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Date: 21 June 2019

Dear Sir/Madam

You are invited to the following meeting:

**Education and Families Committee**  
**Council Chamber, Town Hall, Lerwick**  
**Friday 28 June 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 6 May 2019 (enclosed).

## ITEM

*(Agenda items 5-8 relate to the giving of advice or the discharge of the Committee's function as an education authority)*

1. Shetland Community Learning and Development Plan 2018-2021  
DV-17-19
2. Annual Child Poverty Action Report  
CS-18-19
3. Social Work in Scotland Impact Report December 2018  
CS-20-19
4. Shetland Islands integrated Children's Plan: Annual Report 2018/19  
CS-19-19
5. External Audit Reports - Care Inspectorate Reports on  
Cunningsburgh and Fair Isle Primary School Early Years Services  
CS-17-19
6. Expansion of Early Learning and Childcare – Capital Spend Profile  
Update  
CS-23-19
7. Update on Remote Teaching in Shetland  
CS-22-19
8. Closing the Attainment Gap  
CS-24-19



## **MINUTES**

## **A&B - Public**

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

**Present:**

Councillors:

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

Religious Representatives:

T Macintyre	H Rankine
M Tregonning	

**Apologies:**

D Sandison

**In Attendance:**

H Budge, Director – Children’s Services  
J Manson, Executive Manager – Finance  
R Sinclair, Executive Manager - Assets, Commissioning and Procurement  
J Sutherland, Deputy Executive Manager – Children’s Social Work  
S Flaws, Quality Improvement Officer – Early Learning and Childcare (ELC)  
W Missenden, Quality Improvement Officer  
C Anderson, Senior Communications Officer  
K Johnston, Solicitor  
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

**Minutes**

The minutes of the meetings held on 10 December 2018 and 4 February 2019 were confirmed on the motion of Mr Campbell, seconded by Ms Wishart.

The minutes of the meeting held on 25 February 2019 were confirmed on the motion of Mr Fraser, seconded by Mr Campbell.

The minutes of the meeting held on 4 March 2019 were confirmed on the motion of Mr Thomson, seconded by Mr Tregonning.

13/19     **External Audit Report: Care Inspectorate Report on Windybrae Residential Childcare Service**

The Committee considered a report by the Deputy Executive Manager – Children’s Services (CS-14-19-F) presenting the Care Inspectorate report on the Windybrae Residential Childcare Service.

The Deputy Executive Manager – Children’s Services summarised the main terms of the report, advising that this was the first time the service had been inspected in its own right since it had been registered as a separate service in December 2017. Therefore all four themes had been inspected, and there were no requirements or recommendations as a result of the inspection.

Responding to questions, he advised that the issue relating to the lack of a senior staff member impacting on the developmental aspects of the manager’s time had arisen as a result of maternity leave and sickness absence, but it had now been possible to cover the post. He went on to say that the second part of the house allowed for services to be delivered more flexibly, so it was still proposed to proceed with refurbishment works.

**Decision:**

The Committee noted the contents of the report.

14/19     **External Audit Reports - Care Inspectorate Reports on Sandwich Junior High School Nursery, Dunrossness Primary School Nursery, and Ness Out of School Care Service**

The Committee considered a report by the Director of Children’s Services (CS-13-19-F) presenting the Care Inspectorate reports on Sandwich Junior High School Nursery, Dunrossness Primary School Nursery, and Ness Out of School Care Service.

The Director of Children’s Services summarised the main terms of the report, advising that Sandwich Junior High School would be the subject of an HMI inspection later in the month and the nursery would also be part of this process.

The Quality Improvement Officer – ELC then responded to questions, and the Committee noted the following:

- Play areas in schools were moving away from fixed playground equipment to ‘loose parts’ play and open-ended resources. This had been shown to develop a greater level of thinking and learning, and was important in gross motor skills development.
- There was a standard care plans template in place across nurseries. However it was the process behind the plans which had been referred to in the inspection – how often they were updated, what information they should contain and how often they were shared with parents.
- It was valuable to note that inspection reports locally did not highlight that interactions with children needed to improve. However in

recognition of the time staff had to spend completing paperwork, contracts had been looked at as part of the expansion plans. Up to two hours each day (*pro rata*) was being protected in contracts to enable staff to carry out non-contact tasks such as administrative work.

- Parental involvement was sometimes identified as an area for development and, as it was a broad term, it was something that could vary at each setting. However it was important that each setting had a good understanding about how much involvement the parents in their community wished to have.
- Staffing was allocated according to Care Inspectorate ratios, and there were Modern Apprentices in some settings in addition to staff.

**Decision:**

The Committee NOTED the contents of the report.

15/19

**Education Scotland Reports: Thematic Inspections**

The Committee considered a report by the Director of Children's Services (CS-11-19-F) presenting the findings of inspections carried out by Education Scotland.

The Director of Children's Services summarised the main terms of the report, advising that these were the first two inspections carried out focusing on school empowerment as part of the delivery of the Education Bill Policy Ambition – Joint Agreement. The reports published did not specifically highlight Shetland, but good feedback had been received. The final inspection report, involving the Anderson High School, had yet to be published. Children's Services would carefully consider the findings and recommendations of the reports, and the next steps were outlined in Section 4.4 of the report. Part of this involved reviewing the role of teaching Head Teachers, as more than half of Head Teachers locally were teaching Head Teachers. Teaching Head Teachers had indicated that they were engaged with their dual role, but a review of clerical staffing would also be taking place as Head Teachers could be better supported in their dual role.

Responding to questions, the Director of Children's Services advised that local authorities were working to a tight timescale as the Deputy First Minister had given them one year to demonstrate to him that education could be taken forward in Scotland without the need to legislate. Increasing bureaucracy was something that was being spoken about at a national level. A group was currently reviewing the need for school business managers, but whether this was something that could be done within existing resources would have to be worked out.

She went on to say that recruitment and retention continued to be a challenge – both locally and nationally. It had always been the case that there were some specialist secondary posts that were very difficult to recruit to locally, but for the first time recently it had not been possible to recruit to a temporary primary school teacher position. It was an area of concern that there was not the surplus of supply staff that there had been in the past.

The Chair commented that politically this series of reports was very important, as they would give the Deputy First Minister the information he sought in relation to whether or not legislation was required. In terms of resources, local authorities were being expected to do more with less. Empowerment would add to this, and increase pressures on teaching and non-teaching staff. Therefore Children's Services would either require to get a bigger share of Council resources or a reorganisation of how education was delivered locally would be required, as it was not possible to continue delivering more for less. He was also of the view there was a real need to consider whether there was equitable distribution of resources locally, particularly where schools were just on the margins of teaching Head Teacher settings.

Concerns were expressed regarding the fundamental direction of travel of education in Scotland, and the possibility that it may end up like the academy system in England - where some teaching staff had to end up effectively running a business rather than being able to focus on education. This was something that had also started off being sold as a move to empower schools, so it was important that teaching staff in Scotland were not undermined by things they had not signed up to and that these concerns were fed back to the Scottish Government.

The Chair commented that there was a need to value and protect the education system, and ensure that the focus for teachers and parents remained on teaching and learning rather than governance. While there were schools nationally that had sufficient numbers to justify some devolved school management, there was a need to ensure that a 'one size fits all' model was not rolled out should the Deputy First Minister decide to legislate. If legislation proceeded, the Council would need to ensure that 'island proofing' did take place to reflect local needs. He confirmed that the Council did take every opportunity to express its concerns and to reiterate that a 'one size fits all' model would not be helpful locally.

The Leader added that while the Scottish Government had set out on a path to introduce legislation, it had chosen not to do so at this point because of the work carried out by local authorities via CoSLA. The Council was working in partnership with other local authorities and had raised concerns, but there were tensions that existed that required to be addressed by the Scottish Government.

It was commented that the Committee should endeavour to secure budgets for the services it delivered as they were vital for the future of Shetland, and the Chair advised that he would do his utmost to ensure that this was the case.

**Decision:**

The Committee NOTED the contents of the report.

16/19

**Review of Childcare Grant Aid Fund**

The Committee considered a report by the Quality Improvement Officer – ELC (CS-16-19-F) regarding proposed revisions to the Childcare Fund.

The Quality Improvement Officer – ELC summarised the main terms of the report, advising that a number of revisions had been made to the

Childcare Fund which had been introduced in 2012 to support providers in the private and voluntary sectors. Some minor changes had been made to better reflect current thinking and pedagogy, and the maximum grant had been increased. It was hoped that these changes and further promotion of the Fund would result in a better uptake, as during this period of expansion it was an appropriate mechanism for providers to access financial support.

In response to questions, she advised that there was currently £6,000 allocated to the budget, but that it would be supplemented with expansion funding so that all applications could be met during the expansion period. Assisting with staffing costs via the Fund was a more complex situation, and the Council had to ensure it was not effectively acting as an employer. However if providers used the funding to assist them with development projects relating to the expansion of ELC, this should free up some of their own funds to assist with staffing. Children's Services staff engaged regularly with ELC providers and were encouraging them to access the Fund. There were indications that a number of applications would be submitted.

It was suggested that the date of "1 April 2011" referred to in relation to the Protection of Vulnerable Groups Scheme was probably now superfluous and could be removed.

**Decision:**

The Committee approved the revisions made to the Childcare Fund.

17/19

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

The Committee considered a report by the Quality Improvement Officer – ELC (CS-15-19-F) regarding the updated position in relation to the expansion of ELC.

The Quality Improvement Officer summarised the main terms of the report, advising that a further two settings were now delivering 1140 hours locally and an additional five Modern Apprenticeship posts were currently being advertised. Building work at Happyhansel had now been completed and tenders were in the process of being awarded or had been awarded for the next four priority settings – Baltasound, Bells Brae, Cunningsburgh and Sound. In the case of the Mossbank setting, capital works were not required to meet the additional capacity. It had been recognised that some funding was required towards internal improvements, but these did not require to be carried out during holiday periods.

Responding to questions regarding the Capital Programme, the Executive Manager - Assets, Commissioning and Procurement advised that it was progressing as planned. The tenders in respect of the aforementioned projects had either been awarded or were in the process of being awarded, and it would be up to the contractors to keep the projects on track once work started. The Council had a duty to oversee the work to ensure what was planned was delivered on time, but while there were some penalties that existed in relation to contracts being completed in time, they were not as punitive as they might be. When punitive penalties were inserted into tender documents, this tended to be

reflected in the contract prices that were tendered. When contracts were awarded, it had to be assumed that the programme would be followed, and the Committee would be kept appraised.

The Chair commented that it was important to ensure that oversight and supervision were sufficient to ensure that there was not slippage in the contracts at this critical time. Parents had already been informed that settings would be closing early for the holidays and returning late, so it was important to deliver these projects on time. The expansion of ELC would remain as a standing item on the agenda so that the Committee could be kept informed.

**Decision:**  
The Committee noted the updated position in relation to the expansion of Early Learning and Childcare.

The meeting concluded at 11.05am.

.....  
Chair





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>28 June 2019</b>
<b>Report Title:</b>	<b>Shetland Community Learning and Development (CLD) Plan 2018 - 2021</b>	
<b>Reference Number:</b>	<b>DV-17-19-F</b>	
<b>Author / Job Title:</b>	<b>June Porter, Team Leader Community Development Brenda Leask, Team Leader, Youth Services and Employability</b>	

<b>1.0</b>	<b>Decisions / Action Required:</b>
1.1	That the Education and Families Committee APPROVE the Shetland Community Learning and Development (CLD) Plan 2018 – 2021 at Appendix A for publication.
<b>2.1</b>	<b>High Level Summary:</b>
2.1	Shetland Islands Council has a statutory duty under The Requirements for Community Learning and Development (Scotland) Regulations 2013, to produce a 3-year plan which outlines how Community Learning and Development (CLD) will be delivered in the local authority area.
2.2	In line with Education Scotland's Revised Guidance on Community Learning and Development Planning 2018 – 2021, the Shetland CLD Plan 2018 - 2021 will focus on locally identified priorities aligned to the Shetland Partnership Plan 2018 - 2028, which will help reduce inequality of outcome in Shetland. These are: <ul style="list-style-type: none"> <li>• Participation</li> <li>• Family and Inter-Generational Learning</li> <li>• Community Resilience</li> <li>• Financial Resilience</li> <li>• Workforce Development</li> <li>• Performance Data</li> </ul>
2.3	The Plan is not intended to document what CLD partners are already doing well, but where collective action by CLD partners can have the most benefit to the community. The Plan is an active and evolving document and will be updated and developed with partners and the community in response to changing needs. Joint project teams will be formed where necessary to progress actions within the Plan.
2.4	The Plan will also directly support the delivery of the Participation Priority in the Shetland Partnership Plan 2018 - 2028. Joint actions will: <ul style="list-style-type: none"> <li>• support and accelerate partners capacity to work jointly and develop positive relationships with communities;</li> <li>• ensure that everybody's voice is heard and those who want to participate can in a variety of different ways;</li> <li>• focus on building connections and relationships, building confidence, skills and capacity of individuals, groups and communities to participate, whilst finding new ways to engage with anyone who wants to participate.</li> </ul>

### 3.0 Corporate Priorities and Joint Working:

3.1 The Shetland Community Learning and Development (CLD) Partnership is a multi-agency partnership established to oversee the coordination, planning, delivery and development of CLD activity in Shetland.

3.2 The CLD Plan is aligned to the Shetland Partnership Plan and the ambition that:

“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 solutions to future challenges.”

3.3 The priorities and actions in the Plan have been developed to make a direct and positive contribution to the shared vision and priorities in the Shetland Partnership Plan:

Shetland Partnership Plan - Shared Priorities		Contribution of Shetland CLD Plan
Participation	People participate and influence decisions on services and use of resources	Yes, direct
People	Individuals and families thrive and reach their full potential	Yes, direct
Place	Shetland is an attractive place to live, work, study and invest	Yes, direct
Money	All households can afford to have a good standard of living	Yes, direct

3.4 This report relates to empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.

### 4.0 Key Issues:

4.1 While for many, Shetland is a great place to live, for others, without the financial, personal and social resources and networks, life in Shetland can feel hard, lonely and isolating. The Shetland CLD Plan recognises the need to work with individuals, families, groups and communities to help improve circumstances for those who experience disadvantage and have a poorer quality of life than others.

4.2 The aim of the Shetland CLD Plan is to set out what CLD partners will do collectively to improve the life chances for people of all ages, through learning, personal development, and supporting communities to use their own assets to improve community life. The Plans include:

- Widen participation in volunteering, particularly for under-represented / disadvantaged groups in line with the Scottish Government Volunteering For All: National Framework.
- Develop shared plan to deliver family and inter-generational learning as part of the Council Strategy for Parental Involvement and Parental Engagement.
- Develop a MCR (Motivation, Commitment and Resilience) mentoring programme to help young people in need of support fulfil their potential.
- Work with communities to identify support needed to assist communities / groups to manage and develop community assets.

<ul style="list-style-type: none"> <li>• Support the implementation and development of the community led Recreate Scalloway place planning project.</li> <li>• Identify needs, develop and implement financial resilience programmes to develop financial skills and capacity.</li> </ul>	
4.3	<p>This Plan was due for publication in September 2018 in order to follow the first CLD Plan published in September 2015. There has been a delay in presenting this Plan as it has been developed to align with Shetland's Partnership Delivery Plans, which has ensured that the Plan plays a key part in supporting delivery on all priorities, particularly Participation. It should be noted that delivery on CLD priority areas has not stopped during this time lag and where appropriate, activity is already progressing on many of the actions within the scope of this 3 year Plan. The Plan dates have however been retained as 2018 – 2021 to keep us in sync with the other 32 local authorities.</p>
<b>5.0 Exempt and/or Confidential Information:</b>	
5.1	There are no issues concerning exempt or confidential information in this report.
<b>6.0 Implications :</b>	
<b>6.1 Service Users, Patients and Communities:</b>	The Shetland Community Learning and Development (CLD) Plan 2018 – 2021 recognises the need to work with individuals, families, groups and communities to support them to address issues and improve circumstances. It offers a shared commitment to work more collaboratively both within CLD and with wider partners to overcome the most challenging issues facing our communities.
<b>6.2 Human Resources and Organisational Development:</b>	There are no specific Human Resources issues to highlight. Training needs have been identified and incorporated into the Action Plan.
<b>6.3 Equality, Diversity and Human Rights:</b>	There are no specific issues to highlight.
<b>6.4 Legal:</b>	Under the terms of the Requirements for Community Learning and Development (Scotland) Regulations 2013, the Council must produce a three year plan, which outlines how Community Learning and Development (CLD) will be delivered in the local authority area.
<b>6.5 Finance:</b>	The implementation of this Plan will be delivered where possible within existing budgets using existing resources / reprioritising resources. External funding will however be accessed where appropriate and possible to supplement local resources.
<b>6.6 Assets and Property:</b>	The Plan does not identify any issues with regard to Assets and Property.

<b>6.7 ICT and New Technologies:</b>	There are no ICT or technology issues to address.	
<b>6.8 Environmental:</b>	There are no specific environmental implications to highlight.	
<b>6.9 Risk Management:</b>	There are no specific risks to address.	
<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 and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning.</p> <p>This report relates to empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.</p>	
<b>6.11 Previously Considered by:</b>	<p>Shetland Community Learning and Development (CLD) Partnership</p> <p>Health and Social Care Partnership</p> <p>Shetland Islands Council Members Seminar</p>	<p>Various</p> <p>10 May 2019</p> <p>20 June 2019</p>

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**Report Finalised:** 19 June 2019

**Appendices:**

Appendix A – Shetland Community Learning and Development Plan 2018 - 2021

**Background Documents:**

None

END

# Shetland Community Learning and Development (CLD) Plan **2018-21**



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# 1. Welcome

Welcome to Shetland's Community Learning and Development (CLD) Plan 2018 – 2021.

Shetland's greatest asset is its people and this Plan places the people of Shetland at the heart of community learning and development (CLD) planning. While for many, Shetland is a great place to live, for others, without the financial, personal and social resources and networks, life in Shetland can feel hard, lonely and isolating. This Plan recognises the need to work with individuals, families and communities to support them to address issues, and improve their circumstances. It offers a shared commitment to work more collaboratively both within CLD and with wider partners to overcome the most challenging issues facing our communities.

To do this will require that everyone work together more than ever. It will require new ways of working, creativity and innovation. It will require the development of new skills and a willingness to engage in challenging conversations to address difficult issues. It will require keeping an eye on the bigger picture - building on and enhancing all that is good about Shetland to ensure that the infrastructure, assets, skills and capacity is there to support the changes required to improve circumstances for those who experience disadvantage and have a poorer quality of life than others.

Now the Community Empowerment (Scotland) Act 2015 is in place, effective CLD is more important than ever. This Plan is a valuable contribution to the [Shetland's Partnership Plan 2018 – 2028](#), and has been developed in parallel, sharing its vision and commitment to work more closely with people and communities. It aims to support and accelerate the Partnership's capacity to work jointly in developing best practice in community engagement, in line with the [National Standards](#). CLD will help to build the confidence and skills of individuals and groups to shape services and make their communities more inclusive, vibrant and welcoming.

*"We cannot solve our problems with the same thinking we used when we created them."*

Albert Einstein



## 2. Executive Summary

CLD is essential to ensuring economic and personal growth particularly for those who experience disadvantage and inequality. The purpose of this Plan is to coordinate provision of CLD. This Plan will focus on six identified priorities aligned to the Shetland Partnership Plan, where CLD partners can work together to add value and maximise impact.

We will deliver lifelong learning opportunities to develop the skills, confidence and aspirations required for financial resilience and active participation. We will develop the talents, confidence and ambitions of our young people to enhance their employability and support them into attractive jobs. We will work with people who are long-term unemployed and who face barriers to employment to build their confidence and aspirations.

CLD plays a significant role in helping to make our communities more resilient. It empowers local people to make changes in their communities. It inspires activism and pride and enables people to use their skills and talents. We will work with communities to enable them to shape local services, influence decisions and become more inclusive. We will work with others to address barriers and develop opportunities to build skills and confidence, which leads to, increased volunteering amongst those who may not traditionally volunteer.

We will foster skills for participatory budgeting and work with communities to reduce poverty, inequalities and loneliness. CLD is paramount to helping make Shetland a fairer and equal place to live, learn and work.

We will work collaboratively to address generational health and poverty related inequalities, which are fundamental to improving children and young people's attainment. We will deliver a range of learning to improve essential literacy, numeracy, language and digital skills. We will target provision to ensure we reach those individuals and families who face the greatest disadvantage and have the most need.

This Plan is about continuous improvement and will raise the profile, demonstrate and share the impacts of CLD for Shetland. We will work with partners, to target resources to address barriers and improve access and participation. We will improve the journeys of learners at every stage and ensure that we have a skilled, confident and committed workforce, including our volunteers.

*“The purpose of CLD is empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.”*

CLD Strategic Guidance for Community Planning Partnerships, June 2012



## 3. Introduction

### 3.1 What is Community Learning and Development (CLD)?

Community Learning and Development is both a professional sector and a way of working, which aims to build capacity and help empower individuals, families, groups and communities to address issues of importance to them. It traditionally incorporates adult learning, youth work and community development activity. The Scottish Government [Strategic Guidance](#) for Community Planning Partnerships 2012 requires that specific focus be placed on:

*“Improving life chances for people of all ages, through learning, personal development and active citizenship; and building stronger, more resilient, supportive, influential and inclusive communities”.*

While targeting support towards:

*“Primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities”*

### 3.2 Why do we need a CLD Plan?

Shetland Islands Council has a statutory duty under [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) to produce a three-year plan, which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. This legislation aims to:

- Ensure communities across Scotland, particularly those which are disadvantaged have access to the CLD support they need;
- Strengthen the coordination between the full range of CLD providers;
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes;
- Make Community Learning and Development’s role and contribution more visible.

Local authorities are also required under the CLD Regulations to provide leadership and direction to drive the action needed to ensure the contribution of CLD partners is maximised in the reform of public services. Leadership is shared locally between the Council’s Community Development and Youth Service.

### 3.3 Governance and Delivery

There are many partners involved in the delivery of CLD locally. These include Shetland Islands Council, Voluntary Action Shetland, Shetland College, Skills Development Scotland, NHS Shetland and a wide range of third sector, voluntary, youth and community groups.

Shetland Community Learning and Development Partnership (SCLDP) brings together many of these partners and is tasked with ensuring the people of Shetland, have access to the CLD support they need, and to ensure the outcomes and actions detailed herein are delivered. Membership of the Partnership is listed in **Appendix 1**.

This Plan is intended as an active and evolving document. With participation, engagement and improvement at its heart, SCLDP will involve communities in the development and delivery of action planning and improvement projects detailed in the Plan. Project teams will be formed where necessary, to take forward actions with community members / organisations and partner agencies.

Progress against the Plan will be reported through the Shetland Partnership, Shetland Islands Council's Education and Families Committee and by partner organisations to their respective Boards, Forums and Committees as necessary.

All partners involved in the delivery of CLD should contribute to these requirements through:

- Community development - building capacity and influence in communities by enabling people to build the confidence, understanding and skills required to influence decision-making and service delivery.
- Youth work, family learning and other early intervention work with children, young people and families, which facilitates personal, social and educational growth and enables them to gain a voice, influence and meet their own needs and goals.
- Community based adult learning programmes, including building reading, writing, numbers and computer skills, and English for Speakers of Other Languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community
- Learning support and guidance in the community; and
- Volunteer development

## 4. Local Context, Priorities and Evidence

### 4.1 Local Context

*“CLD Plans should focus on locally identified priorities where collective action can have the most benefit to the community”*

Education Scotland, Revised Guidance Note on Community Learning and Developed Planning 2018 – 2021

The starting point for the development of this Plan is [Shetland’s Partnership Plan 2018 – 2028](#). Shetland’s Partnership Plan is a plan for all partners and communities in Shetland. It identifies a shared vision and priorities for all of us to work towards, both individually and collectively to improve the lives of everyone in Shetland. Based on robust evidence, it focuses on improving outcomes for the most vulnerable individuals and groups in our communities.

Shetland Partnership analysed a range of data e.g., what the community said about Shetland in the 2016 Place Standard survey, data and research around population, health, crime rates, income, the cost of living, poverty, education, the economy, employment, and much more. The Partnership also engaged in conversations with a range of partners and community bodies. This provided a clear, evidence base and understanding of needs, circumstances and the aspirations of our local communities and helped to identify a shared vision and set of priorities which Shetland Partnership partners have now signed up to work towards to improve the lives of everyone in Shetland.

#### Our Shared Vision

*“Shetland is a place where everyone is able to thrive, living well in strong, resilient communities and where People and communities are able to plan and deliver solutions to future challenges”*

Shetland’s Partnership Plan 2018 – 2028, Our Shared Vision and Priorities

#### Our Shared Priorities



##### Participation

People participate and influence decisions on services and use of resources



##### People

Individuals and families thrive and reach their full potential



##### Place

Shetland is an attractive place to live, work, study and invest



##### Money

All households can afford to have a good standard of living

## 4.2 The Evidence



### Participation

The Shetland Partnership wants to help people in communities actively participate with public services and providers to improve the lives of people in Shetland. People in Shetland have told us they would like more involvement in the decisions that affect them (Scottish Household Survey 2016). Shetland Partnership wants to help people to be more closely involved in shaping the future of their communities. This will include helping people and communities to develop the skills and knowledge in order to participate fully and effectively in community planning, and will aim to empower those who can benefit most.



### People

The Shetland Partnership wants to help everyone in Shetland to have as good an experience of life as possible, improving health, reducing poverty and making sure that people are connected in their communities. This priority will involve finding permanent, sustainable solutions to the causes of poor outcomes. Working to improve the life chances and outcomes for those people who are born into more disadvantaged families. The number of disadvantaged people in Shetland is relatively small, but there has not been much improvement in these numbers in recent years and we want to do better.



### Place

The Shetland Partnership wants to ensure that Shetland can attract and retain the people it needs to sustain its economy and communities into the future. We have low unemployment and high educational attainment. We are seeing evidence of some rural depopulation and our working age population is on the decline. Businesses are struggling to recruit due to a shortage of skilled labour and access to employment, services and opportunities can vary depending on where people live. We need to ensure that distance and circumstances are not a barrier to opportunity and that communities have sufficient people and resources to deliver the services they require.



### Money

The Shetland Partnership wants to reduce the number of people experiencing poverty and financial hardship in Shetland. Shetland has low unemployment and relatively high incomes compared to the rest of Scotland, but the cost of living in Shetland is high such that even those people who are in work and earning a reasonable income can experience hardship. We need to find innovative ways to help people to reduce their outgoings and ensure that everyone in Shetland has the opportunity to maximise their income through positive employment.

