation Strategy with a particular focus on Action 2 - Cluster Wide Tracking System
- Implement recommendations from the reviews of Scottish National Standardised Assessments

#### School Improvement

- Evaluate the use of the new School Improvement Planning and Standards and Quality template
- Participate in the Northern Alliance Quality Assurance Programme
- Undertake professional learning with Education Scotland on key Quality Indicators
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**Note:** The document is likely from a report or presentation focused on educational improvement strategies for the academic years 2019/20 and beyond, detailing specific commitments and actions across various domains such as leadership, professionalism, parental engagement, and performance information.
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