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If calling please ask for  
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Date: 29 April 2019

Dear Sir/Madam

You are invited to the following meeting:

**Education and Families Committee**  
**Council Chamber, Town Hall, Lerwick**  
**Monday 6 May 2019 at 10.00am**

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

Yours faithfully

Executive Manager – Governance and Law

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

## **AGENDA**

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meetings held on (i) 10 December 2018, (ii) 4 February 2019, (iii) 25 February 2019, and (iv) 4 March 2019 (enclosed).

## ITEM

*(Agenda items 2-5 relate to the giving of advice or the discharge of the Committee's function as an education authority)*

1. External Audit Report: Care Inspectorate Report on Windybrae Residential Childcare Service  
CS-14-19
2. External Audit Reports: Care Inspectorate Reports on Sandwick Junior High School Nursery, Dunrossness Primary School Nursery, and Ness Out of School Care Service  
CS-13-19
3. Education Scotland Reports: Thematic Inspections  
CS-11-19
4. Review of Childcare Grant Aid Fund  
CS-16-19
5. Expansion of Early Learning and Childcare – Phasing and Capital Programme Plan – Update 2018/19  
CS-15-19



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**MINUTES**

**AB - Public**

**Special Education and Families Committee  
Council Chamber, Town Hall, Lerwick  
Monday 10 December 2018 at 2.00pm**

**Present:**

Councillors:

S Coutts	P Campbell
J Fraser	C Hughson
E Macdonald	D Sandison
G Smith	T Smith
R Thomson	B Wishart

Religious Representatives:

T Macintyre	M Tregonning
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**Apologies:**

R McGregor

**In Attendance:**

Officers

M Sandison, Chief Executive  
H Budge, Director – Children’s Services  
N Grant, Director – Development Services  
D Bell, Executive Manager – Human Resources  
J Manson, Executive Manager - Finance  
J Riise, Executive Manager – Governance and Law  
J Belford, Legal Assistant  
T Coutts, Project Manager  
D Evans, Human Resources Adviser  
A Nicolson, Administration Officer - Project Team  
J Thomason, Management Accountant - Project Team  
P Wishart, Solicitor  
C Anderson, Senior Communications Officer  
A Cogle, Team Leader - Administration

Advisers

A Cameron, Anderson Strathern [by phone]  
M Devenney, FE/HE Consultant  
S Drysdale, Scottish Funding Council  
C Healy, Deloitte LLP  
S Kirker, HISA Vice President

Also:

I Scott, Councillor  
D Morrish, Member – Scottish Youth Parliament (MSYP)  
A Fraser, Student – Anderson High School

**Chairperson**

Mr G Smith, Chair of the Committee, presided.

**Circular**

The circular calling the meeting was held as read.

**Declarations of Interest**

Mr D Sandison said that he needed to declare an interest as a Trustee of the Shetland Fisheries Training Centre Trust, and on the basis that his employer receives financial remuneration for him to do so. He added that as today was a decision making meeting rather than noting progress, he would be leaving the Chamber.

*[Councillor D Sandison left the meeting.]*

Before proceeding to consider the agenda item, the Chair said that the Shetland College Board had considered the matter this morning. He said that this was a really important piece of work for Shetland, and for the future of Shetland, and he was pleased that the opportunity had been given to the Education and Families Committee to discuss the report, and he hoped that Members would take time to express their views and come to consider the recommendations. The Chair said that given the report was being presented to all the relevant committees, it would be possible for the Education and Families Committee to concentrate on the curriculum issues, whilst Policy and Resources Committee would consider the resource issues. However, he added that he was conscious that some Members were not members of Policy and Resources Committee, so he would allow some of those issues to be raised, but it was important for the Committee to focus on its given remit to ensure that the proposal being presented would have the ability to deliver a curriculum that was required across the tertiary and education sectors. The chair added that he was pleased to welcome Councillor Ian Scott to the meeting and invited him to ask questions whenever necessary, adding that he would like all questions from Members to be raised for clarity, and to allow sufficient time for debate later but that Members should take as long as they needed to ensure they were informed.

**The Chair moved that the Committee would exclude the public, in terms of the relevant legislation, during any consideration of Appendix 4 to the following item of business. Mr S Coutts seconded, and the Committee concurred.**

The Chair then welcomed official observer Mr Morrish MSYP to the meeting, and introduced members of the Project Team and advisers, including: Audrey Cameron, by phone from Anderson and Strathern, Sharon Drysdale from the Scottish Funding Council, Consultant Mike Devenney, Conor Healy from the Council's external auditors Deloitte, and Sorcha Kirker, Highlands and Islands Students Association (HISA) Vice Principal.

38/18 **Effective and Sustainable Tertiary Education, Research and Training in Shetland Project - Full Business Case**

The Education and Families Committee considered a report by the Chief Executive (DV-46) providing information on the Full Business Case for the Effective and Sustainable Tertiary Education, Research and Training in Shetland Project.

The Chief Executive introduced the report, advising that it was a key report for the Education and Families Committee, and as it moves through the other committees. She said that, in providing assurance about the strategic aspects of the report, this was a key project within the Service Redesign Programme. The Chief Executive said that the Council had to get to a point where a decision was being made which was very important for staff and for students. She said that students were at the heart of a college and at a merger, and outcomes for students was important to focus on. The Chief Executive said that the Tertiary Sector was crucial to the Shetland Partnership's 10 year plan, to attract people to live, work, study and invest in Shetland. The Chief Executive added that the Shetland Partnership Plan also addresses achieving outcomes for the community through choices that have a focus on health and wellbeing, and it was recognised that education had a significant influential role, particularly when addressing areas of inclusion and equality, by improving the wellbeing outcomes for individuals throughout their lives. The Chief Executive went on to say that engaging with staff was an important aspect of addressing uncertainty, and decisions about future investments, development and individual circumstances all had to be considered. She said that during the last audit of the Council, the External Auditors had commented and expressed concern about the Council's ability to deliver this merger as part of the Service Redesign Programme, and to demonstrate evidence of Best Value. The Chief Executive said that Best Value was about continued improvement, not staying the same, and ensuring that the outcomes the Council is aiming for are being delivered. In conclusion, the Chief Executive said that the Project Team had provided a very comprehensive report which would allow the Committee to consider whether Best Value and continued improvement within the Tertiary Sector was achievable.

The Project Manager gave a presentation entitled "Effective and Sustainable Tertiary Education, Research and Training in Shetland" [copy of slides attached as Appendix 1A], which informed on the background to the project, and detailed the strategic, economic, commercial and management cases for the preferred option, the 'New College' model. The presentation also included a video where students advised on their positive experiences of studying in Shetland. During the presentation, the Management Accountant – Project Team advised on the financial case, and Mr Healy from Deloitte provided an overview from the Financial Assurance report. The Project Manager concluded by advising on the provisional letter of support from the SFC and UHI, and commended the recommendations to Education and Families Committee.

**The Committee adjourned at 3.05 p.m.**

**The Committee reconvened at 3.15 p.m.**

The Chair thanked the Project Team for their presentation, and invited questions from Members.

Mr Campbell thanked the Project Team for the report and presentation, adding that it was incredibly consistent in terms of the overall message

that had to be given. Regarding rurality funding and in terms of the UHI network, Mr Campbell said that such funding did not necessarily always fall to the rural areas. However, he added that he understood that, as of July 2019, rurality funding was to change, and asked whether this had been factored into the model going forward. The Management Accountant – Project Team advised that prudently it had not been factored in, as it was unclear at this time as to how much funding would be forthcoming.

Mr Campbell went on to refer to membership of the new Board, and asked if the SFC would accept a Board of Management with other industry representatives, and if the Board would be restricted in terms of numbers. Ms Drysdale said that each Board can have industry representatives that are usually linked to the economic area, and so this would be looked at in terms of the new Board and how the numbers of places that are to be filled.

Mr I Scott asked if there had been any decision yet as to where the principal Headquarters would be, but the Chief Executive advised that this had not been decided.

Mr Tregonning said that whilst he agreed that the students were the most important part of this project, the most important resource was the staff, because that's how the Colleges would deliver on this project. He went on to say that how the staff were managed would determine the success or failure of the project, and that working across two different organisations would require some cultural adaptation. In this regard, he asked what thoughts so far had been given to that challenge, and how it would be dealt with. The Chief Executive said that leadership of change was extremely important, and agreed that issues around culture and style would be critical. She added that this would be led by the Principal Designate, whose leadership style would be the most important attribute for the recruitment, but the Shadow Board would also have a critical role, and would provide a level of influence, leadership and engagement with staff around the changes required.

In response to a further question from Mr Tregonning regarding a reduction in staff numbers, the Chief Executive reminded the Committee that the model was an example of what could happen, not what will happen. She added that in terms of any staff reductions, discussions would be led through the Principal Designate and Shadow Board in terms of the curriculum and potential opportunities. In this regard, the Chief Executive said that specific posts and numbers had not as yet been identified. The Chief Executive went on to reiterate that the Principal Designate would have the appropriate experience and skills to lead change, but that there was also an option for the Council to buy in skills to supplement any practical requirements.

Regarding services to industry, the Chief Executive explained that there had been a number of studies done alongside the business case, identifying with industries as to what they would like to see going forward. She said that some of this had indicated a need for training which industries did not know could already be delivered locally, and so there would be a need to develop marketing and engagement at a local level as part of a plan to unlock commercial income.

Mr Fraser referred to the recruitment of the Principal Designate, and asked what the selection process would look like. The Executive Manager – Human Resources advised that this would be a similar process to that used for other senior appointments in the Council – it would be open to external advertisement and selection would take place through an appointments panel. The Chief Executive pointed out that the selection process was outlined in section 4.5 of the covering report, and was supported by UHI.

In response to a further query from Mr Fraser regarding surpluses, the Chief Executive said that surpluses could be used for re-investing back into the College and, for example, used for new courses or equipment. She added that engagement with industry would also help identify where growth would be needed and where any generated surpluses could be used.

Mr Fraser went on to ask how confident officers were that the new college would be able to recruit and retain appropriate staff. The Chief Executive said that this would be challenging, but much of this would depend on the status and culture of the organisations and leadership of the Principal Designate. She added that exciting and creating opportunities for staff would emerge, and reputation would drive recruitment capabilities, as well as having positive discussions about Shetland and promoting Shetland as a place to live and work.

The Committee went on to hear from Ms Kirker regarding the way in which students across the two colleges had already merged, not only through activities and social events, but in terms of working together and developing wider engagement with students in the merger project.

Regarding a question from Mrs Hughson about engagement with staff, the Chief Executive advised that meetings had been held with the staff affected, and a formal meeting of the College Lecturers JCC had taken place last week. She added that discussions to date had added a focus that was about the process of merger, and that following the Council's decision there would be a need to turn the focus on support, growth and development. Mrs Hughson added that, in terms of building the curriculum, she was concerned about an apparent lack of professional staff and the impact this would have on the ability of young people to have the opportunity to remain in Shetland for study. The Chief Executive agreed that development of the curriculum would be crucial in providing for local industry needs, as well as providing long term opportunities for young people.

Ms E Macdonald asked how much information the Shadow Board would feed back to the Education and Families Committee and the College Board, and would councillors have any further opportunities for input. The Chief Executive said there would be a need to ensure that both organisations are kept fully informed as the project develops. The Chief Executive gave a commitment to elected Members that the Shetland College Board and Council committees would continue to have a role and be informed, briefing notes for elected Members would be built into the process, and seminars would be held as necessary.

Mr T Smith referred to the Colleges' involvement with secondary schools in implementing and developing vocational pathways and the virtual academy, and asked if there was any planned changes to the current arrangements under the new body. The Management Accountant – Project Team advised that under the new arrangements, the Council would buy in those services from the new College. Ms Drysdale advised that, at present, there was very low engagement in this area, and so further engagement with the School curriculum and Skills for Work would be encouraged.

Mr T Smith then referred to the appointment of a Project Manager in January 2019, and asked if this would be an internal or external appointment. The Chief Executive advised that this had not yet been decided, although it was expected to be external, and with support from the UHI and the SFC.

Referring also the appointment of a Principal Designate, Ms Drysdale advised that the small colleges tended to be very good at attracting candidates, as the pool of candidates was larger, as it was often seen as a stepping stone towards a senior position in a larger college. She added that whilst the pool of potential candidates would depend on the skills set required, she was confident that recruitment would be successful. The Chief Executive confirmed that the recruitment process for the Principal Designate would also be supported by the UHI and the SFC.

Mr G Smith said he had a number of questions, mainly curriculum focussed, which he needed to ask. Regarding implications going forward, Mr Smith asked for assurances regarding continuing support for Modern Apprentices. In particular, he asked whether the model had adequately taken account of that Scheme, particularly in terms of the financial support, including travel and accommodation off-island. The Management Accountant – Project Team confirmed that those costs were fully refunded to the Council, and whilst the current arrangements meant that the Scheme cost £149k more than the income it receives, the new model had not stripped out those costs but that there would be consideration given as to the outcomes and way in which the Scheme was delivered, which would not necessarily be comparable with the status quo. The Chief Executive said there would be more work to do on what makes the Modern Apprenticeship Scheme successful, to find out what local organisations needed, and find out if anything further can be done to help businesses support placements, such as providing assessments in Shetland. She added that this part of the project would be progressed by the Principle Designate, with support from the Shadow Board, working alongside the Education and Families Committee. The Project Manager added that the focus would be on sending less folk South, giving consideration to the islands proofing concept, as well as utilising any constructive means of working with SDS to access more funding.

Mr G Smith said that reference to the Principal Designate and the Shadow Board had been mentioned various times during questions, and explanations given as to how they would work together in shaping and determining the curriculum and what happens in the future. However, Mr Smith referred to the financial envelope, having been

based on the current curriculum, and the model that suggested a reduction in staffing resources. Mr Smith said his concerns lay with the consequences of the curriculum then having to adapt to meet the needs of industry and learners, and how a reduction in resources will meet that increase in activity, and he asked for reassurance that these aspirations were deliverable.

The Chief Executive advised that the planned growth was considered deliverable, and that in terms of support for the new organisation, a letter was to be received from the Scottish Funding Council and the UHI confirming their support for the merger and through the process of change to become sustainable. Mr G Smith said it was good to see that safety net, but he was concerned what the outcome would be if the resources and deliverables were mismatched or did not materialise in the future. The Chief Executive said that the project had provided assurances by stress testing the assumptions. Ms Drysdale added that if the Council was to approve the merger, the Full Business Case would be submitted to the Scottish Government for additional stress testing, and this would provide further assurance, or queries on whether aspects of the model were not fully informed. She added that any adjustments required would be made to the curriculum, rather than the financial support. Mr Healy reminded the Committee that the Council at any time could provide specific funding to the new College if it was required. Mr Devenney explained that the new college would bring benefits and opportunities in terms of the way in which the curriculum could be delivered efficiently, including shared teaching and technology. Mr G Smith said that there was some assurance there, and agreed that the curriculum would need to adapt and change, but it would require management to be mindful of how that would be done and ensure there were sufficient resources to make it happen.

Regarding research Mr G Smith asked if the model was seeking to do more research on behalf of industry, which would attract more funding and grants. The Project Management Accountant advised that there would be some development in the research area, as at present NAFC research staff have a capacity issue in terms of the balance between administration, teaching and research, so the model was set to develop that over 5 years, although the model was probably more prudent than it should be.

Mr G Smith then referred to Best Value and asked how this was being applied to non-financial outcomes. The Chief Executive said that Best Value was about continued improvement, and so it was clear that when describing the status quo, the outcomes will be worse, and worse than all of the options for merging. She said that the merger would satisfy Best Value in terms of achieving efficiency and effectiveness, such as using technology better, or by changing the mode of delivery. The Chief Executive added that the business case model also looked at the economic elements and wider community support, especially to local industries. She said that the Council would be making a decision on a valid business case, but this would also meet the wider strategic obligations as set out in the Shetland Partnership Plan, and hoped that this also provided assurances to Councillors regarding the Best Value decision. Mr G Smith said he appreciated those assurances, but said that whilst the initial reason for the merger was to save money, the

business case and the assurances from the Project Team demonstrated that there were far wider reasons.

In moving the recommendations in the report, Mr G Smith said that, in some ways, the die had already been cast, and the Principal Designate and Shadow Board would be tasked with delivering a curriculum that everyone strives for. He added that, nevertheless, there would be a huge amount of work, analysis and thinking to be done by a huge range of people. Mr Smith went on to say that the curriculum to be put in place would have to meet the needs of our workforce, young people and returning learners. He added that nobody had described the proposal as being anything other than successful and sustainable, and his questions were only to seek reassurances, but he had no hesitation in moving the recommendations in the report. Mr P Campbell seconded.

Mr T Smith said he was quite heartened by the ability of the Council to still support this venture if necessary, and also welcomed the support being provided by the SFC. Mr Campbell said that the decision would now allow the Council and NAFC to move in the direction of something more sustainable and curriculum driven, and for the benefit of the community.

Mr G Smith, on behalf of the Committee, thanked the Project Team for the huge amount of work and personal commitment they had given to this project so far, and to the Chief Executive for her leadership.

The Committee concurred, and as there were no amendments, the meeting closed at 4.45 p.m.

**Decision:**

The Education and Families Committee RECOMMENDED to the Policy and Resources Committee that it RECOMMENDS that the Council RESOLVES to:

- NOTE (a) the content of the Full Business Case (FBC) for the Effective and Sustainable Tertiary Education, Research and Training in Shetland Project (hereafter referred to as 'the Project'); and (b) supporting documents from the Project's financial and legal advisers confirming that the FBC has been prepared in accordance with best practice and that there are no material obstacles to merger; AND
- APPROVE the merger of Shetland College, NAFC Marine Centre and Train Shetland.

The meeting concluded at 4.45 pm.

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Chair



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## **MINUTES**

## **A&B - Public**

**Education and Families Committee  
Council Chamber, Town Hall, Lerwick  
Monday 4 February 2019 at 10.00am**

**Present:**

**Councillors:**

P Campbell	S Coutts
C Hughson	E Macdonald
G Smith	T Smith
R Thomson	B Wishart

**Religious Representatives:**

T Macintyre	M Tregonning
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**Apologies:**

J Fraser	R McGregor
D Sandison	

**In Attendance:**

H Budge, Director – Children’s Services  
W Lowrie, Interim Depute Executive Manager – Children and Families  
R Sinclair, Executive Manager – Capital Programme  
S Thomson, Executive Manager – Schools  
N Watt, Executive Manager – Sport and Leisure  
S Flaws, Quality Improvement Officer - Early Learning and Childcare  
H Sutherland, Head of Planning and Modernisation, NHS  
K Johnston, Solicitor  
L Johnson, Active Schools Manager  
M Thomson, Management Accountant  
L Adamson, Committee Officer

**Chairperson**

Mr G Smith, Chair of the Committee, presided.

**Circular**

The circular calling the meeting was held as read.

The Chair advised on the importance of today’s agenda, with a strong theme of prevention running through all the reports. He said that while some of the reports have resources issues to maintain service levels, the focus for the Committee should be on prevention, to improve the life chances of the more vulnerable children and young people. He also referred to the aim in the Shetland Partnership Plan, for Shetland to be a safe and happy place for all children.

## **Declarations of Interest**

Ms Wishart declared an interest in Item 6, “Domestic Abuse and Sexual Violence Strategy 2018-23”, as a board member of Shetland Women’s Aid. Ms Wishart advised that she would leave the Chamber during that discussion.

## **Minutes**

The Committee confirmed the minutes of the meeting held on 18 December 2018, on the motion of Mr T Smith, seconded by Ms Wishart.

### 1/19 **External Audit Report - Care Inspectorate Report on Lunnasting Primary School Nursery**

The Committee considered a report by the Director of Children’s Services (CS-01-19-F) providing information on the Care Inspectorate Report following the recent inspection of the Lunnasting Primary School Nursery.

The Director of Children’s Services introduced the report, highlighting the Inspection Grades and areas of strength identified within the nursery. She reported that while no recommendations were made, the Care Inspectorate found four points to be taken forward by the nursery, as set out in Section 4.2.

In responding to questions, the Director of Children’s Services advised that the four points highlighted by the Care Inspectorate would be taken forward as part of the nursery’s improvement plan for next year. In terms of the two areas listed as ‘not assessed’ at Section 2.6, she explained that some inspection reports are proportionate, whereby should a suitable standard be reached in a previous inspection, that may not be an area of focus in a subsequent inspection.

During debate, the Chair referred to the strengths in the nursery as reported at Section 4.1, noting in particular the positive comments on involving parents and from the children who use the nursery. He added that the Service and users of the nursery can be proud of the outcome of the inspection.

#### **Decision:**

The Committee NOTED the content of the report.

### 2/19 **External Audit Report – Care Inspectorate Report on Mossbank Primary School Nursery**

The Committee considered a report by the Director of Children’s Services (CS-04-19-F) providing information on the Care Inspectorate Report on Mossbank Wraparound Care.

In introducing the report, the Director of Children’s Services highlighted the four ‘good’ inspection grades received on Mossbank Wraparound Care and the main areas of strength as set out in Section 4.1. She advised on the positive report, and said that while there were no concerns or recommendations there were a number of the points to be taken forward.

In responding to questions relating to the point raised by the Care Inspectorate for staff at the nursery to undertake training, the Director of Children’s Services advised that the majority of training would be

undertaken during in-service days and would be completed during the year and prior to the next inspection.

During the discussion, reference was made to the point raised by the Care Inspectorate at Section 4.2 that children would benefit from a more flexible routine. In that regard, the Chair referred to the change on how curriculum is expected to be delivered, increasing the involvement of children in their choices on learning. The Quality Improvement Officer – Early Learning and Childcare advised on the objective to get the best out of each young child through facilitating opportunities for children to be more creative, which she advised is an area being worked on at this time.

During debate, comment was made on the two positive Care Inspectorate reports presented to Committee, which evidence that children are being very well looked after in their nursery setting.

**Decision:**

The Committee NOTED the content of the report.

3/19

**Expansion of Early Learning and Childcare - Phasing and Capital Programme Plan - Update 2018/19**

The Committee considered a report by the Quality Improvement Officer – Early Learning and Childcare (CS-05-19-F) which provided an update on the Phasing and the Capital Programme Plan for the Expansion of Early Learning and Childcare.

In introducing the report, the Quality Improvement Officer – Early Learning and Childcare advised on the change in funding from the Scottish Government as set out at Section 4.2. She provided an update on the Funded Providers Working Group and on the additional staffing to support the expansion of early learning and childcare in Shetland. She also referred Members to the Project Construction Programmes, which set out the timelines for the works, at Appendix A.

Reference was made to the change in funding arrangements from the Scottish Government for the expansion of early learning and childcare, which the Scottish Government had previously confirmed would be fully funded. In that regard, it was reported that as part of the 2019/20 settlement, £91k has been taken out of the ring-fenced funding and is now part of the general revenue grant to the Council. It was confirmed that the £91k would be allocated to Children's Services to support early learning and childcare, however this will now impact on the Council's General Revenue budget.