### 4.3 Shetland CLD Plan, 2015 - 2018

During the life of our first [Shetland CLD Plan 2015 – 2018](#), much was achieved and learned. CLD has helped:

- Improve language, literacy, numeracy and digital skills necessary for individuals to achieve goals in their personal, family and working lives.
- Individuals facing disadvantage to benefit from a range of learning opportunities and make connections in their communities.
- Young people to improve their confidence and abilities to support them into meaningful work.
- Develop thriving communities, grow volunteering and build the capacity of groups and organisations to identify needs, develop solutions and manage assets.
- Communities to help themselves and realise their aspirations by successfully completing a formal request for the transfer of assets under new community empowerment legislation.
- Over 350 people to engage in local place making workshops with design professionals and identify how their places and community can be improved.
- Develop the skills and capacity of Community Councils to engage with their community through participatory budgeting.
- Raise the profile of and tackle loneliness and isolation by rolling out awareness raising sessions for Partnership staff and community groups

### 4.4 CLD Inspection 2017

This Plan also takes account of the findings of Education Scotland's [Inspection of CLD in Shetland, 2017](#)

Key strengths identified by HM Inspectors were:

- Well established culture of volunteering and community involvement increasing the learning offer and improving communities.
- Young people making a significant contribution to community life in Shetland.
- A rich and diverse range of learning and development opportunities, which are enhancing lives.
- Well focused and targeted programmes meeting specific needs.

Areas identified for ongoing improvement were:

- Improve capacity to evaluate in order to develop an accurate overview of the impact of CLD work.
- Work with communities to develop a shared approach to addressing emerging needs.

## 5. Local and National Policy

The national and local policy landscape affecting CLD continues to develop and change. It is likely this will continue over the coming years as the Education (Scotland) Bill 2018 and new Regional Improvement Collaboratives are rolled out.

Northern Alliance (Regional Collaborative) is an Education focused partnership between eight local authorities in the North of Scotland. Shetland is represented by both Education and CLD, working collaboratively to address the following key priorities:

Priority 1 – Improvement in attainment, particularly literacy and numeracy
Priority 2 – Closing the outcome gap between most and least disadvantaged children
Priority 3 – Improvement in children and young people’s health and wellbeing
Priority 4 – Improvement in employability skills and sustained positive school leaver destinations for all young people

**Appendix 2** provides links to many of the strategies and legislation relating directly to specific aspects of CLD.



## 6. New Priorities, 2018-2021

Over the next three years, Shetland CLD partners will focus collective action on the following six priority areas, to help drive improvement on the priorities and outcomes in Shetland's Partnership Plan 2018 – 2028.

Our overarching priority and focus is **PARTICIPATION**. We will look to support and accelerate partners' capacity to work jointly and develop and build positive relationships with communities and ensure that everybody's voice is heard and those who want to participate can in a variety of different ways.

CLD Priority	What we want to do:
Participation	Build the capacity of individuals, partners, groups and communities to engage and participate
Family and inter-generational learning	Improve the life chances of those most in need so they can thrive and reach their potential, with a focus on closing the poverty related attainment gap
Community resilience	Build the capacity of individual, groups and communities to shape their own futures and unlock barriers and inequalities
Financial resilience	Build the capacity of individuals, groups and communities to withstand and adapt to life events that impact on individuals, families and community circumstances
Workforce development	Develop the skills, confidence and capacity of the CLD workforce, to deliver on CLD priorities
Use performance data more effectively	Improve and develop the systematic collation and analysis of key performance data to inform shared evaluation and planning, track outcomes, demonstrate impact and secure improvement across strategic priorities

Shetland CLD Partnership has engaged in a series of conversations with members of the community, community groups, third sector organisations and staff teams in the development of the Plan. These conversations, alongside ongoing community intelligence, feedback from work such as our 'Islands with Small Populations' initiative, have informed the development of priorities, outcomes and actions detailed herein.

**Appendix 3** sets out the CLD Action Plan 2018 – 2021. Actions will be further developed with the community and partners in line with the Revised Guidance Note on Community Learning and Development Planning 2018 – 2021, and the National Standard for Community Engagement.

## 7. Unmet Need

At a time of ever changing national policy, realignment of priorities, and decreasing resources, it should be no surprise that it is unlikely all CLD needs will be met during the life of this Plan. The Revised Guidance on Community Learning and Development Planning (2018 – 2021) acknowledges this:

*“The identification of unmet need is not a deficit but rather an understanding that there continue to be needs within communities and that a collective approach will be required to address them over the 3 year period.”*

Many factors influencing unmet needs in this Plan are the big issues of transport, cost of living and broadband, and are the focus of other plans and strategies. Childcare is a major barrier to learning, employment and participation for many people in rural Shetland. While it is unlikely that short term solutions will be found, which remove these barriers for all, CLD partners are committed to developing closer relationships in communities and working with local communities and partners to develop and test out local solutions. We must listen more and discover what motivates people to participate and contribute. Engaging people meaningfully requires time, high quality support and investment.

The challenge facing Shetland CLD Partnership is in ensuring that partners develop the skills and capacity to enable people to have a stronger say in the decisions of the organisations that serve them, while striving to maintain high quality delivery of services to those who need them now. Investing and focusing on prevention and on reaching those who will benefit most takes time and effort. There will inevitably be unmet needs, as efforts are diverted to this work.



## Appendix 1 – Shetland CLD Partners

Organisation
Citizens Advice Bureau Shetland
Highlands and Islands Enterprise
NHS Health Improvement
Shetland Arts
Shetland College
Shetland Library
SIC Children's Services / Youth Service
SIC Community Planning and Development / Community Development
SIC Economic Development
SIC Sport and Leisure
Skills Development Scotland
Voluntary Action Shetland – also representing Third Sector Organisations

*“I want us to create a society where volunteering is the norm – where opportunity and expectation are not limited by upbringing or social circumstances, and where we all celebrate and honour the contributions we make. It is time to change the narrative on volunteering – to celebrate existing activity whilst finding new ways to engage with anyone who wants to participate.”*

Aileen Campbell, MSP Cabinet Secretary for Local Government and Communities – Volunteering For All: Our National Framework

## Appendix 2 –Key Policy Context and National CLD Outcomes

### **Strategies and Legislation relating directly to specific aspects of CLD**

[Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#)

[The Requirement for Community Learning and Development \(Scotland\) Regulations 2013](#)

[The National Policy Context for Community Learning and Development \(CLD\) Planning November 2017 \(Revised Guidance\)](#)

[Our ambitions for improving the life chances of young people in Scotland National Youth Work Strategy 2014-2019](#)

[Adult Learning in Scotland Statement of Ambition](#)

[Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020](#)

[Adult Literacies in Scotland 2020, Strategic Guidance](#)

[National Standards for Community Engagement](#)

[Volunteering For All](#)

### **Wider policy context significant for CLD**

[The Christie Commission](#)

["Learning together" Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021](#)

[National Performance Framework](#)

[2017 National Improvement Framework and Improvement Plan](#)

[Children and Young People \(Scotland\) Act 2014](#)

[Getting it right for every child \(GIRFEC\)](#)

[Early Years Collaborative](#)

[Opportunities For All - Post-16 transitions - Policy and Practice Framework](#)

[Skills for Scotland: A Lifelong Skills Strategy](#)

[Developing Scotland's Young Workforce](#)

[Community Empowerment \(Scotland\) Act 2015](#)

## Local Strategies

[Shetland's Partnership Plan 2018 - 2028](#)

[Shetland Islands Council Our Plan 2016 - 2020](#)

[On Da Level, Achieving A Fairer Shetland](#)

[Shetlands Integrated Children's Service Plan 2017 - 2020](#)

[Active Shetland Strategy 2018 – 2023](#)

[Shetland Islands Council Economic Development Strategy 2018 - 2022](#)

[Local Police Plan 2017 - 2020](#)

## National CLD Outcomes

Youth Work	Adult Learning	Community Development
Young people are confident, resilient and optimistic for the future	Adult learners are confident, resilient and optimistic for the future	Communities are confident, resilient and optimistic for the future
Young people manage personal, social and formal relationships	Adult learners develop positive networks and social connections	Communities manage links within communities and to other communities and networks
Young people create, describe and apply their learning and skills	Adult learners apply their skills, knowledge and understanding across the four areas of life	Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
Young people participate safely and effectively in groups	Adult learners participate equally, inclusively and effectively	Community members form and participate equally, inclusively and effectively in accountable groups
Young people consider risk, make reasoned decisions and take control	Adult learners are equipped to meet key challenges and transitions in their lives	Communities consider risk, make reasoned decisions and take control of agendas
Young people express their voice and demonstrate social commitment	Adult learners express their voices, co design their learning and influence local and national policy	Communities express their voice and demonstrate commitment to social justice and action to achieve it
Young people's perspectives are broadened through new experiences and thinking	Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	Community members' perspectives are broadened through new and diverse experiences and connections

Community Learning and Development Mangers Scotland, March 2018

## Appendix 3 – Action Plan

Shetland CLD Partnership Plan 2018 - 2021				
1. PARTICIPATION		Outcomes		
Build the capacity of individuals, partners, groups and communities to engage and participate		Partners, individuals, groups and communities’ have increased skills and knowledge and feel more able to engage, participate and influence the decisions that affect them. Individuals have a stronger understanding of how and why decisions are taken. Increase in number of partners seeking to involve communities in decision-making.		
Examples of existing activity				
<ul style="list-style-type: none"><li>• <b>Participatory Budgeting (PB)</b> - Community Councils building knowledge and understanding of their local community, using PB to engage with and enable local people to have a say in how local money is spent to address local needs</li><li>• <b>Voices for Equity</b> - Reducing inequalities through participation, by bringing together those who are facing inequality with decision makers</li><li>• <b>Community Justice Partnership</b> Participatory Budgeting project – community involved in allocating £25K to projects which will prevent offending / improve outcomes for people with offences or affected by crime in Shetland</li><li>• <b>Islands With Small Populations</b> - developing new ways of working with/ building relationships between services and islands with populations under 100</li><li>• <b>OPEN</b> – Employment of six Emotional Well-being and Resilience Project Members to give young people a voice at a strategic level.</li></ul>				
Key Objectives / Actions		Timescale	Lead	Output/Outcome Indicators
1.1 Participation Hub - build knowledge, skills and confidence of partners (CLD and wider SPP) to maximise effective involvement of the community in decision making <ul style="list-style-type: none"><li>• Develop webpage</li><li>• Develop resources / toolkit</li><li>• Workforce development</li></ul> <i>(SPP: Participation Delivery Plan)</i>		By 2021	Community Development	Resources developed and available online; Training programme developed and being rolled out; increased levels of participation; more people feel they can influence decisions; reporting on impact of participation increases
1.2 Pilot “Place based Community Conversations” in 3 communities, to build connections and relationships, focusing on those who may not participate or have a voice <i>(SPP: Participation Delivery Plan)</i>		By 2021	Community Development / Youth Service	Communities identified and on board; Partners engaged; productive relationships developed between services and community; impact of way of working evaluated, reached those who do not usually participate; impact on individuals measured; participation levels increased
1.3 Volunteering For All - widen participation in volunteering and develop access to opportunities, particularly for under-represented / disadvantaged groups; in line with the Scottish Government <a href="#">Volunteering For All: Our</a>		May 2020	Voluntary Action Shetland	Working group established; framework developed; base line data gathered and findings analysed; campaign / plan developed and delivered; increased connections and opportunities; increased participation of under–represented groups

<a href="#">National Framework</a>			
1.4 Develop a youth engagement participation model, delivered by young people ( <i>Regional Improvement Collaborative Priority</i> )	September 2020	Youth Service	Young people recruited; project delivered, sustainable model for future engagement identified / developed; feeding into the Integrated Children and Young Peoples' Strategic Planning Group
1.5 Voices for Equity – reduce inequalities through participation, by bringing together those who are facing inequality with decision makers ( <i>SPP: Participation Delivery Plan</i> )	May 2020	CP+D	Evaluation report complete by May 2020; impact statements used to inform future roll out of this way of working
1.6 IWSP (Islands with Small Populations) event - bring 5 island communities together to share experiences, discuss priorities and identify shared opportunities ( <i>SPP: Participation Delivery Plan</i> )	June 2019	CP+D	Event held; all 5 islands participate; shared understanding of key issues and initial thoughts on how to work together to address them;

Shetland CLD Partnership Plan 2018 - 2021				
2 FAMILY AND INTER-GENERATIONAL LEARNING		Outcomes		
Improve the life chances of those most in need so they can thrive and reach their potential, with a focus on closing the poverty related attainment gap		CLD Partners are prioritising prevention and working with individuals, families and communities to tackle generational inequalities. Children, young people and parents, feel more connected with school community. Fewer people are experiencing disadvantage and the health and wellbeing and attainment of children / young people has improved. Young people and families experience improved outcomes by learning together. Parents are more involved in their children’s learning.		
Examples of existing activity				
<ul style="list-style-type: none"><li>• <b>Shetland Befriending Scheme</b> – roll out of service to provide befriending for adults age 16+ to enhance the quality of their life and capacity for personal development</li><li>• <b>Local Learning Partnerships</b> - delivering family and inter-generational programmes in response to identified needs, eg: food poverty, cooking on a budget</li><li>• <b>Anchor Project</b> - family centred approach to support vulnerable people and families to thrive and make positive changes in their lives</li></ul>				
Key Objectives / Actions		Timescale	Lead	Output/Outcome Indicators
2.1 Re-convene Family Learning Working Group to develop shared plans to deliver on <a href="#">SIC Strategy for Parental Involvement and Parental Engagement</a>		August 2019	Community Development / Youth Service	Group established; audit of current activity complete; action plan developed; relevant partners involved; programme of family learning developed and being rolled out;
2.2 Develop a MCR (Motivation, Commitment and Resilience) mentoring programme in Shetland - to help young people in need of support to achieve educational outcomes and fulfil their potential		By 2021	Youth Service	MCR programme delivered in 3 secondary schools; improved skills, confidence, attendance and attainment in young people;
2.3 Deliver Northern Alliance ‘Introduction to Family Learning’ training programme to partners to build shared understanding and partnership approach to family learning across Shetland		October 2019	Community Development	Training delivered; more family learning projects being delivered

Shetland CLD Partnership Plan 2018 - 2021				
3 COMMUNITY RESILIENCE		Outcomes		
Build the capacity of individual, groups and communities to shape their own futures and unlock any barriers and inequalities		Individuals, groups and communities are accessing learning, employment, services and opportunities in innovative ways; Communities are confident, resilient and optimistic, and actively involved in shaping their own future. Communities and groups are confident and skilled and can access the support needed to manage local assets. Increased health and wellbeing, connectedness, reduced isolation and loneliness.		
Examples of existing activity				
<ul style="list-style-type: none"><li>• <b>Young Ambassadors</b> – young people working with Promote Shetland to develop authentic social media content about being young in Shetland</li><li>• <b>Employability Pathway</b> - working together to provide effective support to help people increase their chances of getting, staying in and progressing further in work</li><li>• <b>Rural and Islands Housing Fund project</b> – piloting community based approach to addressing housing needs in rural areas</li><li>• <b>Mind Your Head</b> – research to identify gaps in service provision for children, young people and families around mental health and well-being</li></ul>				
Key Objectives / Actions		Timescale	Lead	Output/Outcome Indicators
3.1 Community Assets – work with communities to identify support needed to assist community groups to manage and develop community assets		March 2020	Community Development	Audit of issues and needs completed, analysed and plan developed to best support community groups;
3.2 Pilot a “Community Hub” model – focusing a range of services and activity around a particular community /		March 2020	Shetland CLD Partnership	Community identified; community and partners on board; base line data gathered to focus actions and measure impact
3.3 Support the implementation and development of Recreate Scalloway place planning – community led approach to developing a future vision for Scalloway		By 2021	Community Development	Actions being delivered in accordance with Recreate Scalloway Action Plan Report 2019; membership of Scalloway Development Group increased; Group is confident and driving forward initiative
3.4 Develop a plan for a sustainable growing area where vulnerable groups (young people and adults) can be involved in growing fresh food		2020	Youth Service	Partners in place; plan developed and actioned; greenhouse constructed; facility used by range of groups; increased confidence, skills, health and wellbeing of participants measured
3.5 Pilot Childcare project in Yell with the community to better understand childcare needs / responses required to meet local needs		By 2021	Economic Development	Working group established, needs identified, plan developed to support childcare development in Yell, childcare needs being met;
3.6 Digital skills – develop a one stop virtual hub of how and where folk can access digital skills support		April 2020	Shetland CLD Partnership	Audit of current provision complete; information collated and one stop virtual info hub developed



Shetland CLD Partnership Plan 2018 - 2021			
4 FINANCIAL RESILIENCE		Outcomes	
Build the capacity of individuals, groups and communities to withstand and adapt to life events that impact on individual, family and community circumstances		Individuals and families are accessing the support they need to maximise their income potential. Communities are empowered and able to develop innovative local solutions and support mechanisms to help people maximise their incomes and minimise their outgoing	
Examples of existing activity			
<ul style="list-style-type: none"><li>• <b>Fair Food</b> pilot project, working with communities to find local solutions to food poverty and develop capacity of families to be involved in improving their life.</li><li>• <b>CAB Shetland outreach</b> service in local health centres, providing assistance with debt, welfare/benefit rights, employment...</li><li>• Over £1.469m of external <b>funding secured</b> by 11 different community projects during 2018/19 to deliver valuable community activity / services</li><li>• <b>Shetland Community Connections</b> providing independent support and advice to plan self-directed supports and maximise personal budgets</li><li>• <b>Voluntary Action Shetland</b> – delivering training on financial management and accounts to community groups</li></ul>			
Action	Timescale	Lead	Output/Outcome Indicators
4.1 Identify individuals / groups most in need of financial capacity building and pilot financial resilience programme to develop the skills, confidence	December 2020	Shetland CLD Partnership	Working group established; research methods agreed; needs and target groups identified, pilot programme developed and delivered; sustainable models identified for future
4.2 Fair Food – capture success stories and learning to date and roll out in 3 rural communities	By 2021	CP+D	Report complete; learning identified and shared to support future
4.3 Deliver S4 financial management in all schools	By 2021	Youth Service	Programme delivered to all S4 pupils; increased skills and understanding

Shetland CLD Partnership Plan 2018 - 2021			
5 WORKFORCE DEVELOPMENT		Outcomes	
Develop the skills, confidence and capacity of the CLD workforce, to deliver on CLD priorities		Staff and volunteers feel connected, confident, skilled and supported to try out new ideas. Staff and volunteers are confident in using self-evaluation tools, and can identify how their practice leads to improved outcomes for participants; Volunteers and community groups feel supported, recognised and valued	
Examples of existing activity			
<ul style="list-style-type: none"><li>• <b>Improvement Training</b> - a number of CLD partners have undertaken SIFS, Agile, Design Thinking, ABCD training</li><li>• <b>Community Councils</b> – members and clerks participating in a rolling programme of training and information sharing</li><li>• <b>Third Sector Organisations</b> – coordinating and delivering training to the third sector workforce</li></ul>			
Action	Timescale	Lead	Output/Outcome Indicators
5.1 Undertake a training needs analysis to better understand the learning needs of the CLD workforce; and develop a portal to share opportunities	September 2019	Shetland CLD Partnership	Needs analysis complete; Calendar of training developed, and implemented over duration of Plan; Number of staff and volunteers accessing CPD opportunities increases over duration of Plan; Number of organisations supported
5.2 Deliver a CLD Event(s) each year to bring people together, share, inspire, learn from each other and celebrate success	By 2021	Shetland CLD Partnership	Event(s) delivered; Number of participants; Evaluation and outcomes of the workshop measured
5.3 Deliver learning sets in key policy areas: <ul style="list-style-type: none"><li>• National Standards for Community Engagement</li><li>• Community Empowerment Act</li><li>• Community Asset transfer</li><li>• Participation Requests</li><li>• Fair Work Employability and Skills</li></ul>	By 2021	Community Development	Programme developed; Training delivered; Cross section of partners participated; Number of participants;
5.4 Roll out improvement training to CLD partners, eg: SIFS, Agile, Design Thinking, ABCD training (SPP: Participation Delivery Plan Action)	By 2021	Shetland CLD Partnership	Training delivered; Cross section of partners participated; Number of participants

Shetland CLD Partnership Plan 2018 - 2021			
6 USE PERFORMANCE DATA MORE EFFECTIVELY		Outcomes	
Improve and develop the systematic collation and analysis of key performance data to inform shared evaluation and planning, track outcomes, demonstrate impact and secure improvement across strategic priorities		Consistent reporting and shared understanding of progress against outcomes and targets from all CLD partners. Partners share data regularly and appropriately. Partners identifying trends, unmet and emerging needs and using evidence to adapt services to inform improvement and future delivery. Partners are aligning their work to CPP priorities. The impact of CLD practice is recognised and evidenced across policy areas.	
Examples of existing activity			
<ul style="list-style-type: none"><li>• <b>Anchor Project</b> has put in place information sharing protocols that will enable data sharing between partners to achieve improved outcomes for families.</li><li>• Community based <b>Adult Learning programmes</b> informed by local learner engagement</li><li>• <b>Employability Pathway</b> redesign informed by performance data in order to deliver improved individual outcomes</li></ul>			
Action	Timescale	Lead	Output/Outcome Indicators
6.1 Undertake an audit of data currently collected by CLD partners, which links to CLD priorities and how it is used	September 2019	Community Development	Audit complete – info gathered, collated, analysed and reported; Gaps in base line data identified and reported
6.2 Develop and embed consistent monitoring framework for all actions in the CLDP Plan 2018 – 2021, with six monthly reporting update and review	August 2019	Community Development	Framework developed / adopted and being used by partners; Partners sharing and using information effectively; Performance information demonstrates impact
6.3 Deliver training on Outcomes, and HGICLD / HGIOTSO self-evaluation frameworks	February 2020	Shetland CLD Partnership	Training delivered; Good range of partners participate
6.4 Hold annual partners event to review progress and update priorities	June 2020	Shetland CLD Partnership	Case studies and impact statements gathered to illustrate outcomes and demonstrate progress; Report produced;





# Shetland Islands Council

Agenda Item

**2**

<b>Meeting(s):</b>	<b>Education and Families Committee Policy and Resources Committee</b>	<b>28 June 2019 2 July 2019</b>
<b>Report Title:</b>	<b>Annual Child Poverty Action Report</b>	
<b>Reference Number:</b>	<b>CS-18-19-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children's Services</b>	

## **1.0 Decisions / Action Required:**

- 1.1 That Education and Families Committee RECOMMENDS that Policy and Resources Committee APPROVE Shetland's first Annual Child Poverty Action Report (ACPAR) at Appendix 1, for publication.

## **2.1 High Level Summary:**

- 2.1 Shetland Islands Council has a statutory duty under the Child Poverty (Scotland) Act 2017, to report annually on activity being undertaken and will take, to reduce child poverty.
- 2.2 The Act sets out a number of statutory and interim targets to reduce the number of children in Scotland living in relative and absolute poverty.
- 2.3 The legislation states that the Annual Child Poverty Action Report (ACPAR) must 'describe any measures taken in the area of the local authority during the reporting year....for the purpose of contributing to the meeting of the child poverty targets'.
- 2.4 This is the first ACPAR for Shetland. The aim is to publish for the period covering 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019, by 30<sup>th</sup> June 2019. At this early development stage, the Government is expecting to see a focus on developing relationships, understanding and capacity; this is in order to establish a solid foundation, from which to progress. The Scottish Government will provide feedback on the ACPAR, viewing this first publication as part of a learning process between partners and themselves.
- 2.5 The ACPAR is structured to reflect this, with a section on:
- Understanding the Issues
  - Increasing Household Income
  - Reducing Cost of Living
  - Building and Nurturing Relationships
  - Building Capacity
  - Impact
  - Strategic Approach
  - Monitoring and Evaluation

Each sections includes examples of what's been done over the last year, and what's planned in the coming year, with case studies, where appropriate.	
2.6	This year the ACPAR will be available online, readily printed out. There is an aspiration to make it more interactive, in the future.
2.7	A separate report will be presented on the Annual Report, 2018/19, of Shetland's Integrated Children's Plan. There is an aim to improve the dovetailing of reporting in future years.
<b>3.0 Corporate Priorities and Joint Working:</b>	
3.1	In line with Scottish Government Guidance, Council officers have been working with colleagues within NHS Shetland, to jointly draft and prepare for the publication of the ACPAR.
3.2	Due to the cross-cutting nature of Child Poverty, many partners have a responsibility for and make a contribution to reducing Child Poverty. This is reflected in the ACPAR. Community planning mechanisms and process are seen as key to working towards the targets set in the national legislation.
3.3	The Integrated Children and Young Persons Services Planning Group has a particular interest in Child Poverty, and can influence work to reduce the negative impacts of child poverty. Delivery of the Money Priority of the Shetland Partnership Plan will make a direct and positive contribution by tackling some of the larger, macro issues contributing to reducing child poverty.
<b>4.0 Key Issues:</b>	
4.1	In Shetland, levels of child poverty are relatively low, however, the figure has remained fairly static over the past decade while the Scottish average has fallen. Shetland has relatively high cost of living meaning that many more of our children and young people may be in financial hardship than is indicated by the national figures. Our dispersed rural communities can often make it more difficult for parents to admit to and seek support for their families.
4.2	The ACPAR illustrates a number of examples of achievements, from individual children living within a household, through to strategic planning across organisations; however there is a lot more to do in order to increase awareness and focus on tackling the drivers of child poverty.
<b>5.0 Exempt and/or Confidential Information:</b>	
5.1	There are no issues concerning exempt or confidential information in this report.
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	Shetland's Annual Child Poverty Action Report provides examples of activity and planned activity which involves individuals, households and communities.

<b>6.2 Human Resources and Organisational Development:</b>	There are no specific Human Resources issues to highlight.	
<b>6.3 Equality, Diversity and Human Rights:</b>	There are no specific issues to highlight.	
<b>6.4 Legal:</b>	Under the Child Poverty (Scotland) Act 2017, the Council has a statutory duty to report annually on activity being undertaken and will take, to reduce child poverty within the local area. The Council is required to jointly prepare and publish a report with NHS Shetland.	
<b>6.5 Finance:</b>	The implementation of this Plan will be delivered where possible within existing budgets using existing resources / reprioritising resources. External funding will however be accessed where appropriate and possible to supplement local resources.	
<b>6.6 Assets and Property:</b>	The Plan does not identify any issues with regard to Assets and Property.	
<b>6.7 ICT and new technologies:</b>	There are no ICT or technology issues to address.	
<b>6.8 Environmental:</b>	There are no specific environmental implications to highlight.	
<b>6.9 Risk Management:</b>	There are no specific risks to address.	
<b>6.10 Policy and Delegated Authority:</b>	<p>The Education and Families Committee has a responsibility to advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned with service delivery within its functional areas, including children and families, child protection and young people, to manage performance.</p> <p>The Policy and Resources Committee has delegated authority to ensure outcomes are achieved through service plans concerned with service delivery developed in co-operation with the functional Committees, and to manage performance. The Committee also has delegated authority to co-ordinate with partner organisations in relation to the Council's leadership of the Shetland Partnership.</p>	
<b>6.11</b>	Integrated Childrens and Young People's Services Planning Group	27 May 2019

<b>Previously considered by:</b>		
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**For further information please contact:**

Emma Perring, Policy Manager, Community Planning and Development

**Report Finalised:** 19 June 2019

**Appendices:**

Appendix 1 – Shetland's Annual Child Poverty Action Report (ACPAR)

**Background Documents:**

Scottish Government Guidance:

<https://www.gov.scot/publications/local-child-poverty-action-report-guidance/>

END



# Shetland's Annual Child Poverty Action Report





## Foreword

We are delighted to write this joint statement about the activity our respective organisations and partners have been doing together, and have planned, in order to reduce child poverty and the impacts of child poverty throughout Shetland.

This is Shetland's first Annual Child Poverty Action Report. The purpose is to share, with a broad audience, what has been achieved and it also fulfils the duty placed on Local Authorities and NHS Boards to report annually on steps they are taking, and will take, to reduce child poverty.

In Shetland, our levels of child poverty are relatively low – 5.7% of children in Shetland lived in low income families in 2015 compared to an average for Scotland of 16.5%<sup>1</sup> – however, this figure has remained fairly static over the past decade while the Scottish average has fallen. We also know that we have a relatively high cost of living – the cost of living in Shetland is 20-60% higher than the UK average<sup>2</sup> – meaning that many more of our children and young people may be in financial hardship than is indicated by the national figures. Our dispersed rural communities can often make it more difficult for parents to seek support for their families<sup>3</sup>.

Despite achievements we can rightly be proud of, we have a lot more to do, and are not complacent to the challenges we face; not least, we need to increase awareness across our organisations and others in the public, private and third sector of their role in tackling the drivers of child poverty. We need to ensure that all families can access the support they need to maximise their incomes and reduce their household costs – so they have more money available to them. We will also explore the role of employers, employability services, and how we can enable families to readily access leisure and recreation (including volunteering) activities.

We are pleased that the Scottish Government highlights the importance of us all working together to reduce child poverty and recognises that Shetland, like other Scottish Islands, has specific challenges related to the nature of our communities.

We hope that this short report reaches as many people as possible. This year, it will be available on line and can be printed out. Where possible, case studies and links to other resources, are included to illustrate impact and improvement. Next year, it will be more interactive, linked with other reporting such as Shetland's Partnership Plan, and the Integrated Children and Young People's Annual Report.

Gary Robinson

Chair of NHS Shetland

George Smith

Chair of Education and Families Committee,  
Shetland Islands Council

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<sup>1</sup> Scottish Government Statistics (2015) <https://statistics.gov.scot/resource?uri=http%3A%2F%2Fstatistics.gov.scot%2Fdata%2Fchildren-in-low-income-families>

<sup>2</sup> Minimum Income Standard for Remote Rural Scotland (2016) <http://www.hie.co.uk/regional-information/economic-reports-and-research/archive/a-minimum-income-standard-for-remote-rural-scotland---a-policy-update.html>

<sup>3</sup> Research into Deprivation and Social Exclusion in Shetland (2006)

<https://www.shetland.gov.uk/communityplanning/deprivationandsocialexclusion.asp>

Poverty is Bad – Let's Fix It!! (2011) [http://www.shetland.gov.uk/youth\\_services/documents/Shetland20Report0Final20Draft.pdf](http://www.shetland.gov.uk/youth_services/documents/Shetland20Report0Final20Draft.pdf)



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# APPROACH

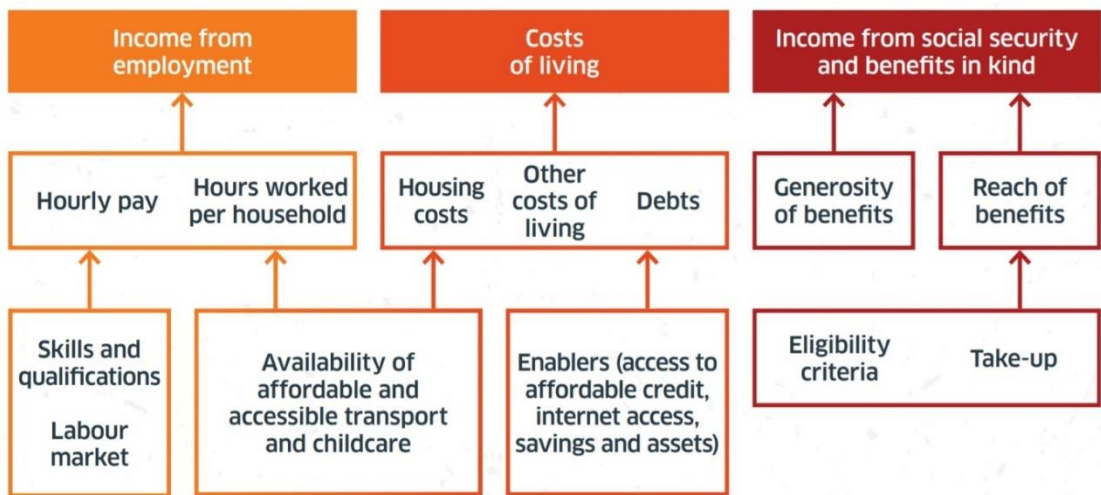
In Shetland, we recognise that there are many ways to reduce child poverty within our community.

What is important is that:

- we involve children, young people and their parents and wider families in shaping projects, products and services; and
- we monitor impact, to inform future work – for example, recognising that failing is not a failure, as long as we fail quickly and learn from our experiences.

These projects and services may be specifically targeted at children, young people and their families or may be wider, tackling the drivers of child poverty.

## DRIVERS OF CHILD POVERTY



## REPORTING AND PLANS

The action and impact from 2018/19, and our plans for 2019/20 are set out under the following headings:

- Understanding the issues
- Increasing Household Income
- Reducing Cost of Living
- Building and Nurturing Relationships
- Building Capacity
- Impact
- Strategic Approach
- Monitoring and Evaluation

In addition to reporting to the Scottish Government on what we are doing within Shetland to reduce Child Poverty, this document will be used by the Council, NHS Shetland and the Management and Leadership Team of the Shetland Partnership in order to ensure that actions are being effectively monitored.

## UNDERSTANDING THE ISSUES

### WHAT WE'VE DONE....

Over the last 15 years or so, we have deepened our understanding of the experiences of people in Shetland living in poverty and low-income households and what the drivers are for child poverty in Shetland. We have invested resources in research, peer research and participation so we are now in a better place to address the issues our families and communities face.

In 2015, the Shetland Partnership established Shetland's Commission on Tackling Inequalities. Representatives from the Council, NHS and Third Sector acted as Commissioners, and heard directly and indirectly from people in Shetland facing issues because of inequalities within our community. The Commission's findings and recommendations have informed Shetland's Partnership Plan and Delivery Plan. Their reporting has provided a robust evidence base and common understanding across the public and voluntary sector. It is informing organisations' allocation of resources. However, we recognise there is more to do to develop understanding amongst the private sector and communities.



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### EXTRACT FROM SHETLAND PARTNERSHIP PLAN, JUSTIFYING THE REASON AND APPROACH TO THE MONEY PRIORITY

Money' is a priority because of Shetland's high Cost of Living (CoL). The Minimum Income Standard for Remote and Rural Scotland (MIS) shows that the cost of a standard 'basket of goods' can be significantly higher for some Shetland households. For example, a couple with two small children living in a rural part of Shetland could pay up to 30% more in living costs than people in a similar household in an urban community elsewhere in the UK. What this means is that comparable households in Shetland could pay £50 a week more for their weekly shop than they would if they lived elsewhere.

The relatively high CoL in Shetland is driven by four main factors:

- Higher food costs
- Higher costs for household goods and their delivery
- Higher home energy costs
- Higher transport costs

These drivers are evident in the data collected and analysed by the Shetland Partnership when developing the Shetland Partnership Plan. Fuel Poverty (where households spend more than 10% of their income on energy bills) affects 53% of households in Shetland.

This is due to our climate; the types of housing that are most common in the Isles; and, the energy sources that are available locally. Food bank usage has also increased in Shetland, suggesting that some households are struggling with higher food costs.



Not every household in Shetland is struggling financially and our high employment rate, combined with slightly higher average earnings, does help to reduce the impacts of higher costs for many. However, for those who are affected by higher costs, it can have a knock on impact on other aspects of their lives, including their physical and mental health.

Measures of 'poverty' are not always useful in Shetland, as they do not take account of CoL. While around 6% of children are classed as living in poverty, nearly half of the households in Shetland do not earn enough to 'live well' in that their income is not sufficient to cover the higher costs identified in the MIS study. This may mean that, even in households where adults are working, financial hardship may be a risk or is already being experienced.

In-work poverty and financial hardship are a reality for some people in Shetland, as shown by research commissioned by the Shetland Partnership in 2016. As one participant in the study said: "I get paid on a Friday and it's gone on a Friday. Literally, I pay my rent, I pay my council tax, I pay my electric and that's it".

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**"I get paid on a Friday  
and it's gone on a  
Friday. Literally, I pay  
my rent, I pay my  
council tax, I pay my  
electric and that's it"**

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This is why we want to help people maximise their incomes and minimise their outgoings to reduce the impact of high living costs. Maximising income can be achieved through helping people to improve their employment prospects and reducing the number of people who are 'underemployed' (that is, people who would like to work more hours given the opportunity). It can also be done by ensuring that people claim all of the social security payments to which they are entitled.

Reducing outgoings can be delivered by supporting people to reduce their energy costs and fuel bills through, for example, energy advice and community food growing projects. Transport costs could also be reduced through innovative community-based solutions.

Shetland Partnership Delivery Plan, 2019

#### WHAT MORE WE HAVE PLANNED....

Shetland Islands Council and Highlands & Islands Enterprise invested in the research to establish the Minimum Income Standard for Remote Rural Scotland, and also jointly commissioned 'Living Well in a High Cost Economy' which showed that 49% of households in Shetland do not earn enough to live well. However, we do not yet know whether these higher costs lead directly to worse outcomes for people on a given income, in Shetland. The Shetland Partnership is currently exploring the feasibility and costs of commissioning work to establish this.



## INCREASING HOUSEHOLD INCOME

### WHAT WE'VE DONE....

The Council has secured another four years of funding from the European Social Fund, in addition to its own funding, in order to commission a Financial Health Service and Energy Advice Service. These services are targeted at low-income households, including those with children and young people. The services are delivered by Shetland Islands Citizen's Advice Bureau.

### Case Study

#### Illustrating the impact of our Financial Health Service on reducing Child Poverty



##### Increasing household Income

A working age couple with children contacted the Financial Health Service at CAB as they were struggling financially. A benefit check ascertained that they were not accessing any of the benefits they were entitled to. The result was an increase in their household income through Housing Benefit, Council Tax Reduction, Child Tax Credit and also Working Tax Credit. One of the partners had health problems so she was also helped with a Personal Independence Payment application.

The family also received help through the Energy Advice Service, registering for SSE's Priority Service Register due to the care needs of one of the partners. Finally, they were supported to claim Warm Home Discount once they had the qualifying benefits in place.

With the increase in income and the reduction in energy bills, their children are now growing up in a household with an ongoing increase in financial resources.

##### Managing debt

A couple with two children under five, and another expected. The working adult recently lost their job, so they were living on a number of benefits.

The initial appointment was with the wife, who was very distressed because her husband controlled all the finances and she was in a position where she had no money to buy food for the children, or nappies. They were also in danger of losing their car, which would have isolated them further and restricted future employment opportunities. A joint debt appointment was arranged, to discuss this with them together.

During the debt appointment, the Debt Adviser worked through a budget with the couple and discussed how they could manage their money jointly, which had not happened before. The Debt Adviser also discussed ways to maximise income, and checked their benefit entitlement. The husband had multiple debts. The Debt Adviser helped him to prioritise the debts, and put in place a plan to pay off the debts, and the Debt Adviser also

negotiated with creditors and agreed affordable repayments. With the support of CAB, the couple applied for additional benefits they were entitled to.

After four months of sticking to the budget and the repayment plan, the family have paid off one of their loans, kept up the repayments on their car, and are jointly managing their finances. Better budgeting and money management has meant that the wife no longer feels isolated, their relationship has improved, and the children are less financially disadvantaged.

Shetland Islands Citizens Advice Bureau /  
Shetland Welfare Reform and Financial Resilience Group, 2018

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#### NHS SHETLAND OUTCOMES FOCUSED WELFARE REFORM ACTION PLAN

As an employer of around 600 staff, NHS Shetland recognises its role in ensuring that staff have enough income to live well. They recognise the challenges in balancing work and childcare, for example, and there is a generous parental leave allowance of four weeks paid leave per child under the age of 13, with a further 12 weeks available per child between the ages of 0-16. This is in recognition of the cost and availability of childcare, and is designed to allow parents to spend quality time with their children. A future action is to consider the uptake of this benefit; it is potentially easier for staff on a higher income to be able to afford to take unpaid leave than staff on lower levels of income.

The organisation is also reviewing and improving the pensions advice provided to staff; this is one of the areas that often gets neglected for people on a low income as it's difficult to find time to consider issues such as that, especially for busy parents.

Others actions include:

- Continuing to promote breastfeeding as an affordable and healthier alternative to formula feeding
- Raising awareness of the NHS Credit Union
- Raising awareness of the impact of welfare reform on staff and patients and ensuring referral pathways to financial advice services are in place

NHS Shetland, 2019

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#### CHILD HEALTH SERVICE AND LINKS WITH DELIVERING THE BEST START FOR CHILDREN AND FAMILIES

During routine contact as a Health Visitor I ask all families about finances in a general conversation i.e. heating costs, rent, what food they like and having enough food as a family. On the whole Health Visitors have a close relationship with most families and parents answer very openly. We are then able to signpost to groups or services that can help and advise. This is one of the main focuses of the universal service that Health Visitors provide to all families.

CAB staff did an awareness raising session with Health Visiting team, including a generic referral form which is invaluable for getting vulnerable families to the services they need. I have found that if you just say to families to get in touch with CAB, for a variety of reasons some families never do. The service that CAB offers, where we identify families and do the initial referral, gets families help and advice that does make a difference. After our initial referral CAB contacts the family to say we have been in touch and they do a home visit. With the families permission, allowing access to the child plan's in GIRFEC (if they have an active GIRFEC) helps ensure the applications are successful.

NHS Shetland

## Case Study

### Illustrating impact of our Childs Health Service on reducing Child Poverty



A family were receiving additional support from the Health Visitor as there were ongoing concerns. The mum had mental health issues which made managing and planning finances an additional challenge. During conversations, it was apparent that the family were struggling with heating bills and general finances, and that the mother may have been eligible for benefits. The family were in agreement for a referral to CAB to be made, to help complete a Personal Independence Payment (PIP). CAB visited and the application for additional benefits was successful. The extra money made a real difference to the family.

NHS Shetland

As a result of securing another four years of funding from the European Social Fund, for Employability Services, the Council has integrated all of its Council funded services in order to provide as flexible approach as possible. The new service, sitting within Children's Services, is able to support people with many and complex barriers to employment, working closely with the Integrated Joint Board and service provision.

#### WHAT MORE WE HAVE PLANNED....

Shetland's redesigned employability pathway will begin to provide intensive and targeted support to parents (linked to the Government's Parent Employability Funding):

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#### FAMILY AND INTER-GENERATIONAL LEARNING

Community Learning and Development Partners are prioritising prevention and working with individuals, families and communities to tackle generational inequalities. The new plan sets out actions designed to support young people and their families to learn together. This will enable unemployed or under-employed parents to get more involved in their children's learning, and to move into employment or better employment through support from the employability pathway.

## Community Learning and Development Partnership, 2019

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**SHETLAND PARTNERSHIP DELIVERY PLAN: IMPROVEMENT PROJECTS**

The Delivery Plan for Shetland's Partnership Plan is nearing completion. Money is one of four priorities within the Plan. Within this priority area, there are three improvement projects. One of these is **Right Information, Right Time**.

The project is needed because of our high cost of living, the rise of in-work poverty (particularly for families), a traditionally low uptake of benefits, a possible lack of opportunities for entrepreneurship amongst low income households and because case studies show that services are not systematically signposting or referring those most in need to the right service, at the right time.



The aims of this project are to ensure Shetland's workforce has the knowledge, skills and confidence to routinely refer people to income maximisation and employability support services, as required AND to ensure Shetland's people can access the support they need.

The project will explore the role of technology in providing a solution, and will work closely with families and front-line staff, to produce a useful, quick, and flexible way of getting up to date information about support available in Shetland. Although it will be available to all, there will be a particular focus, in the market research, the development, and the testing, on involving families with children and the services that support them – reducing Child Poverty is a key driver for the project.

Shetland Partnership Delivery Plan, 2019

## REDUCING COST OF LIVING

### WHAT WE'VE DONE....

Shetland's Commission on Tackling Inequalities heard from people who were not able to access opportunities due to the cost, including the cost of bus transport within Lerwick. Prior to this, the assumption had been that people were not accessing opportunities predominantly because of a lack of transport.

Since the Commission, a number of organisations have been amending their charging policy, resulting in a significant positive impact on individuals and organisations. This has included young people and young parents.

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### REDUCING THE COST OF LIVING BY MONEY-PROOFING CHARGING POLICIES

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#### TRANSPORT

A young single parent, living in a remote area of Shetland with her young child, was unemployed for nearly a year before accessing support from Shetland's employability pathway. She did not drive and had to take and collect her child to and from school. This meant that she could not use the limited bus service.

She had previously gained employment close to her home, but had not sustained any of these jobs. The benefits she was entitled to did not provide her with sufficient income to use the bus service on a regular basis, or to attend volunteering or work placements, further reducing opportunities.

As part of the Employability pathway, ZetTrans – Shetland's Transport Planning Partnership – provides free bus and ferry travel for people getting support to move into employment.



This person was able to access this, as well as support to update her CV, seek volunteering opportunities and find a job. The Transport Service also enabled her child to access the school bus service, which meant that she was able to have much more flexibility in terms of employment

opportunities.

She was able to secure permanent employment, which has now been sustained for over three years. She now pays her bus fares, and their household income has improved and is more stable.

ZetTrans

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#### CINEMA

Shetland Arts Development Agency provide off-peak free access to films, for anyone receiving support to move into employment. A number of those who have benefitted are some of Shetland's young unemployed. They were supported to feel comfortable with the setting, and going into the cinema, through a film club, with many gaining confidence and beginning to watch films in groups or on their own. Two of these young people have gone

on to study the Film and Media NC and HNC, run by Shetland Arts on behalf of Shetland College. Another young person has moved into further education too.

Shetland Arts Development Agency

## Case Study

### **illustrating impact of the Energy Advice Service on reducing cost of living, and therefore reducing Child Poverty**



A single mother with a pre-school child, who lives alone in local authority housing, and receives a number of national benefits. She had been in debt to SSE previously but had managed to pay this off. Due to this debt SSE had installed a pre-payment meter; this was now causing her financial hardship as she was paying in almost £200 per month. She also did not understand about tariffs and was unsure as to how to use her heating system properly.

The Energy Advice Service provided information about tariffs, and how to go online to see if she was on the best tariff for her. She was also referred to Home Energy Scotland – one of the Bureau's partnership groups – for a home visit, and they helped her to understand her heating system (storage heaters) and the best way to use them. She found this visit very helpful and now feels more in control of her heating system.

She was also given information on how to change the pre-payment meter back to an ordinary one and to arrange a direct debit to be put in place. She was happy to tackle this herself, and this has now been done. She was advised to give regular readings to SSE to keep her account up to date and to monitor her usage. As a result she has made a saving of at least £50 a month, meaning her child is now living in a household that has an additional £50 each month to spend on other items.

Shetland Islands Citizens Advice Bureau / Shetland Fuel Poverty Action Group, 2018

#### WHAT MORE WE HAVE PLANNED....

To date, the changes we have made to reduce cost of living for households have been small scale, or focused on reducing energy bills through Fuel Poverty measures. A lot has been learnt in recent years and we plan to build on this.

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#### **SHETLAND PARTNERSHIP DELIVERY PLAN: IMPROVEMENT PROJECTS**

The Delivery Plan for Shetland's Partnership Plan is nearing completion. Money is one of four priorities within the Plan. Within this priority area, there are three improvement projects. Two of these will have a direct impact on reducing the cost of living for families,

and will be designed and delivered, with the intention of reducing child poverty in Shetland.

In a rural community, with plenty of land and skills, **Fair Food** is seeking to explore and encourage as many ways as possible to ensuring that people throughout Shetland are able to access nutritious food. The work will be broad and will involve communities, community assets, skills and knowledge development. The aspiration is to be a community without Food Poverty. Fair Food will build on learning from a project within Bells Brae Primary School, in Lerwick, where a growing project is being used to increase parental involvement for those who are more vulnerable and currently not engaged with the school community.



**Money Proofing Policy** is about making the best use of our existing resources and activity in order to reduce inequalities in Shetland associated with household income and outgoings. In the first year, this will focus on gently challenging our current approach to strategic development and delivery to ensure they all consider and make changes which can impact on people's lives. This will include the use of our existing Inequality Impact Assessment tools. For example:

- How can the Knab Site development maximize the income and minimize the outgoings for those living within this new community?
- How can the Council's car pool be used to enable low income households to access more opportunities?
- What impact is World Book Day having on our children living in poverty?
- Can alternative transport solutions, such as e-bikes, assist in reducing child poverty?

Shetland Partnership Delivery Plan, 2019

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#### PROVISION OF LUNCHES IN THE SCHOOL HOLIDAYS FOR THOSE ENTITLED TO FREE SCHOOL MEALS

We will explore options for piloting the provision of lunches during the school holidays, for children who access Free School Meals during term-time. A 'test of change' approach is being taken, with four families involved over the summer holidays of 2019, to be piloted throughout Lerwick and the North Isles in October.



Shetland's Integrated Children's Services Plan, 2019



## BUILDING AND NURTURING RELATIONSHIPS

Developing relationships between people with the responsibility for making decisions about resource use, and between these people and those families experiencing child poverty, is critical. Open conversation leads to much greater understanding of the issues, and constraints faced. In recent years, there has been an increased recognition of the importance of investing time in building and nurturing relationships.

### WHAT WE'VE DONE....

There are an increasing number of examples of where relationships are being built and nurtured:

#### VOICES FOR EQUITY: BRINGING LIVED EXPERIENCE INTO DECISION-MAKING

The Voices for Equity project is providing a means of learning directly from people in Shetland experiencing challenges as a result of Shetland's inequalities. It is providing a means for them to be more involved in community planning by sharing their knowledge directly with decision makers within Shetland's public bodies. In contrast to consultations and anonymous feedback structures, the focus is on building relationships and bridging the gap between people living within Shetland.

The project has recruited people, including parents of children and young people, who are paired in a learning relationship with people responsible for developing, approving and delivering Shetland's future. Together they meet monthly, in their one-to-one learning relationship, to discuss and share their personal stories and experiences on inequality issues in Shetland. Both participants contribute with their personal experiences, and are equally responsible for empowering and challenging each other; the aim is to broaden each other's horizons and understandings. Their personal learnings are nurtured by the exchange of these stories and experiences, and their feedback to each other.

Confidentiality is ensured and sufficient facilitation is provided to support the relationships and their learning journeys.

The participant's learnings, both on the method of participation, as well as on experiences of inequalities in Shetland, is fed into the Shetland Partnership Improvement Projects and the wider learning of partner organisations.

Shetland Partnership, 2018

#### INCREASING HOUSEHOLD INCOME THROUGHOUT SHETLAND'S REMOTE AND RURAL LOCATIONS

Shetland Islands Citizens Advice Bureau's Financial Health and Energy Advice services target families throughout Shetland by providing an outreach service in nine locations: Hillswick, Brae, Walls, Bixter, Scalloway and Levenwick (in rural mainland Shetland), and the three islands of Unst, Yell and Whalsay. In each case they are located in the local health centre.



These tend to be at a transport hub accessible by public transport. Health centres are warm and friendly venues which are widely used and therefore non-stigmatised. The service deliverers are able to access the NHS WIFI network, have access to phones and Language Line if needed, and reception staff take messages and book appointments for them. Nurses and GPs refer vulnerable clients for help. Access is constrained by the traditional 9.00 am – 5.00 pm opening hours of Shetland's surgeries.

They have built their outreach up over a number of years of piecemeal funding, and have learned that consistency and regularity of provision is key to developing community confidence and usage of the service.

Shetland Islands Citizens Advice Bureau, 2018

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### IMPROVEMENT METHODOLOGY

In the last year, the development of skills and understanding in two areas has been initiated: the *Improvement Methodology (through the Scottish Improvement Foundation Skills)* and *Agile Program Management*. Both were delivered to leaders, managers, and front line staff across the Partnership, with Police representatives learning alongside Council, NHS, and Third Sector staff. Both learning opportunities have significantly contributed towards the development of working relationships, and therefore trust and understanding across the partnership. This puts us in a much better position to share the use of our resources in order to improve outcomes for our children living in poverty.

Shetland Partnership, 2018

### WHAT MORE WE HAVE PLANNED....

We will continue to nurture relationships with communities, families and partners; the importance of this is now widely acknowledged across the partnership.

The Quality Improvement community continues to grow, developing into a peer support network across partner organisations.

## BUILDING CAPACITY

### WHAT WE'VE DONE....

The Partnership recognises the importance and value of building the capacity of children, their families, and communities, in order to tackle problems, such as child poverty. There are many examples of this, with one example shared here.

#### YOUNG MUM'S GROUP

The Young Mum's Group was set up a number of years ago, by the Council's Youth Services Team. The purpose was to bring young mums together, who might need support with their parenting development and may be isolated from others. It has become a means to share information, support the development of the health and well-being of the mums and their young children, and to move on to develop skills and to access training, qualifications and employment. The household income of most mums and children attending the group will have increased, as the local CAB attends on a regular basis to undertake benefit checks and support the development of money management skills. They will all feel more empowered and capable of making positive decisions to benefit their child(ren).



One teenage mum, who left school with no qualifications and began attending a number of years ago, was able to develop her literacy and numeracy skills, and go on to achieve qualifications. Her confidence now means that she chairs the group (which is now constituted, and run by those attending), and has obtained part-time work within Youth Services. As well as the direct impacts on her, there will also be impacts on her child, who is now growing up in a household with increased income and stability.