In referring to the timelines for completion of the work at the four ELC settings, as presented at Appendix A, clarity was sought on the reason for the occupation dates at three of the nurseries being set for the week following the start of the school year. The Quality Improvement Officer – Early Learning and Childcare advised that the additional week is to ensure all internal works were complete prior to occupation. She added however, that she did not anticipate any delays and would work with the team in the Capital Programme Service to meet the deadlines set.

Responding to comments from the Chair on the tight timetables set, the Executive Manager – Capital Programme confirmed that this was a

priority project for the Technical team within the Capital Programme Service. He advised that only minimal changes have been made to the timescales since reporting to Committee in December 2018. The Executive Manager – Capital Programme provided an updated on each of the projects, confirming that expressions of interest for works to Cunningsburgh and Baltasound would be advertised this week, and that the works at Sound School and Bells Brae were both on schedule. He confirmed that the projects would be closely monitored and any issues would be reported to Members. In that regard, the Chair referred to the time critical nature of the projects, and stressed the importance for the Committee to be informed on any issues in early course. He also referred to the funding that can be deployed should additional resources be required to deliver the new service model.

In responding to concerns regarding the potential for slippage on the projects during the busier construction phase within the summer holiday period, the Executive Manager – Capital Programme advised that the team were focused to follow the programme and deliver the projects as planned. He added that the projects being located at different areas of Shetland should spread the works around the whole contractor community, which he said should mitigate the risk of delay to some extent.

In responding to a question, the Quality Improvement Officer – Early Learning and Childcare provided an overview of the calculation on capacity following delivery of the expansion programme, advising on the likelihood that there would be over capacity across Shetland. She referred however on the uncertainty due to the flexibility for parents to choose the number of hours their child would be at nursery, however there should be a better indication on capacity calculations following the Early Years Registration week, which she advised was currently underway. In responding to a further question, she advised on the Allocations Policy that would be followed should circumstances arise whereby there is excess demand for a particular nursery setting.

In response to a question, the Quality Improvement Officer – Early Learning and Childcare advised on proposals for works to be carried out to ensure sufficient capacity at Little Tykes nursery in Tingwall, during August 2020.

During the discussion, clarity was sought on procedures in place should tenders come in above budget. The Executive Manager – Capital Programme advised that, in line with Council's Contract Standing Orders, the issue would first be referred to CMT where it could be agreed that the decision be taken at officer level, or depending on the scale of the increased cost, presented to Members for decision. The Chair confirmed that a special meeting would be arranged should it be necessary to expedite a decision from Committee.

During debate, the Chair commented on the importance of prevention and for children and young people to get as good an early start as possible, being a key priority for the Council. He made reference to the recent positive reporting in the media on the expansion of early learning and childcare, which he said informed on some of the challenges, but also highlighted the good working within the Service and the schools to

take forward the project. He also referred to the assurance that any potential delays to the programme would be brought to the attention of the Committee. The Leader commented on the positive progress being made, particularly with the Council being a small local authority. He advised however on his concerns on the financial aspects of the project, where the cuts in ring-fenced funding will have impacts elsewhere in the Council.

**Decision:**

The Committee NOTED the updated position in relation to the expansion of Early Learning and Childcare.

4/19

**Asset Investment Plan - Business Case: Residential Childcare**

The Committee considered a report by the Executive Manager – Capital Programme (CPS-01-19-F) presenting the Full Business Case for Residential Childcare for Looked After Children.

In introducing the report, the Executive Manager – Capital Programme advised that the Full Business Case had included comparisons on available sites, timescales and costs between the Council building the residential facility or to commission Hjaltland Housing Association (HHA). He confirmed that following that further assessment the preferred option was still to procure the facility in partnership with HHA.

In responding to questions, clarity was provided on the range of accommodation facilities considered in the shortlisted options. The Interim Depute Executive Manager – Children and Families confirmed that Option 3 was the preferred option, providing 4-5 additional beds, where children can have short or long-term placements. This arrangement would support young people moving forward with independent living skills, in line with Continuing Care legislation. Option 3 would also reduce the need for off-island placements, however some off-island placements would still be required for specific educational or medical needs.

Responding to a question, the Interim Depute Executive Manager – Children and Families advised on the duty of care, in terms of providing support to young adults to plan to move on in their lives, and she confirmed the duty of care to continue to support young adults up to the age of 25 years.

In responding to a further question, the Interim Depute Executive Manager – Children and Families advised on the shift nationally on the qualification requirement for residential care staff. In term of training of residential care staff, a plea was made to use local training facilities in the first instance.

In response to a comment, the Executive Manager – Capital Programme clarified that in taking forward Option 3, the Council would have clear title and ownership of the residential care facility.

During debate, Ms Macdonald commented on the excellent report, which she said presented a very clear case for Option 3. Ms Macdonald moved that the Committee approve the recommendation in the report. Mr Campbell seconded.

**Decision:**

The Committee considered the terms of the report in relation to the impact on services and functions, and RECOMMENDED that the Policy and Resources Committee approve preferred Option 3, as set out in Appendix A, for recommendation to Council.

5/19

**Shetland Islands Integrated Children's Plan: Annual Report 2017-18**

The Committee considered the report by the Director of Children's Services, Shetland Islands Council and the Director of Nursing and Acute Services, NHS Shetland (CS-03-19-F) that presented the first Integrated Children's Plan, Annual Report.

The Director of Children's Services introduced the report, advising on the four key themes of the Plan as set out in Section 2.3. She thanked the Head of Planning and Modernisation, NHS, and the officers from all the organisations who provide services to young people in Shetland who have been involved in developing the Plan.

The Chair commented on the detailed report, which he said gave assurance on the multi-agency approach to tackle issues and address inequality and poor experiences, and to make sure all young people and children can feel that Shetland is a safe and happy place to live.

In responding to a question, the Interim Depute Executive Manager – Children and Families provided an overview of the regular dialogue and joint working with midwives in terms of early intervention and prevention.

Reference was made to the table on Page 21 of the Plan, which set out the Child Protection Committee activity for the year 2017/18, where clarity was sought on the report that there was only one child on the Child Protection Register at 31 March 2018. The Interim Depute Executive Manager – Children and Families confirmed that at that particular date, only one child had been on the Register. She went on to advise that there were a number of reasons for children to come off the Register, but that generally there would be 5-6 children on the Register at any one time.

In responding to a question relating to the tackling inequalities agenda, at Page 37 of the Plan, the Committee was advised on proposals for a pilot scheme to provide free schools meals during the October school break in Lerwick and the North Isles. It was advised that details of the scheme are being progressed and that a report would be presented to Committee in due course to advise on uptake and feedback from the pilot.

In referring to the graph on Page 60 of the Plan, reference was made to the noted decrease in the percentage of pupils who have entered positive destinations after leaving school. The Director of Children's Services advised on her concern that Shetland was now below the Scottish average on this Indicator. She advised however that while the numbers were low in Shetland, it was important that there was an improvement in this area. In that regard, she advised that work would be undertaken with the school leavers to endeavour to find meaningful destinations, and that progress would be monitored. In response to a suggestion, it was agreed that updates on this indicator would be provided to Committee within the Performance Monitoring reports.

During debate, comment was made on the welcomed report, which informed on the early intervention and prevention approach, and for partnership working to improve the outcomes for families in Shetland. On the motion of Mr G Smith, seconded by Mrs Hughson, the Committee approved the recommendation in the report.

**Decision:**

The Committee APPROVED the Shetland Islands Integrated Children's Service Plan: Annual Report 2017-18, for publication.

*(Ms Wishart left the meeting).*

6/19

**Domestic Abuse and Sexual Violence Strategy 2018-23**

The Committee considered a report by the Consultant in Public Health Medicine, NHS Shetland (CC-08-19-F) that sought approval for a revised Domestic Abuse and Sexual Violence Strategy, on behalf of the Shetland Domestic Abuse Partnership.

The Head of Planning and Modernisation, NHS, introduced the report, and provided an overview of the Strategy, attached as Appendix 1.

The Chair commented on the importance to present the Strategy to Committee, as both children and adults can be affected and impacted by domestic abuse and sexual violence.

In responding to a question from Ms Macdonald, relating to one of the medium term actions on Page 16 of the Strategy, the Head of Planning and Modernisation advised on the proposed multi-agency approach to develop and implement a comprehensive programme for preventative work in both primary and secondary schools, covering domestic abuse and sexual violence primarily. She advised however that she could provide Ms Macdonald with further detail on the programme.

In responding to a question, it was clarified that the timeframes for the priority, short, medium and longer-term actions were set out in Section 5 of the Strategy.

During debate, concern was expressed on the reduction in funding and the impact on service delivery into the future. While acknowledging the recurring theme in terms of adequate resources, the Chair advised on the need for the Committee to focus on the impact of the Strategy and Plan to ensure young people are kept safe.

On the motion of Mr G Smith, seconded by Ms Macdonald, the Committee approved the recommendation in the report.

**Decision:**

The Committee:

- COMMENTED and REVIEWED issues seen as significant to meeting the objectives of the Shetland Islands Health and Social Care Partnership's Strategic Commissioning Plan 2017-2020 with regard to Domestic Abuse and Sexual Violence; and

- APPROVED the Shetland Domestic Abuse and Sexual Violence Strategy 2018-2023.

*(Ms Wishart returned to the meeting).*

7/19

**Commonwealth Games 2014 – A Legacy for Shetland 2017/18 Update**

The Committee considered a report by the Executive Manager – Sport and Leisure (CS-02-19-F), which provided information on areas of work undertaken by the Sport and Leisure Service during the academic year 2017/18 to monitor the legacy outcomes for Shetland from the Commonwealth Games 2014. The report also included information on the national key performance indicators.

The Executive Manager – Sport and Leisure summarised the main terms of the report. He confirmed the steady improvement in the performance indicators over the last few years, other than in “School to Club links” as reported in Section 4.8.

In response to a question, the Active Schools Manager reported that the decrease in the number of School to Club links could be a consequence of long-term sickness and a vacancy within the service, and also that a number of clubs do not have capacity in terms of volunteers. In that regard, the Chair acknowledged that while individuals may be interested to deliver sports, the increasing requirements and bureaucratic processes could discourage people from volunteering.

In responding to questions, the Executive Manager – Sports and Leisure advised that a detailed economic assessment had not been undertaken from when Shetland hosted the Island Games in 2005, however there had been significant benefits in terms of facilities, and from training officials and umpires and in coach development. He advised on the proposal for Shetland to bid to host the Islands Games in 2027, or any future Games, and confirmed that a full legacy outcomes assessment would be undertaken as part of that project. Mr Campbell advised also on the proposal for Shetland to bid for the Tall Ships in 2023, adding that Sail Training International look for a legacy element as part of the bids.

During debate, the Leader commented that the community should be proud of the achievements as presented in the Annual Report, which he said was a credit to the staff and volunteers involved. In that regard, he made reference to the ‘Deliverers’ indicator informing that in 2017/18 93% of the people coaching or assisting with sports activities were volunteers, which he said was to be commended.

**Decision:**

The Committee NOTED the contents of the report and its appendix and made relevant comments on the Sport and Leisure Service’s progress on the national key performance indicators highlighted in the report.

The meeting concluded at 11.30am.

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Chair



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## **MINUTES**

## **A&B - Public**

**Special Education and Families Committee  
Main Hall, Town Hall, Lerwick  
Monday 25 February 2019 at 10.00am**

**Present:**

**Councillors:**

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

**Religious Representatives:**

M Tregonning

**Apologies:**

S Coutts	H Rankine
T Macintyre	B Wishart

**In Attendance:**

H Budge, Director – Children’s Services  
C Ferguson, Director – Corporate Services  
J Manson, Executive Director – Finance  
C Anderson, Senior Communications Officer  
A Cogle, Team Leader – Administrative Services

**Chairperson**

Mr G Smith, Chair of the Committee, presided.

**Circular**

The circular calling the meeting was held as read.

**Declarations of Interest**

None.

8/19      **2019/20 Budget and Charging Proposals – Education and Families Committee**

The Committee considered a report by The Executive Manager – Finance (F-008-19-F) outlining the budget and charging proposals for 2019/20.

The Executive Manager – Finance summarised the key issues as set out in section 4 of the report, and provided a further detailed explanation as to the information contained in the appendices. The Director of Children’s Services then provided further detailed information as to the information contained in the appendices, highlighting in particular the plan to review the legal agreement with the Shetland Recreational Trust for the use of their facilities.

In response to questions from Mr Tregonning, the Executive Manager – Finance confirmed that the Teachers’ pay award was included at 3% as per the national offer. Negotiations were still ongoing in this matter with the EIS at a national level, and a strike ballot was due shortly, but no further provision could be made until those negotiations were concluded. He added that the Scottish Government had given a commitment that it would meet its fair share of any revised award, although the detail of that had not yet been advised. The Executive Manager – Finance went on to advise that the Teachers’ Pension increase has arisen from a change in UK legislation. He added that the Employers’ funding for this would be received from the Scottish Government, provided the UK Government allocation was distributed but this would not be until after 31 March.

The Director of Children’s Services confirmed that all rural students received swimming lessons during periods when the pool is open, and for a six week block.

Mr J Fraser referred to the increased need within the ASN Service for Educational Psychology Services, resulting in an increased budget of £5.4m, and asked whether this provision could sit with the IJB. However, the Director of Children’s Services advised that some financial support was provided to that area from the IJB and the service was paid for through that line of funding.

Referring then to Appendix 3, Mr Fraser asked whether the cost of dinner, bed and breakfast for adults, sometimes parents, visiting or staying at the Halls of Residence during holiday periods, could be regarded as excessive. The Director of Children’s Services advised that whilst the standard of meals was of excellent quality, it was still a matter of choice, and the Council was obliged to recover all its costs above and beyond the cost of the meals themselves, such as overheads and staffing, particularly during holiday periods.

Mr P Campbell referred to the increased cost of delivering PE for the AHS at Shetland Recreational Trust (SRT) facilities and asked if the increase in costs due to swimming would be offset by a decrease in the costs for use of other facilities. The Director of Children’s Services explained that an increase was always expected due to the fact that the old AHS had its own PE facilities, but the cost was now attributed to a shared use of the Clickimin facilities with other schools. Mr Campbell asked that Members be provided with details as to the costs of hiring SRT facilities, for the Clickimin in particular, in relation to use by students in Lerwick and rural schools.

Mr D Sandison referred to section 4.2.1 and asked what the level of increase in demand for ASN from outwith Shetland was attributed to. The Director of Children’s Services advised that there had been an increase in young families moving to Shetland with ASN requirements at all stages of early learning. Regarding the presumption towards mainstreaming, the Director advised that the increased costs were as a result of requirements for extra support across a number of different settings rather than one, and the increased costs shown in the Appendix was linked to increased demand.

Regarding a query concerning the Clothing Grant, as shown in Appendix 2, the Director of Children's Services advised of the national agreement that requires a minimum grant of £100, and this therefore placed an additional demand on the budget, but no material change in the number of grants.

Ms C Hughson asked if the service was still using SRT facilities for classrooms and if so, was this for a short term only, or permanent. The Director of Children's Services advised that an area was set aside in the Clickimin for PE based classroom requirements, and this was one of the issues that would be looked at during a review of the contractual arrangements, later this year.

With regard to charges, the Committee noted that the hire charges for Islesburgh and the Gilbertson Park were thought to be broadly in line with SRT charges.

Ms E Macdonald referred to paragraph 4.2.1 and to the ASN increase in additional premises, and asked if this was a temporary measure, or likely to be an ongoing one. The Director of Children's Services said that the service would always encourage, where it can, young people being integrated within mainstream activities. In this regard, and in order to accommodate this, it has been necessary to look at provision within other premises. She said it was hoped this would be for a short period of time initially, but it remained a consideration for the future to ensure that all young people's needs are being addressed.

In response to a further question from Ms Macdonald regarding the new charge for remote instrumental instruction, the Director of Children's Services advised that this was being trialled at the moment with the Instructor conducting 2 out of 3 lessons through remote teaching, with a view to reducing costs in travel but also to allow flexibility in the provision of support staff. She confirmed that this had been trialled in the Western Isles and it had worked there quite successfully, although with a different instrument. The Director of Children's Services confirmed that she would be reporting on this trial to the Committee in due course.

Regarding the lack of a gym at the new AHS, the Director of Children's Services said that this had been agreed at the design stage, as Scottish Government and Scottish Futures Trust were keen to see the use of shared facilities where it was possible, and so this had been encouraged in the design. She went on to say that it had to be recognised that the costs of using the facilities at the Clickimin did not just fall to the AHS, but to other schools outwith Lerwick who use the facilities.

Mr R Thomson referred to the budget activities in Appendix 2, and asked what the mechanism was for changing a status from red to amber, or amber to green. The Executive Manager – Finance said it was a simple objective scale that was used based on the scale of change and wider impacts on the Council. The Executive Manager - Finance agreed to provide Members with details as to the thresholds used for determining the RAG ratings for the changes in budget activities.

In response to further questions, the Director of Children's Services said that an estimated 350 applications for clothing grants was a fair estimate at this time.

Mr P Campbell said that last year some concerns had been raised regarding use of part of the Clickimin for examination purposes, and asked if this was going to happen again this year. The Director of Children's Services said that by working alongside the community concerned, including the Indoor Bowlers, a compromise had been reached for this year so the space would continue to be used.

Mr G Smith referred to Appendix 3, and to the nursery meal charges being introduced for the private sector, which would be higher than a local authority provider. The Director of Children's Services said this reflected the cost of provision by the Council. She said that those costs had not increased this year, and reminded the Committee that free school meals were to be introduced in 2020, and so it would be a matter for the Committee to decide if it wished to recommend all of the school meal charges being equalised.

Referring to Pupil Equity Funding (PEF) and Free School Meals, Mr G Smith asked, had the PEF been distributed according to the formula used for distribution of Free School Meals funding, if there would be additional funding. The Executive Manager – Finance confirmed that if the Free School Meals formula had been used, the Council could have expected a share of 0.72% from the PEF pot, or £864k. If the distribution was based on all of education, then the Council could have expected a share of 0.62%, or £739k. He added that, as things stood, the Council was to receive £214k, or 0.18% of the wider £120m on offer. Mr G Smith said that this illustrated that the Council was potentially losing out on around £500K to £650K of funding because the Scottish Government had chosen to deliver its funding based on free school meals rather than a formula based approach.

The Chair thanked officers for their responses to Members questions, and to other staff across the Council who had worked hard to produce this budget. He said that the budget had been produced against a backdrop of reduced resources from the Scottish Government, and a will to have a budget that recognises the additional costs being faced. The Chair said he made no apologies for the growth in this budget, saying that it was a reflection of a caring authority that wants to do the best for young people and their families. The Chair said he was disappointed that the settlement from the Scottish Government meant that the Council had to reduce services such as youth work and it would now have to reduce services that are critical to an early intervention approach. However, he said that credit was due to officers in bringing forward the budget proposals today.

The Chair went on to say that ring-fenced funding was working against the Council, and the way in which Free School Meals was being used as an indicator for PEF illustrated that. He said the Council was striving to reduce the poverty gap, and so much more could be achieved if the funding distribution formula was changed. The Chair also said he was interested to hear that the Scottish Government would match its fair share

of the cost pressures from teachers' pay and pensions, but the PEF distribution formula was unfair.

Mr G Smith moved that the Committee approve the recommendations to Policy and Resources Committee at paragraph 1.1, and note the Service Redesign Briefing at 1.2, and in Appendix 4. In addition, Mr Smith moved that the Committee also recommend that the proposed new charge for Nursery Pupils – Private Nursery Meals be equalised with the interim charge for local authority Nursery Pupils at £1.80. Mr P Campbell seconded.

Mr D Sandison referred to the SRT element of the charges, and the arrangements for use of their facilities. He said it was recognised that the SRT have to cover their costs, but it was also important to keep an eye on those arrangements to ensure they were mutually beneficial. Mr Sandison went on to say he was pleased with the way in which extended hours for early learning and childcare was rolling out, and noted where the Scottish Government was funding such expansion, but the Council should also note the substantial risk and challenge to the Council if any of that funding was to be held back or not delivered.

Mr Tregonning referred to the increase in staff costs and suggested this was not likely to be 3%, but more, and was sceptical of the Scottish Government providing funding for that. Regarding PEF, he noted that there were better methods of calculating the funding distribution. Mr Tregonning then referred to the recent introduction of Parent Pay for school meals, and applauded its use, particularly as a way of removing stigma around free school meals. He went on to say that he was not sure he agreed with the motion regarding the charges for private nursery meals, in that the Council would then be subsidising private business.

The Chair said it was only fair to mention that the Scottish Government were willing to look at other measures for calculating PEF distributions, and he was of the view that it should be distributed as part of the General Fund distribution. The Chair said this would give the Council more funding, but the current method meant the funding was ring fenced, as well as using a formula that results in the Council losing out in the order of around £500k.

Ms Hughson said she disagreed with Mr Tregonning regarding the issues around private nursery provision, as not all such nurseries were run by private business but by third sector organisations and were still required to meet all of the same criteria that local authority nurseries had to meet in terms of regulation, inspection and delivery of the curriculum. Ms Hughson went on to commend staff for their hard work in delivering the budget options for Members. She went on to say that young people were an important focus and their futures had to be invested in, but cutting budgets would have an adverse impact at some point.

The Chair said it was recognised that, if approved, there would be an increase of 1% in terms of the target, and most of that was targeted towards ASN or Educational needs. He went on to say that whilst academic results and positive destinations for young people were still quite high, he remained concerned regarding the reduction in youth services and in other areas such as the Library Service, all which

supported lifelong learning and healthy lifestyles. The Chair said it was a false economy to be reducing some of those budgets, and would cause harm to some of the intended outcomes, and the Council would end up having to make unsustainable draws on its reserves because the Scottish Government was not giving local authorities their fair share of funding.

The Chair concluded by thanking everyone for their contributions, questions and debate, and there being no one otherwise minded, declared the motion the finding of the meeting.

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**Decision:**

The Education and Families Committee:

- **RECOMMENDED** to Policy and Resources Committee and Council that they approve the budget proposals for 2019/20 included in this report and set out in detail in the Budget Activity Summary (Appendix 2) and the Schedule of Charges (Appendix 3), with the exception of the new charge for Nursery Pupils – Private Nursery Meals which should be equalised with the interim charge for local authority Nursery Pupils at £1.80, to be included in the overall SIC Budget Book; and
- **NOTED** the content of the Service Redesign Briefing (Appendix 4).

The meeting concluded at 11.10am.

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Chair



## MINUTES

## A&B - Public

**Education and Families Committee**  
**Council Chamber, Town Hall, Lerwick**  
**Monday 4 March 2019 at 10.00am**

**Present:**

Councillors:

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

Religious Representatives:

M Tregonning

**Apologies:**

S Coutts	T Macintyre
H Rankine	

**In Attendance:**

H Budge, Director – Children’s Services  
J Sutherland, Deputy Executive Manager – Children’s Social Work  
K Johnston, Solicitor  
J McLeod, Performance and Improvement Adviser  
M Thomson, Management Accountant  
L Geddes, Committee Officer

**Chairperson**

Mr G Smith, Chair of the Committee, presided.

**Circular**

The circular calling the meeting was held as read.

**Declarations of Interest**

None

09/19 **Children's Services Performance Report - Six Months / Third Quarter 2018/19**

The Committee considered a report by Director of Children’s Services (CS-07-19-F) summarising the activity and performance of Children’s Services Directorate for the third quarter of 2018/19.