Youth Services, Shetland Islands Council, 2018

## WHAT MORE WE HAVE PLANNED...

### OPEN PROJECT, VOLUNTARY ACTION SHETLAND AND THE EMOTIONAL WELLBEING AND RESILIENCE PROJECT (EWRP)

The OPEN Project was set up in 2011 and became part of Voluntary Action Shetland's Services in 2013, following the closure of the Shetland Youth Information Service. The OPEN Project provides a range of services for young people aged 12-25 in Shetland.

A priority of the Project is:

*"To focus on our vulnerable children's emotional resilience by working with them to identify the opportunities to improve their own outcomes, and dealing with the adversity they have suffered in order to become part of the fabric which creates a strong and vibrant community".*

The EWRP funded OPEN to employ and support six people aged 16 to 25 to represent young people at strategic and other levels of the EWRP. They will represent young people from across Shetland giving them a voice at strategic level. They will develop and implement skills in a range of research and consultation methods, to gather the views of young people across Shetland, from a range of different social backgrounds. The findings will be used to inform the development of the EWRP.

Shetland's Integrated Children's Services Plan / OPEN Project, Voluntary Action Shetland,  
2019

We want to spend time learning from what we are already doing; we need to continue to test out current approaches, for example, the projects within the Tackling Inequalities workstream of the Children's Services Integrated Plan.

## IMPACT

We are becoming much better at measuring impact. Some of this is because we are developing a shared language across the Shetland Partnership, refining methodologies to become more consistent. We are also sharing evidence and knowledge between services and agencies and have developed a common understanding of the issues.

### WHAT WE'VE DONE....

Schools across Shetland are learning together and from each other, on how to support more vulnerable children to improve their attainment, with an example below.

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#### CLOSING THE ATTAINMENT GAP FOR OUR CHILDREN LIVING IN POVERTY

Baltasound Junior High School is the most northerly school in the UK, with a school roll of 83 students, from nursery (age 3) to S4 (age 16). There are specific challenges in living in Unst:

- High rates of fuel poverty;
- Overall high cost of living; 13% greater than the Shetland average and 62% greater than UK average;
- Lower income levels, with the average annual income being 24% lower than the Shetland, and 17% lower than the Scottish, average; and
- Accessing services: it is a hundred mile, 4 hour round trip, including two ferry crossings to access the nearest dentist, supermarket, hospital and cinema - with petrol costing £1.34 per litre, the direct cost for a family of four is £40.70.

The school community spent time considering what vulnerability meant in a rural context, and which pupils were impacted upon, by these:

- Free school meals eligibility
- Interventions as part of the Child's Plan (GIRFEC)
- Low income
- Access to transport
- Geographic access to services
- Social inclusion
- Clothing/leisure
- Significant events
- Internet access



They noted that while some pupils had one or two vulnerabilities, some experienced several.

A number of interventions were implemented:

- Parents collected for Child's Plan reviews, parent evenings and community events, in order to ensure engagement, if they lacked transport or required support to attend
- Health Improvement Officer available within the school
- Take your Parent to school day
- Support for Bereaved Pupils in school
- MSP, MP, BT, and SSE were consulted with/lobbied about the poor broadband provision and its impact on education
- Whole school nurture approach
- The Pupil Equity Fund was used to design and staff a support programme over the school holidays
- School fund raising to ensure that all pupils can be included in school trips
- Staff have business insurance so that they can transport pupils when necessary.

With all these interventions, the school has succeeded in raising attainment, thereby directly impacting on improving the life chances of some of our most vulnerable children in one of our most remote communities.

Schools' Service, Shetland Islands Council, 2018

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#### HEALTHY START UPTAKE

We have been working hard to increase uptake of Healthy Start, within Shetland. This is a national scheme that provides free vouchers every week to spend on certain food items and vitamins, such as milk, fresh and frozen fruit and vegetables. The impact of this is available via national data. The uptake in Shetland is currently consistently higher than other island NHS Board areas (December 2018 to March 2019). However, it remains lower than in more urban areas, and work is ongoing to increase uptake.



NHS Shetland, 2019

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#### ANCHOR – EARLY ACTION

Anchor has been established in order to invest in understanding how to shift the resources we have towards early intervention; thereby reducing the intervention required as a result of statutory processes.



It aims to bring about positive changes in the lives of families in Shetland who are struggling, whilst also gathering relevant information in order to change service delivery in the future, assisting other families in the longer-term.

Families and extended families, and front-line staff, are at the centre of the project. Their views and participation will be critical to ensuring an honest and transparent picture of real life challenges.

Anchor is a strength-based approach, and therefore:

- Emphasises prevention and early intervention.
- Takes a family-centred approach to individual problems.
- Identifies and builds on strengths and resources that empower families.
- Focuses on reducing risk in a way that builds on family strengths.
- Communicates a sense of hope.
- Establishes expectations for success within a person's capabilities/capacities.
- Promotes empowerment and independence.

Therefore Anchor is about:

- Empowering families to make positive changes to their lives.
- Enabling families to become less dependent and more resilient.
- Valuing and investing time in building relationships and trust.
- Involving families in shaping the support they require.
- Enabling families to become comfortable within their local communities.
- Breaking the cycle of multi-generational, entrenched dysfunction.
- Providing children and adults with opportunities that lead to better outcomes that will in turn improve their life chances, enabling and empowering them to succeed in line with their peers.
- Enabling a culture of learning, development and continuous improvement.
- Capturing experiences and data in order to demonstrate to partners the successful progress towards key outcomes for families and local communities, and thereby to inform how resources can shift towards prevention and early action, rather than crisis intervention.

At the start of 2018/19 the Shetland Partnership's Anchor Project was successful in receiving £321,000 from the Big Lottery's Early Action Systems Change Fund.

The Project Sponsor is Shetland's Area Commander for Police Scotland. One of the reasons for funding Anchor was because of the developing and maturing partnership working in Shetland. Other partners include the Council, Integrated Joint Board, NHS Shetland, Relationship Scotland – Shetland, Shetland Women's Aid and Voluntary Action Shetland.

Shetland's Integrated Children's Services Plan / Shetland Partnership, 2018

#### WHAT MORE WE HAVE PLANNED....

We recognise that the rollout and embedding of Quality Improvement across our partnership will continue to develop our capacity to measure the improvement resulting from the changes we make.

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#### REMOVING THE NEGATIVE IMPACT OF STIGMA

The issue of the negative impact of stigma, has been raised by a number of partnerships and highlighted in a number of strategies. This includes the Alcohol and Drugs Partnership, the Integrated Children and Young Person's Services Planning Group, the Community

Justice Partnership, the Mental Health Partnership, the Community Learning and Development Partnership, the Domestic Abuse Partnership and the Public Protection Committee.

We know that feelings of stigma have a direct impact on people feeling able to access services available in Shetland, which could reduce Child Poverty, and its impacts (Anchor consultation, Voices for Equity).

Shetland's Commission on Tackling Inequalities recommended the following: 'Building on one of Shetland's best assets: as individuals and as a community do all we can to reduce stigma and loneliness.'

Shetland's Community Justice Plan has identified the following outcome improvement action:

'Support development of local projects and initiatives to build community connectedness reduce feelings of loneliness and address stigma in relation to offending and substance misuse through training and resource provision.'

Parents involved in the Anchor Project have shared the following:

- They feel judged by others when they need to access additional support;
- They feel they don't fit in, with none of them accessing Mother and Toddler groups;
- Some felt a need to hide information for fear of judgement as they didn't follow the norm.

Participants involved in Voices for Equity describe how stigma exists in Shetland and what the feeling of being stigmatised does to a person; this includes single parents of young children.

*"It is difficult to get away from your past here in Shetland. People know what you have done and it follows you. People should know that what they hear about people isn't always true."*

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**"It is difficult to get away from your past here in Shetland. People know what you have done and it follows you. People should know that what they hear about people isn't always true."**

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For some, this creates a feeling of loneliness and contributes to isolation. The participants tell stories of feeling judged and labelled by the community and people who don't know them, and how this further leads to a sense of shame. A feeling of not having control over one's own situation seems to put additional pressure on already challenged individuals.

We are therefore beginning to explore whether there is a need for an improvement project, which can be developed across partnerships, forums and agencies.

Shetland Partnership, 2019



## STRATEGIC APPROACH

*(refer to diagram in Appendix 3)*

### WHAT WE'VE DONE....

In recent years the Scottish Government has introduced a number of different pieces of legislation which all aim to contribute to agencies working together to share resources in order to reduce inequalities, including to be able to reduce Child Poverty. These include:

- Fairer Scotland Duty
- Children & Young People (Scotland) Act 2014
- Community Empowerment (Scotland) Act 2015, and
- Education (Scotland) Act 2016.

Due to the nature of our geography – as a single authority community planning partnership – it means we are able to shape all of our activity to meet this legislation, and ultimately have a positive impact on our children and young people, including to support those living in poverty, and reduce poverty, where we can.

A tool we have available to us is Shetland's Integrated Impact Assessment. The legislation mentioned above has informed the development of this tool. When we are looking at how a service works or writing a policy, we carry out an Integrated Impact Assessment. This helps us to consider the different impacts our work has on different people in Shetland, including those children and their families, living in poverty.



## MONITORING AND EVALUATION

### WHAT MORE WE HAVE PLANNED....

NHS Shetland and Shetland Islands Council have jointly developed a 'Performance Management Framework', under the principle of developing policies on a 'Once for Shetland' basis.

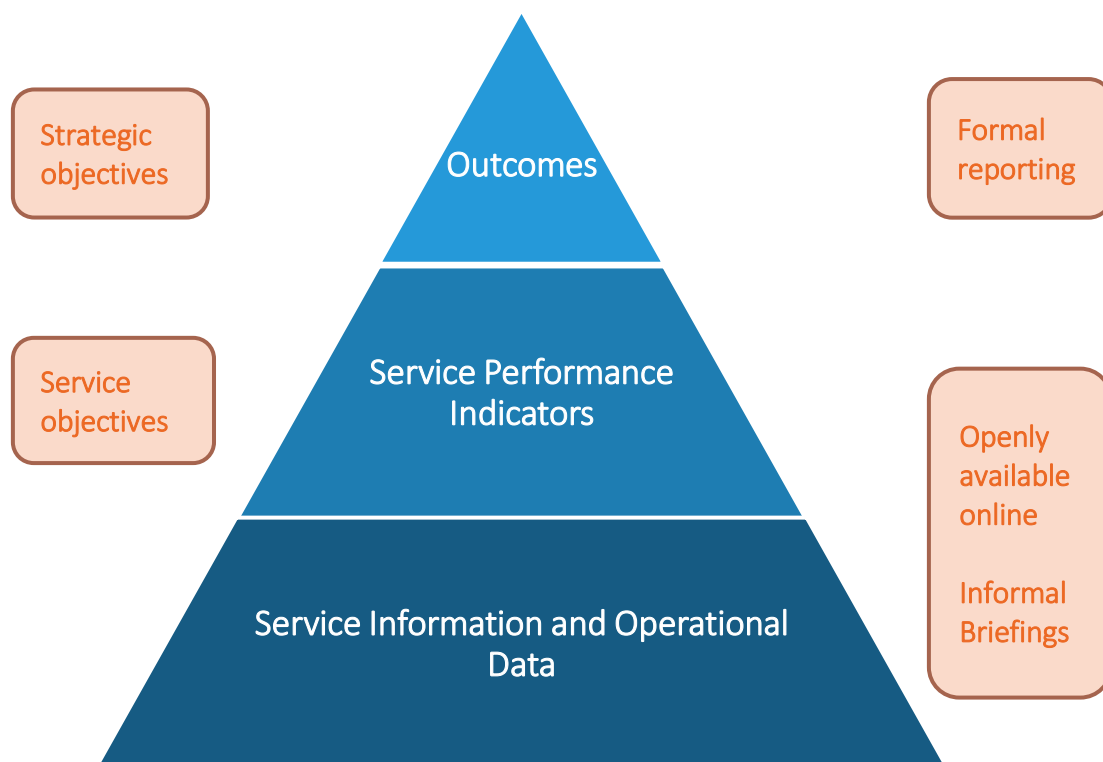
Setting out clearly how services are performing is an integral part of our contract with the population that we serve. We need to communicate clearly what we are aiming to achieve, and why.

An essential part of service review is the requirement to continually monitor results and assess local needs. This ensures that services are prioritised, designed and delivered to meet the needs of the most vulnerable families. Outcomes must be closely monitored and evaluated, and information gained from service users, stakeholders and the local community on an ongoing basis.

The Performance Management Framework is shown diagrammatically below, and is built around:

- a focus on reporting on delivering outcomes and strategic objectives;
- the large set of performance indicators being readily and openly available to all; and
- performance data encompassing a wide range of information, beyond performance indicators, in support of strategic objectives.

### PERFORMANCE MANAGEMENT FRAMEWORK DIAGRAM



## APPENDIX 1: BACKGROUND AND LEGISLATIVE REQUIREMENTS

The requirement to produce an Annual Child Poverty Action Report (ACPAR) is set out in the [Child Poverty \(Scotland\) Act 2017](#)<sup>4</sup>.

The legislation states that the report must “describe any measures taken in the area of the local authority during the reporting year....for the purpose of contributing to the meeting of the child poverty targets.” The Act also requires local authorities and NHS Boards to set out, in their local child poverty action reports, information on measures that they plan to take to contribute to the meeting of the Child Poverty reduction targets set out in the Act, with the aim of ensuring the reports provide a strategic forward look as well as an account of progress to date.

The Act sets out a **clear agenda for tackling, reporting on and measuring child poverty**. The Act:

- Sets out four statutory income targets, to be met in the financial year beginning 1 April 2030.
- Sets out four interim income targets, to be met in the financial year beginning 1 April 2023.
- Places a duty on Scottish Ministers to publish child poverty delivery plans in 2018, 2022, and 2026, and to report on those plans annually.
- Places a duty on local authorities and health boards to report annually on activity they are taking, and will take, to reduce child poverty.
- Sets out that a statutory Poverty and Inequality Commission will be established from 1 July 2019, with functions related to the child poverty reduction targets.

The Act sets out four statutory, **income-based targets (all after housing costs)**, to be achieved by 2030:

- Less than 10% of children are in relative poverty
- Less than 5% of children are in absolute poverty
- Less than 5% of children are in combined low income and material deprivation
- Less than 5% of children are in persistent poverty

The Act also sets out **interim targets**, to be met in the financial year beginning on 1 April 2023 – which is the halfway point between the position at the time the Child Poverty (Scotland) Act was passed and the 2030 target date for the meeting of the targets - as below:

- Less than 18% of children are in relative poverty
- Less than 14% of children are in absolute poverty
- Less than 8% of children are in combined low income and material deprivation

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<sup>4</sup> <http://www.legislation.gov.uk/asp/2017/6/contents/enacted>

- Less than 8% of children are in persistent poverty.

Guidance<sup>5</sup> on the approach and content of the ACPAR is available. The key considerations are:

- Production of one Report for Shetland (the first covering 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019);
- The Council and NHS Shetland are required to jointly prepare and publish a report, but are encouraged to involve all partners contributing to reducing Child Poverty (through Community Planning);
- Aim to publish by 30<sup>th</sup> June each year, after local approval by the Council and NHS Shetland;
- Feedback will be provided from the Scottish Government;
- Links should be made with implementation of the:
  - Fairer Scotland Duty
  - Children & Young People (Scotland) Act 2014
  - Community Empowerment (Scotland) Act 2015, and
  - Education (Scotland) Act 2016;
- Evidence must be provided that shows consideration is being given to the different barriers that parents with different protected characteristics<sup>6</sup> may face and specifically include action to help parents to maximise income, by accessing financial inclusion services;
- Evidence that shows lived experience of poverty is being brought into strategic decision-making;
- In addition, the guidance highlights the following for inclusion:
  - Sharing 'what's working' and 'lessons' learnt
  - Reference to work to tackle Adverse Childhood Experiences (ACES)
  - The building and nurturing of relationships across the partnership, and
  - Demonstration of partner involvement in activity to meet poverty targets.

The Scottish Government's Delivery<sup>7</sup> Plan identifies a number of priority groups being targeted as particular beneficiaries of the Plan's commitments:

- Lone parents
- Families where a member of the household is disabled
- Families with 3 or more children
- Minority ethnic families
- Families where the youngest child is under 1
- Mothers aged under 25

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<sup>5</sup> <https://www.gov.scot/publications/local-child-poverty-action-report-guidance/>

<sup>6</sup> Age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

<sup>7</sup> <https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/>

Living in areas of high material deprivation and remote rural locations were also identified as additional barriers faced by families in these groups.

## APPENDIX 2: 2018/19 ACTIONS AND 2019/20 PLANS

This summary table stipulates the nature of the activity and who should benefit; responsibility, timeline and resources for delivery; the intended child poverty driver that the activity will impact upon and how this is measured.

### Actions taken forward during 2018/19

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has/will be assessed
Used the evidence base from Shetland's Commission on Tackling Inequalities to inform Shetland's Partnership Plan (SPP)	All those people in Shetland facing poor outcomes because of inequalities, including children living in poverty	<b>Lead:</b> Five statutory agencies with responsibility for community planning <b>Partners:</b> All partners (public, private, third and community sectors)	Primarily staff time within partners agencies and volunteer time from community representatives	Shetland Partnership Plan approved and launched, September 2018	All	Extent to which organisational and strategic partnership plans align to the outcomes agreed in the SPP
Secured ESF for further four years' delivery of Financial Health Service, Energy Advice Service and Employability Services	Low income households, throughout Shetland, including those with children and young people	<b>Lead:</b> Policy Manager / Youth Services Team Leader, Council <b>Partners:</b> Council, Shetland Islands Citizens Advice Bureau, NHS Shetland	£63,650 / year of Council funding £254,600 / year from European Social Fund	Complete ready for delivery from 1 <sup>st</sup> January 2019	Cost of Living (particularly energy usage) Income from employment (particularly hours worked and skills and qualifications)	Number of families supported Number of young people and parents obtaining sustained employment
Updating of <a href="#">Welfare Reform Outcome Focused Plan</a> for NHS Shetland and HSCP	Those in low-paid work, including NHS employees and contracted staff who maybe in low paid	<b>Lead:</b> Public Health Principal <b>Partners:</b> all directorates within NHS and HSCP	Within existing resources	Targeted plan to be updated by March 2019, followed by implementation over the next year.	Aimed at minimising the negative impact of welfare reform.	A range of measures will be developed as part of the refreshing of the

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has/will be assessed
	and/or part-time employment and/or on fixed term contracts  Children in low-income families  Larger families in receipt of benefits or in low -paid employment					action plan, based on local needs and the short, middle & long-term outcomes described within the national plan.
Enhancement of formal income maximisation referral routes between the early years workforce and local money/welfare advice services	Pregnant women and low income families with young children	<b>Lead:</b> Senior health Improvement Advisor  <b>Partners:</b> NHS Shetland Early Years workforce and Citizen's Advice Bureau.	£2,641 allocated by Scottish Government.  Regional funding also available, but not clear how this will be spent yet.	March 2019	Maximising the income of pregnant women and low income families with young children.	Increase in referrals to money advice service.
Testing changes to charging policies and monitoring the impact (Test of Change)	Young people, young parents	<b>Lead:</b> Youth Services and Employability Team Leader, Council  <b>Partners:</b> ZetTrans, Shetland Arts Development Agency	No additional resources required. Potential short-term loss of income, before new revenue obtained	Complete during 2018	Affordability of transport / affordability of access to leisure opportunities	Number of young people obtaining employment, for whom the cost of transport was a barrier  Number of parents obtaining employment, for who the cost of

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has/will be assessed
						transport was a barrier
Voices for Equity	Indirect, by targeting decision-makers who may have no experience of living in poverty	<b>Lead:</b> Community Planning and Development, Council <b>Partners:</b> Shetland Partnership, Community	£60,000 funding from Scottish Government's Poverty Truth Commission Fund	May 2018 to May 2020	All, by raising awareness amongst decision-makers	Number of community and civic participants Evaluation of learning points Strength of relationships
Scottish Improvement Foundation Skills and Agile Programme Management	Indirect, by developing skills to tackle complex change, and evaluate improvement	<b>Lead:</b> Anchor Project Board <b>Partners:</b> across the Shetland Partnership	SIFS delivered by existing staff / attendance as part of substantive roles.	May 2018 onwards	Development of skills to tackle poverty drivers effectively	Number of attendees Follow up required
Closing the Attainment Gap	Children with vulnerabilities impacting on their educational attainment	<b>Lead:</b> Director of Children's Services, Council	Within resources of partner organisations and communities / Pupil Equity Funding	2018	Low Income High Cost of Living Rural community Poor connectivity	Attainment
Building capacity through the Young Mums' Group	Young people, young parents	<b>Lead:</b> Team Leader, Youth and Employability Services <b>Partners:</b> across the Shetland Partnership	Within resources of partner organisations	Ongoing	Low Income High Cost of Living Skills & Qualifications	Health and Well-being of mums and children Capacity of mums
Anchor – Early Action	Vulnerable families	<b>Lead:</b> Anchor Project Board	Staff time, within substantive roles.	April 2018: Detailed delivery planning	All drivers, by taking a family-centre, holistic and flexible approach	Detailed monitoring framework



Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has/will be assessed
		<b>Partners:</b> across the Shetland Partnership	£321,000 from Big Lottery to invest in catalyst of change	December 2018: Delivery commenced		under-development to measure outcomes for families and for our system

#### Actions planned for 2019-20

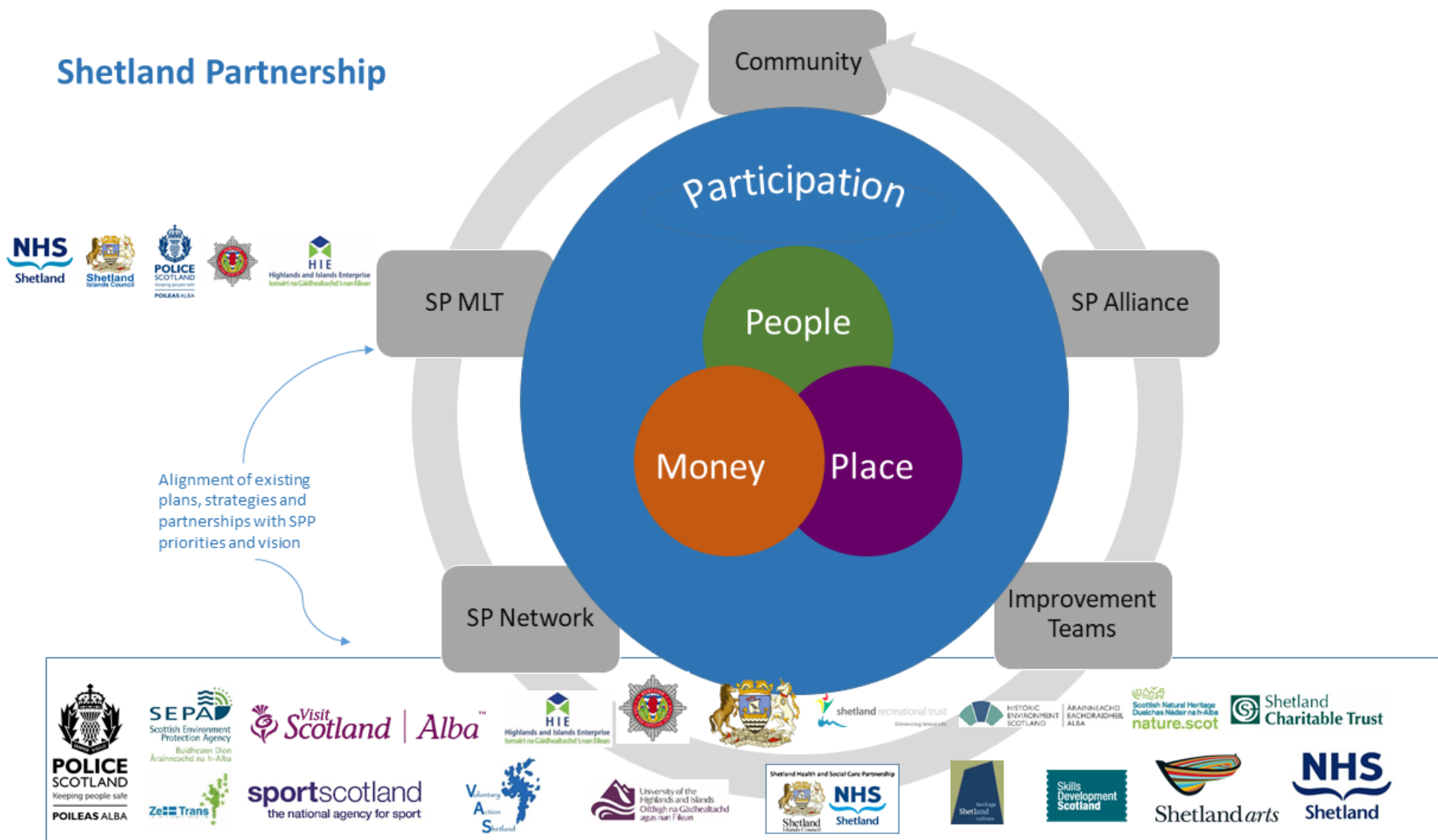
Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has / will be assessed
Commission research in order to understand the relationship between our higher cost of living and poorer outcomes	All those people in Shetland facing poor outcomes because of inequalities, including children living in poverty	<b>Lead:</b> Director of Children's Services, Council <b>Partners:</b> Council, Highlands and Islands Enterprise, Police Scotland, NHS Shetland, SFRS	To be identified	Commission during Summer 2019, for completion as soon as possible,	Cost of Living	Outputs of research Understanding and use of research (at local and national level)

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has / will be assessed
Enabling parents to move into employment / better employment	Unemployed, underemployed parents	<b>Lead:</b> Team Leader, Youth and Employability Services <b>Partners:</b> through CLD Partnership and Anchor Project	Existing employability funding and new funding from Scottish Government	Summer 2019 onwards	Cost of Living Rise of In Work Poverty Skills and Qualifications	Number of unemployed parents moving into employment Number of under employed parents improving their employment
Right Support, Right Time: seeking to improve outcomes for families by overcoming the frustrations that people don't know what services exist to support what issues	Support staff working with families, including children in poverty Families	<b>Lead:</b> Director, Highlands and Islands Enterprise / Policy Manager, Council <b>Partners:</b> NHS Shetland, Citizens Advice Bureau, Council	To be identified, e.g. Council Graduate	Summer: Market Research (with families) / Technological Feasibility Autumn: Draft Brief and Secure Resources Winter: Commission	Cost of Living Rise of In Work Poverty Low Uptake of Benefits Assumed Deficit of Entrepreneurship Amongst Low Income Families	Uptake of support services Examples of case studies where people haven't received the right service, at the right time
Money-Proofing Policies: gently challenging our current approach to strategic development and delivery in order to	All children and their families, living in poverty / low income	<b>Lead:</b> Director, Highlands and Islands Enterprise / Policy Manager, Council	Time commitment, as part of substantive roles. Each policy area to reallocate resources in order to achieve the medium and	June 2019: engagement with policy influencers August 2019- July 2020: one year's activity	Cost of Living Rise of In Work Poverty Assumed Deficit of Entrepreneurship Amongst Low Income Families	Understanding of issues and drivers of child poverty, amongst policy leads

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has / will be assessed
reduce Child Poverty		<b>Partners:</b> Policy Influencers across the Partnership	long term outcomes.		Silo Policy Making	Examples of changes in policy, as a result
Fair Food: aspiration is to eradicate Food Poverty in Shetland	All children and their families, living in poverty / low income	<b>Lead:</b> Director, Highlands and Islands Enterprise / Policy Manager, Council <b>Partners:</b> Communities, NHS Shetland, Council	Time commitment, as part of substantive roles. Additional resources to be secured via Council Graduate Scheme. External funding on project by project basis	September 2019: detailed planning, for implementation	Cost of Living Rise of In Work Poverty Welfare Reforms Risk of Food Bank becoming Institutionalised	Demand for Food Bank, from Families Area of land used for local food consumption
OPEN Project / Emotional Wellbeing and Resilience Project	Vulnerable children	<b>Lead:</b> Director of Children's Services, Council <b>Partners:</b> NHS Shetland, Voluntary Action Shetland	£16,720 from Council EWRP Fund / year (2019/23)	April 2019 to March 2020: Initial Engagement Phase	Previous lack of input from young people in decisions that impact on them Adverse Childhood Experiences	Set out in project plan
Test out approaches, such as those within the Tackling Inequalities	Children living in low income households	<b>Lead:</b> Quality Improvement Officer, Council	Time commitment, as part of substantive roles.	April 2019 to March 2020: Initial Engagement Phase	Cost of Living Rise of In Work Poverty Welfare Reforms	Model for improvement

Action e.g. new services offered, increasing flexibility of existing services	Group (s) the action is intended to reduce poverty amongst e.g. who is service targeted at and who is using it?	Who action is carried out by e.g. list of all partners involved in action	Resources allocated	Timescale for action	Poverty driver (s) the action is intended to impact	How impact has / will be assessed
workstream of the Children's Integrated Plan		<b>Partners:</b> NHS Shetland,			Risk of Food Bank becoming Institutionalised	
Tackling Stigma	All children and their families, living in poverty / low income	<b>Lead:</b> to be determined <b>Partners:</b> Communities, all Partners	To be determined	Summer 2019: exploration phase	All	To be determined

## APPENDIX 3: STRATEGIC DIAGRAM OF SHETLAND PARTNERS





Information can on request be made available in Braille, on tape, in large print and in different languages (русский, 汉语, evsjv, Polski, ภาษาไทย, Español, Magyar).

For further information please telephone Children's Services on:

01595 743967, or email [education.and.social.services@shetland.gov.uk](mailto:education.and.social.services@shetland.gov.uk)



Published June 2019







<b>Meeting(s):</b>	<b>Education and Families Committee Policy and Resources Committee</b>	<b>28 June 2019 2 July 2019</b>
<b>Report Title:</b>	<b>Social Work in Scotland Impact Report December 2018</b>	
<b>Reference Number:</b>	<b>CS-20-19-F</b>	
<b>Author / Job Title:</b>	<b>Executive Manager, Criminal Justice and Interim Chief Social Work Officer</b>	

### 1.0 Decisions / Action required:

- 1.1 That Education and Families Committee CONSIDER and COMMENT on the Social Work in Scotland Impact Report in relation to Children's Social Work;
- 1.2 That the Policy and Resources Committee CONSIDER and COMMENT on the Social Work in Scotland Impact Report in relation to Adult Social Work and on matters relating to the workforce and role of the Chief Social Work Officer; and
- 1.3 That both Committees NOTE the Social Work in Scotland Impact Report and that the Chief Social Work Officer will produce a local improvement plan that will address the recommendations in the report.

### 2.0 High Level Summary:

- 2.1 The Social Work in Scotland Impact Report can be found here:  
[http://www.audit-scotland.gov.uk/uploads/docs/report/2018/ir\\_181205\\_social\\_work.pdf](http://www.audit-scotland.gov.uk/uploads/docs/report/2018/ir_181205_social_work.pdf)
- 2.1 In September 2016, Audit Scotland prepared a report titled Social Work in Scotland. This focused on the challenges facing social work and social care services and made recommendations for Councils and Integration Joint Boards. (IJBs) The 2018 Report summarises the impact of the 2016 Report and examines progress with the recommendations.
- 2.2 The Impact Report reflects the general situation across Scotland and is not Shetland specific.
- 2.3 Key messages in the 2016 report were:
  - Current approaches to delivering social work services will not be sustainable in the long term. Council's social work departments are facing significant challenges because of a combination of financial pressures, local demographics and new legislation. If services continue to be delivered in the same way it is estimated that a further £510 million will be needed by 2020.
  - Councils and IJBs need to work together with the Scottish Government to make fundamental decisions about how they provide services in the future. This includes working with partners and service users and building community capacity to better

support vulnerable people to live independently in their own homes and communities.

- The Integration of health and social care has made governance arrangements more complex and Councils retain statutory responsibilities in relation to social work services. It is essential that elected members assure themselves that service quality is maintained and the risks managed effectively. Elected members have a key role to play in wider conversations with the public about service priorities and managing people's expectations of social work.
- The key role of the Chief Social Work Officer (CSWO) has become more complex and challenging. Councils need to ensure that CSWOs have the status and capacity to enable them to fulfil their statutory responsibilities effectively.
- The Report made recommendations covering four different areas: social work strategy and service planning; governance and scrutiny arrangements; workforce; service efficiency and effectiveness.
- The Impact Report shows there has been lots of activity in response to the report and some progress has been made across the different areas. However, given the long-term nature of many of the recommendations, progress is ongoing.

2.4 The national picture reflects current progress in Shetland, in that there are several activities currently underway that would help fulfil the recommendations of the audit. As the activities are held within different IJB and Council plans, the CSWO will produce a local improvement plan that pulls together the different strands from across the social work functions.

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

3.1 The recommendations of the report can help us realise the corporate vision of the Council, NHS and IJB.

3.2 Social Care and Social Work services contribute to the corporate priorities as detailed in the Childrens Services and Community Health and Social Care Directorate plans, namely:

- Support people across Shetland so they can get the services they need to help them live as independently as possible.
- Children and young people, particularly those from vulnerable backgrounds and in care will be getting the learning and development opportunities that allow them to fulfil their potential.
- Vulnerable children and young people in need of our care and support will continue to be protected from harm.

### **4.0 Key Issues:**

#### **Social Work Strategy and Service Planning**

4.1 There is some evidence of Councils and IJBs instigating debate with their communities about service planning and development but this mainly focusses around the budget setting process, rather than a broader discussion on the longer

term future of social work and social care services. Some councils and IJBs are addressing aspects of strategic planning but there is a lack of evidence that they are developing longer term strategies.

- 4.2 Discussions around meeting the challenges have started in local areas and Social Work Scotland's annual conference focused on meeting the future challenges for social work. Highlighting risks to quality of services from reducing funds and the difficulties faced when trying to invest in new approaches despite longer term savings.
- 4.3 There has been no national agreement on a future model for social work services and how these will be funded.

### **Governance and Scrutiny Arrangements**

- 4.4 There is some evidence that Councils and IJBs have started work to ensure that the governance and scrutiny of social work services are appropriate and comprehensive across the whole of social work services. The audit highlighted a lack of clarity and misunderstanding over governance arrangements in health and social care integration. Scottish Government and CoSLA are leading a review on governance arrangements across Scotland. There is some evidence in local summaries of progress in measuring outcomes and service satisfaction but this work is ongoing.

### **Role of the Chief Social Work Officer**

- 4.5 Social Work Scotland and the Improvement Service developed briefing notes for elected members and senior leaders on the role and functions of the CSWO. The purpose of the briefings is to help in discussions on developing clear access for and reporting to the Council and how the role can best be supported and delivered.
- 4.6 CSWO focus groups highlighted local examples of greater demands on their time, particularly following changes to governance arrangements in integrated health and social care services.
- 4.7 The CSWO reports provide an annual summary of social work services but some did not cover all aspects of the recommendations such as weaker areas of services and how to address them.

### **Workforce**

- 4.8 The audit highlighted staffing and skills shortages in several areas of social work and social care, including homecare, nursing and mental health officers. The Scottish Government and CoSLA have published a national health and social care workforce plan, with recommendations to improve workforce planning. Work plans for developing workforce planning tools are due to be produced by March 2019.

### **Service Efficiency and Effectiveness**

- 4.9 There is some evidence that Councils and IJBs are including evaluation criteria when planning an initiative. This is then used to extend or halt initiatives depending on the success of the new approach in improving outcomes and value for money.

4.10	It was recommended that Councils and IJBs work with CoSLA to review the eligibility framework to ensure that it is still fit for purpose but there is no evidence of this being taken forward at a national level.
4.11	In order to encourage innovation and improve services it was recommended that Councils benchmark their services against those provided by other councils and providers within the UK and overseas. There was some evidence of benchmarking through the local government benchmarking framework but less examples of across UK benchmarking.
<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 likely impact of the implementation of the recommendations should lead to the Council and IJB working more closely with partners including service users, carers, and communities to help design future services and build community capacity.
<b>6.2 Human Resources and Organisational Development:</b>	Human Resources/Workforce Development in the Council and NHS are working closely to address issues around recruitment and workforce planning.  The Chief Social Work Officer role needs to have the status and capacity to fulfil the statutory duties. CSWO capacity is due to be reviewed locally.
<b>6.3 Equality, Diversity and Human Rights:</b>	Equality, diversity and human rights are at the core of social work practice. There are risks that financial pressures and local demographics could affect the quality of services.
<b>6.4 Legal:</b>	Councils have a statutory duty to provide a range of social work services. This reports describes the complexities of delivering these services into the future.
<b>6.5 Finance:</b>	Audit Scotland sets out indicative associated costs to Scotland in relation to continuing to deliver services in the same way.
<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>	The Audit Scotland report states the challenges facing social work in Scotland. There is inherent risk in continuing with the current approach to service delivery and so a different approach is required in order to ensure sustainability into the future.

<b>6.10 Policy and Delegated Authority:</b>	<p>In accordance with Section 2.3.1 of the Council's Scheme of Delegations, the terms of this report concerning matters relating to children's social work, are within the remit of Education and Families Committee.</p> <p>Matters relating to scrutiny of Adult Social Work services, and matters relating to workforce development are delegated to the Policy and Resources Committee.</p>	
<b>6.11 Previously considered by:</b>	<p>Joint Governance Committee Clinical Care and Professional Governance Committee</p>	<p>2 May 2019 28 May 2019</p>

**Contact Details:**

Denise Morgan, Executive Manager Criminal Justice and Interim Chief Social Work Officer

**Report Finalised:** 17 June 2019

**Appendices:**

Appendix 1: Social Work in Scotland, Impact Report December 2018

**Background Documents:**

NONE

END



# Social work in Scotland

Impact report

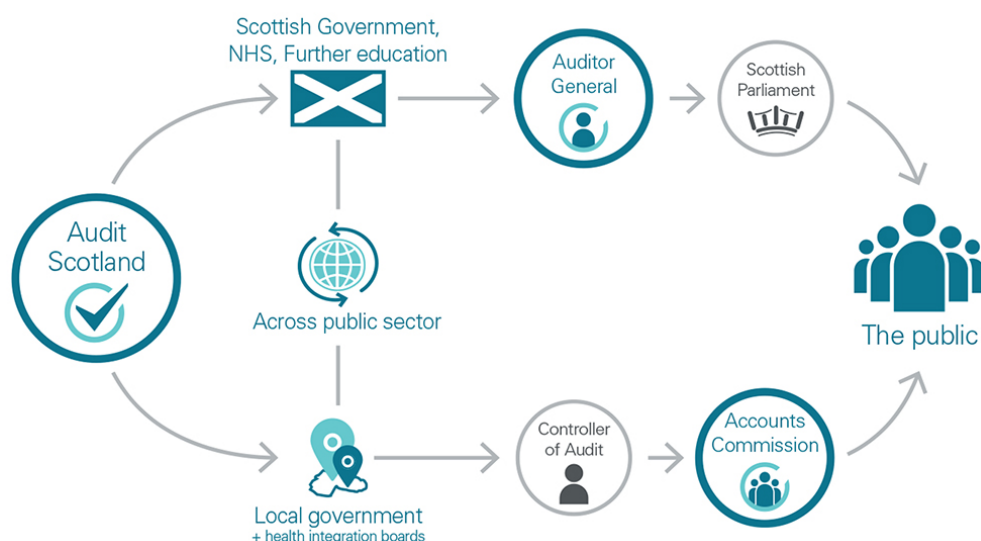
ACCOUNTS COMMISSION 

Prepared by Audit Scotland  
December 2018

## Who we are

The Auditor General, the Accounts Commission and Audit Scotland work together to deliver public audit in Scotland:

- The Auditor General is an independent crown appointment, made on the recommendation of the Scottish Parliament, to audit the Scottish Government, NHS and other bodies and report to Parliament on their financial health and performance.
- The Accounts Commission is an independent public body appointed by Scottish ministers to hold local government to account. The Controller of Audit is an independent post established by statute, with powers to report directly to the Commission on the audit of local government.
- Audit Scotland is governed by a board, consisting of the Auditor General, the chair of the Accounts Commission, a non-executive board chair, and two non-executive members appointed by the Scottish Commission for Public Audit, a commission of the Scottish Parliament.



## About us

Our vision is to be a world-class audit organisation that improves the use of public money.

Through our work for the Auditor General and the Accounts Commission, we provide independent assurance to the people of Scotland that public money is spent properly and provides value. We aim to achieve this by:

- carrying out relevant and timely audits of the way the public sector manages and spends money
- reporting our findings and conclusions in public
- identifying risks, making clear and relevant recommendations.



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## Summary of overall impact

**1.** Our Social Work in Scotland audit was well received by stakeholders and achieved a good level of media attention which reflected our key messages well. It was highlighted at 11 national events, including conferences, and meetings of different stakeholder groups.

**2.** The report was considered by a council and/or Integration Joint Board (IJB) committee in 21 council areas and 12 councils and/or IJBs produced a local summary as part of their consideration. The report was also referenced in nine chief social work officers' reports for 2016/17.

**3.** There has been lots of activity in response to the report including promotion of the key messages. However, given the long-term nature of many of the recommendations in the report, progress against these to date remains ongoing (see [Appendix 1](#)). For example:

- a review of clinical and care governance arrangements in integrated health and social care services is underway.
- the Scottish Government and COSLA have published a national health and social care workforce plan, with recommendations to improve workforce planning. This includes a commitment to produce, by March 2019, workplans for developing workforce planning tools.
- there is evidence of some local discussions with communities about priorities around the budget setting process. However, we know from our wider audit work (e.g. the Local Government Overview, local Best Value Assurance Report and our audit work on health and social care integration) that councils and IJBs still need to develop longer-term strategies that fully address the scale of the need to do things differently in order to meet future needs in a sustainable way. Councils will need to involve local communities in these conversations.

**4.** There has not yet been enough done to address the scale of the challenges and there are some outstanding areas where action is needed. For example, arrangements to address the longer-term sustainability of social work services still need to be urgently addressed by COSLA and the Scottish Government. The lack of progress in this area may reflect the significant challenges identified in the report, and the amount of focus on implementing health and social care integration since we published the report. However, as we set out in the 2016 report, there needs to be major changes to the way in which social work services are provided to ensure future sustainability.

**5.** The key messages and recommendations in the report were relevant to all the Accounts Commission's strategic priorities ([Exhibit 1](#)).

## Exhibit 1

### Impact against Accounts Commission strategic priorities

Strategic priority and relevant recommendation	Impact / update
<p><i>Councils should have clear priorities and better long-term planning.</i></p> <p>Relevant recommendation:</p> <p>Councils and IJBs should develop long-term strategies for services funded by social work.</p>	<p>The recommendation includes a series of sub-points about how councils and IJBs should develop long-term strategies. The local summaries produced by councils and IJBs were not always clear on whether they were developing long-term plans, with many focusing on if and how they are carrying out, or planning to carry out, the detailed sub-points.</p>
<p><i>Councils need to recognise that incremental savings are not enough, and thus evaluate options for more significant changes in how they deliver services.</i></p> <p>Relevant recommendation:</p> <p>The report gave a clear message that current approaches to delivering social work services will not be sustainable in the long term. Councils and IJBs should work with others to review how to provide social work services for the future.</p>	<p>The Social Work Scotland summit in December 2017 was a direct response to the report, and particularly the conclusions on the sustainability challenges.<sup>1</sup> We are exploring the possibility of working with Social Work Scotland on a further event for leaders in the sector.</p> <p>There is no evidence of councils and IJBs working with others to carry out this fundamental review to look at the future of social work services.</p> <p>In September 2018 the Scottish Government and COSLA issued a consultation paper on developing a national programme to support local reform of adult social care to a number of stakeholders. This paper recognises that current models of care are not sustainable.<sup>2</sup></p>
<p><i>Ensuring their people – members and officers – have the right knowledge, skills and support to design, develop and deliver effective services in the future.</i></p> <p>Relevant recommendation:</p> <p>Councils should work with others to put in place a coordinated approach to resolve workforce issues in social care.</p>	<p>The Scottish Government and COSLA published <i>The national health and social care workforce plan part 2: a framework for improving social care in Scotland</i> in December 2017. Councils are involved in the working groups taking forward the actions from this. This work is in the early stages. It includes agreeing, by March 2019, workplans to develop workforce planning tools for adult care homes and for integrated, multidisciplinary workforce planning.</p>
<p><i>Involving citizens more in making decisions about local services and empowering local communities to identify and help deliver services they need.</i></p> <p>Relevant recommendations:</p> <p>Councils and IJBs should instigate a frank and wide-ranging debate with their communities about the long-term future for social work and social care in their area.</p> <p>In developing long-term strategies, councils and IJBs should work with people who use services, and they should work with local communities to build their capacity.</p>	<p>Our review of council and IJB papers prepared in response to our audit, indicates that discussions with communities have more focussed on consultation as part of budget setting.</p> <p>However, we know from our wider audit work (e.g. the Local Government Overview, local Best Value Assurance Reports and our audit work on health and social care integration) that councils and IJBs still need to develop longer-term strategies that fully address the scale of the need to do things differently in order to meet future needs in a sustainable way. Councils will need to involve local communities in these discussions.</p>

<sup>1</sup> President's report to the Annual General Meeting, Social Work Scotland, May 2018

<sup>2</sup> <http://www.ccpscotland.org/resources/adult-social-care-reform-paper-scottish-goverment/>

Strategic priority and relevant recommendation	Impact / update
<p><i>Reporting their performance in a way that enhances accountability to citizens and communities</i></p> <p>Relevant recommendation:</p> <p>The report did not include a specific recommendation about public performance reporting, but it included recommendations about the information provided to elected members and their scrutiny of that information, particularly chief social work officer (CSWO) annual reports.</p>	<p>Our review of a sample of CSWO reports showed that they did not always cover all the points in our recommendation. For example, they did not always include information on weaker service areas and plans to address them. CSWOs felt that the annual reports may not be the most appropriate place to report this to support appropriate scrutiny. The Chief Nursing Officer, Chief Social Work Adviser and the National Clinical Director are leading a review of clinical and care governance arrangements of integrated health and social care services.</p>

## Introduction

6. This report summarises the impact made by the Accounts Commission performance audit '*Social work in Scotland*' published on 22 September 2016. We examine progress with the recommendations made by the audit. This impact report does not assess progress in implementing health and social care integration, this is covered in our recent report *Health and social care integration: Update on progress*.<sup>3</sup>

7. The Social work in Scotland audit looked at:

- the scale of the financial and demand pressures facing social work
- what strategies councils and their partners are adopting to address these challenges
- whether councils have effective governance arrangements, including elected member leadership and oversight of social work services
- the impact of financial and demand pressures on service users and carers and how councils involve users and carers in service design.

8. The key messages in the report were:

- Current approaches to delivering social work services will not be sustainable in the long term. There are risks that reducing costs further could affect the quality of services. Councils and Integration Joint Boards (IJBs) need to work with the Scottish Government, which sets the overall strategy for social work across Scotland, to make fundamental decisions about how they provide services in the future. They need to work more closely with service providers, people who use social work services and carers to commission services in a way that makes best use of the resources and expertise available locally. They also need to build communities' capacity to better support vulnerable local people to live independently in their own homes and communities.
- Councils' social work departments are facing significant challenges because of a combination of financial pressures caused by a real-terms reduction in overall council spending, demographic change, and the cost of implementing new legislation and policies. If councils and IJBs continue to provide services in the same way, we have estimated that these changes require councils'

<sup>3</sup> *Health and social care integration: Update on progress*, Audit Scotland, November 2018.

social work spending to increase by between £510 and £667 million by 2020 (16–21 per cent increase).

- The integration of health and social care has made governance arrangements more complex, but regardless of integration, councils retain statutory responsibilities in relation to social work services. Elected members have important leadership and scrutiny roles in councils. It is essential that elected members assure themselves that service quality is maintained and that risks are managed effectively. Elected members have a key role to play in a wider conversation with the public about service priorities and managing people's expectations of social work and social care services that councils can afford to provide in the future. The Scottish Government also has an important role to play in setting the overall context of the debate.
- With integration and other changes over recent years, the key role of the chief social work officer (CSWO) has become more complex and challenging. Councils need to ensure that CSWOs have the status and capacity to enable them to fulfil their statutory responsibilities effectively.

**9.** The report made recommendations covering four different areas: social work strategy and service planning; governance and scrutiny arrangements; workforce; service efficiency and effectiveness.

**10.** The report aimed to provide an independent assessment of the scale of the challenges facing social work services and how councils were addressing these challenges. The intention was to be timely as councils moved into new integrated health and social care arrangements. The report also planned to identify areas for improvement and examples of good practice.

**11.** The increasing demand for and pressures on social work services were highlighted in the report. We highlighted the financial pressures caused by a real-terms reduction in overall council spending, demographic changes, and the cost of implementing new legislation and policies. In the 2016 report, we estimated that these changes require councils' social work spending to increase by between £510 and £667 million by 2020 (16–21 per cent increase), if councils and IJBs continue to provide services in the same way. We also reported that between 2012 and 2037, Scotland's overall population is projected to increase by nine per cent, and the number of people of pensionable age by 27 per cent.<sup>4</sup> Life expectancy is increasing faster than healthy life expectancy, potentially increasing pressures on services.

**12.** Our report emphasised the complexity of governance arrangements in place for social work following health and social care integration. Councils delegate to the integration authority (IA) their responsibility for strategic planning for adult social care services and for any other services they decide to include. This excludes Highland Council which has a lead agency model. A number of IAs also include children's services and criminal justice services within the schemes of delegation. Governance arrangements vary locally, dependent on the level of operational responsibility delegated to the IA. In this context, elected members need to assure themselves that the council is meeting its statutory responsibilities.

**13.** Since we published our report there have been further changes which add to the complexity of governance arrangements for social work, including changes to arrangements for criminal justice and children's services. The Community Justice Act 2016 established a new model for delivering community justice services, through community justice partnerships that were established from April 2017. These partnerships are responsible for local planning and monitoring of community justice services along with their partners, including councils and NHS boards. The

<sup>4</sup> *Scotland's Population, The Registrar General's Annual Review of Demographic Trends 2014*, published August 2015.

partners have a duty to collaborate in preparing a strategic plan and are accountable for delivering it. For councils, this accountability remains to their local communities.<sup>5</sup>

**14.** The Children and Young People (Scotland) Act 2014 places a duty on councils and NHS boards to jointly plan and report on children's services. The legislation requires that the first plan must run for three years from April 2017.<sup>6</sup>

**15.** Alongside these increasingly complex governance arrangements, councils retain their duties for the delivery of social work services that comply with the legislation. Elected members retain a key leadership and scrutiny role to ensure this happens through councils, IJBs and other partnerships.

## Raising awareness and communication of key messages

### Media coverage

**16.** The report received good coverage in national and local newspapers. The Chair of the Accounts Commission gave a broadcast interview to the BBC and was interviewed on BBC Radio Scotland's Good Morning Scotland show.

**17.** Most media coverage focussed on the following key messages:

- Current approaches to delivering social work services will not be sustainable in the long term. There are risks that reducing costs further could affect the quality of services. Councils and IJBs need to work with the Scottish Government, which sets the overall strategy for social work across Scotland, to make fundamental decisions about how they provide services in the future.
- Councils' social work departments are facing significant challenges because of a combination of financial pressures caused by a real-terms reduction in overall council spending, demographic change, and the cost of implementing new legislation and policies. If councils and IJBs continue to provide services in the same way, we have estimated that these changes require councils' social work spending to increase by between £510 and £667 million by 2020 (16–21 per cent increase).

**18.** There were almost 43,000 downloads of the full report in the two years following publication ([Exhibit 2](#)).

### Presentations by the audit team

**19.** The audit team gave presentations on the report to various stakeholder groups:

- Strategic Forum (chaired by the Minister for Early Years)
- Health and Social Care Alliance Scotland (Alliance)
- Alliance, Coalition of Care and Support Providers, Scottish Care and The Institute for Research and Innovation in Social Services
- Social Work Scotland

<sup>5</sup> *Guidance for Local Partners in the New Model for Community Justice*, Scottish Government, November 2016.

<sup>6</sup> *Children and Young People (Scotland) Act 2014: Statutory Guidance on Part 3: Children's Services Planning*, Scottish Government, December 2016.

- Cross-Party Group on Learning Disability
- Care Inspectorate Policy Committee
- Social Work in Scotland summit

**20.** Members of the team also presented on the report as part of wider presentations on our range of audits on health and social care:

- 'Strategic challenges for health and social care' to the Coalition of Care and Support Providers / Scottish Commission for Learning Disability, February 2017
- 'Pressures on social care and health' to a social work summit at Shetland Council, January 2017
- 'Pressures on social care and health' to CIPFA, May 2017.

## Exhibit 2

### Media coverage and downloads of the report

Media items/downloads	Number of items: two years after publication
National press	16
Local press	3
Television	2
Radio	12
Specialist press	1
TOTAL MEDIA ITEMS	34
Report downloads	42,815
Summary downloads	1,276
Gathering the views of users and carers downloads	922
Audit methodology downloads	1,652
Governance arrangements for councils and IJBs downloads	1,621
Self-assessment checklist downloads	1,324
Podcast downloads	271
TOTAL DOWNLOADS	49,881



**21.** Members of the team also gave presentations on the report and other audits at two conferences:

- Scotland Policy Conference on health and social care integration, March 2017
- Holyrood Social Care Event, February 2017.