The Director of Children’s Services summarised the main terms of the report, advising that information pertaining to the financial performance of the Directorate would now be contained within this report rather than being reported separately, as was previously the case. The Directorate was predicted to have a revenue overspend of £785,000, which equated

to 1.8% of the overall budget. The information previously requested in relation to the increased requirement for SRT facilities to deliver PE was currently being worked on, and would be circulated when complete. She also confirmed that the national report on the readiness for empowerment inspection of Scottish Local Authorities – referred to in paragraph 4.2 of the report – had now been published, and she advised that she intended to present an update on the work of the Northern Alliance to the May meeting of the Committee.

She went on to say that the preliminary work carried out in relation to Pupil Equity Funding appeared to demonstrate that the funding was helping to reduce the attainment gap, and this would be the subject of a report to the Committee in future. She also highlighted the positive feedback received from parents, young people and employers following the recent Careers Event held at the Anderson High School, and the forthcoming participation in 'Scotland's Biggest Parents Evening' as part of Scottish Apprenticeship week. With regard to the increased sickness levels in Children's Services over the last quarter, she confirmed that for the first time in many years it had been necessary to close two schools due to staff and pupil illness. The increased sickness levels also meant that there were increased costs in respect of supply teachers. She also pointed out that there were now fewer complaints being submitted and fewer Ombudsman investigations, and this could be as a result of the work that the Council was carrying out to resolve complaints at an earlier stage.

The Chair advised that the Northern Alliance conveners met twice yearly to review progress on the thirteen work streams, and the bidding process for the next round of funding had now started. He went on to say that he was hopeful that the progress being demonstrated regarding the empowerment agenda across Scotland would mean that the Scottish Government would not seek to legislate by introducing the new Education Bill. In response to a question, he advised that the Cabinet Secretary – Education and Skills was engaging with the Council regarding the mechanism for distribution of Pupil Equity Funding. It was recognised that uptake of free school meals was not the best mechanism, and work was ongoing to look for an alternative. However, for example, if the General Fund allocation mechanism was employed instead, Shetland would receive an additional £0.5million Pupil Equity Funding.

It was questioned if the Council could use the data demonstrating that the attainment gap was being closed to make a case for more Pupil Equity Funding.

The Chair said that it had been a political decision to direct funding to areas most in need, and unfortunately this did not include Shetland. However the Cabinet Secretary was willing to go some way to addressing the issue, but he doubted that ring-fencing would be removed and funding distributed via the General Fund. The low uptake of free school meals was not unique to Shetland and affected all island authorities.

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

- Consideration had been given to whether the closing of the attainment gap indicated that those previously underperforming were now improving, or whether it indicated that others were now not performing as well. It was taking some time to analyse the information received, but it appeared to demonstrate that the former was the case.
- Following the recent careers event, the Developing the Young Workforce Co-ordinator had collated response sheets from those attending and these had illustrated that young people were perhaps unaware of the wide range of job opportunities that existed. So engagement would continue with relevant parties to make sure that that young people were fully aware of all opportunities.
- There continued to be difficulty in recruiting to teaching and social work positions, but there had been some positive progress in filling vacancies recently. The Council was looking at various new ways of promoting Shetland, particularly via social media, and participated in college and university recruitment fairs. Human Resources were currently working on creating a workforce strategy.
- Work was taking place with the voluntary sector to engage young people in the emotional wellbeing project, and the Open Peer Group had been commissioned to engage young people to support the project.
- The Scottish Trade Union Congress mental health training course for school based managers would be funded by the EIS, with the Council paying for supply cover. Uptake information was currently not available, but it could be offered to a maximum of 20 people.
- The number of off-island placements should reduce in future due to the service redesign currently taking place. It may be the case that it would be more appropriate to hold the budget in contingencies because numbers were difficult to predict each year, but Members understood the reason for the overspend in this budget area.

The Chair said that he was reassured that budgets were being managed correctly and that overspends were being minimised. However there were areas that were difficult to predict and outwith the Directorate's control, such as off-island placements and sickness cover.

It was commented that it was heartening to see the low number of complaints relating to the Directorate, and it was also suggested that more innovative measures could be taken with regard to recruitment – such as attracting people on working holidays who may be interested in short-term positions. Joint working could also take place with NHS Shetland who experienced similar recruitment issues.

**Decision:**

The Committee discussed the contents of the report, and made relevant comments on progress against priorities to inform further activity and the planning process for the remainder of this year and the next.

The Committee considered a report by the Director of Children's Services (CS-08-19-F) presenting the findings of a recent inspection carried out by the Care Inspectorate.

The Director of Children's Services summarised the main terms of the report, advising that there had been no required actions. A number of points had been highlighted by the Care Inspectorate, and work was taking place to address these points.

Responding to a question, she said that she felt that the report reflected the benefits of the nursery being involved in the pilot Early Learning and Childcare project. All learning points from the pilot project were being shared with other settings.

It was commented that again the Care Inspectorate had stated that the quality of staffing, management and leadership had not been assessed, but that it was clear from the report that this was not the case.

**Decision:**

The Committee NOTED the content of the report.

11/19

**External Audit Report (Care Inspectorate) - Short Breaks for Children**

The Committee considered a report by the Deputy Executive Manager - Children's Social Work (CS-09-19-F) presenting the findings of an inspection carried out by the Care Inspectorate.

The Deputy Executive Manager - Children's Social Work summarised the main terms of the report, advising that the findings demonstrated that there had been significant improvement since the last inspection. There were no requirements from this inspection but there had been two recommendations, and an action plan had been submitted to explain how these would be taken forward.

Responding to questions, he said that improved communications would help address the recommendations. The recommendation from the earlier inspection that had not been dealt with was as a result of misinterpretation. It had been a very generic recommendation and had not been clear exactly what was required by the Care Inspectorate.

The Committee passed on their congratulations to staff for the positive report.

**Decision:**

The Committee NOTED the content of the report.

12/19

**Cardio Pulmonary Resuscitation in Secondary Schools**

The Committee considered a report by the Quality Improvement Officer (CS-10-19-F) regarding the incorporation of Cardio Pulmonary Resuscitation (CPR) into the curriculum.

The Director – Children's Services summarised the main terms of the report, advising that all secondary schools had received resources from the British Heart Foundation to support the teaching of CPR skills as part of its "Nation of Lifesavers" campaign. The Curriculum for Excellence

required children and young people to be able to demonstrate how to respond to a range of emergency situations at a level appropriate for their age and stage. Some schools already delivered CPR training, and the report demonstrated the Council's commitment to deliver this for all secondary school pupils in Shetland.

Responding to questions, she advised that the commitment was to deliver the training to pupils first, rather than teachers and school-based staff. There had been some initial discussions regarding the installation of defibrillators, and the Directorate was currently considering which buildings would be best placed in communities.

It was noted that there were charities that could assist with the installation of defibrillators thereby reducing the financial cost to the Council.

Members commented positively on the proposals in the report.

**Decision:**

The Committee NOTED the content of the report.

The meeting concluded at 11.00am.

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Chair





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>6 May 2019</b>
<b>Report Title:</b>	<b>External Audit Report: Care Inspectorate Report on Windybrae Residential Childcare Service</b>	
<b>Reference Number:</b>	<b>CS-14-19-F</b>	
<b>Author / Job Title:</b>	<b>Deputy Executive Manager, Children's Social Work</b>	

### 1.0 Decisions / Action required:

1.1 Education and Families Committee is asked to NOTE the contents of this report, and the attached Care Inspectorate Report for 'Windybrae'.

### 2.0 High Level Summary:

2.1 In August 2014, a policy and procedure was approved by 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 an inspection carried out by the Care Inspectorate on the Windybrae residential childcare service.

2.3 The quality grades awarded from the inspection were as follows:

Quality of Care and Support	5 – Very Good
Quality of Environment	4 – Good
Quality of Staffing	5 – Very Good
Quality of Management and Leadership	4 – Good

### 3.0 Corporate Priorities and Joint Working:

3.1 Shetland's Islands Council's Corporate Plan 2016 - 2020 highlights children and young people as a priority, in particular:

*“Children and young people from vulnerable backgrounds and in care will be getting the learning and development opportunities that allow them to fulfil their potential” and*

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

<b>4.0 Key Issues:</b>	
4.1	Windybrae has been operation since April 2017 and initially operated under the 'Children's Residential Services' registration. Windybrae was registered as a separate service with a new registration number in December 2017.
4.2	Windybrae is located in Dunrossness, and provides residential childcare for up to three young people.
4.3	As this is the first inspection of the newly registered service, all four quality themes were considered by the Care Inspectorate.
4.4	The inspection highlighted particular strengths, including: <ul style="list-style-type: none"> <li>○ Young people had positive nurturing relationships with staff, and were being supported to develop skills for adulthood</li> <li>○ Staff were committed to the young people, and to ensuring they had positive experiences</li> <li>○ A range of supportive systems were in place to encourage personal and professional development</li> </ul>
4.5	There were no requirements or recommendations made as a result of this inspection.
<b>5.0 Exempt and/or confidential information:</b>	
5.1	None
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	The young people at Windybrae were involved in the inspection and the Care Inspectorate report is publically available through their website. The inspection highlighted areas for strength, and the service will continue involving young people in ongoing development.
<b>6.2 Human Resources and Organisational Development:</b>	None
<b>6.3 Equality, Diversity and Human Rights:</b>	None
<b>6.4 Legal:</b>	None
<b>6.5 Finance:</b>	None
<b>6.6 Assets and Property:</b>	None
<b>6.7</b>	None

<b>ICT and new technologies:</b>	
<b>6.8 Environmental:</b>	None
<b>6.9 Risk Management:</b>	There are robust procedures, effective staff training and support in place to ensure that effective control measures are in place to minimise any risks.
<b>6.10 Policy and Delegated Authority:</b>	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. This report is for noting only and no decisions are sought at this time.
<b>6.11 Previously considered by:</b>	None.

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Report finalised: 25 April 2019

**Appendices:**

Care Inspectorate Report – Windybrae (January 2019)

**Background Documents:**

None

END



## Windybrae Care Home Service

Windybrae  
Dunrossness  
ZE2 9JD

Telephone: 01595 744260

**Type of inspection:**

Unannounced

**Completed on:**

21 January 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 three 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 Island Council's social work services for children and young people.

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

This was the first inspection of the service since it became separately registered (having previously been part of the registration of 'Children's Residential Services' Shetland).

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

## What people told us

The inspector spent time with both of the young adults who lived at Windybrae. Both were very settled living there and described very good relationships with the adults who cared for them. They felt they were generally doing well, were supported to develop self-care skills and were very much part of the local community.

## Self assessment

No self assessment was requested by the Care Inspectorate in this inspection year.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

The young adults living at Windybrae had positive, nurturing relationships with the people who cared for them. Staff knew the young people well and spoke about them with knowledge, warmth and affection. They had real hope that their future lives would be very positive and were wholly committed to supporting this.

Support plans identified the hopes and dreams of each young person and used the SHANARRI wellbeing indicators to identify any specific areas for growth. Action plans, risk assessments and safety plans then

identified the specific strategies of support for the young person. Plans were updated regularly by the 'key group' and young person. Where helpful, external staff were involved in additional focussed support to ensure the young people remained safe and healthy and develop effective strategies to keep themselves safe.

Both of the young adults were fairly independent and were continuing to develop the skills they would need in their future lives. A life skills development sheet had been recently introduced which would help to focus the skills the young people were developing in preparation for the move to their own accommodation in the future.

Young people were encouraged to be healthy, however, were of an age where they were making their own choices regarding leisure activities and food. Staff, and the school nurse, did encourage healthy lifestyles, including food choices, oral health and education about personal safety. Young people were encouraged to take responsibility for their own medication and provided with the resources to store this safely.

Organisational child/adult protection procedures were robust with systems in place to ensure staff were trained, and supported to understand their responsibilities. Incidents and accidents were also well recorded and monitored to ensure staff and young people were protected and supported and that senior staff had a good overview of any concerns. All staff had completed child protection training with plans in place for Child Sexual Exploitation (CSE) training in March/April 2019.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

Windybrae is a detached property set in a rural area of Shetland. The property benefits from the ability to provide two separate 'self sufficient' houses within one, should this be beneficial (or one larger home if preferable). There are neighbouring properties, a shop and bus stop relatively close, however, largely it benefits from the peaceful and scenic surroundings of a small village.

At the time of the inspection there were two young adults living in the main part of the house. Communal areas were well maintained and decorated and reflected the interests of the young people. All young people had their own bedrooms which they could personalise to their individual taste.

The 'other' part of the house was largely used for meetings and office space, though there had been young people living there for short periods. Plans had been identified and agreed for work to be completed to take it up to a similar standard to the main part of the house.

Repairs and essential maintenance checks were carried out by a maintenance man employed by the organisation. He regularly visited the property to carry out a schedule of checks and any remedial work identified by staff.

The service had a 'house car' which most of the staff were able to drive, and which was needed to support young people to travel to the local town and around Shetland (though there is also a bus service). Systems were in place to ensure car maintenance checks and services were carried out and driver documentation checked to ensure the safety of all passengers.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

Staff were committed to the young people they cared for and to ensuring they had a positive experience. Young people were seen to enjoy spending time with staff who knew them well and were genuinely interested in their wellbeing. Young people had benefitted from a stable staff team providing consistent care.

Staff recruitment procedures were not examined at this inspection, however, previous inspections confirmed that the local authority (Shetland Island Council) had robust procedures in place. Senior staff stated that they were reviewing the induction procedure for new staff (however, a 'newish' member of staff commented very favourably on the supportive induction they had received).

Core training and qualification was good with staff having access to e-learning and external courses. Three members of staff were completing professional qualifications relevant to their role. All of the staff were registered with the Scottish Social Services Council (SSSC).

A range of supportive systems were in place to encourage personal and professional development. Regular team meetings, staff supervision and appraisal provided the opportunity for ongoing opportunities and support. Plans were in place to consider how staff could take a greater role in leading and mentoring and therefore develop professionally.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of management and leadership

### Findings from the inspection

The manager of the service was accessible and supportive and had a positive vision for the future of the service. The lack of a senior staff member had impacted on the more developmental aspects of the manager's time, with the focus having to be on the day-to-day running of the service. This had been resolved shortly before the inspection, with the appointment of an experienced senior member of staff, allowing the delegation of tasks and responsibilities.

In addition to the support systems noted earlier (see 'Quality of staffing' in this report) the children's resources team and seniors/managers also met regularly to ensure that the provision for children and young people was responsive and that new and best practice was shared and developed.

Quality assurance processes included a range of internal and organisational checks and audits. The quality and standards department completed a range of auditing checks and visits, while the safety and risk department had an overview of incident reports. Both provided support and guidance and action plans to meet any identified areas for improvement. Some of the internal auditing systems had not been completed, however, were part of a plan now that a senior member of staff had been recruited to the team.

The children's services improvement plan (2016-25) had been reviewed to identify progress on identified action points. The organisation also had an integrated children's services plan 2017-2020, which identified their priorities and vision for the forthcoming years, including their residential provision. Plans included increasing residential provision and the introduction of a theoretical model of care for residential services (which the organisation were continuing to research at the time of the inspection).

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

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

## Previous requirements

There are no outstanding requirements.

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

## Previous recommendations

There are no outstanding recommendations.

## Complaints

There have been no complaints upheld since the service was registered.

## Enforcement

No enforcement action has been taken against this care service since it was registered.

## Inspection and grading history

This service does not have any prior inspection history or grades.

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

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<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>06 May 2019</b>
<b>Report Title:</b>	<b>External Audit Reports – Care Inspectorate Reports on Sandwick Junior High School Nursery, Dunrossness Primary School Nursery, and Ness Out of School Care Service</b>	
<b>Reference Number:</b>	<b>CS-13-19-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children’s Services</b>	

<b>1.0</b>	<b>Decisions / Action required:</b>
1.1	That Education and Families Committee NOTE the content of the Care Inspectorate Report on the Sandwick Junior High School Nursery, the Dunrossness Primary School Nursery, and the Ness Out of School Care Service.
<b>2.0</b>	<b>High Level Summary:</b>
2.1	On 20 August 2014 a new policy and procedure for Audit Scotland and other external adviser’s reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14)
2.2	All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
2.3	Children’s Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate.
2.4	The purpose of this report is to highlight three such recent reports from the Care Inspectorate (Appendices 1-3).
2.5	The Sandwick Junior High School Nursery was inspected by the Care Inspectorate on 21 January 2019. The Dunrossness Primary School Nursery and the Ness Out of School Care Service were both inspected by the Care Inspectorate on 22 January 2019.
2.6	The Inspection Grades for Sandwick Junior High School Nursery were: <ul style="list-style-type: none"> <li>Quality of care and support: good</li> <li>Quality of environment: good</li> <li>Quality of staffing not assessed</li> <li>Quality of management and leadership: not assessed</li> </ul>
2.7	The Inspection Grades for Dunrossness Primary School Nursery were:

Quality of care and support:	very good
Quality of environment:	good
Quality of staffing	not assessed
Quality of management and leadership:	not assessed

2.8 The Inspection Grades for Ness Out of School Care Service were:

Quality of care and support:	good
Quality of environment:	good
Quality of staffing	not assessed
Quality of management and leadership:	not assessed

2.9 Although 'Quality of staffing' and 'Quality of management and leadership' were not formally assessed in any of the settings, the Care Inspectorate report noted strengths in those areas. In all three settings, staff felt well supported by their managers.

2.10 There were no formal recommendations or requirements for improvement at any of the settings, but the Care Inspectorate identified things that could be done better.

### **3.0 Corporate Priorities and Joint Working:**

3.1 This report links to the Corporate Plan objective "Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential."

### **4.0 Key Issues:**

4.1 The Care Inspectorate commented on the following strengths in the Sandwich Junior High School Nursery:

- There was a warm, caring atmosphere, and children received a good quality of care and support.
- There was an interesting range of indoor and outdoor learning activities, and the children could move freely in and out.
- The planning of learning was increasingly being led by the children. Staff listened to children and valued their suggestions.
- Staff knew the children and their individual needs well. There was good support for children with additional support needs.
- Staff had regular meetings to discuss the care needs, planning and evaluation.
- There was good use of the snack time to teach life skills, such as preparing food and social skills, and to teach about health and nutrition.
- Safeguarding and supervision procedures were effective.

4.2 The Care Inspectorate found that the following could be done better at Sandwich Junior High School Nursery:

- More information could be shared with parents and carers, and the service should work to involve and include them better.
- Children's care plans could be developed to include more information.

4.3 The Care Inspectorate commented on the following strengths in the Dunrossness Primary School Nursery:

- The recent expansion to 30 hours of care a week, including staffing changes, had been managed well in spite of the challenges. Children could now be dropped off at any time and could eat cooked lunch at nursery if required.
- The staff were very caring and the children very happy.
- Staff knew each child well and met their individual needs well.
- Learning was increasingly being led by the children. The staff genuinely valued the children's opinions.
- There was a very good range of stimulating learning activities for children to choose from both indoors and outdoors.
- The children enjoyed their cooked lunches, which were providing an opportunity for developing social skills, manners, and helping tidy up, and for learning about healthy eating.
- Planning and self-evaluation meetings took place regularly, and there was an on-going effective programme of training for staff.
- Safeguarding and supervision procedures were effective.
- Parents were happy with the service and felt that the transition to 30 hours a week had been managed well.

4.4 The Care Inspectorate found that the following could be done better at Dunrossness Primary School Nursery:

- The indoor and outdoor areas could be improved, to make the indoors more nurturing and the outdoors less "school playground-like".
- The staff should continue to improve their new planning regime and look at how they included parents in this.

4.5 The Ness Out of School Service, known as the "Out of School Club", is provided on the school premises before the beginning of the school day. The Care Inspectorate commented on the following strengths in the service:

- Very few children attended the Club at the time of inspection, but staff were keen to continue with the service in spite of recent recruitment difficulties.
- There was a warm, caring atmosphere, and children received a good quality of care and support. The emphasis was on rest and recreation and free choice.
- There was a good selection of activities, and staff planned in consultation with the children.
- Safeguarding and supervision procedures were effective.
- Parents were very happy with the service and the way that staff kept them informed.

4.6 The Care Inspectorate found that the following could be done better at the Ness Out of School Service:

- Children's care plans and other records should be updated regularly.
- Staff should consider how to seek the views of parents and carers in evaluating the service.

<b>5.0 Exempt and/or confidential information:</b>	
5.1	None.
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	These reports are available to the general public through the Care Inspectorate website, and parents of pupils in the settings have been made aware of the contents.
<b>6.2 Human Resources and Organisational Development:</b>	None.
<b>6.3 Equality, Diversity and Human Rights:</b>	None.
<b>6.4 Legal:</b>	None.
<b>6.5 Finance:</b>	None.
<b>6.6 Assets and Property:</b>	None.
<b>6.7 ICT and new technologies:</b>	None.
<b>6.8 Environmental:</b>	None.
<b>6.9 Risk Management:</b>	None.
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.
<b>6.11 Previously considered by:</b>	N/A

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**Report Finalised:** 25 April 2019

**Appendices:**

Appendix 1: Care Inspectorate Report on Day Care at Sandwick Junior High School Nursery

Appendix 2: Care Inspectorate Report on Day Care at Dunrossness Primary School Nursery

Appendix 3: Care Inspectorate Report on Day Care at the Ness Out of School Care Service

**Background Documents:**

NONE

**END**



## Sandwick Junior High School Nursery Day Care of Children

Sandwick Junior High School  
Sandwick  
Shetland  
ZE2 9HH

Telephone: 01595 745320

**Type of inspection:**

Unannounced

**Completed on:**

21 January 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2003016122

## About the service

The service operates from a large playroom within the Sandwick Junior High School premises, in Sandwick, an area of mainland Shetland. During the operating times the service has exclusive use of the playroom, toilets and shared use of the library, social area, games hall and outside play area.

The service is registered to provide a care service to a maximum of 24 children aged three to those not yet attending primary school.

Included within the aims of Sandwick Junior High School Early Years department were:

"We aim to:

- provide a welcoming, caring and secure environment for children, parents and staff
- provide quality learning experiences for each child taking account of individual needs, local and national curricular guidelines".

On the day we inspected the service there were 13 children attending the morning session and 11 children in the afternoon session. We noted there were three adults caring for the children. We gave feedback to the early years manager and three members of staff on Monday 21 January 2019, following the inspection, due to the manager having other commitments on the afternoon of the day we inspected the service.

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

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

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

## What people told us

There were 13 children attending the service for the morning session and 11 came for afternoon. We talked informally with the majority of the children and asked them if they enjoyed their time within the setting, and several said that they did. When asked what they liked to do we received various replies.

Among the comments were:

- "We can play with our friends and we have had a snowy day"
- "My favourite thing is the slide"
- "I like playing outside"
- "I have been painting - we were mixing all the colours".

We observed the children during both sessions. We saw children were relaxed within the setting and comfortable with the staff. We saw children choosing freely from a good range of activities. They particularly enjoyed the climbing frame with slide and we were told this was new out this week.