## Parliamentary consideration

**22.** The report was highlighted during First Ministers Questions on the day of publication. Discussion focussed on funding levels for health and social care, the levels of service provided and future service delivery.

## Local consideration of the report

**23.** The report made recommendations for both councils and IJBs. We reviewed committee minutes and agendas to assess local consideration of the report. We reviewed local position summaries of the report prepared for committees but did not carry out audit work at any councils or IJBs. We also reviewed CSWO annual reports for reference to our report. We carried out a more detailed analysis of a sample of six CSWO reports. In addition, we held a focus group discussion with a number of CSWOs and senior social work colleagues.

**24.** We found evidence of both council and IJB committees considering the report, and in seven areas committees from both bodies scrutinised the report ([Exhibit 3](#)). Of the 14 council committees which discussed the report, 11 were audit or scrutiny related.<sup>7</sup> Six of the fifteen IJB committees which discussed the report were audit related, with the remainder discussing the report at the IJB itself. Some councils provided information about the report to elected members in other ways, for example through seminars.

**25.** Although there was evidence of some local consideration of the report at a high level, it was harder to determine what, if anything, had changed locally as a result of the report. We identified that committees in 12 areas were provided with information on the local position against our recommendations and plans for future work to address this. However, information presented to committees was not always detailed enough to allow us to determine whether the recommendations in our report had been addressed, what the current position is and what specific plans, if any, there are to address this.

**26.** Some of our recommendations used bulleted sub-points to illustrate multiple examples of an overall strategic recommendation. Some councils and IJBs appear to have misinterpreted the intention of recommendations in this format. For example, by interpreting the examples provided as specific requirements or focussing more on the detail in bulleted sub-points rather than the overall strategic recommendation. Future reports could consider whether there is a clearer way of presenting multiple recommendations to minimise the likelihood of this happening again.

**27.** All CSWOs produced reports in 2016/17 and nine of these referred to our report. They generally set out the key messages around the challenges facing social work services and the risks to sustainability, and the risks around the role of the CSWO.

<sup>7</sup> The report was discussed at two committees in one council.



## Exhibit 3

### Local consideration of the report

Action taken	Number of council areas
Report considered at committee	21
Of these, reports were considered at:	
• An IJB committee only	8
• A council committee only	6
• Both IJB and council committees	7
Produced a summary of the local position against recommendations	12
Of these, summaries were reported at:	
• An IJB committee only	4
• A council committee only	5
• Both IJB and council committees	3

## National consideration of the report

**28.** In November 2016, Health and Social Care Alliance Scotland, the Coalition of Care and Support Providers, Scottish Care, The Institute for Research and Innovation in Social Services and other partners ran a discussion event focusing on the report.

**29.** Social Work Scotland's annual conference in 2017 focussed on meeting the future challenges for social work, drawing on the report. Social Work Scotland are keen to work with us on another event for leaders in the sector.

## Update on key trends

### Workforce

**30.** Since the publication of our report, there has been a 0.7 per cent increase in the number of people working in social work and social care services, to around 202,000 people overall.<sup>8</sup> Around 35 per cent of care services overall in Scotland reported vacancies in 2016, a slight increase from 34 per cent in 2014.<sup>9</sup> Increasingly, care services are reporting that vacancies are hard to fill, with 41 per cent of services with vacancies reporting this in 2016, compared to 36 per cent in 2014.<sup>10</sup> The main reasons for hard to fill vacancies relate to a lack of applicants and a lack of suitably qualified or experienced applicants.

**31.** Our audit highlighted skills and staffing shortages in several areas of social work and social care, including homecare and nursing. Recent figures show that these trends are largely continuing. The percentage of homecare services reporting

<sup>8</sup> *Scottish Social Service Sector: Report on 2017 Workforce Data*, Scottish Social Services Council, 2018.

<sup>9</sup> These figures include all care services which is broader than social care services. For example, this includes vacancies in day care of children services. *Staff vacancies in care services 2016*, Care Inspectorate, 2017.

<sup>10</sup> These figures exclude services reporting not applicable. *Staff vacancies in care services 2016*, Care Inspectorate, 2017.

vacancies increased from 46 per cent in 2014 to 58 per cent in 2015 and 57 per cent in 2016. Almost two thirds of homecare services reported that these vacancies were hard to fill each year. The number of services reporting nursing vacancies has also increased from 18 per cent in 2014 to 21 per cent in 2016.<sup>11</sup> Similar to the findings of our audit, this particularly impacts care homes, with 49 per cent of care homes for older people reporting nursing vacancies. Private care homes for older people faced particular recruitment challenges with 58 per cent of services reporting nursing vacancies, compared to 20 per cent in the voluntary/not for profit sector and only seven per cent of council care homes for older people.<sup>12</sup>

**32.** Our audit also highlighted staffing and skills shortages in mental health officers (MHOs). Recent figures indicate some improvement, with around a nine per cent increase in the number of practising MHOs between 2015 and 2017. Nonetheless, just over two thirds of councils still reported a shortfall in MHO staff resource in 2017. The total additional hours per week required to address these shortfalls reduced by around five per cent from 2015, although they remain high, requiring the equivalent of approximately 41 additional full time, exclusive MHOs to fill the shortfall.<sup>13</sup>

**33.** In July 2018 the Scottish Government published an assessment of the contribution of non-UK EU workers to the social care workforce in Scotland.<sup>14</sup> This research estimates that 5.6 per cent of people working in adult social care and childcare are non-UK EU nationals, around 9,830 workers. This varies from an estimated 0.3 per cent of people working in childminding services to 16.5 per cent of agency nurses. Most managers involved in the research said they had not experienced any change in either staff retention or in the number of applications from non-UK EU nationals over the last 12 months. The report highlights difficulties recruiting and retaining staff in the social care sector but found that the UK's decision to leave the EU was not seen as having a significant impact. However, managers noted the uncertainty and potential impact for the future, particularly in services that rely more on non-UK EU workers.

## Finance

**34.** Exhibit 5 in our audit report demonstrated how social work spending was distributed between client groups. It showed that around 44 per cent of the £3.1 billion net social work spending in 2014/15 was on services for older people. [Exhibit 4](#), below, demonstrates the distribution of net social work spending between client groups between 2014/15 and 2016/17. The distribution of spend between client groups is similar across the three years, with the highest proportion of spend on older people, followed by children and families and adults with learning disabilities.

**35.** Changes to the way in which health and social care services are structured following legislation to integrate health and social care services, makes comparison of spending on social work over time more challenging. Gross expenditure is total expenditure on a service, whilst net expenditure is total expenditure minus any income received. Net revenue expenditure on social work in Scotland in 2016/17 was £3.136 billion, a slight reduction from 2015/16. However, this probably reflects the changes in the way that social care is funded following integration, as gross expenditure has increased and income (including payments from health boards) has also increased. The Scottish Government has set up a working group to improve the accuracy and usefulness of the 2017/18 figures, which are due to be published in 2019

<sup>11</sup> These figures exclude services reporting not applicable. *Staff vacancies in care services 2016*, Care Inspectorate, 2017.

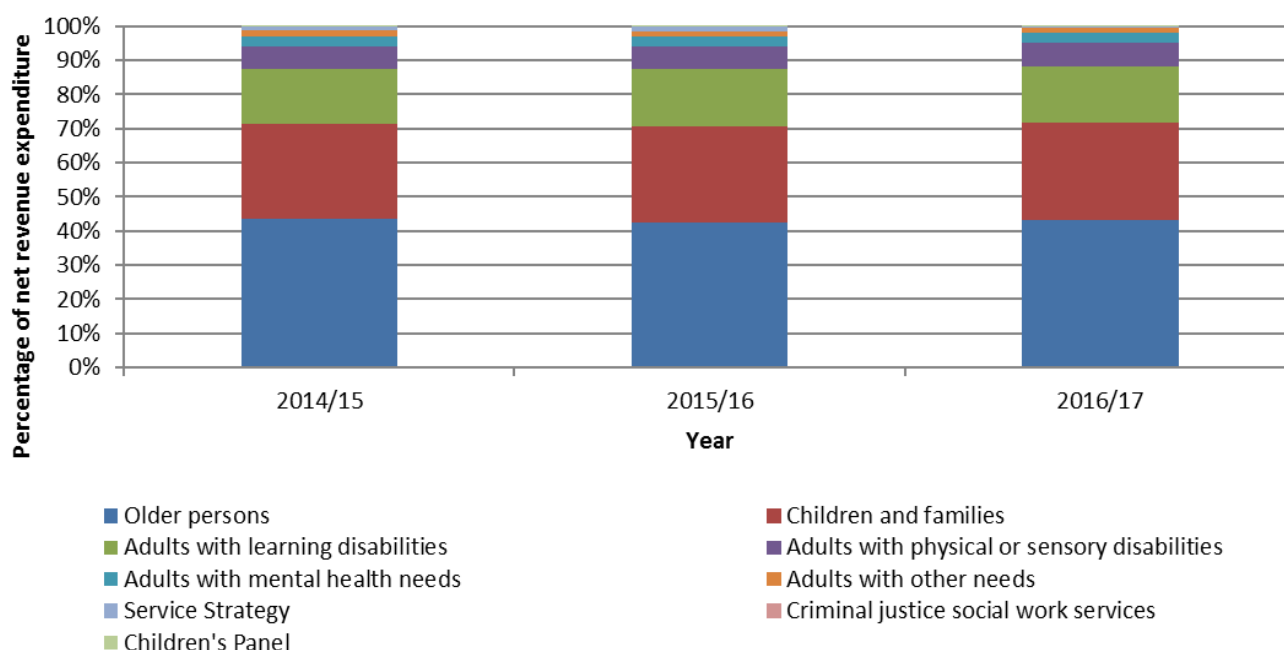
<sup>12</sup> *Staff vacancies in care services 2016*, Care Inspectorate, 2017

<sup>13</sup> *Mental Health Officers Report 2017*, Scottish Social Services Council, 2018.

<sup>14</sup> *The Contribution of Non-UK EU Workers in the Social Care Workforce in Scotland*, Scottish Government, 2018.

## Exhibit 4

### Distribution of net social work spending between client groups between 2014/15 and 2016/17



Source: LFRs, Scottish Government 2016, 2017, 2018

## Rates of homecare

**36.** Our audit found that focussing services on people with higher needs meant the rate of homecare provided to older people had reduced between 2006 and 2015. [Exhibit 5](#) demonstrates this trend is continuing with the rate decreasing again in 2016 and 2017. Over the same period, the number of people aged 65 and over receiving homecare decreased from 57,190 in 2006 to 48,810 in 2017.<sup>15</sup>

## Contribution to national policy developments

**37.** The Carers (Scotland) Act 2016 Statutory Guidance, refers to the report as highlighting the need for transformation in health and social care to take forward preventative approaches to supporting people, including carers, in order to reduce costs and promote health and wellbeing.<sup>16</sup> As part of the Carers (Scotland) Act 2016, councils and NHS boards will assess the extent to which support may meet carers' identified needs in order to achieve their personal outcomes. They will also assess the extent to which preventative support may prevent, delay or reduce carers' needs, or potential needs, for support.

**38.** Social Work Scotland and the Improvement Service have produced a briefing note for elected members on the role of the CSWO.<sup>17</sup> The stated purpose of this briefing includes addressing the recommendations of our report. Social Work Scotland have also produced a briefing note for senior leaders on the CSWO role, which also references our report.<sup>18</sup>

<sup>15</sup> *Social Care Statistics*, Scottish Government, December 2017

<sup>16</sup> *Carers (Scotland) Act 2016 Statutory Guidance*, Scottish Government, March 2018.

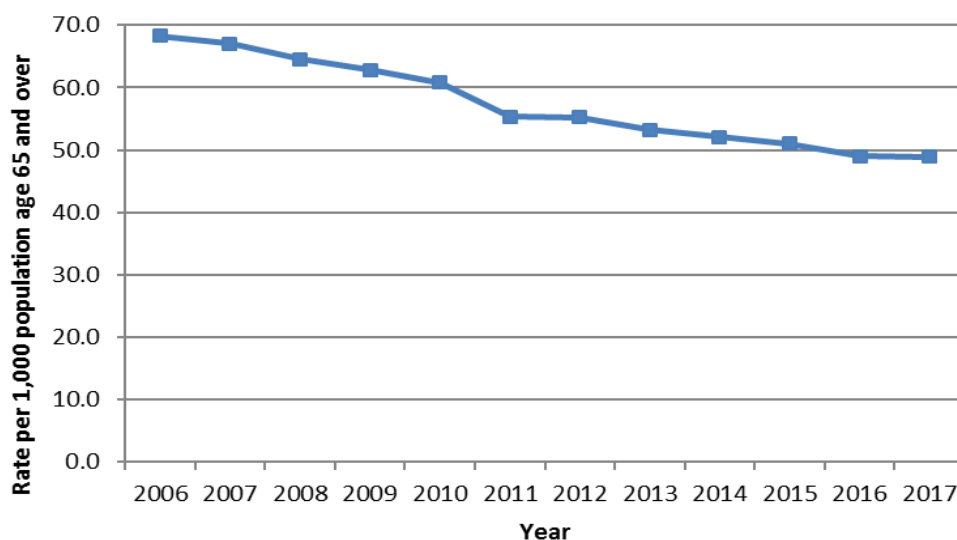
<sup>17</sup> *Elected member briefing note: Chief Social Work Officer*, Improvement Service and Social Work Scotland, September 2017.

<sup>18</sup> *The role of Chief Social Work Officer: Briefing note for senior leaders*, Social Work Scotland, December 2017.

**39.** The Scottish Government and COSLA have published a national health and social care workforce plan. The social care aspect of this plan sets out recommendations to improve workforce planning in social care. These include recommendations to develop workforce planning guidance for partnership working and agreeing plans to implement workforce planning tools for social care and multi-disciplinary workforces.<sup>19</sup> Workplans for developing workforce planning tools are due to be produced by March 2019.

## Exhibit 5

### Rate of people aged 65 and over receiving homecare



Source: *Social Care Statistics*, Scottish Government, December 2017

## Conclusion

**40.** Overall, there has been lots of activity in response to the report including promotion of the key messages. However, given the long-term nature of many of the recommendations, progress against these is ongoing. Reviewing how to provide services for the future and future funding arrangements to address the longer-term sustainability of social work services still need to be progressed. There have been some developments in governance and scrutiny arrangements since we published the report, with more work in progress, but there are still opportunities to enhance these. Work is underway to address our recommendations around workforce, but it is too early to report progress in this area. With regards to our recommendations on service efficiency and effectiveness, there has been limited local progress in taking these forward.

**41.** We remain concerned about the limited progress in some fundamental areas where councils, COSLA and Scottish Government need to take action as a matter of urgency to ensure social work services are sustainable for the future.

**42.** [Appendix 1](#) provides details of all the recommendations and a summary of progress for each.

<sup>19</sup> *National health and social care workforce plan: Part 2 – A framework for improving workforce planning for social care in Scotland*, Scottish Government and COSLA, December 2017.

# Appendix 1: Progress on implementing the recommendations in Social work in Scotland

## Social work strategy and service planning recommendations

Councils and IJBs should instigate a frank and wide-ranging debate with their communities about the long-term future for social work and social care in their area to meet statutory responsibilities, given the funding available and the future challenges

**There is some evidence of local progress, but this mainly focusses around the budget setting process, rather than a broader discussion on the longer-term future of social work and social care services. (Amber)**

The Accounts Commission's report *Local government in Scotland: Challenges and performance 2018* made a similar recommendation for all council services to work with communities so that they are actively involved in decision making, know the effect decisions are expected to have on services and communities and see the impact of community empowerment.<sup>20</sup>

The Social Services Strategic Forum, chaired by the Minister for Childcare and Early Years, commissioned research into public perceptions of social work services.<sup>21</sup> The research notes our report's key message around the importance of working with people using services and their carers and communities. The research has gathered information on people's knowledge, understanding and attitudes towards social services, as well as the reasons for these views.

Councils' local position reports set out some local examples of discussions with communities around demand for services, often around the budget setting process for adult services.

Our Best Value Assurance Reports highlight examples of engaging with communities, including as part of budget setting processes. East Ayrshire Council Best Value Assurance report highlights that discussions on the challenges for all council services are happening at a council level. There have been events for councillors, staff and communities, as well as online consultation on topics including reducing demand and costs and increasing income. These discussions have resulted in actions that the council is taking forward.

Our recent *Health and social care integration: Update on progress* audit identified scope to improve work with communities. It recommended that Integration Authorities, councils and NHS boards continue to improve the way that local communities are involved in planning and implementing any changes to how health and care services are accessed and delivered

<sup>20</sup> *Local government in Scotland: Challenges and performance 2018*, Accounts Commission, April 2018.

<sup>21</sup> *What the public think about Scottish social services and why*, McCulloch, Webb & Clarke, 2017.

Councils and IJBs should work with the Scottish Government, their representative organisation (COSLA or the Scottish Local Government Partnership (SLGP)), Social Work Scotland and other stakeholders to review how to provide social work services for the future and future funding arrangements

**Some evidence that discussions around meeting the challenges have started (Amber)**

Social Work Scotland's annual conference in 2017 focussed on meeting the future challenges for social work.

Social Work Scotland referenced our report in relation to the risks to the quality of services from further reducing costs in a written submission to the Education and Skills Committee's Poverty and attainment inquiry. The submission highlights a shift towards early intervention in children's services, but notes current challenges investing in new approaches, despite the potential for longer term savings.

**There has been no agreement on a future model for social work services and how these will be funded. (Red)**

We are not aware of the Scottish Government or COSLA leading any specific work on this.

Councils and IJBs should develop long-term strategies for the services funded by social work by:

- carrying out a detailed analysis of demographic change and the contribution preventative approaches can make to reduce demand for services
- developing long-term financial and workforce plans
- working with people who use services, carers and service providers to design and provide services around the needs of individuals
- working more closely with local communities to build their capacity so they can better support local people who may be at risk of needing to use services
- considering examples of innovative practice from across Scotland and beyond
- working with the NHS and Scottish Government to review how to better synchronise partners' budget-setting arrangements to support these strategies

**Some councils and IJBs are addressing aspects of this recommendation, however, we found a lack of evidence that they are developing long-term strategies. (Amber)**

Our recent *Health and social care integration: Update on progress* audit sets out some local examples of approaches where the contribution of preventative approaches has been evaluated.

Councils and IJBs' local summaries of progress against our recommendations provide examples of detailed analysis of demographic change, often as part of the strategic planning process. It is not always clear whether the contribution of preventative services to reducing demand fed into these analyses.

The Scottish Government and COSLA have published a national health and social care workforce plan. The social care aspect of this plan sets out recommendations to improve workforce planning in social care. These include recommendations to develop workforce planning guidance for partnership working and workforce planning tools for social care and multi-disciplinary workforces. Workplans to develop workforce planning tools are due to be produced by March 2019.

Our recent *Health and social care integration: Update on progress* audit found that financial planning in integration authorities is not integrated, long term or focussed on providing the best outcomes for people who need support. It recommended that Scottish Government, COSLA, councils, NHS boards and Integration Authorities should work together to support integrated financial management by developing a longer-term and more integrated approach to financial planning at both a national and local level

As part of the Carers (Scotland) Act 2016, the local carer strategy is required to set out an assessment



of the extent to which plans for supporting relevant carers may reduce any impact of caring on relevant carers' health and wellbeing. This means councils and NHS boards will assess the extent to which support may meet carers' identified needs in order to achieve their personal outcomes. They will also assess the extent to which preventative support may prevent, delay or reduce carers' needs, or potential needs, for support.<sup>22</sup>

Local summaries of progress against our recommendations highlight councils and IJBs working with people using services and their carers, as well as communities more broadly. Examples of this include as part of locality planning for integrated services and in developing children's services plans. However, our recent *Health and social care integration: Update on progress* audit identified scope to improve this work with communities. It recommended that Integration Authorities, councils and NHS boards continue to improve the way that local communities are involved in planning and implementing any changes to how health and care services are accessed and delivered.

Some local summaries of progress against our recommendations include examples of councils and IJBs considering innovative practice from across Scotland and beyond.

A group, chaired by a representative from the Scottish Government, is looking at the technical aspects of synchronising budgets. The identified issues are still to be fully addressed and some barriers remain to agreeing budgets in some IJBs. Our *Health and social care integration: a progress update* report found that agreeing budgets for integrated health and social care services remains problematic in part due to the differences in the timing of budget settlements between councils and NHS boards.

## Governance and scrutiny arrangements recommendations

Councils and IJBs should ensure that the governance and scrutiny of social work services are appropriate and comprehensive across the whole of social work services, and review these arrangements regularly as partnerships develop and services change

**Some work has started to address this, but it is not yet complete (Amber)**

Our *Health and social care integration: progress update* audit highlighted a lack of clarity and misunderstanding over governance arrangements in health and social care integration even amongst people working at senior levels.

Scottish Government and COSLA are leading a review of integration, reporting to the Ministerial Steering Group. This is looking at three areas: finance; governance and commissioning arrangements; delivery and improving outcomes. Interim recommendations are due by the end of

<sup>22</sup> Carers (Scotland) Act 2016 Statutory Guidance, Scottish Government, March 2018.

October 2018, and the review will conclude in January 2019.

The Chief Nursing Officer, Chief Social Work Adviser and the National Clinical Director are leading a review of clinical and care governance arrangements in integrated health and social care services. This aims to identify any national action required to support effective local clinical and care governance for integrated services. Meetings with key stakeholders are due to take place in late 2018 and early 2019.

Local summaries of progress against our recommendations often outlined the governance arrangements in place. It was not always possible to tell whether these arrangements differed from those in place at the time of our audit, or whether there were plans to continue to review these in line with our recommendation.

Councils and IJBs should improve accountability by having processes in place to:

- measure the outcomes of services, for example in criminal justice services, and their success rates in supporting individuals' efforts to desist from offending through their social inclusion
- monitor the efficiency and effectiveness of services
- allow elected members to assure themselves that the quality of social work services is being maintained and that councils are managing risks effectively
- measure people's satisfaction with those services
- report the findings to elected members and the IJB

**Evidence of some local progress in some of the areas covered in this recommendation. (Amber)**

There were some examples, in local summaries of progress against our recommendations, of specific services where outcomes are measured. Some areas also indicated they planned to extend this approach to other services.

The Improvement Service worked with Social Work Scotland to develop a briefing note for elected members on the role and functions of the CSWO, including suggestions to strengthen the relationship between elected members and the CSWO and good practice examples. The purpose of this briefing includes addressing the recommendations of our report.

Local summaries of progress against our recommendations detailed some examples of measuring service satisfaction.

Councils should demonstrate clear access for, and reporting to, the council by the CSWO, in line with guidance

**We did not do local follow-up audit work with all 32 councils, so we lack evidence to assess progress with this recommendation. (No evidence)**

Social Work Scotland has developed a briefing note for senior leaders on the role of the CSWO to help senior leaders and CSWOs in discussions at local level on how the CSWO role can best be supported and delivered. This refers to our report.

Councils should ensure the CSWO has sufficient time and authority to enable them to fulfil the role effectively

**We did not do local follow-up audit work with all 32 councils, so we lack evidence to assess progress with this recommendation. (No evidence)**

Social Work Scotland has developed a briefing note for senior leaders on the role of the CSWO to help senior leaders and CSWOs in discussions at local level on how the CSWO role can best be supported and delivered. This refers to our report.



	<p>A report into child protection arrangements in March 2017 made a similar recommendation that the Chief Executive of each council, working with the Chief Officers' Group, ensures that CSWOs have sufficient support to provide professional leadership, advice and scrutiny across all public protection matters (including child protection), given their key statutory responsibilities.<sup>23</sup></p> <p>In a focus group meeting, some CSWOs highlighted local examples of greater demands on their time, particularly following changes to governance arrangements as part of health and social care integration.</p> <p>The Chief Nursing Officer, Chief Social Work Adviser and the National Clinical Director are leading a review of clinical and care governance arrangements in integrated health and social care services.</p>
<p>Councils should ensure that CSWO annual reports provide an annual summary of the performance of the social work service, highlighting achievements and weaker areas of service delivery, setting out the council's response and plans to improve weaker areas and that these are actively scrutinised by elected members</p>	<p><b>CSWO reports do not cover all aspects of the recommendation. However, some CSWOs felt that aspects of the recommendation were not appropriate and are looking at other ways to provide this information to elected members. (Amber)</b></p> <p>The Scottish Government issued guidance on CSWO annual reports for 2016/17 in May 2017. This guidance is in line with our recommendation. However, it is a decision for local councils as to whether they follow this guidance and the suggested template for their report.</p> <p>Our review of six CSWO reports for 2016/17 found that these did not all cover all the points included in our recommendation. For example, the reports did not always include information on weaker areas of service delivery and plans to improve these.</p> <p>Some CSWOs felt that there may be some difficulties in including information on this level of risk in these public reports. Local arrangements may allow elected members to receive separate briefings to raise awareness of local risks, without placing this level of sensitive information into the public domain, for example through IJB care governance arrangements.</p>

## Workforce recommendations

<p>Councils should work with their representative organisation (COSLA or the SLGP), the Scottish Government and private and third sector employers to put in place a coordinated approach to resolve workforce issues in social care</p>	<p><b>There is some evidence of progress, and work is ongoing. (Amber)</b></p> <p><i>National health and social care workforce plan part 2: A framework for improving workforce planning for social care in Scotland</i> was jointly published by COSLA and the Scottish Government in December 2017. Workplans for developing workforce planning tools are due to be produced by March 2019.</p>
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<sup>23</sup> Child protection improvement programme report, Scottish Government, March 2017.

Councils should as part of their contract monitoring arrangements, ensure that providers who use zero hours contracts allow staff to accept or turn down work without being penalised

**We did not do local follow-up audit work with all 32 councils, so we lack evidence to assess progress with this recommendation. (No evidence)**

Local summaries of progress against our recommendations do not provide enough information to assess progress against this recommendation.

## Service efficiency and effectiveness recommendations

Councils and IJBs should when planning an initiative, include evaluation criteria and extend or halt initiatives depending on the success of new approaches in improving outcomes and value for money

**Some evidence of this approach being used locally. (Amber)**

Some local summaries of progress against our recommendations contained examples of evaluation criteria being used and decisions on whether to continue with initiatives being dependent on their success.

Councils and IJBs should work with COSLA to review the eligibility framework to ensure that it is still fit for purpose in the light of recent policy and legislative changes

**We did not do local follow-up audit work with all 32 councils, so we lack evidence to assess progress with this recommendation (No evidence)**

There is no evidence of this being taken forward at a national level.

Councils should benchmark their services against those provided by other councils and providers within the UK and overseas to encourage innovation and improve services

**Some evidence of this approach being used locally. (Amber)**

Local summaries of progress against our recommendations referred to benchmarking through the local government benchmarking framework. Examples of wider benchmarking across the UK were less frequent.

# Social work in Scotland

## Impact report

If you require this publication in an alternative format and/or language, please contact us to discuss your needs: 0131 625 1500 or [info@audit-scotland.gov.uk](mailto:info@audit-scotland.gov.uk)

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<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>28 June 2019</b>
<b>Report Title:</b>	<b>Shetland Islands Integrated Children's Plan: Annual Report 2018-19</b>	
<b>Reference Number:</b>	<b>CS-19-19-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children's Services, Shetland Islands Council and Director of Nursing and Acute Services, NHS Shetland</b>	

## 1.0 Decisions / Action required:

- 1.1 That Education and Families Committee approves the Shetland Islands Integrated Children's Service Plan: Annual Report 2018-19 for publication.

## 2.0 High Level Summary:

- 2.1 This is the second Annual Report on the Integrated Children's Plan and is presented to fulfil the requirements of Section 13 of the Children and Young Persons (Scotland) Act 2014.
- 2.2 The purpose of the Annual Report is to provide an overview of the activity set out in Shetland's Integrated Children's Service Plan 2017-20, to 'build a brighter future together for Shetland's children and young people'.
- 2.3 The Integrated Children's Service Plan does not cover all services to children and young people but focuses on the services and issues to be resolved and improved by working in partnership across organisations. The Integrated Children's Service Plan has four key themes:
- Emotional Wellbeing and Resilience
  - Strengthening Families
  - Tackling Inequalities
  - Participation
- 2.4 In order to provide a more comprehensive overview of services to children and young people, the Annual Report also includes sections on Child Protection – a summary of the Annual Report of the Child Protection Committee and Corporate Parenting. A separate report will be presented on the Annual Child Poverty Action Plan to meet the reporting requirements of the Child Poverty (Scotland) Act 2017 on how Shetland will meet the child poverty targets.
- 2.5 The Integrated Children's Service Plan sets a background of Shetland providing relatively good outcomes for children in the most part but recognising that there are some key social, economic and environmental factors to tackle to help certain individuals and families to overcome issues and barriers.
- 2.6 The issues which may cause children, young people and their families to not be able to reach their full potential are diverse and, in some cases, of a long standing

nature. The issues can include: poverty / low income; alcohol and substance misuse; mental health; domestic abuse, etc.

- 2.7 There are two specific projects being promoted to help understand how services, and communities, can best respond to meet needs - the Emotional Wellbeing Project and the Anchor (Early Action Systems Change) Project.

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

- 3.1 The Shetland Islands Integrated Children and Young People's Strategic Planning Group is a multi-agency partnership established to address issues which require cross organisation collaboration.

- 3.2 The work is well aligned to the Shetland Partnership Plan and the ambition that,  
 "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 solutions to future challenges."

- 3.3 The issues in the Integrated Children's Service Plan may cause individuals and families not to be able to thrive. The actions and services set out in the Plan and covered in the Annual Report are designed to make a positive contribution to each of the key pillars of the Shetland Partnership Plan.

<b>Four Pillars of Shetland Partnership Plan</b>		<b>Contribution of Integrated Children's Plan</b>
<b>People</b>	Individuals and families thrive and reach their full potential	Yes, direct
<b>Participation</b>	People participate and influence decisions on services and use of resources	Yes, direct
<b>Place</b>	Shetland is an attractive place to live, work, study and invest	Yes, indirect
<b>Money</b>	All households can afford to have a good standard of living	Yes, indirect

### **4.0 Key Issues:**

- 4.1 For most of our children and young people, Shetland provides a safe and nurturing environment within which they can grow and flourish. Shetland has high standards of service but, for some, there remain social and economic issues which might prevent our children and young people from getting the best start in life and from reaching their full potential.
- 4.2 The aim of the Integrated Children's Service Plan is therefore to set out what organisations will do, collectively, to address these underlying issues.

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

- 5.1 None

### **6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	The purpose of the Integrated Children's Service Plan 2017-20 is to describe how organisations in Shetland work together in an integrated way so that all children and young people lead fulfilling lives and achieve their full potential. Working with children and young people and their families is a core part of that ambition through the 'Participation' theme. The Annual Report aims to describe the work that we have undertaken on behalf of young people, and to set out the work programme ahead.	
<b>6.2 Human Resources and Organisational Development:</b>	There are no specific Human Resources issues to highlight. Training needs have been identified and incorporated into the Integrated Children's Service Action Plan.	
<b>6.3 Equality, Diversity and Human Rights:</b>	There are no specific issues to highlight.	
<b>6.4 Legal:</b>	This is the second Annual Report to the Integrated Children's Plan and is presented to fulfil the requirements of Section 13 of the Children and Young Persons (Scotland) Act 2014.	
<b>6.5 Finance:</b>	There are no financial implications arising from the presentation of the Report.	
<b>6.6 Assets and Property:</b>	The Annual Report does not identify any issues with regard to Assets and Property.	
<b>6.7 ICT and new technologies:</b>	There are no ICT or technology issues to address.	
<b>6.8 Environmental:</b>	There are no specific environmental implications to highlight.	
<b>6.9 Risk Management:</b>	There are no specific risks to address.	
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, matters relating to children and families, child protection and young people, come under the remit of the Education and Families Committee.	
<b>6.11 Previously considered by:</b>	Integrated Children and Young People's Strategic Planning Group NHS Board	Various  21 June 2019

**Contact Details:**

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NHS Shetland Board Headquarters

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Shetland Islands Council

**Appendices:**

Appendix1: Shetland Islands Integrated Children's Plan Annual Report (2018-19)

**Report Finalised:** 19 June 2019

**Background Documents:**

Shetland Islands Integrated Children Plan:

<http://www.shetland.gov.uk/education/documents/ShetlandICSPFinal01.05.17v1.pdf>

END



# **Shetland Islands Integrated Children and Young People's Strategic Planning Group**

## **Building a Brighter Future Together for Shetland's Children and Young People**

### **Annual Report 2018-19**



This Report is presented to fulfil the requirements of Section 13 of the Children and Young Persons (Scotland) Act 2014.

Unless otherwise specified, 'children' means all people aged 0-17 years and 'young people' includes 18-24 year olds.

## Document Control

<b>Date</b>	<b>Version</b>	<b>Contents</b>	<b>Author</b>
24 May 2019	1.0	First initial draft presented to the ICYPSPG 27 May 2019	Hazel Sutherland
5 June 2019	1.1	Amendments in response to feedback and new information, including alignment with content of the Annual Child Poverty Action Report and inserting a detailed Action Plan.	Hazel Sutherland
6 June 2019	1.2	Amendments from Jane Cluness to GIRFEC and Emotional Wellbeing sections, from Elizabeth Robinson on the Needs Assessment, from Kathleen Carolan on GIRFEC introduction and planned actions and Elizabeth Robinson on the Nutrition and Healthy Weight Programme.	Hazel Sutherland
14 June 2019	1.3	Additional progress reports and Case Studies from Helen Budge.	Hazel Sutherland

**Welcome** to the second Annual Report for Shetland's Integrated Children's Service Plan. This Report covers the period from April 2018 to March 2019 and describes our approach to 'build a brighter future together for Shetland's children and young people'.

For most of our children and young people, Shetland provides a safe and nurturing environment within which they can grow and flourish. We have high standards of educational and health provision, with strong community resources and a rich heritage and culture. However, Shetland is not immune to a raft of social, economic and environmental factors which may cause our young people not to get the best start in life, and not to reach their full potential. We recognise that. As partners, we are committed to working together to improve the outcomes for our children, and their families, where our services and interventions can help and support them. Keeping our young people safe from harm will always be our number one priority.

Some of the key achievements to highlight are:

- A review of our approach to child and adult protection has resulted in revised governance arrangements, culminating in the establishment of a combined 'public protection' committee, which the Chief Officers Group consider will strengthen the governance and quality assurance arrangements around protection issues.
- Two of the key projects which will help to deliver on the Integrated Children's Services Plan – the Emotional Wellbeing and Resilience project and the Anchor: Early Action Systems Change project – have progressed to implementation stage.
- A new framework for participation and engagement has been developed, which puts our young people at the centre of the process through a co-production approach.

We work hard at delivering the best possible services for the community but there is still plenty of work to do. I hope you enjoy reading about our work.

Helen Budge

Director of Children's Services for Shetland  
Islands Council

Chair of the Shetland Islands Integrated  
Children and Young People's  
Strategic Planning Group



## Contact Details

We always welcome comments on what we do. Comments or questions about this document, including requests for support information or documentation should be made to:

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To get this information on audio cassette, in large print, or in Braille, or if you require assistance in reading this, please phone 01595 743967.

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## Overview of Reporting Arrangements

We have a number of statutory reporting requirements. For 2017-18, we collated all the reporting requirements into one document, the Annual Report for 2017-18<sup>1</sup>. That Report was presented for formal approval and published in February 2019.

This year, we have a new requirement to report separately on our approach to Child Poverty. Inevitably, there is considerable overlap between reporting on outcomes for children and young people through the lens of 'poverty' and from the perspective of improving outcomes more generally.

This year, we have streamlined our Annual Report to deal only with aspects of the Integrated Children's Service Plan which are not reported on elsewhere.

There are therefore 4 key documents to be read in conjunction:

- the needs assessments<sup>2</sup>
- the Public Protection Annual Report<sup>3</sup>
- the Annual Child Poverty Action Report<sup>4</sup> and
- this Report, the Annual Report on the Integrated Children's Service Plan

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<sup>1</sup> <https://www.shb.scot.nhs.uk/board/meetings/2019/0219/20190219-2018-19-59.pdf>

<sup>2</sup>

<sup>3</sup>

<sup>4</sup>

## Executive Summary

Shetland's Integrated Children's Services Plan sets out some key aims for the partners to deliver.

The aim of our collaborative approach is to promote the social and emotional resilience of our children and young people so that we can help them be happy and content members of our community.

We will endeavour to provide our children and young people with a healthy, safe and memorable childhood, to afford them positive learning opportunities to enable them to move forward into adulthood with the skills, abilities and ambitions necessary to serve them and their communities well in the future.

Tackling inequality for our children and young people is a particular challenge over the lifetime of the Plan.

We will ensure that our attention and resources are focused on the task of safeguarding and promoting the wellbeing of our most vulnerable, including looked after children and young people, and care leavers.

We are committed to ensuring that every child has the best possible start in life. We will ensure that the early stages in a child's life, from before they are born until they begin primary school, are as positive as they can be.

We will work together to improve the experiences of our children and young people of school age, as we seek to understand the fundamental barriers to attainment and achieving positive destinations in adulthood.

We will work closely with all our partners including Third Sector in adult services in the area of mental health, domestic abuse and alcohol and substance recovery services to understand the issues affecting families, and to reduce the impact of these.

We will listen to the needs, fears and wishes of children and young people, and be proactive and determined in our collective efforts to address these.

In order to achieve this, we will strive to deliver services which:

- shift the focus from crisis intervention to prevention and early intervention;
- are evidence based, using local data and best practice;
- promote the resilience and wellbeing of children, young people, families and communities;
- see children and young people as partners; and
- continue to develop the workforce in delivering the best outcomes for children and young people through multi-agency working.

## How we will deliver the Strategic Objectives

The policy framework to meet the needs of all young people at every stage of their journey through life is provided by the three building blocks of:

- Getting it Right for Every Child
- Curriculum for Excellence
- Developing Scotland's Young Workforce

The **Shetland Getting it Right for Every Child** Policy<sup>5</sup> was signed up to by the partners in the Shetland Partnership. The framework is based on the Named Person model, with a single Child's Plan. The revised Getting it right for every child framework has been in place since 2014.

The 2015 Care Inspectorate report 'Services for children and young people in Shetland' noted:

"the implementation of Getting it right for every child had met with the approval of the majority of front line staff. Some practitioners, including midwives and health visitors, had embraced their role as named persons, beginning to use multi-agency meetings in order to ensure an earlier team approach to supporting children and families. Nearly all the staff we surveyed understood their role either as a named person or lead professional"

The **Curriculum for Excellence**<sup>6</sup> programme aims to ensure that children in Scotland develop their capacities as: successful learners, confident individuals, responsible citizens and effective contributors to society.

The ambition of **Developing the Young Workforce**<sup>7</sup> is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workplace.

Our **Priorities** are built on:

- Emotional Wellbeing and Resilience
- Strengthening Families
- Tackling Inequality

These priorities sit alongside the Child Protection Improvement Programme. The Child Protection Improvement Programme ensures the safeguarding and promotion of the wellbeing of children.

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<sup>5</sup> [http://www.shetland.gov.uk/children\\_and\\_families/documents/ShetlandGIRFECPolicyV1.pdf](http://www.shetland.gov.uk/children_and_families/documents/ShetlandGIRFECPolicyV1.pdf)

<sup>6</sup> [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

<sup>7</sup> <https://www.gov.scot/groups/young-workforce-programme-board/>

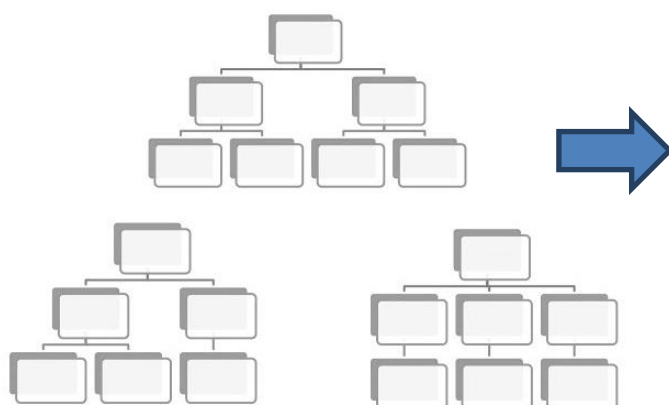
All priorities in the Integrated Children's Services Plan are focussed on supporting and promoting the wellbeing of children. Early intervention and prevention are at the heart of the priorities in the plan.

All work undertaken as part of the plan involves integrated working across the partnership, including the third sector. The plan was designed to focus on the new work that we are undertaking which is focussed on integrated working practice. Children, young people and parents and carers will experience co-ordinated multi-agency support which is appropriate and relevant to their needs. They will be partners in the plans to improve outcomes.

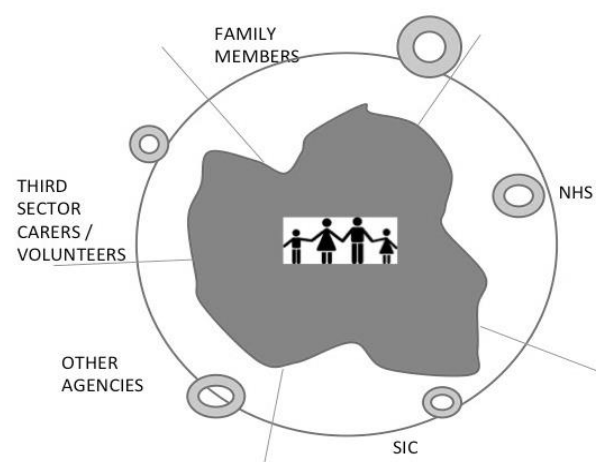
Maximising capacity will be achieved by the projects in the plan which include changing culture across service areas, improving how we work and evidencing best use of resources.

Conceptually, we are moving from working in traditional hierarchical structures and service models to working together to wrap services around the needs of children and families, as depicted below.

**From this:**



**To this:**





### What we said we would do

Last year, we set out these key actions to progress during 2018-19, and beyond. The table below provides a summary of progress against the key activities.

Priority action / activity	Progress
Health and Wellbeing Needs Assessment	Data mapping is nearly complete, next stage qualitative elements and then interpretation.
Implement the Child Protection Committee Improvement Plan.	Complete for 2017-18.
Develop the Implementation Plan for the Emotional Wellbeing Project.	Implementation Plan, with timescales approved.
Implement the Project Plan to deliver the aims of the Anchor: Early Action Systems Change Project.	Implementation Plan, with timescales approved.
Implement the action plans developed to deliver the three priority workstreams under the tackling inequality theme.	Work in Progress
Implement the Child Poverty Action Plan.	Reported in detail elsewhere
Continue to develop the activity to improve the outcomes for our Looked After Children.	Children and Families and Children's Resources Social Work have integrated. Approval for Children's Unit.
Implement the Action Plan to ensure effective participation of children and young people in decision making.	Development Plan approved.
Implement the development programme for youth offending.	Complete for 2017-18

## A Profile of our Children and Young People

A separate Needs Assessment document sets out the detailed indicators to support planning services for children and young people<sup>8</sup>. Some key issues to highlight are:

- There are 4,233 children and young people living in Shetland in the 0-15 age group and 2,239 aged 16-24
- There are 3,250 young people registered in our schools
- Data from the last census showed that we had 201 children aged 0-15 from over 22 ethnic minority groups in Shetland. In 2017, there were 218 births in Shetland
- The birth rate is falling. Between 1997 and 2017 the standardised birth rate in Shetland fell from 13.6 to 11.2 and in Scotland over the same time this fell from 11.7 to 9.7.
- In 2017-18, of the 102 young people referred to the Children's Hearing System, 17 were referred for an actual offence.
- The levels of child poverty are relatively low – in 2015 5.7% of children in Shetland lived in low income families compared to an average for Scotland of 16.5% - however the figure has remained fairly static and masks the significantly higher cost of living.
- The standardised number of exclusions from school is significantly lower than the Scottish average.
- Shetland has a higher percentage of pupils achieving 5 or more awards at SCQF level 5 or above, when compared to the Scottish average.
- The percentage of 16 to 19 year olds classes as participating (i.e. in work, in further education, apprenticeship etc.) is higher than the Scottish average.
- On average, from 2013/14 to 2017/18, between 4% and 7% of pupils in Shetland left school with no recorded 'positive destination'.
- The Number of Child Protection Referrals for the year from 1 August 2017 to 31 July 2018 where parental alcohol or drug misuse was the main concern is outlined below.
  - Referrals where Parental Alcohol Use is the main concern: 6 involving 7 children
  - Referrals where Parental Drug Use is the main concern: 10 involving 22 children
  - Number of CP referrals progressed to ICPC: 7 involving 13 children
  - Number of ICPCs where parental drug misuse was the main concern: 2 (3 children)
  - Number of ICPCs where parental alcohol misuse was the main concern: 1 (2 children)
- Over the past 10 years, Shetland had an average of 33 looked after children

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<sup>8</sup>

- For Child Health and Development, trends show Shetland continues to have a higher proportion of assessments with no concerns across all domains during the 27-30 month review compared to Scotland.
- Shetland has consistently had a lower rate of maternal smoking at booking appointment compared to Scotland.
- However, mothers identified as consuming alcohol at their booking appointment is significantly higher than the Scottish rate.
- In 2017-18 Shetland had a higher proportion of mothers classed as overweight or obese compared to Scotland
- Immunisation uptake in Shetland, along with the rest of Scotland is generally good. However we do not do so well with the MMR vaccination and with the boosters that children get aged three. Measles is a particular concern at the moment, there have been outbreaks in Europe and in the UK in recent years, and we know that the coverage of measles immunisation (through the MMR vaccine) in Shetland is not high enough to give our community 'herd protection'. This is when so many people in the population have immunity that the bug cannot easily spread to unvaccinated individuals. We usually aim for 95% uptake to achieve herd immunity, but in Shetland less than 90% of children have received the recommended MMR vaccine by the age of five.
- Shetlands rate of breastfeeding at the 6 to 8 week review is close to 60%, which is significantly higher than the Scottish average of 42%.
- While the Shetland rate of primary 1 pupils having a BMI out with the healthy range is quite variable the trend is higher than the Scottish average and is not improving at the rate we would want it to be.
- Only 11.5% of 13 and 14 year olds in Shetland reported that they met the recommended physical activity guidelines, and 51% told us that they wanted to be more active.
- In 2015, the percentage of pupils in P7, S2 and S4 that reported drinking alcohol weekly was P7 (3%), s2 (9%) and S4 (14%)
- In 2015, of 217 pupils aged 15, the percentage of surveyed students who reported trying recreational drugs or novel psychoactive substances was 3% (7 out of 217) and 0.5% (1 out of 217), so the vast majority reported not trying either.
- In 2017, 1,448 children attended Accident and Emergency and 265 children required to be admitted to the Gilbert Bain Hospital.
- During 2017, the number of children in Shetland requiring complex Paediatric care at the Royal Aberdeen Children's Hospital was 78, which is a snapshot of activity.
- 127 young volunteers aged between 12 and 25 received Saltire volunteering awards. These young people received over 290 certificates between them recognising the 20,730 hours of volunteering they had collectively produced throughout the year with 50 different local groups, schools and organisations.

- In 2017-18 (most recent published data), the proportion of children receiving a Health Visitor led development review at 24-30 months was in line with the national and peer group averages of 88%. As a positive outcome, 6.3% of children had one or more developmental concerns identified (lower than) rates in our peer group (9%) and across Scotland (15.3%).

The **Child Health** team recently undertook a facilitated session to consider specifically what activities and service they could provide to help to tackle inequality from a health perspective. Their programme of work will include:

- Increase neuro developmental pathways – new pathways to diagnosis
- Develop repeat pregnancy services for vulnerable families, drawing on the learning from projects such as 'Pause'<sup>1</sup> in Bristol
- Relaunch the pre-conception clinic
- Provide practical support to help people to get to their appointments, drawing on the learning from the dental service
- Explore financial support for the families with children with health needs attending appointments outwith Shetland
- Develop support for children with 'undiagnosed conditions', such as chronic pain, to avoid exclusion and isolation

## **Child Protection**

Safe, Nurtured, Respected, Responsible, Included

This report covers the financial year 1 April 2018 to 31 March 2019 and will be included in the Public Protection Annual Report for those dates.

Shetland Child Protection Committee (CPC) met for the last time in November 2018. All the functions of a child protection committee will now be undertaken by the Shetland Public Protection Committee, which was established in March 2019 and is chaired by an independent chair, Tam Baillie.

The CPC Business Plan for 2018-19 was aligned as closely as possible to the Integrated Children's Services Plan. This is a challenge as CPC needs to contribute to the three priorities of the Children's Services Plan, ensure that child protection is an element of the work on each priority and in addition addresses the other priorities given to CPC's by Scottish Government. This will continue to be a challenge as there will no longer be a CPC Business Plan but a Shetland Public Protection Business Plan – which is currently in draft for 2019-20. The CPC 2018-19 plan included the following key actions:

- Build into child protection processes the capacity to seek views and collate that information.
- Ensure meaningful links and joint working with Shetland Alcohol and Drugs, Mental Health and Domestic Abuse Partnerships
- Continued work to address needs of children affected by parental substance misuse.
- Working with Schools and Youth Work Services and young volunteers to plan and deliver events.
- develop, monitor and implement internet safety and child sexual exploitation plans.
- Revise and update CPC Procedures.

All the actions are fully or significantly complete.

### **Quality Assurance of Child Protection Processes**

The quality assurance of child protection process has been overseen by the Integrated Children's Services Quality Assurance Group. This has identified both single agency and interagency quality assurance and work is continuing to ensure that each step of the child protection process has a clear quality assurance framework in place.

In June 2017 Shetland Child Protection Committee conducted an initial case review in respect of a specific case that had challenged agencies. CPC decided not to conduct a significant case review but to complete an interagency practice learning review. This was undertaken using an external independent social work consultant to chair the interagency group and the review took place between January and March 2018 with a final report completed in April 2018 and presented to the Chief Officers Group and CPC in June 2018. A

comprehensive action plan was drawn up and was largely completed by November 2018 with some outstanding issues of developing and delivering training on the LAC legal framework and the issue of neglect. This was a complex and intensive piece of work and agencies worked well and honestly to complete it.

### **Sub-Committees and Specific Project Work**

#### Mobile Phone and Internet Safety Committee (renamed Digital Safety Sub Committee in March 2019)

This active interagency committee has continued to work on the following:-

- Rolling out Child Exploitation and Online Protection internet safety sessions – both as part of the #VSVS project and as stand alone sessions to staff, volunteers and young people.
- Arrange and deliver activities for 2018 internet safety day in February 2019
- Oversee and support #virtually safe virtually sound whole school events at Aith Junior High in May 2018 and Brae High School in November 2018. These events have continued to be collaborations between CPC, Youth Work Services, Peer Educators, Health Improvement Team and Rape Crisis to deliver a number of sessions to young people about safety online and in the real world.
- Oversee Shetland CSE action plan
- Support Parent Involvement Evenings to assist in raising awareness of internet safety for parents through parent councils. In 2018/19 sessions were held at AHS, Dunrossness, Skeld, Brae and Cunningsburgh Schools.

#### Protection in the Community

This looks at both adult and child protection issues for the third sector and sports groups.

The following work was undertaken:-

- Updating and recruiting new third sector trainers to deliver the basic “Keeping Adults and Children Safe” training
- Supporting colleagues in Shetland Amenity Trust and Shetland Arts to deliver training and improve policy and practice
- Making contact with the Licensing Forum and through them the staff responsible for Servewise Training for bar staff so that basic protection messages could be included in that training
- Using opportunities to raise awareness and have publicity events for adult and child protection.


### Training Sub Committee

Providing a good rolling programme of consistent high quality interagency child protection training is the aim of the sub-committee. In 2018/19 activity concentrated on:-

- Delivering Level 2 and Level 3 Child Protection training and recruiting and supporting sufficient trainers to do this
- Developing an interactive and e-learning to act as a refresher for Level 3
- Developing workshop style training for Child Sexual Exploitation
- Work is underway to look at developing training in respect of the legal framework around Looked After children, neglect and Children affected by parental substance misuse.

### Wir Ain Peerie Bodies Project

Wir Ain Peerie Bodies is a keeping safe programme designed for Nursery and P1 children. It was developed and piloted by three pre-school groups in 2017/18 and is now in the process of being rolled out with staff across all early years settings being trained to deliver the programme in October 2018 and April 2019.



**Open Online Workshops**  
Delivered by young volunteers the workshop is about staying safe online and focuses on bullying and the effects it has on everyone - the victims, the bullies and the bystanders. It raises awareness about the risks associated with internet use and them.

16 Online Workshops were delivered to S1 pupils across Shetland between November 2018 and February 2019.  
This reached 292 young people.  
After evaluations an 83% increase in awareness was reported.

## **Getting It Right For Every Child**

### **GIRFEC in Shetland**

'Getting it right for every child' (GIRFEC) aims to improve outcomes for all children and young people. It is a multi-agency practise model that puts the wellbeing of children and young people at the centre. A common coordinated framework for holistic assessment, planning and action across all agencies is used to address needs, including the development of a Childs Plan. GIRFEC recognises that children, young people and their parents/carers have the right to be consulted about decisions that affect them.