We talked with a total of five parents and carers over both sessions. We also talked with one parent by telephone before the inspection (a total of six). Parents and carers said they were overall happy with the care and support provided at Sandwick, though some told us they would like more updates about children's progress. They thought the nursery environment provided children with a wide choice of activities which was regularly changed.

Parents told us the children were outdoors daily, which they liked. Some commented on the staff changes but said this had not impacted too greatly on their child. They also said children love spending time within the setting and enjoyed the outdoors. Several commented on the lack of information sharing. Two said that the information sharing had improved recently and the 'Class dojo' was being used more frequently, which allowed them to see what the children had been doing.

We received four Care Standards Questionnaires before the inspection. We noted several comments here which we shared with the manager and staff.

Included within the written comments were:

"On the whole staff are great. There is a lack of learning/development goals - this may be present but not evident as a parent".

We shared all feedback with the manger and staff during the feedback session.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

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

## What the service does well

Children received a good quality of care and support at Sandwich Junior High School Nursery. We noted the children were happy and content as they played with the activities provided. We saw children were comfortable with the staff, including relief staff, approaching them readily and with confidence. We noted staff working well together as a team. Staff told us the manager was very supportive and they felt valued at work.

Staff knew the children well and were understanding of their individual needs. Permanent staff could describe the children's individual learning needs confidently and they shared the planning format they were now using, describing this as: "work in progress". A good start had been made to this and we heard they planned to work on this with all staff. We saw this included a 'learning wall', information included within the children's 'scrapbooks' (profiles) and updates on the 'Class Dojo'. We discussed how the new planning regime was now more child-led. We noted observations were regular and children's learning and development recorded.

Children's records were regularly updated and we saw they had gathered information from parents which helped staff plan how they would meet the children's needs. Each child had a care plan, though these needed more information - see below. Staff had regular meetings to discuss the service which included care needs, planning and evaluation. We discussed evaluation and saw the service had been looking at how they evaluate their service to make sure they were meeting the needs of the children and families.

Staff were nurturing towards the children and were heard them laughing and joking together. We saw staff listened to the children, valued their suggestions and ideas and treated them with respect. Children with additional needs were given good support and this involved other professionals who met regularly.

Children's wellbeing was supported through teaching them about health, nutrition eating and information about keeping themselves healthy. We noted healthy snacks were provided and menus were shared with parents. During snack children were encouraged to recognise their name and socialise with their friends. This helped to develop their language and social skills.

They were encouraged to tidy away which taught them good life skills. A snack helper regime was in place and it was good to see children actively cutting fruit under the careful supervision of staff. We noted staff promoted positive behaviour well and were good role model for behaviour and manners.

Outdoor play was promoted with children having daily access to the play-area from the playroom. This was an area the parents were happy staff promoted. It was nice to see the children running indoors and out freely. It was a very cold, snowy day and children enjoyed playing with the ice. Staff supervised children well reminding them of the danger of slipping on the ice and how to keep themselves safe.

Effective procedures were in place to safeguard children. The child protection policy provided clear guidance for staff. Staff were knowledgeable and had a clear understanding of their roles and responsibilities to protect children. Appropriate systems were in place for recording and reporting any concerns. Staff attended child protection awareness training on a rolling-programme as part of their core training.

Staff were competent in their role and encouraged to develop their skills and knowledge further. Staff were up-to-date with first aid training and food hygiene. They had attended a range of training opportunities aimed at improving the quality of children's experiences via the in-service days. They also used the staff meetings to discuss good practice, for example they planned to discuss the new planning regime at their next meeting.

Overall Sandwich Junior High School Nursery had a warm and caring atmosphere. Children had access to an interesting range of learning opportunities. We saw some children experiment with mixing paint colours. We saw busy children enjoying their play, especially on the slide where they were learning to share, wait their turn and using timers to ensure everyone had their time on that activity. Overall Sandwich Junior High School Nursery had a warm and caring atmosphere.

## What the service could do better

We agreed a good start had been made to the updated planning regime. We discussed how use of the electronic 'Class Dojo' was a good way of sharing information with parents though to date not all parents had signed up for this.

Information sharing was an area parents told us had not been as good as it could be, though some did tell us this had improved of late. We agreed that sharing information with parents was important and they should continue looking at ways to ensure parents received the updates about their child's care, learning and development. We discussed the need to continue to look at parental involvement and ways to ensure parents felt included.

One area they will need to look at is the end of session pick-up regime. We saw children gather for a story then put on coats ready for their parent or carer to collect them. We saw parents wait outside the playroom. The door opened and staff called children individually, or in small groups, to come out. Parents did not enter. We discussed this with some parents and one told us: "I don't think we are allowed in at the end of the day". We discussed this with the manager and staff during the feedback session and asked that they look at this area and ensure parents are welcomed and had the opportunity to chat with staff if they wished. One child was last to be collected and was, therefore, in her jacket for quite some time waiting. This practice should stop.

We asked the service to further develop the children's care plans. There was limited information in some and this should reflect the children care and support needs. We saw these were regularly reviewed.

Staff were encouraged to keep up-to-date with best practice and attend training. We noted none had attended 'Getting it right for Every Child' (GIRFEC) training and advised staff to attend this when it was provided locally.

Staff shared their plans to further develop the outdoor area. Staff were keen to promote fresh air and exercise and we reminded them to ensure parents and carers were fully informed. We reminded staff not to store anything in the toilet areas unless this was in a covered container.

On the day we inspected we did not see many natural resources. We discussed: "loose parts" play and use of more natural resources. This was an area staff had been looking at and planned to introduce more of in their setting.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

#### Recommendation 1

To continue to look at staff roles and responsibilities and work on the new methods they had introduced to the service. This should include methods of keeping parents and carers informed of their child's learning and development.

**Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 3: health and wellbeing; standard 4, engaging with children; standard 6, support and development; standard 14, well-managed service.**

**This recommendation was made on 2 March 2016.**

#### Action taken on previous recommendation

The service was more experienced in working with the changes to the staffing regime. However they had been having difficulties with staffing in the school as a whole. This had not impacted too greatly on the children's quality of experience however the manager and staff told us they had been aware they needed to work on parental involvement with learning and development.

#### Recommendation 2

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

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

This recommendation was made on 2 March 2016.

## Action taken on previous recommendation

See body of report. The care plans were in need of further development.

## Recommendation 3

It is recommended that the sun hats are not stored in open containers in toilet areas. Staff should review this with a view to storing these safely within the setting.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 2: a safe environment; standard 3, health and wellbeing.**

This recommendation was made on 2 March 2016.

## Action taken on previous recommendation

Hats are no longer stored here.

## Recommendation 4

Attention must be given to the waste bins in the toilet area. These should be foot operated or open and used for waste paper towels only.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 2: a safe environment; standard 3, health and wellbeing.**

This recommendation was made on 2 March 2016.

## Action taken on previous recommendation

The bins in use are suitable.

## Recommendation 5

Staff to continue with plans to gain an appropriate qualification in order to meet the requirements for registration with the Scottish social Services Council (SSSC).

**Reference: National care standards, early education and childcare up to the age of 16 years. Standard 12: confidence in staff.**

This recommendation was made on 2 March 2016.

## Action taken on previous recommendation

This was in hand. Staff had the appropriate qualification or were working towards this.

## Recommendation 6

We recommended that the service continue to develop and improve the quality assurance measures in place, including the range of methods used to consult parents and carers overall.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 13: Improving the service; standard 14, well-managed service.**

This recommendation was made on 2 March 2016.

**Action taken on previous recommendation**

Work had been done to this and was continuing.

**Inspection and grading history**

Date	Type	Gradings
20 Jan 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
20 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
26 Jan 2012	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
13 Apr 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 5 - Very good

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## Dunrossness Nursery Day Care of Children

Dunrossness Primary School  
Dunrossness  
Shetland  
ZE2 9JG

Telephone: 01595 745440

**Type of inspection:**

Unannounced

**Completed on:**

22 January 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2003016123

## About the service

Dunrossness Nursery operates from two converted classrooms within the Dunrossness Primary School in the south area of mainland Shetland. During the operating times the service has dedicated use of two playrooms, toilets and changing areas, office, the outdoor area and shared use of school premises and grounds.

The service is registered to provide a care service to a maximum of 30 children aged three years to those not yet attending primary school. Since the previous inspection the service had taken part in a pilot to provide an extended session in line with the government's initiative to provide 1140 hours of free childcare for children and their parents. They now continue to provide a longer session. Parents can choose to use the longer day or their child can stay for shorter sessions either staying for lunch or not. The service have a protected time over lunch when drop offs or pick ups are not allowed, ensuring lunch-time is a settled time for the children.

On the day we inspected the service there were 23 children attending and four members of staff. The service provide a 'soft' start and end to the day so children arrived and were collected at various times. Half of the children stayed for lunch. We gave feedback to the head teacher and staff at the end of the inspection.

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

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

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

## What people told us

There were 23 children attending the service, some stayed for the full session and others left before or after lunch. We asked them if they liked spending time at Dunrossness Nursery and all the children who were asked confirmed that they did. The children were very chatty and friendly and talked at length with the Inspector.

Among their comments were:

- "I been playing with the cars - then I played with a fire engine".
- "We made a flower garden - we used straws to make flowers then put them in the vases. It's not really vases, it's milk bottles but we've drank all the milk already so they can be vases now".
- "I like it here - we get to do stuff".
- "Sometimes I like snack best but today I like the gloop".

During the day we observed the children as they played. We noted that they were happy and relaxed with the staff and engrossed in their play. We heard the 'hum' of busy children and saw happy, smiling faces.

We talked with five of the parents and carers during the day and they told us they were very happy with the care and support provided at Dunrossness. They thought the area was safe and secure and said there was always a good range of activities provided. The ones who used the cooked lunches liked that children had a cooked school dinner, and that they did not have interruptions so they could eat and enjoy their meal. Parents told us the children were outdoors usually daily, which they liked.

Parents commented on the issues the service had experienced with staff absences and relief workers, however they thought this had been managed appropriately. We shared this feedback with the head teacher and staff during the feedback session. Parents told us their children enjoyed their time at Dunrossness Nursery, liked the staff and were always keen to go.

We reviewed the Care Standards Questionnaires we had asked the service to give to parents and found that the parents who replied were very happy with the service.

There were several written comments, one of which was:

"It has been a challenging transition to the 30 hours, but things have definitely calmed down and improved from the beginning".

We shared all feedback with the head teacher and staff during the feedback session.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

We found a welcoming and happy atmosphere within Dunrossness Nursery. Children were assured of a very good quality of care and support from the warm and caring staff who were friendly and respected both children and parents. We saw children were relaxed and happy with all staff and familiar with the nursery routines. Since the previous inspection the service now provide a full day session including lunch. Not all children stay for the whole day and they can be dropped-off at any time due to the 'soft start and end' of session. Staff were aware of the needs of each child and knew the children very well. It was nice to see the positive relationships between staff and the children.

We found staff were aware of their individual learning needs and where they needed to offer support. We saw staff knew when to sit back and let them explore at their leisure, offering help only when needed. Staff were kind and friendly with the children, listened to their comments and genuinely valued their opinions and views. We saw staff supervised them well giving reminders to keep themselves safe and be considerate of others.

Staff now had regular meetings to discuss the service which included care needs, planning, evaluation and maintaining records. These meetings were scheduled on different days to allow all staff to attend. We heard staff discussing together during the session. They also used the staff meetings to discuss good practice.

Children's records included information gathered from parents which helped them plan the care needed. Care plans were updated regularly and clearly showed how they met each child's needs. Children with additional needs were supported very well and transition to Primary 1 for some children had already begun. We discussed evaluation of learning needs and saw this was an area the head teacher had been looking at and she was now rolling out this with the staff-team, planning another training session at the next team meeting.

Effective procedures were in place to safeguard children. The child protection policy provided clear guidance for staff. Staff were knowledgeable and had a clear understanding of their roles and responsibilities to protect children. Appropriate systems were in place for recording and reporting any concerns. Staff attended child protection awareness training on a rolling-programme as part of their core training. Staff regularly refreshed first aid and food hygiene and attended a range of training opportunities on in-service days aimed at improving the quality of children's experiences, for example: some had attended 'Getting it right for Every Child' (GIRFEC).

Children's were encouraged to have healthy lifestyles. Staff included wellbeing within the planning ensuring this covered healthy eating, benefits of exercise, access to fresh air and how this helped them to be healthy. Nutrition was an area they had been looking at since they now provided lunches. Menus for snacks and lunch were shared with parents. Lunch was a positive experience which encouraged children to socialise, demonstrate manners and tidy away dishes. This helped to develop their language and social development and taught them good life skills.

Children had access to fresh air and outdoor play daily. The day was cold and wet, however, this did not deter the children enjoying a short outdoor session during the morning. We noted children had access to a very good range of activities indoors. The outdoor play area was described as: "work in progress".

Children had access to an interesting and stimulating choice of learning opportunities indoors. The staff followed the children's interests and provided spaces where they could explore and experiment at their leisure. Children were involved in their learning with more child-led planning now being implemented. Staff evaluated children's learning and development, recorded observations to plan how to support them to progress. We saw child profiles and noted this was an area they were working on. Staff were looking at ways to further involve the parents in their child's learning.

Staff worked well together and were happy in their work. Staff felt valued and supported by the head teacher, who really cared for their health and wellbeing. The whole team was dedicated, professional and strived to meet children's needs. The parents told us they were very happy with the service provided and they thought staff were: "wonderful" and "so good with the bairns".

## What the service could do better

There were some areas we agreed the service should look at or continue with the changes they had already implemented.

These included:

- The head teacher and staff to look at the indoor environment with a view to making it more nurturing, for example where they would create a quiet or 'cosy' area for children if they needed to rest during the longer session. We also discussed the need to ensure younger children could have a rest after lunch and how they could best provide this.
- Both playrooms were converted classrooms and we asked that they review the area and look at how this could be made more child-friendly. As a pre-school class these were very good, however, the service has changed to full day provision and they need to ensure children have 'down time' areas.
- The manager and staff to continue to work on the planning regime with the new format for observations of the children's learning and development. They should continue to look at how they included parents with this.

We noted that the children's profiles were now in the playroom, however these were out of the children's reach. We discussed how these should be accessible for the children. We also talked about ways these may be shared with parents.

The outside area which was very: "school playground-like" however, this was an area they were very aware of and had been looking at, trying to source funding. We agreed this would enhance the children's quality of experience when the outdoor environment was upgraded.

We discussed how they planned to include more natural resources for play indoors as well as outdoors.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
3 Feb 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
5 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
3 Dec 2010	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

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## Ness Out of School Care Service Day Care of Children

Dunrossness Primary School  
Dunrossness  
Shetland  
ZE2 9JG

Telephone: 01595 745440

**Type of inspection:**

Unannounced

**Completed on:**

22 January 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2006137518

## About the service

Ness Out Of School Care Service (OOSC) operates from a former classroom in a separate building next to Dunrossness primary school. This is in Dunrossess, an area on the south of mainland Shetland. During the operating times the service has exclusive use of the playroom with kitchen area, toilets and shared use of the art room. Children can also use the outdoor area which also has the school polytunnel, and shared use of the school games hall, multi-court and outdoor play areas.

The service is registered to provide a care service to a maximum of 20 children from primary school age to 14 years. Children due to start Primary 1 may attend for the summer holiday period prior to starting school in August of that year.

Included within the aims of the service were:

"Our Aim: to provide a safe, stimulating environment for children outwith school hours between the ages of 5 and 14. 4 year olds are welcome to come during the summer holidays if they are starting Primary 1 in August".

On the day we inspected the service there were three children attending and two members of staff. We gave feedback to the staff at the end of the inspection. We gave feedback to the manager on 22 January 2019 following the inspection because she was unavailable on the day we visited.

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

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

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

## What people told us

The club is very quiet at present with only two children attending the service initially then another child arrived for a short time before being collected. We asked them if they liked coming to the out of school club and they told us they did. We observed the children and saw they were relaxed with the staff and busy playing with their chosen activities.

We had asked the service to give Care Standards Questionnaires to parents, before the inspection took place. To date we had not received any completed questionnaires.

We spoke with one parent during the inspection who told us they were very happy with the service provided at Ness OOSC. We were told the staff were helpful and the children enjoyed their time there, always having lots of activities to choose from.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	4 - Good
<b>Quality of environment</b>	4 - Good
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	not assessed

## What the service does well

Children attending Ness OOSC were assured of a good quality of care and support by the friendly, caring staff. We saw children arrive, wash their hands and enjoy a healthy snack. Children were happy and comfortable with the staff. Staff were understanding that children had a busy school day and the emphasis was on rest and recreation and free choice. Staff were kind and friendly with the children and we found a welcoming and nurturing atmosphere within the setting.

Children had access to a good selection of activities, toys and games, some of which were laid out in readiness. We heard children ask for other activities which staff quickly provided. We saw planning was done after consulting the children and staff told us plans were often changed when children wanted to do something else. Children were encouraged to make suggestions and ideas were listened to.

Staff knew the children well and were able to describe their needs confidently. Children's records included registration information gathered from parents. Each child had a care plan, however, this was not up-to-date and needed more information added. Plans were being reviewed regularly

Staff had time to discuss the service daily and were in regular touch with the manager, whom they told us was very supportive. We heard them talking during the afternoon about the next day's session, who would be in and what they liked to do. Children's wellbeing was supported through promoting topics about health and sharing information about keeping themselves healthy. Children could play outdoors in the garden area or they all went to play in other areas locally. We saw staff supervised them well reminding them to share, take turns and be considerate with their peers.

Staff were aware of the need to safeguard children. The child protection policy provided clear guidance for staff. Staff were knowledgeable and had a clear understanding of their roles and responsibilities to protect children. Appropriate systems were in place for recording and reporting any concerns. Staff attended child protection awareness training on a rolling-programme as part of their core training.

Staff worked well together in the small team. Staff were competent in their role and encouraged to develop their skills and knowledge further by the manager. We noted they had been looking at training recently and had attended a range of training opportunities aimed at ensuring their professional development supported them in their caring role. Recent training included food hygiene and child protection awareness.

We noted communication was regular and the parents told us staff were very good at keeping them informed of how their children's day had been. Staff told us parents liked the closed Facebook page they used and this was a good way of keeping them informed and involved.

## What the service could do better

There were several areas we agreed that the manager and staff could work on. This included care plans. We need to see more information included on children's care plans specifically how staff will meet individual needs. This should include allergies, food intolerance, medical conditions and general care needs.

We reminded staff that care plans were to be reviewed every six months or sooner should the needs of the child change. We asked them to look at how they planned to develop and improve the service and discussed having a development plan specifically for the out of school service. Records in general need to be reviewed to make sure these are up-to-date.

We agreed that staff should continue with plans to attend training, for example one member of staff planned to attend a refresher in first aid. Staff would also benefit from attending training on 'Getting it right for Every Child' (GIRFEC) when this was available locally.

We discussed how they evaluated the service. They evaluated how the day had gone and how the children had enjoyed the activities. Evaluation was an area they were looking at and we discussed how they might seek the views of parents and carers and include them with the evaluation of the service.

We noted there were two cubicles in one toilet used by the boys. The other former staff toilet was used by the girls. We noted staff shared this toilet and we asked them not to do so. Staff should have separate toilets. Staff told us there were other toilets situated in the school premises next door.

We discussed the issues the service had recruiting staff which had impacted on the opening times of the OOSC. However, staff were keen to continue to promote the service and hoped that it would now go from strength to strength.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

Inspection and grading history

Date	Type	Gradings
24 Sep 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
31 Oct 2014	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 5 - Very good
16 Dec 2011	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
21 Dec 2009	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
2 Dec 2008	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 3 - Adequate Management and leadership 3 - Adequate

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<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>6 May 2019</b>
<b>Report Title:</b>	<b>Education Scotland Reports: Thematic Inspections</b>	
<b>Reference Number:</b>	<b>CS-11-19-F</b>	
<b>Author / Job Title:</b>	<b>Helen Budge, Director of Children's Services</b>	

**1.0 Decisions / Action required:**

- 1.1 That Education and Families Committee NOTE the content of the Education Scotland Report on Thematic Inspection of Readiness for Empowerment and work carried out by Children's Services prior to and during the inspection.

**2.0 High Level Summary:**

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other external adviser's reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14)
- 2.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 2.3 The Director of Children's Services was informed in August 2018 that three national thematic inspections would be carried out, focusing on school empowerment as part of delivery of the Education Bill Policy Ambition – Joint Agreement.
- 2.4 The first of these thematic inspections focused on **readiness for empowerment** and inspectors came to Shetland on 30 and 31 October 2018. The inspection focused on aspects of empowerment set out in the Education Reform Joint Agreement, June 2018 related to agreement on the expectations within the Headteachers' Charter in the Education Bill which will require Local Authorities to empower headteachers in the areas of:
- Improvement;
  - Curriculum;
  - Staffing; and
  - Funding.
- 2.5 In preparation for the visit we were asked to submit a self-evaluation summary to support discussions and arrange a series of focus groups. Focus groups were arranged with Education Officers, Parent Council Representatives, Head Teachers, Teachers and LNCT Representatives.
- 2.6 The second of these thematic inspections focused on **empowerment for curriculum leadership** and inspectors visited Aith Junior High School on 12 February 2019 with a focus on:
- rationale and design of the curriculum

- development of the curriculum
- leadership of learning.

2.7 The third of these thematic inspections focused on **parent and pupil participation** and inspectors visited Anderson High School for one day on 28 March 2019 with a focus on:

- Parental and community engagement: How well do schools engage parents and the community in the life of the school and their child's learning to improve outcomes for children and young people?
- Pupil participation: How well do schools ensure that the views of children and young people are heard, respected and taken seriously, as is central to the United Nations Convention on the Rights of the Child?

### **3.0 Corporate Priorities and Joint Working:**

3.1 Shetland Islands Council's Corporate Plan 2016-2020 highlights children and young people as a priority, in particular:

*"Children and young people from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential" and*

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

3.2 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.

### **4.0 Key Issues:**

4.1 The thematic inspection on readiness for empowerment was a positive experience with inspectors concluding that there is a suitable, well-judged and balanced approach to empowerment locally. Education Scotland were impressed by the conversations with colleagues and parents and their level of understanding on Education Reform. Education Scotland subsequently published a national report, summarising their inspections of all 32 local authorities, included as Appendix 1.

4.2 The thematic inspection on empowerment for curriculum leadership went well with inspectors concluding that at Aith High School the staff and pupils feel genuinely empowered and feel ownership of the school's values, aims, and curriculum rationale. The staff at all levels are encouraged to lead learning and pupils have many opportunities to lead learning. An area to develop is new ways to involve pupils and parents in decisions about the school. Education Scotland subsequently published a national report, summarising their inspections of all 32 local authorities, included as Appendix 2.

4.3 Initial feedback from the thematic inspection on parent and pupil participation was that an excellent self-evaluation paper was prepared. There was a warm, welcoming atmosphere in the school and excellent examples of partnerships with local employers supporting the Developing Young Workforce agenda. An area to develop was younger pupils' leadership opportunities in class and around the school. We

expect that a report will be published on the findings from this set of inspections in June 2019.

4.4 Children's Services will consider carefully the findings of the reports and the recommendations for local authorities, Head Teachers and schools. Our next-steps with this agenda are:

- An additional school improvement visit focusing on the Headteachers' Charter and the empowerment agenda more generally.
- Review the role of teaching Head Teachers.
- Proposed LNCT Agreement for management time for Early Learning Child Care school managers.
- Review of Clerical Staffing.
- Review of the previous Devolved School Management Scheme.
- Updated training for school managers on budget management.

4.5 A self-evaluation survey in September 2018, completed by almost all of Shetland's Head Teachers, revealed high levels of current empowerment in terms of the Improvement agenda and the delivery of the Curriculum. Moreover, the majority of Head Teachers felt some degree of empowerment by the local authority regarding Staffing.

4.6 Children's Services will continue to engage with Head Teachers on this agenda at the termly Head Teachers' Development Day.

**5.0 Exempt and/or confidential information:**

5.1 None.

**6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	These reports are available to the general public through the Education Scotland website.
<b>6.2 Human Resources and Organisational Development:</b>	None.
<b>6.3 Equality, Diversity and Human Rights:</b>	None.
<b>6.4 Legal:</b>	None.
<b>6.5 Finance:</b>	None.
<b>6.6 Assets and Property:</b>	None.
<b>6.7 ICT and new technologies:</b>	None.

<b>6.8 Environmental:</b>	None.
<b>6.9 Risk Management:</b>	None.
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.
<b>6.11 Previously considered by:</b>	N/A

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**Report Finalised:** 25 April 2019

#### **Appendices:**

Appendix 1: Thematic Inspection of Readiness for Empowerment  
 Appendix 2: Thematic Inspection of Empowerment for Curriculum Leadership

#### **Background Documents:**

Education Reform: Joint Agreement: <https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

Education (Scotland) Bill: draft: <https://www.gov.scot/publications/draft-education-scotland-bill/>

**END**

# Thematic Inspection of Readiness for Empowerment

December 2018

For Scotland's learners with Scotland's educators



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# Foreword

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Together we can achieve change quicker and better than working alone. That has been a key theme of the Joint Agreement between Scotland's stakeholders in education, the School Empowerment Steering Group. That progress takes a further step forward with publication of this report.

Part of Education Scotland's role is to carry out three national thematic inspections that will gather evidence on school empowerment. Each thematic inspection will be looking at different themes: readiness for empowerment; curriculum leadership; and parent and pupil participation.

This report draws together the findings from the first of thematic inspection Readiness for Empowerment that took place in the Autumn term 2018.

I am encouraged that the evidence gathered by HM Inspectors shows the positive steps already being taken on the journey towards empowerment and the ways in which different local authorities have embraced the principles set out in the Joint Agreement.

It is evident that a high level of professional commitment to collaboration and co-production exists across Scottish education in order to improve outcomes for children and young people.

This is exemplified by the many strengths highlighted in this report along with examples of practice and comments from leaders and practitioners about the positive impact that empowerment can bring.

Our findings also show clearly that, as expected, there is still more to be done to realise our collective ambition of an empowered, collaborative system. As we move along our journey of empowerment there is a careful balance to be struck between providing the right amount of governance and accountability while at the same time allowing leaders and practitioners flexibility and autonomy to meet their pupils' needs.

Care also needs to be taken to avoid creating unnecessary bureaucracy which draws leaders and practitioners away from focusing on decisions which will have the greatest impact on delivering consistently high-quality learning.

Additionally, we need to ensure school leadership is released to focus on learning – and that other system changes do not detract from this central aim.

I hope national partners, local authorities and schools can benefit from our findings and collectively can use them to support their efforts.

The two remaining national thematic reviews will be published in 2019 and will add to the evidence base and progress being made to ensure an empowered education system.



**Gayle Gorman**

HM Chief Inspector of Education

# Introduction

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The [Education Reform – Joint Agreement](#) published in June 2018 sets out the collective agreement by a commissioning group including the Scottish Government, COSLA, SOLACE, ADES and Education Scotland:

**Improving the education and life chances of our children and young people is the defining mission of our Scottish education system. Our shared ambition is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all. We are clear that our vision of excellence and equity cannot be achieved by one part of the system alone; all partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre. Empowered, responsible and collaborative schools are an important part of our shared vision for Scottish education.**

The Joint Agreement sets out agreed principles and enablers and measures that will support and encourage the empowerment of schools in Scotland. These include the commitment that Education Scotland would carry out three inspections in the 2018-19 academic year looking at the following themes: Readiness for Empowerment; Curriculum Leadership; and Parent and Pupil Participation.

This report provides the findings related to the first of these thematic inspections on Readiness for Empowerment.

## Scope of the Readiness for Empowerment thematic inspection

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Over the period September to November 2018, Education Scotland visited all 32 local authorities. During their visits, the Education Scotland teams met with focus groups, including local authority staff, groups of headteachers from primary, secondary and special schools, groups of promoted and unpromoted teachers, professional associations and other stakeholders proposed by the local authority and looked at relevant documentation.

## Evidence was gathered for each of the following areas:

1. **Improvement:** How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community?
2. **Curriculum:** How well do local authorities empower headteachers and schools to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?
3. **Staffing:** How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?
4. **Funding:** How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?

Local authorities visited were asked to complete a self-evaluation of their readiness for empowerment and to provide evidence against each of the four categories above. This was used as a starting point for gathering evidence for the thematic inspection.

Education Scotland's findings are summarised in the remainder of this report under the four headings above. In each section an overarching narrative, key messages, information on evidence from the thematic inspection visits together with views from participants and illustrations of practice are provided.

## Participants in the thematic inspection

Number (approx.)	Participants
<b>300</b>	<b>Local authority – central staff</b>
<b>200</b>	<b>Primary headteachers</b>
<b>170</b>	<b>Secondary headteachers</b>
<b>180</b>	<b>Primary teachers</b>
<b>180</b>	<b>Secondary teachers</b>
<b>130</b>	<b>Professional associations representatives</b>
<b>160</b>	<b>Stakeholders</b>
<b>1,320</b>	<b>Total</b>

# Thematic inspection findings

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## 1. Improvement: How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community?

While at different stages, almost all local authorities are committed to developing an empowered education system with the aim of improving outcomes for learners, reducing inequalities and closing the attainment gap. Local authority staff provide flexible structures and support to build capacity and enable empowerment of schools in relation to improvement. These include promoting and supporting collaboration, professional learning, leadership development, and supporting evidence-based self-evaluation for improvement. This is allowing headteachers to increasingly take more responsibility and ownership and to be accountable for their actions in the context of their own schools. It would now be helpful to support everyone in the system to develop a shared understanding of what empowerment means for them and the potential benefits for learners.

### Key messages

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- Local authorities provide flexible structures of guidance, ways of working and support to build capacity and enable empowerment of schools. As a result, headteachers have the autonomy, freedom and responsibility to lead improvement in their own schools. They value the guidance, support and challenge from local authority staff.
- Further work is required to more consistently develop a culture of collective decision-making between local authority staff and headteachers to further empower headteachers as collective leaders.
- Improvement planning processes are now more streamlined than previously and the balance between national and local priorities and those identified from individual school's self-evaluation evidence is better.
- Professional learning, leadership development and access to an increasing range of qualitative and quantitative data are enabling empowerment of headteachers and staff to bring about improvement in their schools.
- Collaboration within and across schools is an increasing feature of practice across local authorities. Local authorities and schools need to build on this positive work. This will help to ensure those involved have a clear understanding of the purpose and focus and are able to demonstrate improvements in learning, teaching, and outcomes for learners as a result of their collaboration.

## Responsibility within flexible frameworks of guidance, ways of working and support

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Headteachers<sup>1</sup> in most local authorities have the responsibility and freedom to lead improvement in their own schools. Local authorities provide a range of flexible frameworks and guidance to support improvement planning processes.

Headteachers in the majority of local authorities value the guidance, support and challenge from the central team in empowering them to lead improvement. In those authorities where headteachers regard themselves as collective leaders within a collegiate partnership with the local authority, support and challenge from their peers gives them the confidence to take forward changes in their own schools.

A culture of collaborative decision-making between authority staff and headteachers is a key enabler for schools to be empowered to influence direction and drive improvement in their local context. This degree of empowerment for headteachers needs to be further developed more consistently across local authorities.

## Taking account of local and National Improvement Framework priorities and reducing unnecessary bureaucracy

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All local authorities have been developing improvement planning to streamline their approaches. Headteachers and teachers in almost all local authorities agree that this has resulted in the processes being more manageable and has reduced unnecessary bureaucracy.

Headteachers in most local authorities agree that the balance between national and local priorities alongside those identified by their own school's self-evaluation are appropriate and well-judged. Teachers in the majority of local authorities feel empowered to lead improvements in their schools supported by frameworks of guidance and clear expectations. Headteachers and teachers in a few local authorities identified barriers to empowerment in leading improvement in schools related to workload and conflicting advice from national and local bodies. There is scope to involve teachers and professional associations further in discussions about what empowerment means and the potential benefits for learners.

## Professional learning and leadership development to enable school improvement

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In most local authorities, a range of school level, local and national professional learning opportunities is supporting headteachers and teachers in driving forward improvements in their schools. Common areas of focus include improvement methodologies, learning and teaching, self-evaluation, use of data to support improvement and understanding the poverty-related attainment gap. Developing leadership capacity at all levels to take forward improvements is a key focus in most local authorities. This includes staff accessing national and local leadership development programmes as well as taking on leadership roles such as leaders of learning, literacy, numeracy and STEM champions within and across schools. As a result, headteachers and teachers in most local authorities report that they are gaining confidence, and increasingly motivated to take forward improvements.

<sup>1</sup> Throughout this report references to headteachers, teachers and others relate to those who participated in this thematic inspection.

## Using a range of data and evidence to determine school priorities

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Most local authorities have an increasing focus on supporting schools in using a range of data and evidence. This is helping them determine key priorities for improvement which focus on the needs of learners and reducing inequalities of outcomes. Headteachers and teachers agree that data provided by their local authority is supporting them well in their school self-evaluation. They welcome the accessible presentation of data and feel that this supports them in developing a shared understanding of priorities within their school communities. Teachers, especially primary teachers, are becoming more confident in analysing data. They report that this helps them understand better the attainment gaps in their schools and choose suitable interventions to support improving attainment.

## Collaboration across the school community to support improvement

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Staff in almost all local authorities have a range of opportunities to collaborate within and across schools through networks, working groups, school improvement partnerships, clusters and families of schools. These allow staff to share practice, knowledge, skills, experience and evidence of what works within their schools' contexts to varying effect. In around a third of local authorities, this is leading to agreeing common local priorities. Around a quarter of local authorities identified that developing collegiate professional enquiry approaches is supporting schools in working together in solution-oriented ways to lead improvements. This is helping ensure that those involved have a shared commitment to improvement priorities identified, building on a research evidence base and focusing on bringing about changes in learning and teaching. Staff in a few local authorities identified that constraints of time and workload can limit the impact of collaboration and access to opportunities for professional learning. Further work is required to ensure that those involved in collaboration have a shared understanding of the purpose and focus and are able to demonstrate the impact on improving learning and teaching and outcomes for learners as a result of their collaboration.

## Using qualitative and quantitative measures of success to monitor and evaluate progress

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Local authorities and schools are continuing to develop approaches to self-evaluation for improvement and using an increasing range of qualitative and quantitative data to monitor and evaluate progress. This includes performance data, evidence from evaluation of quality indicators and stakeholders' views. Increasing opportunities for a range of stakeholders, including learners, parents, partners and the wider community, to participate and engage in improvement planning is a key priority for schools in the majority of local authorities. In around a quarter of local authorities, staff are developing how they use evidence from research to inform measures of success and to evaluate the impact of their work. In the majority of local authorities, staff are focusing more on evidencing impact and improving outcomes for learners. Teachers in the majority of local authorities feel they have the responsibility and ownership of improvement priorities in their own school. They are clear that they need to provide a range of evidence of improvements related to improving attainment and outcomes for learners. Further work is required to improve the focus on the use of a range of evidence to evaluate the progress in bringing about improvements.

## Headteachers' views on improvement

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'The local and national agendas are more dovetailed. Everything fits better now. We have freedom to apply our own strategies within our own schools.'

'It is refreshing to set out our own priorities and no-one will meddle with our plan. I am trusted to know what is right for my school.'

'There is real momentum with leadership in this local authority. We can talk from personal experience about how the leadership programme has helped us grow as system leaders. Its main impact is on pedagogy.'

'We have a flexible framework and structure to lean on in driving forward improvement; empowerment within a structure.'

'We have both accountability and autonomy within a supportive structure.'

'We are very lucky. The Director's vision is very strong in the empowerment agenda. We don't have to ask permission, but we have the framework of support from the authority. The authority has this just right.'

'Our collaboratives are very empowering. We do focused collaborative reviews of each other's schools. This is great professional learning.'

'The focus, rigour and aspiration are super. The passion is there because it is relevant to our school.'

## Teachers' views on improvement

'Access to the university modules to support self-evaluation, learning and teaching has been good. As a result, we have used our data to highlight what is making the biggest impact and what are our areas of concern.'

'As practitioners we are shaping how leadership and empowerment are being developed across the authority. We are not constrained but supported.'

'Empowerment means being able to take decisions that are right for your school and community whilst having support, a team that has your back.'

'It feels good to be able to suggest ideas that are right for your pupils. I know as long as I can back up my idea I'll be supported to try it out.'

'Our plan comes from the bottom up. Our own department priorities and teachers' professional learning needs to feed into the faculty plan and the overall strategic plan. That way we can take forward key projects.'

'There are many opportunities for young people to be empowered and lead change. There are clear strategies in our improvement plans. Pupil voice is really important in our school.'

'Self-evaluation is planned much better and this is helping the improvement plan. Strategic priorities are more consistent but the tasks can change.'

'As a result of professional learning, empowered school assistants deliver professional learning on effective interventions to other schools. Now they have created their own network.'



## Illustrations of practice related to improvement

The local authority actively encourages and facilitates open dialogue about the philosophy of empowerment. The central team believe their role as an education authority is to bring about strategic purpose and direction. They demonstrate that empowerment underpins their work. An empowering common moral purpose that exists across education services is fundamental to the values base that permeates their schools. The local authority believes this enabler is guiding officers, headteachers and schools to take appropriate actions that will lead to greater excellence and equity.

The range and quality of professional learning and the highly-valued leadership programmes provided by the authority are empowering staff at all levels. Staff have benefited from professional learning which they report has made a positive impact on children and young people. Of particular note is the 'Aspiring Principal Teacher' programme which has empowered teachers to take time to focus on the craft of teaching and learning and to lead improvement in their schools. The 'Step Back' headteacher programme has further developed leadership skills and skills in coaching to support their peers. This approach is continued through the headteacher leadership and professional learning days to further support knowledge and understanding of evidenced-based approaches to closing the poverty-related attainment gap.

The local authority has a very wide range of data available to evaluate its work and is interrogating this in increasingly sophisticated and rigorous ways. It is presenting attainment and contextual data to schools in ever more accessible ways. Annual data packs are used by headteachers and senior managers as starting points to identify vulnerable groups and to deploy support and strategies accordingly. Data analysis is supported by school data coaches and authority workshops.

# Thematic inspection findings

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## 2. Curriculum: How well do local authorities empower headteachers and schools to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

Headteachers and schools are embracing empowerment to design and deliver a curriculum which meets their own school's local context. They are supported by a range of policies, guidance, curriculum frameworks and shared resources. The full benefits of this empowerment have yet to be realised in practice. Improving the curriculum is a work in progress with developing partnerships being key to improving the curriculum offer. There is now a need to further enable schools and teachers to take the initiative and be creative and innovative in developing and delivering a curriculum to meet local needs. The school community needs to be more actively engaged in designing the local curriculum and in its evaluation.

### Key messages

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- Improving the curriculum continues to be a high priority for schools across local authorities. Developing their curriculum rationale with the school community has helped develop a shared understanding of their unique local context.
- Developing partnerships with colleges, employers, community learning and development services (CLD) and third sector organisations to enhance the curriculum offer continues to be a key focus for schools. These are supporting schools in designing curriculum interventions to tackle inequity of outcomes and increasing the range of progression pathways, especially in the senior phase.
- Schools need to take full advantage of curriculum flexibility to continue to improve progression through the broad general education (BGE) especially at points of transition from primary to secondary and from the BGE to the senior phase to reflect their individual school context and learners' needs and interests.
- Further work is required to maximise the potential impact of the support offered by the local authority Quality Assurance and Moderation Support Officers (QAMSOs) across local authorities.

### Policies and practice promoting empowerment to design and deliver a curriculum which meets a school's local context

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All local authorities have a wide range of policies and guidance to support schools in designing their curriculum in line with Curriculum for Excellence. As a result, headteachers in almost all local authorities are empowered to design and deliver a curriculum which meets their own school's local needs. In half of local authorities, teachers are also empowered to initiate and lead on the curriculum. In the majority of local authorities, the collaborative, co-production of flexible curriculum frameworks, guidance and shared resources are key to enabling empowerment.

Headteachers and teachers feel these resources support consistency and planning for progression in learning while allowing them to adapt their approaches to meet their learners' needs and interests. Headteachers and teachers in a minority of local authorities, feel that their empowerment is limited by pressure of workload and too many priorities to deliver through the curriculum. Headteachers and teachers in a few local authorities feel that they are constrained by national expectations about the curriculum.

## Engaging the school community in designing and evaluating the curriculum

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Almost all local authorities have clear expectations that schools will design and evaluate their curriculum in collaboration with the school community. In the majority of local authorities, schools are working with staff, learners, parents and partners to develop a curriculum rationale tailored to their own school context. This is helping develop a shared understanding of their unique local context and needs, and of the interests of their children and young people. Schools in around half of local authorities are prioritising improving ways they involve parents in developing the curriculum and around a third are increasingly involving children and young people. Further work is required to ensure parents, learners and partners are more actively engaged in designing the local curriculum and in its evaluation.

## Providing flexible learning pathways to support different needs of learners and raise attainment

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Across all local authorities, the curriculum in schools is under constant review and development. Headteachers and teachers agree that there is a need to continue to improve progression through the BGE especially at points of transition from primary to secondary and from the BGE to the senior phase. In around half of local authorities, schools are increasingly using a range of data such as attainment information, Skills Development Scotland 16+ data on post-school destinations as well as local labour market information to review and inform curriculum development. In the majority of local authorities, schools are developing partnerships with colleges, employers, CLD and third sector organisations to enhance their curriculum offer.

In most local authorities, schools have a focus on developing flexible pathways to meet the different needs of learners. In primary schools, this includes improving personalisation and choice, using the local environment as contexts for learning, developing play-based approaches and supporting family learning. Secondary schools seek ways of providing a wider range of courses in the senior phase at different levels to meet the different needs and interests of young people and to support progression. Taking forward the Developing the Young Workforce agenda and understanding the employability skills required for the local context is an increasing priority. Improving the range of vocational pathways and providing Foundation Apprenticeships is seen as key to this. Schools in the majority of local authorities are designing curriculum interventions to tackle inequity of outcomes. Common areas of priority include interventions related to literacy, numeracy, STEM, nurture, and social, emotional and mental wellbeing. Schools in a minority of local authorities are developing the use of digital technology and E-learning as ways of increasing the range of flexible progression pathways to meet learners' needs. Teachers now need to be further enabled to take the initiative and be creative and innovative in developing and delivering a curriculum to meet local needs.

Headteachers and teachers in a minority of local authorities report that assessment and moderation activities are building capacity and supporting curriculum planning. Further work is required to maximise the potential impact of the support offered to help improve assessment and moderation, including the Quality Assurance and Moderation Support Officers (QAMSOs) across local authorities. Increasing the range of collaborative moderation activities is an important way to empower staff in planning curriculum progression and interventions.

## Headteachers' views on curriculum

'We are now stopping talking about the model of the curriculum and focusing on planning learning pathways that meet young people's needs, provide progression and support positive destinations.'

'The local authority does not prescribe a model for the broad, general education but I am accountable for ensuring that my young people receive all of their entitlements.'

'Partnership, authority support and autonomy enable us to deliver flexible pathways.'

'We are empowered by our Director's vision for headteacher autonomy in the curriculum. A great degree of trust has been placed in us and we accept that and are responsible as a result.'

'The authority adds tremendous value to our work in the curriculum. We worry that it won't be sustained. We feel very supported.'

'The partnerships we have established have supported us to go beyond what is traditional for young people. Members of the Central Team support and challenge us to ensure our focus is clear and is bringing about equity.'

'Cross-school collaboration in cluster groups on curriculum planning has helped free up teachers' time to focus on delivering the curriculum in ways that meet pupils' needs.'

## Teachers' views on curriculum

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'Curriculum design is spectacular in our area because we have a belief in what our children and community need.'

'Self-evaluation gives us confidence in what we are doing with the curriculum. We use national guidance and set goals for ourselves and our pedagogy. We make sure it is right for our children and community.'

'Schools are looking at other schools with similar issues. We are working much more with partners to widen options. Our senior phase model is under review. We are doing a big consultation with staff and young people and families.'

'Teachers are embracing working with the community. Children do not see pathways but they see things they want to learn about. We look for the best person to do the job.'

'Headteachers are putting the power back to the class teachers regarding the curriculum. Headteachers know that we are the ones who deliver and trust us to do this.'

'As an authority we are much better at using data. It has made us think. We are more empowered because we know our young people so much better. We can make good decisions with them about the transition from BGE through to senior phase. We have the autonomy to meet their needs.'



## Illustrations of practice related to improvement

The E-Learning project continues to grow from strength to strength. It empowers headteachers and whole communities to benefit equitably from a much broader curriculum than might have been offered, particularly in smaller schools. Both primary and secondary schools across the authority benefit from E-Learning. Several local authorities across Scotland now provide courses through the authority E-Learning programme. The continued educational needs of young people and adults who have temporarily or permanently left the authority have been met through E-Learning. Some young people maintain important aspects of their Gaelic Medium Education as a result of E-Learning courses delivered from for example, Malaga, Spain.

The authority has had a rich debate over many years about approaches to curriculum development and delivery. Headteachers are now very satisfied with the extent to which the authority empowers them to structure and deliver progressive learner pathways, which take account of their local geography, economic infrastructure and demographics. The authority has collaborated very well with headteachers to develop a framework to support their thinking. As a result, a range of support materials are available which make expectations clear. Sound arrangements are in place for central officers and peer headteachers to support and challenge each other's thinking in relation to curriculum development and delivery.

Schools work at cluster level to undertake joint planning. An outstanding, but not isolated, example is the Cluster Science project which is particularly aimed at involving families in STEM subjects. The project involves all schools, including family centres, and works with local businesses, parents and partners. Transport to the school is provided so that all interested families can attend. Other award-winning projects that involve the community in the design and evaluation of the curriculum include reading projects and family learning.

# Thematic inspection findings

## 3. Staffing: How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?

Headteachers have varying degrees of flexibility to make decisions about staffing and leadership structures in their schools. Further improvement is needed in the consistency of how headteachers and schools are empowered in relation to staffing. Their key focus needs to be on leading school improvements and being leaders of learning and the curriculum. Staffing shortages need to be addressed to ensure these do not limit empowerment of schools.

### Key messages

- Where there are staffing shortages, these are barriers to empowerment. They limit opportunities for collaboration for improvement, access to professional learning and the provision of flexible pathways in the curriculum.
- Headteachers are empowered to varying degrees in relation to recruiting staff. Further consistency is required to achieve the right balance between having flexibility in teacher appointments and support from the local authority to minimise workload.
- Schools welcome the additional flexibility that Pupil Equity Funding (PEF) has given them to create a range of posts, including promoted posts, targeted at particular needs in their schools.
- Headteachers value collegiate approaches with the local authority to addressing a range of staffing issues and indicate that this support is crucial to their protection and empowerment in relation to staffing.

### Involvement in recruitment processes

The majority of local authorities have clear, effective and transparent processes and procedures for recruiting school staff. Difficulties with recruitment of staff is a concern in the majority of local authorities and this is regarded as a national issue. Staffing shortages are considered barriers to empowerment in that they limit opportunities for collaboration for improvement, access to professional learning and the provision of flexible pathways in the curriculum. A minority of local authorities are taking positive action to address staffing issues in line with their local needs. This includes consolidation of part-time or temporary vacancies to full-time positions, relocation packages, 'grow your own' approaches such as supporting sponsorships for Post Graduate Diploma in Education (PGDE) qualifications and return to work opportunities. A few local authorities share staff across schools, for example to address shortages in areas of specialism.

Local authorities have a range of approaches in place, such as an annual recruitment exercise for unpromoted posts, to support schools in filling vacancies. This aims to ensure economies of scale in advertising, recruitment and selection of staff. In most local authorities, headteachers play a direct role in the recruitment

process. In around half of local authorities, headteachers feel there is the right balance between headteachers having flexibility in teacher appointments and support from the local authority to minimise workload and bureaucracy. However, headteachers in around half of local authorities are concerned about workload associated with recruitment and find processes slow and time-consuming. Around half of local authorities highlighted the positive relationships and contributions of professional associations in developing recruitment and other staffing policies and processes.

Headteachers in the majority of local authorities feel well-empowered in relation to recruitment of staff. Headteachers in a minority want to be able to appoint staff with the skills and experience more suited to their school. In around half of local authorities, headteachers are responsible for the advertising, recruitment and selection of promoted posts. Primary headteachers in a few local authorities do not feel sufficiently empowered in relation to staffing and feel that they are not engaged in recruitment as much as secondary headteachers.

## Flexibility in staffing and leadership structures

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Headteachers in the majority of local authorities have sufficient flexibility in staffing and leadership structures to meet the needs of their school. Local authorities have a range of ways to support schools in decisions about staffing. These include management points systems or formulae based on criteria such as school budgets, rolls and deprivation. Headteachers in a minority of local authorities feel that the processes to bring about changes in staffing and leadership structures bureaucratic and time-consuming. Headteachers in schools with PEF have valued the flexibility to create a range of posts targeted at particular needs in their schools. This has enabled them to create additional promoted posts and posts with responsibilities related to for example, raising attainment, supporting transitions, nurture, equality and inclusion and to involve a wider range of staff such as family support workers, counsellors and school-based social workers.

## Roles and responsibilities in developing and sustaining a professional school team

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Local authorities have a range of policies and supportive guidance in place that clearly outline roles and responsibilities in relation to developing and sustaining a professional school team. Headteachers in the majority of local authorities value the quality advice and guidance from Human Resource (HR) professionals from the local authority. They appreciate the collegiate approach with the local authority to staffing including staff recruitment exercises, grievance, disciplinary, occupational health support, workload and working time agreements and supporting professional learning. Headteachers indicate that support from HR specialists is crucial to ensure they work within employment law and other statutory requirements. Headteachers in a few local authorities explicitly stated that they do not want any further empowerment in relation to staffing since they want to focus on improving their school, learning, teaching and the curriculum.

## Headteachers' views on staffing

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'We have got the right balance here. The mix of individual autonomy and collective responsibility, together with strong HR support is working for us.'

'It's annoying when local authority pupil support teachers get pulled from your schools because of staff absences; but we understand it is part of being part of the collective and that we work together for all of the authority's children rather than just for our own schools. It's part of our moral compass.'

'We don't want empowerment to be about more admin. We need quality HR support so we can focus on the curriculum and improvement.'

'Recruitment is clear. I have access to my own HR Advisor and have quality, instant support. I get the same consistent advice and the 'human element'.'

'Parents expressed a view that they want their headteachers to lead schools, not do HR. I would find it extremely challenging to do my job if these services were taken away.'

'The large recruitment exercise works well. Headteachers can go on the panels if they have a vacancy. There is always discussion about the 'right fit' for your school. HR are always very keen to have these discussions.'

## Teachers' views on staffing

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'Additional staffing enables us to work more directly with our families in different ways. This is taking our impact way beyond schools now.'

'We need to understand when our colleagues need support in challenging situations. The central team organised training to help us be the best mentors and coaches we can be.'

'Teachers are empowered to lead on staffing too. Headteachers are more empowered than ever to use the staff they have, especially across the partnerships.'

'Tricky situation with staff. We have to beg, borrow and steal. It is not always possible to get any supply cover and so some development days for particular staff cannot always happen. People pick up the slack because they have to.'

'Headteachers value the wellbeing of staff and have invested in them through approaches such as mindfulness to keep their staff well.'



## Illustrations of practice related to staffing

A key enabler to the empowerment of headteachers in relation to staffing is the high-quality advice and guidance provided by trusted HR professionals with a deep knowledge of education policy. Headteachers highly value the support they receive in relation to local and national conditions of service, alignment of promoted posts to appropriate remits and job-sizing to ensure equity and avoid equal pay claims. Headteachers are very positive about the clear processes and procedures in place to support the employment and wellbeing of staff. Where intervention is needed, it is done at the earliest stage possible. HR support extends well beyond recruitment processes. HR professionals are highly-effective in applying their expertise to promote and uphold professional standards, including through provision of professional learning. The HR team has developed strong professional networks, for example, in developing bespoke arrangements with a university to address a shortage of drama teachers

The local authority has been proactive in taking forward a number of initiatives to increase the workforce. This includes training for returning teachers who have had a career break and opportunities through the 'Career Change Programme', which gives employees of the local authority an opportunity to retrain as a teacher. Distance learning opportunities are offered in partnership with universities. The local authority has recruited agency staff to target recruitment in remote areas. It has also looked globally and has successfully recruited sixteen teachers from Canada who have made a commitment to work in the local authority for at least one year.

Locality forums for additional support needs (ASN) have recently been introduced and are being piloted in one cluster. This allows resources to support children's ASN to be shared across a locality and gives a degree of flexibility to the allocations of support staff, depending on changing levels of need. Headteachers spoke very positively about this development, highlighting the authority's very enabling culture of collaboration and sharing.

# Thematic inspection findings

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## 4. Funding: How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?

Headteachers have varying degrees of flexibility to make decisions about funding. Greater consistency is needed in the empowerment of headteachers and schools in relation to funding. This needs to ensure their key focus is on leading school improvements and being leaders of learning and the curriculum.

### Key messages

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- Overall, headteachers are supported well with a range of financial management information and guidance. Support and challenge from the local authority in relation to how funding is spent is appropriate.
- Support from local authority finance officers and business managers is crucial to empowering headteachers in making decisions about how their funding is spent.
- Some headteachers have concerns about the constraints of procurement processes but others understand that these procedures protect schools in a range of ways.
- Further work is required to ensure that staff, parents and learners are more involved in decisions about how funding is spent.
- Headteachers identified council budget efficiencies and not being sufficiently involved in decisions about how efficiency savings can be made within their schools as barriers to empowerment.

### Flexibility available to senior managers on finance

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Headteachers in the majority of local authorities feel sufficiently empowered in relation to deciding how funding allocated to their schools for the delivery of education is spent. They have freedom in decisions about their devolved school budgets and day-to-day running of their schools. They feel they have the right level of support and challenge from the local authority in relation to how funding is spent. Headteachers in around a half of these local authorities explicitly stated that they do not want more responsibilities in relation to funding since they feel this would prevent them from focusing on leading school improvements and being leaders of learning and the curriculum. Headteachers in a minority of local authorities want to be more empowered in relation to funding. Barriers to empowerment in relation to funding include council budget efficiencies and not being sufficiently involved in decisions about how efficiency savings can be made within their schools. Headteachers from a few local authorities indicated that they are having to rely increasingly on fundraising and sponsorship from businesses and partners.

## Support for financial management processes

Headteachers from most local authorities highlighted the support from local authority finance officers and business managers as being crucial to empowering them in making decisions about how their funding is spent. They are supported well with a range of financial management information and guidance. Headteachers in around half of local authorities highlighted the good quality of support and guidance they received from the local authority about using PEF allocations. This enabled them to make the right decisions for their schools.

Those with access to business managers, sometimes located in schools, are highly appreciative of the support they receive in relation to budgeting, staffing, health and safety and procurement. Headteachers in a few local authorities indicated that they now have less access to business managers as they are located centrally or responsible for clusters rather than just secondary schools. This is resulting in workload issues for headteachers. Concerns about constraints of procurement processes were raised in around a third of local authorities. However, in around a quarter of local authorities, headteachers understand that procurement procedures protects them in a range of ways. Headteachers in a minority of local authorities are concerned about too much of their time being spent on administration related to funding. A few would like more regular and more detailed budgetary information to enable them to make financial decisions more timeously. Further work is required to ensure that staff, parents and learners are more involved in decisions about how funding is spent.



## Headteachers' views on funding

'There could be unintended consequences of having more autonomy in that we would not be protected by being part of the big team.'

'We don't want empowerment related to finance to mean that we get everything to do. Without the right support from the local authority, we would focus more on admin rather than leadership of education.'

'We have confidence that we can be creative in how we spend our budget linked to our school improvement plan; we also have strong accountability linked to leading improvements in pupil progress – we revisit our impact statement regularly.'

'I have so little money left to improve the school that I find it difficult to empower staff to make the changes we need to make.'

'We have not yet been involved in strategic discussions about what empowerment means in relation to staffing and funding and how accountability ties in with that.'

'The infrastructure around finance has improved. There is more scrutiny and more support. It is great to meet finance staff face-to-face on a regular basis and the Education Group meetings have finance on the agenda each time.'

## Teachers' views on funding

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'There are many procedures that we do not understand. There is heavy bureaucracy and they can be tricky. But we know why these are needed.'

'The authority do very well to empower schools to decide how to use their own budgets and get the best from it.'

'We have full autonomy to spend our PEF money but we are accountable. Interventions that work are still in place, others have been dropped.'

'We are a 'jack of all trades' filling in grant forms to secure additional funding. If we are to support the next generation we should not have to spend hours of our own time fighting for money through applying for grants.'



## Illustrations of practice related to funding

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A tool available to schools provides headteachers with the opportunity to place annual revenue funding into council reserves. This allows planning for larger areas of investment in the future to meet the needs of the school. This tool enables headteachers to essentially 'save up' for the purpose of defraying expenditure to be incurred from time-to-time in repairing, maintaining and renewing any buildings, works, equipment or articles belonging to the school. This allows resources to be more efficiently managed and offer greater flexibility and control of budget at a local level within the principles of the scheme.

Given levels of flexibility within staffing budgets, headteachers are able to make local decisions on how best to utilise the budget associated with the approved staffing model for their school. Using virement and carry-forward facilities, headteachers can decide locally on the most effective use of all devolved budget lines, subject to financial/HR procedures and policies. This also applies to managed/efficiency savings targets which each establishment has to meet each year in order to contribute to the overall saving requirement of the department/council.

# Readiness for empowerment overall findings

Empowered, responsible and collaborative schools are an important part of the shared vision for Scottish education in delivering excellence and equity for all. The evidence from this thematic inspection on Readiness for Empowerment indicates that local authorities, while at different stages, are implementing a range of strategies and approaches to develop an empowered education system.

The following dimensions of empowerment are emerging as features of practice within and across Scottish schools.

## Dimensions of Empowerment

<b>Autonomy:</b>	having permissions and freedom to take the initiative and be creative and innovative in meeting the needs of learners and individual school's context within a flexible framework of delegated leadership responsibilities.
<b>Professional learning:</b>	enabled through engaging in career-long professional learning which challenges thinking, develops skills of enquiry and criticality, promotes collaborative practices and impacts on learning of children, young people and adults.
<b>Participation and engagement:</b>	involvement in, and ownership of, evidence-based decision-making about the life and work of the school built through consensus.
<b>Collaboration:</b>	engaging in co-production, solution-orientated activities to deliver and improve education and achieve collective goals and aspirations for learners and schools.
<b>Resources:</b>	having access to skills, information, guidance, tools and resources to bring about improvement to school practices and performance.
<b>Impact:</b>	being responsible, trusted and accountable for actions leading to improved outcomes for learners.

These dimensions of empowerment are important levers for change to support further discussions and developing further empowerment of headteachers and schools. They can apply at all the different levels of the education system to ensure that decisions about children's and young people's learning and school life are taken within schools, supported by parents and the local community.

## Key strengths

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1. Headteachers have the freedom and responsibility to lead improvement in their own schools enabled by flexible structures and support and challenge from local authority staff.
2. Improvement planning processes are now more streamlined and the balance between national and local priorities and those identified from individual school's self-evaluation evidence is appropriate.
3. Professional learning, leadership development, access to an increasing range of qualitative and quantitative data and increasing collaboration within and across schools are enabling empowerment of headteachers and schools to bring about improvement in their schools.
4. Within a range of supportive policies, guidance, curriculum frameworks and shared resources, headteachers and schools are empowered to design and deliver a curriculum which meets their own school's local context.
5. The collegiate approaches between the local authority and schools to staffing supports empowerment of headteachers and schools.
6. Support and challenge from local authorities are empowering headteachers in making decisions about how their funding is spent.

## Aspects for improvement

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1. Continue to develop and apply the range of qualitative and quantitative measures of success to monitor and evaluate improvements and to ensure high priority is given to gathering evidence of impact on excellence and equity for all.
2. Ensure consistency in empowerment of headteachers in leading improvement through collective leadership and developing a culture of decision-making and influencing direction.
3. Build on the emerging approaches to collaboration to support empowerment, both within and across schools. These approaches need to have clarity of purpose and focus. Schools need to be able to demonstrate improvement in learning, teaching and outcomes for learners as a result of their collaboration.
4. Further support teachers to take the initiative and be creative and innovative in continuing to improve progression, through the broad general education (BGE), especially at points of transition from primary to secondary, and from the BGE through to the senior phase to reflect individual school contexts and learners' needs and interests.
5. Consider ways to further improve the consistency of headteacher empowerment in relation to staffing and funding while ensuring their key focus is on leading school improvements and being leaders of learning and the curriculum.
6. Address staffing shortages to ensure these do not limit empowerment of schools in relation improvement and developing the curriculum.
7. Ensure parents, learners and partners are more actively engaged in contributing to improvement, in designing the local curriculum and in its evaluation, in recruitment of staffing and in decisions about how funding is spent as appropriate.
8. Engage staff and school communities further in discussions about what empowerment means and the potential benefits for learners.

# Recommendations

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## National partners

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- 1.1 Develop and promote a shared understanding of empowerment at each level in the system (practitioner, school leader, authority, regional and national) and ensure that the potential benefits for learners are clearly understood.
- 1.2 Identify ways to further clarify national expectations in relation to the curriculum to maximise school empowerment to design the local curriculum.
- 1.3 Identify actions needed by national and local partners to address staffing shortages in order to ensure these do not limit empowerment of schools in relation improvement and curriculum leadership.
- 1.4 Reflect the dimensions of empowerment in evaluation frameworks and toolkits being devised to support the development of an empowered system.

## Local authorities

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- 2.1 Further develop a culture of collective leadership and decision-making where headteachers regard themselves as system leaders.
- 2.2 Ensure arrangements are in place to promote collaboration within and across schools and beyond to improve education standards and achieve collective goals and aspirations for learners and schools.
- 2.3 Develop and provide guidance, ways of working and support to promote autonomy and enable empowerment of schools in relation to improvement and curriculum leadership.
- 2.4 Ensure appropriate arrangements are in place for staff at all levels to access high-quality professional learning which challenges thinking, develops skills of enquiry and criticality, and promotes collaborative practices.
- 2.5 Develop collective leadership through co-producing with schools a range of supportive policies, guidance, curriculum frameworks and shared resources to ensure headteachers and schools are empowered to improve school practices and performance.
- 2.6 Put in place suitable arrangements to ensure greater consistency of headteacher and school empowerment in relation to staffing and funding processes. These should ensure that headteachers' key focus is on leading learning and school improvements.

## Headteachers and schools

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- 3.1 Promote empowerment of the school community through participation and engagement of staff, children and young people, parents and partners. This should ensure involvement in, and ownership of, evidence-based decision-making about the life and work of the school built through consensus.
- 3.2 Ensure staff at all levels are responsible and trusted to bring about improvements which impact on learning and teaching and outcomes for learners.
- 3.3 Support staff to take the initiative and be creative and innovative in continuing to improve progression through the learner journey, particularly at transition points.



# Appendix 1:

## Local authorities visited

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- Aberdeen City Council
- Aberdeenshire Council
- Angus Council
- Argyll and Bute Council
- Clackmannanshire Council
- Dumfries and Galloway Council
- Dundee City Council
- East Ayrshire Council
- East Dunbartonshire Council
- East Lothian Council
- East Renfrewshire Council
- Falkirk Council
- Fife Council
- Glasgow City Council
- Inverclyde Council
- Midlothian Council
- Moray Council
- North Ayrshire Council
- North Lanarkshire Council
- Orkney Islands Council
- Perth and Kinross Council
- Renfrewshire Council
- Scottish Borders Council
- Shetland Islands Council
- South Ayrshire Council
- South Lanarkshire Council
- Stirling Council
- The City of Edinburgh Council
- The Highland Council
- West Dunbartonshire Council
- Western Isles Council (Comhairle nan Eilean Siar)
- West Lothian Council

# Appendix 2: Explanation of terms of quantity

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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.

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# Thematic Inspection of Empowerment for Curriculum Leadership

March 2019



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## Foreword

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Together we can achieve change quicker and better than working alone. That has been a key theme of the Joint Agreement between Scotland's stakeholders in education, the School Empowerment Steering Group. That progress was seen in the publication of the [Thematic Inspection of Readiness for Empowerment](#) (December 2018) and is further evidenced with the publication of this report.

Part of Education Scotland's role is to carry out national thematic inspections that will gather evidence on school empowerment. Each thematic inspection looks at a different theme: readiness for empowerment; curriculum leadership; and parent and pupil participation. This report draws together the findings from the second thematic inspection Empowerment for Curriculum Leadership that took place in the spring term of 2019.

I am once again encouraged that the evidence gathered by HM Inspectors provides examples of education staff across Scotland working collaboratively with pupils, parents and partners to provide more flexible curriculum pathways and learn together.

There continues to be more to be done as schools are empowered to lead curriculum change within an ethos of collaborative learning. Schools should continue to discuss and review the curriculum in line with Curriculum for Excellence, the changing workforce and the skills required for the 21st century. Care should be taken to ensure that the curriculum guidance and frameworks provided to support schools in their curriculum journey are not restrictive, but support teachers to be innovative to improve outcomes for children and young people.

I hope staff can benefit from the findings of this report and use them to design a curriculum that is local, based around the learner and clearly reflects the needs of the local community. The final national thematic review on empowerment will be published later in 2019 and provide further evidence on the progress being made to establish an empowered education system.



A handwritten signature in blue ink that reads "Gayle Gorman".

Gayle Gorman

HM Chief Inspector of Education

# Introduction

The [Education Reform – Joint Agreement](#) published in June 2018 sets out the collective agreement by a commissioning group including the Scottish Government, COSLA, SOLACE, ADES and Education Scotland:

‘Improving the education life chances of our children and young people is the defining mission of our Scottish education system. Our shared ambition is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all. We are clear that our vision of excellence and equity cannot be achieved by one part of the system alone; all partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre. Empowered, responsible and collaborative schools are an important part of our shared vision for Scottish education.’

The Joint Agreement sets out agreed principles, enablers and measures that will support and encourage the empowerment of schools in Scotland. These include the commitment that Education Scotland would carry out three inspections in the 2018-19 academic year looking at the following themes: Readiness for Empowerment; Curriculum Leadership; and Parent and Pupil Participation.

This report provides the findings related to the second of these thematic inspections on Curriculum Leadership.

## Scope of the Empowerment for Curriculum Leadership thematic inspection

Over the period January to March 2019, Education Scotland visited 43 schools from the primary, secondary and special sectors across 32 local authorities. During their visits, HM Inspectors discussed how schools are leading collaborative work to co-design and develop the curriculum and empower collaboration and collegiality. They engaged with various groups, including senior leadership teams, teachers, non-teaching staff, pupils, parents<sup>1</sup> and wider partners and looked at relevant documentation.

<sup>1</sup> Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

## Evidence was gathered for each of the following areas:



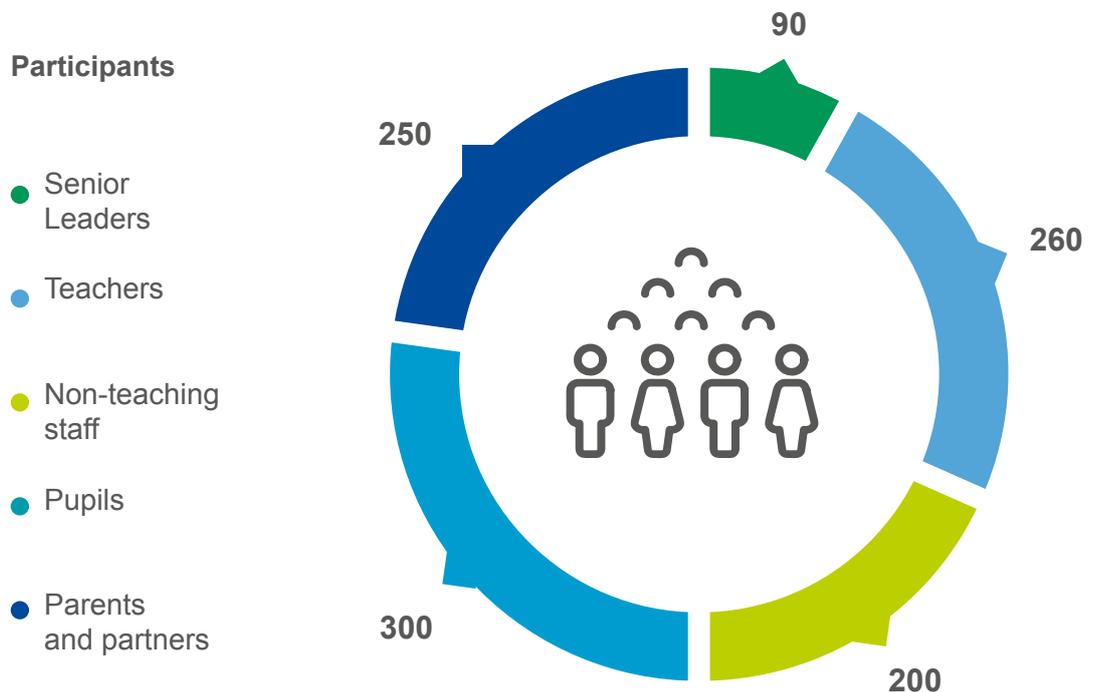
**Curriculum:** How well are headteachers and schools empowered to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

**Leadership of learning:** How well are headteachers and schools empowered to lead learning in line with Curriculum for Excellence and in collaboration with their school community?

Schools visited were asked to complete a self-evaluation of their empowerment for curriculum leadership and to provide evidence against the two categories above. This was used as a starting point for gathering evidence for the thematic inspection.

Education Scotland’s findings are summarised in the remainder of this report under the headings above. In each section and overarching narrative key messages, information on evidence from the thematic inspection visits together with views from participants and illustrations of practice are provided.

## Participants in the thematic inspection



# Thematic inspection findings

## 1. Curriculum: How well are headteachers and schools empowered to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

Almost all headteachers<sup>2</sup> and schools feel empowered to make decisions about their curriculum to best meet the needs of their children and young people within the local community. They develop distributive leadership and staff feel empowered to work with pupils, parents and partners with the aim of improving outcomes for learners, reducing inequalities and closing the poverty-related attainment gap. In most schools, the curriculum rationale is reviewed regularly. Almost all schools are increasingly consulting pupils, parents and partners on the design of the curriculum. However, schools now need to include pupils, parents and partners much earlier in discussions about curriculum design to ensure they have increasing influence on developments. Schools should also provide more opportunities for pupils to be part of the evaluation of the impact of curriculum changes.

In almost all primary schools, there is a focus on improving curriculum breadth and progression, particularly in literacy, numeracy, science and skills for work. In secondary schools, teachers are concerned about the number and timing of changes to Scottish Qualification Authority's (SQA) courses over the last few sessions, which has impacted on planning for progression. Almost all are now revisiting the broad general education (BGE) to plan better aligned learning pathways between the BGE and senior phase. In conjunction with colleges, schools are improving vocational pathways for young people. In a majority of secondary schools difficulties in recruiting staff in some subjects is constraining curriculum developments.

### Key messages

- Improving the curriculum continues to be a high priority for schools. Headteachers welcome the autonomy they have to work with their staff to develop a curriculum, which best suits the needs of their local community. They often find the support, challenge and guidance from their local authority helpful when considering changes to the curriculum.
- Headteachers work in collaboration with staff on curriculum design. There is now a need to more consistently collaborate with parents, pupils and wider partners on the design and evaluation of the curriculum.
- Teachers increasingly use a range of local, national and international evidence to inform curriculum development. Most adapt curriculum frameworks and courses to suit their local circumstances and to provide interesting and relevant learning experiences.
- Schools, particularly in rural areas, continue to find it difficult to recruit teachers. This limits opportunities to lead curriculum improvements and, in some instances, provide a local curriculum which meets the needs of children and young people
- Collaboration with colleges is an increasing feature of practice. Schools and colleges now need to build on this positive work to develop an appropriate range of vocational learning pathways for all young people.

<sup>2</sup> Throughout this report references to headteachers, teachers and others relate to those who participated in this thematic inspection



## Structuring and delivering a curriculum to provide flexible learning pathways

Headteachers in almost all schools are empowered to structure and deliver a curriculum, which takes account of local and national circumstances. This supports them to provide flexible learning pathways for children and young people. In almost all schools, staff are encouraged to take the lead in aspects of curriculum design in order to improve outcomes for children and young people. Most local authorities provide curriculum support to schools through the collaborative development of progression frameworks. Teachers value this guidance and can adapt these frameworks to meet the needs of their pupils. A few secondary teachers are concerned that a reduced choice of courses in S4 leads to a perception of more limited options for young people following academic pathways in S5 and S6. This continues to be part of the curriculum discussion across secondary schools. In most schools, staff are using Pupil Equity Funding creatively to provide opportunities to introduce learning experiences that are bespoke to the needs of children and young people who face the greatest barriers in their learning.

## Using information from a range of sources to support informed debate

Most senior leadership teams use an appropriate range of local and national sources of information to encourage debate about the curriculum. This is resulting in teachers developing a much better understanding about how learning can be delivered within their school. A few schools make use of current curriculum research to refresh, review and shape programmes of learning to ensure children and young people are motivated and engaged in their learning. To support an empowered system all teachers need to be involved in discussions about the curriculum and how it meets the needs and aspirations of children and young people.

All schools are using information from Curriculum for Excellence and Getting it right for every child (GIRFEC) to inform debate and discussion about the curriculum they need to deliver. Most are taking account of Developing the Young Workforce (DYW) to deliver a curriculum, which includes an understanding of the world of work and vocational pathways. However, there continues to be a need to increase progress in delivering DYW priorities and ensure pupils and parents are aware of the range of vocational options and pathways available.



## Engaging with pupils, parents and the local community

While almost all headteachers consult with parents and pupils on the vision for the curriculum, they do not yet collaborate with them sufficiently in discussions about curriculum design or evaluating the impact of curriculum change. In a few schools, ongoing involvement of the school community and partners in the design of the curriculum helps them contribute to planning. This is leading to greater involvement of local employers to strengthen the delivery of aspects of DYW, including opportunities for work experience.

A few schools have formal mechanisms in place which harness the skills and knowledge of parents and partners to support the delivery of the curriculum. Where this works well it promotes co-designing learner pathways which best meet the needs of all children and young people.

## Views of headteachers on curriculum

'We have a social mandate to help young people out of poverty. Our curriculum is designed to support that.'

02. 'We need to be flexible and creative with our staffing, our resources, our partnerships and our curriculum pathways. We couldn't do this without the support and understanding of the education authority.'

03. 'We are confident and empowered within a supportive framework.'

'The Pupil Equity Fund has allowed us to deliver learning experiences that we couldn't have done before.'

05. 'Partnerships are wonderful and they bring the skill set we need but they bring challenges too.'

06. 'Vocational education has impacted significantly on attainment.'

## Views of teachers on curriculum

01. 'I feel quite empowered to make connections and decisions about the curriculum. Where it works really well is where there are good relationships. It feels very much like we're all in this together.'

02. 'There continues to be disconnect in the system between the BGE in primary and secondary. Exams are still the gold standard which creates tension in the system.'

03. 'We are enabled to deliver a pertinent and relevant curriculum.'

04. 'We empower young people to work alongside industry professionals.'

'Our curriculum goes everywhere to meet the needs of all.'

05. 'I feel empowered to offer additional opportunities to young people. Through the Eco Club young people are learning about sustainability and the impact of plastics in the world.'

## *Views of parents and partners on curriculum*

01. 'The school nurtures all of its pupils: those who are academic and those who have different skills and interests.'

02. 'The school has developed my skills and confidence as well as my child's.'

03. 'Staff here understand my child as an individual and plan activities which help them progress.'

05. 'If the school thinks something can add value then they are keen to embrace it.'

04. 'We are able to shape what we are doing when we know the needs of young people.'

06. 'In this school parents are seen as co-educators, learners, policymakers and change agents.'

## *Views of pupils on curriculum*

01. 'All staff are very supportive. They go out of their way to ensure you get the subject of your choice.'

02. 'If we're interested in something the school will find a way for us to learn about it.'



## Illustrations of practice related to the curriculum

As part of a primary curriculum refresh, school staff engaged with almost all stakeholders and over 70 community partners and businesses. This is helping staff to build a curriculum which is embedded in the local community and provides opportunities for learning in wider contexts. As part of the ongoing development of the curriculum, staff, parents and children worked together to identify five mind frames which children are encouraged to develop as they progress through their learning.

The school's partnership model of curriculum development is very effective. The partnership group consists of staff, parents and partners. Aspects of the curriculum are given to the group to develop and evaluate. The partnership model successfully created a three-year school community wellbeing strategy. This brought about significant change in relation to mental wellbeing, nurture, knowledge of adverse childhood experiences and how they can be addressed through a community approach.

In response to the impact gang culture was having on the local community, teachers from a few schools established a group to support children to make better choices. They met with parents, health practitioners, the Violence Reduction Unit and many other community groups to identify the main challenges faced by children and young people living in the area. A driver document was written in collaboration with partners. Children in P7 were then involved in developing the curriculum. Pupil Equity Funding has secured the services of a community youth worker to continue to develop this area of the curriculum.

A rural secondary school has collaborated very well with a neighbouring secondary school, the local authority and the college to provide increased vocational learning pathways. Through a consortium arrangement there continues to be a wide range of academic options for young people.

# Thematic inspection findings

## 2. Leadership of learning: How well are headteachers and schools empowered to lead learning in line with Curriculum for Excellence and in collaboration with their school community?

Headteachers are increasingly adept at creating the conditions for effective empowerment of staff to improve learning and teaching. They support staff well to undertake roles which focus on leading improvements in the curriculum. Difficulties in staffing mean that headteachers sometimes have to cover classes which impacts on how well they can lead learning and how often staff participate in a range of professional learning and dialogue. Most support staff feel they would be further empowered to support children and young people through improved access to high quality professional learning.

Local authorities and regional improvement collaboratives need to continue to increase opportunities for staff to work across schools and authorities to share practice and improve leadership of learning and pedagogy. Where collegiate learning cultures are developing, it is important to evaluate how well these lead to improved pedagogy and measurable impact on outcomes for children and young people.

### Key messages

- Teachers should continue to take advantage of increasing opportunities to work collaboratively across schools and local authorities. This will support improvement across the system and an increasingly consistent quality of learning and teaching across the country.
- The quantity and quality of collegiate learning continues to improve. Schools are finding creative ways to use time for professional learning. The Attainment Scotland Fund is supporting schools to build in ways to evaluate the impact of improved pedagogy on outcomes for learners.
- Where there are difficulties in staff recruitment this impacts on teachers participating in collaborative activities such as professional enquiry, action research and curriculum development.
- The level of professional learning for support staff in schools is too varied. There is a need to increase opportunities for support staff to participate in high quality professional learning relevant to their local context.



## Conditions for empowerment focusing on leading learning and teaching

Almost all headteachers create conditions for effective empowerment at all levels, supporting staff to undertake roles which focus on leading and improving learning and teaching. In secondary schools, almost all principal teachers and faculty heads continue to be key leaders of learning and teaching within curriculum areas, supporting teachers to lead within their subjects. While almost all staff are keen to take a lead on elements of learning and teaching they sometimes find this challenging due to difficulties finding staff cover.

## Collaboration within and across schools to strengthen their understanding and implementation of the curriculum

Almost all staff work collaboratively within their schools. They participate in collegiate working groups and stage or departmental activities to improve learning and teaching. In primary schools, joint planning across Curriculum for Excellence levels is improving teachers' understanding of standards across the curriculum. Most teachers take part in professional learning led by collaborative networks to develop their understanding of curriculum areas and subjects. Most work collaboratively across their associated school group, particularly on moderation activities and arrangements to support learners at points of transition. In a few local authorities, schools work together more widely to help teachers share high quality learning and teaching. A few schools benefit from partnerships developed through the regional improvement collaboratives to extend collaboration and their understanding of key national policies.

## Collegiate learning culture leading to improved pedagogy and outcomes

Almost all teachers are participating in different forms of collegiate learning within their schools. They are making good use of peer observation and using it to share practice and improve learning and teaching. Increasingly, teachers are participating in professional enquiry or small-scale research projects which are impacting positively on outcomes for children and young people. There continues to be a need to ensure that, in all cases, the impact of professional learning on improving quality and consistency in learning and teaching and outcomes for learners is evaluated.

## Views of headteachers on leadership of learning

01. 'Closing the poverty-related attainment gap is a key purpose and goal for the school.'

'Developing leaders is the key to improving learning and teaching.'

03. 'If we were fully staffed developing leadership across the school would be easier.'

04. 'Creating an ethos where teachers are happy to take risks helps to develop a culture of distributed leadership.'

## Views of teachers and support staff on leadership of learning

01. 'It would be a rare occasion that we were not able to attend a course or network meeting. Our own professional learning is seen as very important to school life'

02. 'Staff constraints means it is almost impossible to get cover for classes and attend opportunities for our own learning.'

03. 'I am participating in the council's leadership for learning programme. As a result I am leading on digital learning within the school and getting a chance to see the bigger picture.'

04. 'The leadership team are good at identifying people's strengths and supporting them to build on these.'

## Views of pupils on leadership of learning

01. 'There are no barriers here. The school is always bringing out opportunities for us to lead.'

'My job as a digital leader is to harness new software and programmes and to help teachers and pupils make better use of technology.'

03. 'The school is creating young people with a strong sense of right and wrong who can add to the community.'

04. 'When you suggest things, normally they will happen.'

05. 'The school teaches us to have a voice and not just be a by-stander.'

06. 'Pupils are not involved in decisions, just the staff.'



## Illustrations of practice related to leading learning

Across the school, teachers undertake a broad and varied range of lead roles, which impact positively on learning and teaching and outcomes for children. They co-ordinate aspects of curriculum development, for example 1+2 languages, creativity, physical education and nurture. All P3 to P7 teachers support pupil leadership groups. Working alongside pupils, staff use these groups to bring about effective change within the school and the local community. The groups also provide very good opportunities for children to contribute to the life and ethos of the school as a community.

The school has strong international links and uses them well to encourage leadership of learning. All primary teachers and some support staff participated in an immersion course in French as part of a commitment to delivering French as an additional language. This experience increased the confidence of staff in delivering French in the school and enabled staff time to learn and engage in discussion with colleagues from other schools in Scotland and beyond.

# Empowerment for curriculum leadership overall findings

The thematic inspection 'Readiness for empowerment' identified six dimensions of empowerment which are important levers for change. The inspection report highlighted that the dimensions can apply at all different levels of the education system to ensure that decisions about children's and young people's learning and school life are taken within schools, supported by parents and the local community. The following table uses the six dimensions of empowerment to highlight practice which is emerging in schools and next steps to continue to increase empowerment for curriculum leadership.

## **Autonomy**

Senior leaders are developing a culture of leadership for learning which allows teachers to take measured risks, be creative and innovate across the curriculum. All teachers should continue to embrace this developing culture and regard themselves as leaders of learning across the system.

## **Professional learning**

Teachers are increasingly participating in professional learning which is collaborative and generating evidence of improvement in outcomes for learners. Further extension of these approaches would increase improvement across the system.

## **Participation and engagement**

Increasingly schools are developing processes to engage more fully with pupils, parents and wider partners to develop the curriculum. They should accelerate the collaboration with these groups to gather evidence on the impact of the curriculum and make decisions about next steps.

## **Collaboration**

Teachers are collaborating within their schools and across associated school groups. They are starting to explore the benefits of engaging with schools who have similar goals in other local authorities. Engagement with regional improvement collaboratives will help to increase collaboration across schools.

## **Resources**

The Attainment Scotland Fund and Pupil Equity Funding are providing resources to some to bring about improvement. There is a continuing need to focus on increasing the number of teachers, particularly in rural areas where access to additional funding is more limited.

## **Impact**

Teachers are aware of the need to demonstrate the impact of the developments they implement. They should continue to build on the increasing use of data to demonstrate the impact of interventions and identify next steps.



## Key strengths

- Improving the curriculum remains a high priority for schools across Scotland. Headteachers are empowered to work with staff, pupils, parents and wider partners to design learner pathways which best suit the needs of their local community. In most cases, they are well supported to do this by their local authority.
- A broad range of local, national and international evidence is being used to inform curriculum development. Teachers are developing curriculum frameworks and courses to suit their local circumstances and provide relevant learning experiences.
- Within a range of supportive policies and guidance, teachers are increasingly being creative and taking the lead to improve learning and teaching across the curriculum.
- There are increasing opportunities to work collaboratively across schools and local authorities. This is supporting improvement across the system and an increasingly effective implementation of the principles of Curriculum for Excellence across the country.

## Aspects for improvement

- Build on current approaches to more consistently collaborate on curriculum development with parents and wider partners, including other schools across local authorities and regional improvement collaboratives.
- Involve children and young people more in the development of the curriculum and evaluation of its impact.
- Address staffing shortages, particularly in rural areas, to ensure teachers can participate in opportunities for professional learning and schools are able to deliver a curriculum that best suits the needs of children and young people.
- Continue to develop partnerships with colleges, employers and third sector organisations to further improve progression through the curriculum, increase the pace of delivering DYW priorities and provide an appropriate range of learning pathways for all young people.



## Recommendations

- Support children and young people, parents and wider partners to engage with schools in evidence-based decision making about curriculum design and development.
- Further develop partnerships across the system to improve curriculum flexibility and provide progression pathways which prepare learners for lifelong learning and the world of work.
- Ensure all teachers have access to high quality professional learning; can collaborate across schools; and are able to be system leaders who energise and share curriculum developments across the country.

# Appendix 1: Schools visited

School	Local authority
Kaimhill Primary School Hospital and Home Tuition Service	Aberdeen City Council
Auchenblae Primary School	Aberdeenshire Council
Maisondieu Primary School Monifieth High School	Angus Council
Oban High School	Argyll and Bute Council
St Bernadette's RC Primary School	Clackmannanshire Council
Creetown Primary School Sanquhar Academy	Dumfries and Galloway Council
Mill of Mains Primary School Grove Academy	Dundee City Council
Kilmarnock Academy Park School	East Ayrshire Council
Bearsden Academy	East Dunbartonshire Council
Dunbar Primary School	East Lothian Council
Eastwood High School	East Renfrewshire Council
Falkirk High School Maddiston Primary School	Falkirk Council
Kilmaron School Lochgelly High School	Fife Council
Croftcroighn Primary School St Margaret Mary's High School St Thomas' Primary School	Glasgow City Council
St Joseph's Primary School	Inverclyde Council
Beeslack Community High School	Midlothian Council
Speyside High School	Moray Council
Lawthorn Primary School	North Ayrshire Council
Firpark Special School Kilsyth Primary School	North Lanarkshire Council
Stromness Academy	Orkney Islands Council
St. John's RC Academy Luncarty Primary School	Perth and Kinross Council
Inchinnan Primary School	Renfrewshire Council
Parkside Primary School	Scottish Borders Council
Aith Junior High School	Shetland Islands Council
Carrick Academy	South Ayrshire Council
Townhill Primary School Trinity High School	South Lanarkshire Council
Stirling High School	Stirling Council
Currie Community High School St Margaret's RC Primary School	The City of Edinburgh Council
Holm Primary School Kilchuimen Academy	The Highland Council
Edinbarnet Primary School	West Dunbartonshire Council
Sgoil an lochdar	Western Isles Council (Comhairle nan Eilean Siar)
Bridgend Primary School	West Lothian Council

## Appendix 2: Explanation of terms of quantity

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

<b>All</b> <i>100%</i>	<b>Almost all</b> <i>91%-99%</i>	<b>Most</b> <i>75%-90%</i>
<b>Majority</b> <i>50%-74%</i>	<b>Minority/less than half</b> <i>15%-49%</i>	<b>A few</b> <i>&lt; 15%</i>

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

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<b>Meeting(s):</b>	<b>Education and Families Committee Policy and Resources Committee</b>	<b>6 May 2019 13 May 2019</b>
<b>Report Title:</b>	<b>Review of Childcare Grant Aid Fund</b>	
<b>Reference Number:</b>	<b>CS-16-19-F</b>	
<b>Author / Job Title:</b>	<b>Quality Improvement Officer – Early Learning and Childcare</b>	

<b>1.0</b>	<b>Decisions / Action required:</b>
1.1	<p>The Education and Families Committee and Policy and Resources Committee are asked to:</p> <ul style="list-style-type: none"> <li>Consider and approve the revisions made to the existing Childcare Fund.</li> </ul>
<b>2.0</b>	<b>High Level Summary:</b>
2.1	<p>There is a requirement to update and revise the existing Childcare Fund to ensure that local providers in the private and third sectors, including childminders, can access appropriate levels of funding to maintain, grow, develop and improve services provided within the Early Learning and Childcare sector.</p>
<b>3.0</b>	<b>Corporate Priorities and Joint Working:</b>
3.1	<p>Shetland Islands Council’s Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:</p> <ul style="list-style-type: none"> <li>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.</li> <li>The expansion of Early Learning and Childcare in Shetland will require the support of our existing funded providers, and it will give the Quality Improvement Service opportunities to further develop joint working with childminders and with private childcare providers.</li> </ul>
<b>4.0</b>	<b>Key Issues:</b>
4.1	<p>The Childcare Fund was introduced on 1 April 2012. The scheme aims to target providers within the voluntary and private sector, including childminders, who are registered with the Care Inspectorate to deliver Day Care of Children or Childminding</p>

services. The scheme aims to support local providers who are operating within limited budgets and who often find it difficult to raise additional funds for one off projects. It will consider providing financial support for one off development projects. Over the past few years, the scheme has been underutilised and has become outdated. Uptake of the Childcare Fund in the past has been very low, often with only one application per year.

4.2 During the period of expansion to 1140 hours of funded Early Learning and Childcare, there is an expectation that local authorities make available financial support to providers in the private and third sector, including childminders, to aid their transition. The Childcare Fund would be an appropriate mechanism to achieve this.

4.3 In order to ensure that the fund will enable providers to access appropriate support, it has been necessary to update the Guidelines. This has been done in partnership with staff from Community Planning & Development, Finance and Economic Development, and with Shetland Pre School Play. A copy of the updated and renamed Early Learning and Childcare Fund are attached in Appendix 1. Along with updating the name of the fund, some minor changes have been made to what the scheme will fund in order for it to better reflect current thinking and pedagogy. In addition, the maximum grant has been increased from £2,000 to £2,500.

4.4 The scheme is administered by the Council's Grants Unit. It is recommended that this should continue.

4.5 Delegated responsibility for the scheme sits with the Executive Manager – Children's Resources. It is recommended that this be changed to the Director of Children's Services or their nominee.

**5.0 Exempt and/or confidential information:**

5.1 None

**6.0 Implications:**

<p><b>6.1 Service Users, Patients and Communities:</b></p>	<p>The expansion of Early Learning and Childcare provides the opportunity to improve the quality of our provision for children through increased investment in the workforce, upgrades to the physical environment of settings and a need to review pedagogy and practice as we move to a new way of working.</p> <p>The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.</p>
<p><b>6.2 Human Resources and Organisational Development:</b></p>	<p>There are no implications for Human Resources and Organisational Development.</p>

<b>6.3 Equality, Diversity and Human Rights:</b>	<p>Access to funding will help to ensure that children, young people and their families have greater flexibility and choice in relation to funded Early Learning and Childcare. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage.</p>	
<b>6.4 Legal:</b>	<p>The fund will support the successful implementation of the Early Learning and Childcare Strategic Delivery Plan which, in turn, will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.</p>	
<b>6.5 Finance:</b>	<p>The Scottish Government are fully funding the expansion of Early Learning and Childcare. All costs will be met from within existing approved budgets.</p>	
<b>6.6 Assets and Property:</b>	<p>There are no implications for assets and arising from this report.</p>	
<b>6.7 ICT and new technologies:</b>	<p>There are no implications for ICT or ICT systems arising from this report.</p>	
<b>6.8 Environmental:</b>	<p>It is unlikely that there will be any environmental risks arising from this report.</p>	
<b>6.9 Risk Management:</b>	<p>Funded providers are central to ensuring the successful expansion of Early Learning and Childcare across Shetland. They will require access to additional funding in order to implement the offer of 1140 hours within their settings. Without this funding, some providers may not be able to continue to provide funded Early Learning and Childcare. An expansion of Early Learning and Childcare risk register is in place.</p>	
<b>6.10 Policy and Delegated Authority:</b>	<p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education. This report relates to the functions of an Education Authority.</p> <p>The Policy and Resources Committee has referred authority to advise the Council in the development of its strategic objectives, policies, and priorities. The Committee also has delegated authority to secure the co-ordination, control and proper management of the Council's finances.</p>	
<b>6.11 Previously considered by:</b>	<p>Education and Families Committee Executive Committee</p>	<p>29 February 2012 12 March 2012</p>

**Contact Details:**

Samantha Flaws, Quality Improvement Officer for Early Learning and Childcare  
[samantha.flaws@shetland.gov.uk](mailto:samantha.flaws@shetland.gov.uk)

**Report Finalised:** 25 April 2019

**Appendices:**

Appendix 1 – Early Learning and Childcare Fund Scheme and Guidelines

**Background Documents:**

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Publications/2017/03/8937/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Action Plan 2017/18 - <http://www.gov.scot/Publications/2017/10/9506/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - <http://www.gov.scot/Publications/2017/03/3681/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - <http://www.gov.scot/Publications/2018/03/1918/downloads>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Plan - <https://www.gov.scot/publications/blueprint-2020-expansion-early-learning-childcare-scotland-quality-action-plan/>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Funding follows the Child and the National Standard for Early Learning and Childcare Providers: Principles and Practice - <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-principles-practice/>

END



# Shetland Islands Council

## Early Learning and Childcare Fund Guidelines

This grant aid scheme is designed to support:

- ❑ Providers delivering Early Learning and Childcare;
- ❑ Voluntary and private sector organisations registered to provide Day Care and/or Out of School Care;

It is funded and administered by Shetland Islands Council and managed by representatives from Shetland Islands Council and Shetland Preschool Play.

This Grant Aid scheme aims to help maintain, grow, develop and improve the services provided in the Early Learning and Childcare sector.

We would encourage potential applicants to discuss their project with an officer before written applications are submitted. For an informal chat, please see the Contact Details in section 13.

### 1. We expect all applicants to demonstrate that they –

- ❑ Are registered with the Care Inspectorate;
- ❑ Are working towards / have achieved a Grade 4 or above inspection result;
- ❑ Are committed to long term quality improvement.

### 2. Who can apply?

You can apply for an Early Learning and Childcare Fund grant if: –

- ❑ You are Shetland based;
- ❑ You are registered by the Care Inspectorate to provide a Day Care of Children Service i.e. you are a Partner Provider, Childminder, Voluntary or Private Sector Organisation delivering Day Care;
- ❑ You have an open constitution or equivalent set of rules which clearly defines your organisation's aims, objectives and procedures\*;
- ❑ You have a bank or building society account in the name of your organisation which requires at least 2 signatures on each cheque or withdrawal\*;
- ❑ You can enclose your most recent annual accounts which have been certified as true by a person independent of your organisation.

\* Exceptions can be made for sole traders or where organisations operate debit cards

### 3. When should you apply?

Applications can be made to the Early Learning and Childcare Fund at any point during the year, but must be submitted a minimum of 6 weeks prior to the project start date.

Decisions are usually processed within 6 weeks.

Application forms are available on the Shetland Islands Council's website and can be submitted electronically.

Alternatively you can request or collect an application pack from the Grants Unit. Please see the Contact Details in section 13.

#### **4. What can the scheme fund?**

We will consider funding: –

- Furniture and equipment;
- Outdoor furniture and equipment;
- Specialised equipment for children with additional support needs;
- Car safety seats – where a vehicle is used to deliver a service;
- Non statutory training – which improves quality of provision;
- Other costs deemed appropriate to support delivery of high quality Early Learning and Childcare provision.

We will not fund: –

- General running costs such as wages, admin costs, energy costs, etc
- Snacks and refreshments;
- Projects that have already taken place;
- Fundraising expenses;
- Legal fees;
- Holidays;
- Items that only benefit an individual e.g. prizes, personal clothing, strips and personal equipment;
- Loan or endowment payments;
- Projects with no long-term sustainability;
- Statutory training – which settings should have in order to be registered as a provider;
- Other costs deemed inappropriate to Early Learning and Childcare provision.

#### **5. How much can we apply for?**

Organisations can apply for up to 75% of eligible costs up to a maximum grant of £2,500.

Applicants can submit multiple grant applications but the total awarded will not exceed the above limits per Council financial year.

You should also note that we will not award more than the amount you request in your application. If you are unsure about how much funding you can apply for please contact staff to discuss.

## 6. What is the application process?

Once you have completed your grant application, attached all the necessary documents and worked through the checklist you are ready to submit your grant application.

Applications can be submitted electronically or by post to the Grants Unit. See the contact details in section 13.

- ❑ On receipt of your application we will check if it is complete and ensure all the necessary information has been enclosed.
- ❑ We will acknowledge receipt of your application **within 5 working days** and let you know what else is required.
- ❑ Your completed application will be assessed and you should be informed of the decision in writing **in no more than 6 weeks** of receiving the completed application.

Applications will be assessed by staff in the Council's Grants Unit. Decision making is the responsibility of the Director of Children's Services, or nominee.

## 7. What happens if you are successful?

- ❑ Successful applicants will be issued with a grant offer letter and acceptance docquet.
- ❑ Once your organisation has accepted the terms and conditions of the grant and returned the acceptance letter 90% of the grant award will be paid into your organisation's bank account.
- ❑ The remaining 10% of the grant will be paid into your organisation's bank account on receipt of a completed Project Evaluation form and a certification of expenditure form together with project receipts within **12 months** of the date of the grant offer letter.
- ❑ You must comply with grant conditions and use the grant only for the purpose set out in your application form.

## 8. What happens if you are unsuccessful

We will tell you the main reasons why in a letter **within 6 weeks** of receiving the completed application.

We welcome discussion about all applications.

Following receipt of the explanation you may wish to revise your application and resubmit it.

## 9. Protection of Vulnerable Groups requirements

From 1st April 2011, if your organisation is applying for grant assistance from this scheme, your group/ organisation will need to decide whether you have anyone (staff or volunteers) involved in 'Regulated Work' with children (and/or protected adults)\*. If your organisation has individuals involved in Regulated Work then those individuals will need to apply to become a member of the PVG Scheme, and your group must also have policies and procedures in place that adequately cover child protection and welfare issues.

You will need to decide whether or not your group has individuals involved in 'Regulated Work' with children and young people under the age of 18, and/or 'Regulated Work' with protected adults (from the age of 16, generally, in receipt of specified services)\*

If either of these conditions applies to your group, then you will need to ensure that you have in place **all** of the following: a Child Protection Policy and Child Protection Procedures; a Code of Conduct for staff and volunteers; an Equal Opportunities Policy. Templates for these documents are available from the Community Planning & Development Service or at <https://www.childprotectionsnetland.com/for-community-groups> and must be approved and signed by committee members of your group. Your organisation must undertake a PVG Scheme Membership check when appointing staff, volunteers or helpers who are doing 'Regulated Work' to make sure they are not barred from working with children/protected adults and as part of checking their suitability for the particular post.

\*There are various stages to go through to decide whether someone is doing 'Regulated Work.' The Child Safe Shetland website <https://www.shetland.gov.uk/childsafeshetland> includes links to sources of help in particular a self-assessment tool produced by Disclosure Scotland which will help you work through the various stages. [http://www.disclosurescotland.co.uk/pvg\\_training/self-assessment/](http://www.disclosurescotland.co.uk/pvg_training/self-assessment/)

In case of doubt, you may wish to seek further advice from either the Central Registered Body for Scotland (CRBS), on 01786 849777, or Disclosure Scotland on 0870 609 6006. Contact details for local support on this subject and more information are available on the ChildSafe Shetland website.

Help is also available from Shetland Preschool Play SCIO, who undertake free checks for volunteers.

## **10. Data Protection Act 2018 / Freedom of Information (Scotland) Act 2002**

The information provided by you is processed in accordance with the Data Protection Act 2018 to allow us to effectively manage the Council's Grant Aid Schemes. The Data Protection Act 2018 gives you the right to know how we will use your data. Further information about how we use your personal data is available from the Grants Unit or the Council's website at <http://www.shetland.gov.uk/information-rights/DataProtection.asp>.

Please note that your information, should you be successful, will be stored by the Council for 5 years plus current year before being destroyed. The information for unsuccessful applications will be stored for 1 year plus current year before being destroyed.

Please note the Freedom of Information (Scotland) Act 2002 gives any person the right to request certain information that we hold. The Council regularly releases information about grant awards and information regarding your application may be made available to the public. Any personal information provided will be processed in accordance with the Data Protection Act 2018.

## **11. Other considerations**

- ❑ No applications can be considered for expenditure already incurred, except with prior agreement of the Director of Children's Services;

- ❑ All grant awards are subject to the Shetland Islands Council's approved grant conditions and availability of finance;
- ❑ Any grant assistance not spent within one year will be repaid to Shetland Islands Council unless the Director of Children's Services has agreed otherwise;
- ❑ Applicants with savings, reserves, cash or investments greater than £10,000 may not be considered for grant assistance if they are unable to confirm that these funds are restricted or designated funds for a specific purpose;
- ❑ Grant awards must be acknowledged on all publicity and marketing material;
- ❑ Applicants should seek other sources of funding prior to applying for an Early Learning and Childcare Fund Grant;
- ❑ Your organisation's contact details must be included in the Council's online Shetland Community Directory and you will be responsible for making any changes to your organisation's details as necessary. If you have not joined the Community Directory please contact the Grants Unit for information, or look up the website at [www.communitydirectory.shetland.gov.uk](http://www.communitydirectory.shetland.gov.uk)

## 12. Service pledges

In order to improve service delivery of the department's various grant aid schemes we have the following service pledges:

- ❑ The Grants Unit will provide **accurate information** about its grant aid schemes and application procedures;
- ❑ All grant application forms received will be acknowledged **within 5 working days**;
- ❑ All organisations receive a decision on completed grant application forms **within 6 weeks**;
- ❑ All organisations that have had grant applications rejected will receive a **written explanation** of why it was unsuccessful;

## 13. Contact details

Staff at the following offices is available to give advice and guidance on your project and with the completion of grant applications. You should contact staff at the earliest opportunity and prior to completing a grant application.

### Early Learning and Childcare Team

Hayfield House  
Hayfield Lane  
Lerwick  
Shetland  
ZE1 0QD  
Tel. (01595) 744000

Email: [ELC@shetland.gov.uk](mailto:ELC@shetland.gov.uk)

### Grants Unit

Solarhus  
3 North Ness Business Park  
Lerwick  
Shetland  
ZE1 0LZ  
Tel. (01595) 743827 / 743828

Email: [Grants.unit@shetland.gov.uk](mailto:Grants.unit@shetland.gov.uk)





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>6 May 2019</b>
<b>Report Title:</b>	<b>Expansion of Early Learning and Childcare – Phasing and Capital Programme Plan – Update 2018/19</b>	
<b>Reference Number:</b>	<b>CS-15-19-F</b>	
<b>Author / Job Title:</b>	<b>Quality Improvement Officer – Early Learning and Childcare</b>	

## 1.0 Decisions / Action required:

1.1 The Education and Families Committee is asked to:

- Note the updated position in relation to the expansion of Early Learning and Childcare.

## 2.0 High Level Summary

2.1 Implementation of the Revised Phasing Plan, as presented to the Education and Families Committee on 18 December 2018, is on track.

2.2 In line with Scottish Government guidance, a working group has been established to oversee the local implementation of the Funding Following the Child approach. This includes identifying an appropriate local authority support package for funded providers, establishing a sustainable funding rate and agreeing the process for becoming a funded provider.

2.2.1 There has been no increase in the hourly rate paid to our funded providers since 2013/14, therefore an interim increased rate will be introduced from August 2019 of £5.08 per child, per hour.

2.2.2 The existing Childcare Fund has been updated and is presented to Education and Families Committee for approval elsewhere on this agenda. This will ensure that funded providers have the opportunity to access additional revenue funding to support their expansion plans.

2.3 A range of workforce developments continue to help ensure that the additional workforce requirements for expansion are met. This includes the Modern Apprenticeships and the Career Grades for Support Worker posts.

2.4 The Capital Programme was presented to the Education and Families Committee on 18 December 2018, and an update given on 4 February 2019. An update on the programme is provided in Appendix 1.

### **3.0 Corporate Priorities and Joint Working:**

3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare 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.
- The expansion of Early Learning and Childcare in Shetland will require the support of our existing funded providers, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.

### **4.0 Key Issues:**

#### **4.1 Phasing Plan**

The implementation of the revised phasing plan (December 2018) is on track with both Happyhansel and Mossbank moving to the expanded hours in April 2019. This brings the total number of settings offering 1140 hours across Shetland to seven. This equates to 31% of our current providers. Total number of children benefitting from the additional hours is 191 which is 34% of the total number. The next settings to expand will be the Lerwick settings after the summer holiday period.

#### **4.2 Funded Providers**

The Scottish Government is committed to delivering a 'provider neutral' Funding Follows the Child approach which will be introduced alongside the national roll-out of the expanded entitlement in August 2020. The approach is underpinned by a National Standard that all providers delivering the funded hours – regardless of whether they are in the public, private or third sector, or childminders – will have to meet. This aims to provide reassurance to parents and carers that any provider offering the funded hours will be able to offer their child a high quality ELC experience.

There is an expectation that the local authority will work together with funded providers in a genuine partnership to deliver flexible Early Learning and Childcare provision, while continuing to ensure a high quality experience for the child is maintained and accessible to all children. A local Funded Providers Network has been established to strengthen partnership working with our local providers, ensuring on-going dialogue and transparency in decision making, recognising the different points of view, needs, skills, knowledge and expertise held by all parties.

Under the Funding Follows the Child approach, the local authority is expected to set a sustainable funding rate locally that is paid to funded providers to deliver the entitlement. This is imperative to ensure a high-quality Early Learning and Childcare experience as it reflects the quality of environment and staffing in a setting. The rate must also reflect the cost of delivery and allow national priorities, including the payment of the 'real' living wage to all childcare workers delivering the funded entitlement, to be delivered. The sustainable rate only applies to the funded element of the providers business. It does not include additional hours that parents/carers may opt to pay for or other benefits such as higher staffing ratios that the provider

chooses to implement. Moving forward, a sustainable rate for Shetland from August 2020 needs to be identified and agreed.

Local authorities provide a range of benefits to funded providers. This includes access to qualifications and training, Officer support, ASN grant aid, provision of council buildings with little or no rent, maintenance and utility costs. The current arrangements with providers are variable and inequitable. There is a need to clearly identify an equitable and fair support package that will be offered to funded providers from August 2020.

In addition to identifying a sustainable rate and support package, the local authority needs to establish a clear and transparent process for providers and childminders to apply to become a funded provider. A working group has been established and is currently working through each of these aspects.

Currently our funded providers receive £4.58 per child, per hour. This rate has not been increased since 2013/14. While the work described in paras 4.5 and 4.6 continues, an interim increased hourly rate of £5.08 will be introduced from August 2019. This is based on applying CPI increases to the current hourly rate from 2014 to date.

To further strengthen the support offered to voluntary and private sector childcare providers, the existing Childcare Fund has been updated and is presented to Education and Families Committee for approval elsewhere on this agenda. This will help to ensure that funded providers have the opportunity to access expansion funding to support their expansion plans and improve quality within their settings.

#### 4.3 **Workforce Development**

Over the last 12 months from April 2018 to March 2019, a total of 32 local authority appointments for Early Learning and Childcare have been made. Across Scotland, there is concern about the number of staff moving from the private or voluntary sector into the local authority. Of the 32 appointments, only 2 (6%) were from the private or voluntary sector. Another concern has been the impact of the expansion on social care workers. However, only one appointment was from a social care background.

A range of workforce developments continue to help ensure that the additional workforce requirements for expansion are met. This includes the Modern Apprenticeships, an additional five are currently being advertised, and the use of a Career Grade for Support Worker posts.

#### 4.4 **Capital Programme**

An update of the Capital Programme is provided in Appendix 1. The building work at Happyhansel has now been completed and tenders are in the process of being awarded for the next four priority settings – Baltasound, Bells Brae, Cunningsburgh and Sound. The next phase of planning for the Capital programme is underway.

<b>5.0 Exempt and/or confidential information:</b>	
5.1	None
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	<p>The expansion of Early Learning and Childcare provides the opportunity to improve the quality of our provision for children through increased investment in the workforce, upgrades to the physical environment of settings and a need to review pedagogy and practice as we move to a new way of working.</p> <p>The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.</p>
<b>6.2 Human Resources and Organisational Development:</b>	<p>The expansion of Early Learning and Childcare will result in additional staffing requirements for this sector. This will be as follows:</p> <ul style="list-style-type: none"> <li>• Increased hours for some existing posts;</li> <li>• Some new posts at Practitioner and Support Worker levels;</li> <li>• New posts supporting Early Learning and Childcare including Education Support Officers and Business Support.</li> <li>• The introduction of a new post of Senior Early Years Practitioner, providing a career progression in Early Years for the first time in Shetland.</li> <li>• Significant qualifications, training and development is being provided at all levels of staff to enable the successful implementation of the new model.</li> </ul>
<b>6.3 Equality, Diversity and Human Rights:</b>	<p>Successful expansion of Early Learning and Childcare will lead to improved outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage. An equalities impact statement has not been carried out yet.</p>
<b>6.4 Legal:</b>	<p>Implementation of the Early Learning and Childcare Strategic Delivery Plan will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.</p>
<b>6.5 Finance:</b>	<p>The Scottish Government are fully funding the expansion of Early Learning and Childcare and as such there will be no additional financial implications for Shetland Islands Council.</p>

	<p>However, it should be noted that the Scottish Government have begun to move away from providing the total revenue funding as a ring-fenced grant specifically to support the expansion of early learning and childcare.</p> <p>Workforce Development are funding some additional professional learning opportunities and qualifications for career grade progression.</p>										
<b>6.6 Assets and Property:</b>	The likely implications for our buildings identified at this stage are set out in the Expansion of Early Learning and Childcare Strategic Delivery Plan. The detail of these projects will develop over time and will be reported appropriately.										
<b>6.7 ICT and new technologies:</b>	It is likely that ICT support will be required to help develop new systems, online forms and communications.										
<b>6.8 Environmental:</b>	The expansion of Early Learning and Childcare is unlikely to present any environmental risks.										
<b>6.9 Risk Management:</b>	This is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Delivery Plan will need to help address that risk. The Project Board regularly maintains a risk register for the Expansion of Early Learning and Childcare which ensures that there are adequate control measures in place.										
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education. This report relates to the functions of an Education Authority.										
<b>6.11 Previously considered by:</b>	<table border="1"> <tr> <td>Education and Families Committee</td> <td>27 August 2017</td> </tr> <tr> <td>Education and Families Committee</td> <td>5 February 2018</td> </tr> <tr> <td>Education and Families Committee</td> <td>12 June 2018</td> </tr> <tr> <td>Education and Families Committee</td> <td>18 December 2018</td> </tr> <tr> <td>Education and Families Committee</td> <td>4 February 2019</td> </tr> </table>	Education and Families Committee	27 August 2017	Education and Families Committee	5 February 2018	Education and Families Committee	12 June 2018	Education and Families Committee	18 December 2018	Education and Families Committee	4 February 2019
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### Contact Details:

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Report Finalised: 25 April 2019

### Appendices:

Appendix 1 – Capital Programme Update

### Background Documents:

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Publications/2017/03/8937/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality

Action Plan 2017/18 - <http://www.gov.scot/Publications/2017/10/9506/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - <http://www.gov.scot/Publications/2017/03/3681/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - <http://www.gov.scot/Publications/2018/03/1918/downloads>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Plan - <https://www.gov.scot/publications/blueprint-2020-expansion-early-learning-childcare-scotland-quality-action-plan/>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Funding follows the Child and the National Standard for Early Learning and Childcare Providers: Principles and Practice - <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-principles-practice/>

END

## Appendix 1 –Capital Programme Update April 2019

Year	Setting	'Live' Date	Project Type	Overview of Works	Completion Date	Current Status (Nov 2018)
<b>2017-18</b>	Whiteness	Live	Refurbishment	Remodelling of existing space plus increased floor areas. Sleep room, new kitchen, nappy change and additional storage.	August 2017	Complete
	Brae	Live	Refurbishment	Phase 1 - Rationalisation of existing space. Upgrade care facilities.	October 2017	Complete
	Dunrossness	Live	Refurbishment	Internal alterations and improvements. Toilets and nappy change access reconfigured.	August 2017	Complete
	Happyhansel	Live	Extension	Phase 1 - Preparatory works to enable ELC to be moved into school.	May 2017	Complete
<b>2018-19</b>	Dunrossness	Live	Refurbishment	Completion of works.	April 2018	Complete
	Happyhansel	Live	Extension	Extension to increase capacity, internal fixtures and fittings, outdoor space.	February 2019	Complete
	Urafirth	Live	Refurbishment	Upgrade outside space, furniture, fixtures and fittings.	March 2019	In progress
	Dunrossness	Live	Refurbishment	Phase 2 - Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	In progress
	Whiteness	Live	Refurbishment	Phase 2 - Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	In progress
	Skeld	October 2020	Refurbishment	Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	In progress
<b>2019-20</b>	Bells Brae	August 2019	Refurbishment	Rationalise existing space – opening up two classrooms into one space. Improve outdoor space	August 2019	Awaiting tender return
	Sound	August 2019	Extension	Upgrade care facilities, rationalisation of existing space. Improve outdoor space. Fixed link to school.	August 2019	Awaiting tender return
	Baltasound	October 2019	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	September 2019	Awaiting tender return
	Cunningsburgh	October 2019	Extension	Expand existing setting to increase capacity. Improve outdoor access and space.	September 2019	Tender returned
	Aith	April 2020	Extension	Increased capacity in setting, improve outdoor space.	February 2020	Scheme design signed off and detailed drawings underway
	Whalsay	April 2020	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	March 2020	Revisit 1 May 2019 – scheme design progressing
	Isleshaven/ Lerwick Pre	August 2019	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	March 2020	Floor plan to be agreed and signed off
<b>2020 - 21</b>	Little Tikes	August 2020	Refurbishment	Remodel existing setting to increase capacity. Improve access and toilet facilities.	August 2020	Sscheme design progressing

	Sandwick	August 2020	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	August 2020	Sscheme design progressing
	Mid Yell	August 2020	Refurbishment	Reconfigure existing space. Improve kitchen area and outdoor access.	August 2020	Revisit 2 May 2019
	Mossbank	April 2019	Refurbishment	Reconfigure existing space. Improve kitchen area and care facilities.	October 2020	Floor plan to be developed
	Lunnasting	August 2020	Refurbishment	Reconfigure existing space and improve kitchen space. Upgrade nappy change facilities.	April 2020	Scheme design progressing
	Brae	Live	Refurbishment	Phase 2 - Knock through into janitor's house, taking in some of the existing space. Redevelop ELC access and office space.	August 2020	Floor plan to be developed
	Skeld	August 2020	Refurbishment	Upgrade care facilities.	August 2020	Floor plan to be developed