It promotes a shared approach that:

- Builds solutions with and around children and families;
- Enables children to get the help they need when they need it;
- Supports a positive shift in culture, systems and practice;
- Involves working together to make things better;
- Getting it right for every child is the foundation for our work with all children and young people, including adult services where parents are involved

The Joint Strategic Plan for Children develop by partner organisations in Shetland utilises GIRFEC principles to improve outcomes for children.

#### **What We've Done:**

- Responded to the GIRFEC Multi Agency File Reading Exercise Report (Jan 2018)
- Embedded the GIRFEC quality assurance role into the Integrated Children's Services Quality Assurance Group
- Established the GIRFEC Development Group
- Carried out improvement projects on the Child's Plan document format and Chronologies.
- Planned new training for Named Persons and Lead Professionals with a target for offering sessions in the new academic year.

#### **What We Will do Next:**

Develop a cluster model to support training and improved experience for children, families and staff regarding interventions requiring a Child's Plan. The 'cluster model' will look at engaging those currently involved in Childs Plans in a school cluster area; the associated parents, children, school staff and other partner organisations - NHS Shetland, Police and third sector. The aim is to try and get feedback on current experience and engage all in identifying and testing improvements. The cluster will continue to receive support and 'coaching' to improve the experience of all involved. Learning will be carried forward to the next cluster where a similar process will be repeated (including any improvements identified).



We will work at improving leadership to reinforce a common and shared narrative for services across professional disciplines and with children and families. This work will be informed by the collective leadership framework developed for the Scottish Government GIRFEC Leadership Programme.

Using GIRFEC as the practice model, we will continue to develop transitional pathways for young people with complex health needs moving into adult services including mental health.

In recognising that the Early Years have a profound impact on an individual's future experience of health and wellbeing; health professionals, particularly Health Visitors, have a vital role to play in supporting children and families in the first few years of a child's life and ensuring that GIRFEC principles are reflected in day to day practice .

Integral to the Health Visitors role is the requirement to:

- Build strong relationships with women (and families) from pregnancy;
- Promote, support and safeguard the wellbeing of children;
- Offer support during the early weeks and planning future contacts with families;
- Promote person-centeredness; and
- Focus on family strengths, while assessing and respectfully responding to their needs.

## **Delivering the Best Start for Children and Families**

The health, development, social, and economic consequences of childbirth and the early weeks of life are profound; and the impact, both positive and negative, is felt by individual families and communities as well as across the whole of society. Therefore, high quality maternity and neonatal care and services are vitally important to the health and wellbeing of Scotland's people. The importance of this is reflected in the Scottish Government 'Best Start: Five Year Forward Plan to improve maternity and neonatal care', which was published in January 2017.

The 'Best Start' plan focuses on developing models to support continuity of care, locally delivered services, person centredness and keeping families together. Thus, recognising the relationship between these factors and the impact on positive health and socio-economic outcomes for women, their babies and the wider family.

In 2017-18, 219 live births were registered in Shetland that year (National Records Scotland, 2018), 50% of women delivered their baby out with Shetland. The birth rate in Shetland is in line with the national average and has remained static over the last 10 years with 217 births registered in 2008.

The delivery of the plan is a key priority for local services over the next five years. NHS Shetland employs a team of Midwives who provide an integrated midwifery service (i.e. the same midwives work in the hospital and the community setting) offering support from pre-conception through to postnatal care.

NHS Shetland has used the funding made available so far to implement the Best Start plan to:

- Further extend the telemedicine options available so fewer women and their families need to travel to Aberdeen for ante-natal or post natal care;
- Continue to train senior Healthcare Support Workers (HCSWs) to provide ante-natal health improvement advice and signposting to other services and support including welfare advice e.g. Best Start Grants;
- Support Midwives to develop expert skills in a range of disciplines e.g. sexual health, obstetric sonography and public health so that more services can be offered locally;
- Support Midwives to develop enhanced skills to support neonatal care, working in a multi-disciplinary team which does not have a Neonatal Unit on site;
- Worked with NHS Grampian to ensure that families who are separated are able to stay in contact e.g. using technology to link in with the nursing team on the Neonatal Unit;
- Supporting volunteers to provide breast feeding support and advice to new mothers.

## **Emotional Wellbeing and Resilience**

Healthy, Achieving, Nurtured, Respected, Included

### **What We Said We'd Do**

We are committed to improving the emotional wellbeing and mental health of our children and young people. The Emotional Wellbeing and Resilience project is tasked with managing the strategic approach in this area and will co-ordinate activity to drive improvement.

Historically, in Shetland we have not always met the needs of children who have experienced adverse childhood experiences (ACEs), emotional trauma and stress. The project will look at how we support children and young people to identify and address the impact of ACEs, trauma and stress on themselves, their children, their future children and the people around them.

We will take a three pronged approach to improving emotional resilience in vulnerable children:

- vulnerable children known to have experienced emotional trauma or stress will be offered a specialist assessment to identify strengths and needs. Where appropriate specialist evidence based approaches will be accessed to meet need.
- local capacity and knowledge will be built using evidence based approaches
- staff in appropriate universal services will be coached and trained to improve earlier identification of children with emotional need, and emotional intelligence, a building block for emotional resilience, for all children.

The project will also promote the message that

- not everyone experiencing trauma experiences the same (or any) impact
- people can recover and reduce or negate the impact
- stable buffering relationships are key to recovery

### **What We've Done**

The Emotional Wellbeing Project has been successful in securing funding from Shetland Islands Council's Spend to Save initiative, over a five year period.

We have:

- Recruited a Project Officer.
- Recruited 6 young people to participate in the project.
- Contracted with OPEN Project to support young people.
- Established a Strategic Overview Group which includes young people, young parents, key local charities, police, NHS and local authority.
- Continued awareness raising including the general public
- Continued to engage and meet with stakeholders, including:
  - o Nurture practitioners group (schools)
  - o Quality Improvement Officers
  - o Mind Your Head
  - o Shetland Amenity Trust

- Shetland Recreational Trust
- Shetland Arts Development Agency
- 238 people booked a place on the keynote Speech by Dr Suzanne Zeedyk on Adverse Childhood Experiences: How toxic stress changes a child's biology and behaviour at the Council's In-service days in October 2018.
- 46 people attended Understanding the Impact of Trauma and Diversity on Development and Exploring Routes to Recovery training which was held during March 2019.
- During 2018/2019 134 people viewed the resilience documentary.

This is a complex situation involving many stakeholders. The project has taken an approach that helps to explore the complexity in a way that provides a broader perspective. There is evidence which supports this type of approach in similarly messy problems, perhaps best known is the Violence Reduction Unit. The approach will deliver evidenced improvement.

We have engaged stakeholders across public sector services, voluntary sector (which includes the 6 young people) and our local trusts. These stakeholders are coming together to identify and shape the direction of the project priorities, areas of interest and consistency of message and implementation. We are also taking a strengths based approach which recognises that many services already work to support children, young people and families with this type of need. The project will build on, expand and improve Shetland's existing strengths in this area.

#### **What We Will Do Next:**

The young people employed through the project will continue to form part of the Strategic Overview Group and will carry out appropriate activities and tasks for the project. These are expected to be tasks relating to further engagement and consultation with young people in Shetland.

The young people are employed by the OPEN Project who will provide support and any required training for the employees and groups new to working with young people.

The project will be leading on and co-ordinating the roll out of the trauma informed practice training across the public sector in Shetland in order to move towards a trauma informed, nurturing community.

We will continue to work in different ways to explore the complex, inter connected issues around the subject area. Leaders are supporting the project and are holding the space during this important initial set up phase.

**OPEN Project, Voluntary Action Shetland and the Emotional Wellbeing and Resilience Project (EWRP)**

The OPEN Project was set up in 2011 and became part of Voluntary Action Shetland's Services in 2013, following the closure of the Shetland Youth Information Service. The OPEN Project provides a range of services for young people aged 12-25 in Shetland.

A priority of the Project is:

*"To focus on our vulnerable children's emotional resilience by working with them to identify the opportunities to improve their own outcomes, and dealing with the adversity they have suffered in order to become part of the fabric which creates a strong and vibrant community".*

The EWRP funded OPEN to employ and support six people aged 16 to 25 to represent young people at strategic and other levels of the EWRP. They will represent young people from across Shetland and giving them a voice at strategic level. They will develop and implement skills in a range of research and consultation methods, to gather the views of young people across Shetland, from a range of different social backgrounds. The findings will be used to inform the development of the EWRP.

OPEN Project, Voluntary Action Shetland, 2019

## Strengthening Families

Safe, Healthy, Achieving, Nurtured, Responsible, Included

### What We Said We'd Do

There are a number of factors, which contribute to poor outcomes for children in Shetland, including poverty, social exclusion, anti-social behaviour, domestic violence, substance misuse and physical or mental health issues. Shetland is committed to strengthening families in order to reduce the impact of these factors on our children, young people and their families and in shifting the balance of care and support towards preventative and effective early intervention to build resilience within families.

We signed up to a set of principles:

- we take account of the needs of the whole family, as well as the children at the centre
- we focus on prevention and early intervention, building on the strengths and assets of families to reduce risk
- we make every contact count
- where required, the role of lead professional is clearly defined, robust, and the family knows who their lead professional is
- we monitor and evaluate our work, listening to the child and their family to ensure outcomes are achieved

We will :

- Deliver the Antenatal Parenting Programme
- Deliver the Psychology of Parenting Project
- Reduce the Impact of Domestic Abuse
- Reduce harm to children and young people caused by parental alcohol and substance misuse
- Support Family Learning

### What We've Done

**The Psychology of Parenting Project** is continuing to deliver the Incredible Years programme. The Project is aimed at improving the availability of high-quality evidence-based parenting programmes for families with young children who have elevated levels of behaviour problems. The evidence supports the continuation of this programme and the next stage will be to embed the approach in our service models.

**The Antenatal Parenting Programme** is in place. The purpose of the Scottish antenatal parent education pack is to support professionals to effectively deliver the Core syllabus for parent education in Scotland, ensuring consistent messages are delivered to parents and a consistently high standard across NHS is promoted.

**Family Learning** - a new project was undertaken by NHS Shetland's Children's Occupational Therapy service, called the 'Learning outside the Box' project. One school focused on developing motor skills, whilst the other focused on Food. The improvement outcomes were developed with the children and their parents / carers. Historically, the majority of Occupational Therapy intervention has focused on specialist interventions which are time consuming and only available to those who would be classed as having high to moderate needs. This project allowed for a whole school approach to be adopted enabling everyone to take part in the activities. This early intervention and preventative approach has been taken forward in 5 schools, with an ambition to roll it out to all schools by 2020. The Case Study is included in full at Appendix 1, with the findings concluding that this is a cost effective intervention with evidence to demonstrate improvement in outcomes for all the children who participated.

**The Anchor Early Action Project** has been established in order to invest in understanding how to shift the resources we have towards early intervention; thereby reducing the intervention



required as a result of statutory processes. It aims to bring about positive changes in the lives of families in Shetland who are struggling, whilst also gathering relevant information in order to change service delivery in the future, assisting other families in the longer-term. Families and extended families, and front-line staff, are at the centre of the project. Their views and participation will be critical to ensuring an honest and transparent picture of real life challenges.

Anchor is a strength-based approach, and therefore:

- Emphasises prevention and early intervention.
- Takes a family-centred approach to individual problems.
- Identifies and builds on strengths and resources that empower families.
- Focuses on reducing risk in a way that builds on family strengths.
- Communicates a sense of hope.
- Establishes expectations for success within a person's capabilities/capacities.
- Promotes empowerment and independence.

Therefore Anchor is about:

- Empowering families to make positive changes to their lives.
- Enabling families to become less dependent and more resilient.
- Valuing and investing time in building relationships and trust.
- Involving families in shaping the support they require.
- Enabling families to become comfortable within their local communities.
- Break the cycle of multi-generational, entrenched dysfunction.
- Provide children and adults with opportunities that lead to better outcomes that will in turn improve their life chances, enabling and empowering them to succeed in line with their peers.
- Enable a culture of learning, development and continuous improvement.
- Capture experiences and data in order to demonstrate to partners the successful progress towards key outcomes for families and local communities, and thereby to inform how resources can shift towards prevention and early action, rather than crisis intervention.

At the start of 2018/19 the Shetland Partnership's Anchor Project was successful in receiving £321,000 from the Big Lottery's Early Action Systems Change Fund. The Project Sponsor is Shetland's Area Commander for Police Scotland. One of the reasons for funding Anchor was because of the developing and maturing partnership working in Shetland. Other partners include the Council, Integrated Joint Board, NHS Shetland, Relationship Scotland – Shetland, Shetland Women's Aid and Voluntary Action Shetland.

#### **What We Will Do Next:**

Implement the Anchor: Early Action Systems Change Project.



**Case Study: Sound Primary School – Nurturing Approaches**

The school currently provides nurture support one to one and in small groups, Support for Learning (SfL) teachers and Learning Support Workers (LSW) provide this. All staff have completed in house training - Nurturing Approaches within school. The school has received Pupil Equity Funding (PEF) for the 2<sup>nd</sup> year and this funding has increased resources to narrow the attainment gap through the employment of a full time Learning Support Worker and provide additional Support For Learning Teacher hours. The LSW will oversee a 'Soft Start' approach and then support targeted individuals in class within Literacy and Numeracy across P5-7. The LSW will also provide nurture support to small groups across P5-7. Additional Support For Learning teacher hours will see increased support for Literacy and Numeracy within P4. Tracking and monitoring meetings from session 2017-18 highlighted the need for additional support within First Level Literacy and Numeracy.

The introduction in August 2017 of a Soft Start for learners has had a positive impact on learner engagement by decreasing lateness, improving attendance and allowing individuals a safe place within which they can emotionally check in, get help to be organised for their day ahead and have breakfast should they wish. These simple measures have seen learner engagement on returning to class increase and this has directly influenced improvements in pupil progress and attainment. Learner's confidence and wellbeing improved with Soft Start and Nurture by providing support not only for targeted pupils but for those whose needs alter as they experience bereavement, separation and changes in Social, Emotional and Behavioural Needs (SEBN). Soft Start saw lateness decrease by as much as 90 minutes for some and most children who attend soft start are back in their class by 9.30am and in a better place to learn. The Leuven scale is used to measure engagement and over the school year levels of engagement increased. Families and other agencies have given positive feedback regarding soft start and nurture. Scottish education ministers, Western Isles Partnerships colleagues and Quality Improvement Officers have visited the school to share in the good practice that is Soft Start and targeted Nurture. During these visits pupil and staff feedback has been sought on the advantages of these PEF projects. Feedback has been positive with learners commenting on the difference to the start of their day, how they feel better equipped to learn because of it and how they and their families feel more confident because the pressures around lateness have been reduced. SHANARRI wellbeing webs are used to assess pupil wellbeing and those pupils attending soft start feel increasingly included, nurtured, safe and achieving.

Emotional Check In has increased pupil voice in allowing them the opportunity to share how they feel and at the same time has increased teacher awareness of emotional wellbeing and the impact that this has on learning. Emotional check in also allows teachers to identify those learners who may need more support due to their mental wellbeing that day and this has improved how the school meets the needs of the individuals and supports them through teaching and learning as well as socially outside of the classroom by sharing information with supervisors and other staff. Emotional Check In also contributes to our ethos of inclusion.

Lunch club provides a safe and supportive environment within which to interact with peers. LSW's successfully interact with small groups and individuals to make sure that they are included and have positive interactions whilst keeping themselves and others safe. Lunch Club and its associated support has seen a decrease in inappropriate behaviours and has reduced the frequency of absconding.

## Tackling Inequalities

Healthy, Achieving, Active, Respected, Included

The detail of our approach to Tackling Inequality is included in the Annual Child Poverty Action Plan and the key issues are summarised below.

### What We Said We'd Do

We are committed to reducing poverty and inequality within Shetland.

Childhood inequality can happen when certain children are more disadvantaged and do not have access to the same opportunities as many of their peers. When children are faced with inequality, evidence would show that this can impact across all aspect of their lives.

The Shetland Inequalities Commission<sup>9</sup> asks partners to reduce the number of families who are struggling to thrive and lower the percent of households in poverty by 2030.

Taking a whole school and community approach, we are committed to improving outcomes for our disadvantaged and vulnerable children and young people.

We want to identify those pupils in our schools who are facing multiple disadvantages, whilst recognising that any improvements will benefit all our children.

We will strive to use evidence and practice based experience to consider actions or initiatives we could take in our schools that will help those at risk of not fulfilling their academic potential. Some of the approaches already underway in Shetland include:

- Nurture
- PATHS programme
- The Primary 1 Vocabulary Project
- Northern Alliance Emerging Literacy Project
- Free Early Learning and Childcare
- SEAL mathematics
- Access to leisure
- Active communities
- Tackling obesity

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<sup>9</sup> [https://www.shetland.gov.uk/communityplanning/documents/OnDaLevel\\_Report\\_2016\\_000.pdf](https://www.shetland.gov.uk/communityplanning/documents/OnDaLevel_Report_2016_000.pdf)

## What We've Done

The detail of the Tackling Inequality workstream is contained in the Annual Child Poverty Action Plan and is summarised below.

- The aspirations of the Shetland Partnership Plan, the Integrated Children's Service Plan and the Annual Child Poverty Action Plan have been aligned. Tackling Inequality is a key aspect of the Shetland Partnership Plan. Combining that cross cutting equality work with the focus on improving outcomes for children and young people will be a key focus. There is a specific programme of work, referred to as the 'Money' workstream, with the aim to ensure that, 'all households have a good standard of living'.
- The Shetland Partnership developed initiatives to help with families' cost of living.
- We explored options for piloting Free School Meals for those who are entitled in school holidays and developed a 'test of change' proposal for the north isles and Lerwick.
- We implemented the 'Voices for Equity' programme of learning from those who are directly experiencing inequity or disadvantage.
- Voluntary Action Shetland have assisted pupils through the Vaila fund to be included in school trips as their financial circumstances would preclude them from taking part

## What We Will Do Next:

One of the targets in the Shetland Partnership Plan is to reduce the number of children who are not a healthy weight in Primary 1. This is in line with the Scottish Government's recently published strategy on "A healthier future: Scotland's diet and healthy weight delivery plan"<sup>10</sup>, which states that,

"Looking after ourselves and the next generation is vital to our nation's health and our ability to flourish as individuals. Yet far too many people in Scotland face serious risks to their health associated with poor diet and unhealthy weight. We have the highest overweight and obesity levels of any UK nation - nor do we compare well with the majority of our counterparts in the developed world. This situation is unacceptable – not least because it's largely avoidable. Change is needed. Now it's time for a renewed focus on improving the nation's diet and weight. The vision is simple: to create a Scotland where everyone eats well, and we all have a healthy weight. Giving all children the best possible start in life is essential to achieving this. Making the improvements we need to see requires decisive action – and a new food culture. Government alone cannot achieve this. Change happens in our homes and communities, in the places where we eat, live and work, and through the lives we lead. In all these places we must - together - make it easier to eat well and have a healthy weight. Achieving changes also requires a joined up approach to food,

<sup>10</sup> <https://www.gov.scot/publications/healthier-future-scotlands-diet-healthy-weight-delivery-plan/>

where Scotland continues to grow as a Good Food Nation and where good, affordable, locally sourced food is at the heart of our efforts to ensure everyone in Scotland has a healthy diet.”

The Shetland Partnership is supporting a new multi agency programme with an aim to empower and enable communities to make healthier choices. Providing advice, support and services to our children and young people and their families will be a core part of that work.

The **Nutrition and Healthy Weight programme** will focus on the following areas:

- Healthy diet and weight before and during pregnancy
- Supporting more women to breastfeed
- Supporting parents in providing healthy meals and snacks in the early years
- Enabling frontline staff to support parents and children in healthy eating
- Supporting children and young people to develop the skills they need to make healthy choices
- Providing effective weight management support as an integrated part of the services that children currently receive

We will also influence the environment around children and young people to support healthy choices. This programme will also link to on-going work on ‘Fair Food’ and tackling poverty and inequalities.

As part of the **Shetland Partnership** arrangements, services to children and young people will:

- Contribute to the Shetland Partnership projects on:
  - Money Proofing Policies, to ensure all of Shetland's strategic plans are aligned and delivered to support households to maximise their income and minimise their outgoings
  - Right Information or Support, at the right time, to ensure Shetland's workforce has the knowledge, skills and confidence to routinely refer people to income maximisation and employability support services, as required.
  - Fair Food, to move Shetland towards being an Equitable Food community
- Support the embedding of signposting and referral routes of families to the Financial Health, Energy Advice and Employability services, to contribute to the Children's Plan priorities
- Support the ‘Voices for Equity’ project, to strengthen the knowledge of decision makers with no experience of living in poverty
- Support the commissioning of further research on the relationship between higher cost of living and poorer outcomes, with a focus on Child Poverty
- Participate in a Shetland wide approach to tackling stigma experienced by individuals and families within our communities

**Case Study - Voices For Equity: Bringing Lived Experience Into Decision-Making**

The project has recruited people, including parents of children and young people, who are paired in a learning relationship with people responsible for developing, approving and delivering Shetland's future. Together they meet monthly, in their one-to-one learning relationship, to discuss and share their personal stories and experiences on inequality issues in Shetland. Both participants contribute with their personal experiences, and are equally responsible for empowering and challenging each other; the aim is to broaden each other's horizons and understandings. Their personal learnings are nurtured by the exchange of these stories and experiences, and their feedback to each other. Confidentiality is ensured and sufficient facilitation is provided to support the relationships and their learning journeys.

The participant's learnings, both on the method of participation, as well as on experiences of inequalities in Shetland, is fed into the Shetland Partnership Improvement Projects and the wider learning of partner organisations.

Shetland Partnership, 2018

## Corporate Parenting

The community planning partners, the Shetland Partnership, are committed, as corporate parents, to ensure that our Looked After Children, "... feel safe, loved, supported and cared for. We will respect and listen to you and involve you wherever possible".

It is acknowledged that, children and young people who are care experienced or who are looked after have the poorest outcomes of all children and young people in Scotland.

Evidence, for across Scotland, suggests that:

- 50% of the adult prison population were looked after at some time
- 30% of looked after children become homeless
- 50% of looked after children have a mental health issue
- 4% of care leavers go onto higher education

Corporate Parenting exists to try and improve these outcomes, and to improve the level of respect people have for the rights of care leavers and looked after children and young people. This is in line with Corporate Parenting Strategy and the Council's Corporate Parenting Plan.

The partners are committed to undertake the necessary actions, to uphold the rights and safeguard the wellbeing of (our) looked after children and care leavers, and through which physical, emotional, spiritual, social and educational development is promoted.

The agreed priorities are:

- Looked After Children and Care Leavers Are Healthy and Experience Positive Mental Health and Well Being
- Looked After Children and Care Leavers Successfully Gain a Stable Home
- Looked After Children and Care Leavers Have Access to Responsive Education and Training Facilities That Prepare Them for the Work Place
- Care Leavers Have Access to a Range of Employment Opportunities Including the Shetland Partnership Family Firm
- Looked After Children and Care Leavers Are Supported to Stay Out of the Criminal Justice System Wherever Possible
- Looked After Children and Care Leavers Rights Are Promoted and Protected by the Shetland Partnership and Their Views Considered on Matters Affecting Them

The improvement plan focuses on six key areas linked to the Scottish Care Leavers Covenant. These are:

- Health and Wellbeing
- Housing and Accommodation

- Education and Training
- Employment
- Youth and Criminal Justice
- Rights and Participation

Projects which will support this approach include:

- Development of universal family support services to rebalance care away from out of home placements using evidence based interventions – a re profiling of care placements.
- Increasing the number of foster carers with an initial focus on teenage placements
- Creating a culture of prevention through strengthening tier 2 service provision. In the first instance through implementation of the Incredible Years Model for 2 – 6 year olds in partnership with NHS Shetland and extension of the Theraplay intervention.
- Creating new gateway processes for off island placements including regular reviews to ensure priority is given to these children and young people when resources become available in Shetland
- Creating a rights based culture where compulsory measures of care are in place, wherever possible, prior to any admission to care
- Reshaping our workforce taking into account SSSC Workforce Regulation and level 9 requirements for residential childcare
- Pursuing the residential business plan for residential care in Shetland 2017 – 2025 to ensure a residential estate is in place to meet medium to long term needs. This business plan now has approval.
- Delivering the first National Improvement Framework which identified the following areas for improvement:
  - Improvement in attainment, particularly in literacy and numeracy
  - Closing the attainment gap between the most and least disadvantaged children
  - Improvement in children and young people's health and wellbeing
  - Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### **What We've Done**

- Increased number of foster carers
- Stop and Go – Nationally, care experienced young people have a list of things they would like to stop and a list of things to go. In Shetland, we have formed a steering group to look at this for Looked After Children.
- Increased numbers involved in Theraplay
- 24 care experience young people from Shetland engaged with Who Cares? Scotland in a variety of ways over the last year including receiving individual independent advocacy support, attending a broad range of participatory opportunities and

creating collective advocacy. The voices of Shetland's care experience young people were well represented locally, regionally and nationally as one young person attended the Care Council, two young people were offered places on the Care Collective, one young person has an audience with Nicola Sturgeon as one of 1,000 voices and much more.

**Case Study: Who Cares? Scotland**

Journeys, an interactive live exhibition where care experienced young people from across the north of Scotland came together to explain their journey through care. Eight young folk and two under 5's from Shetland went to Inverness in July 2018 and displayed the ragdolls they had made to represent how they felt about their care experience. 300 people viewed the exhibition over two days in Inverness and many more since.

In February 2019 five young people made the trip from Shetland to Orkney to present at the "Growing Up in Orkney" Conference. They designed and ran two powerful and interactive workshops for young people and professionals aiming to give them a greater understanding of what care is, how it feels to be in care and what people can do to help. The young people ran a total of six workshops over the two days with over 120 people attending.



## Participation

Achieving, Respected, Responsible, Included

### What We Said We'd Do

Provide a mechanism for children, young people, families and carers voices to be represented and shared with policy makers.

Establish a shared understanding of what participation means to children, young people, their families and carers as well as service providers.

Increase opportunities for children, young people, families and carers to participate within existing structures.

Establish methods of evidence how the views of children, young people, families and carers have been listened to, respected and acted upon.



This philosophy has been taken forward and developed further in the Shetland Partnership Plan.

## Priority: Participation

People participate and influence decisions on services and use of resources





### Our Shared Priority

The Shetland Partnership wants to help people in communities actively participate with public service providers to improve the lives of people in Shetland. We will do this by changing the way we work.

There is a need to change the way we work as a result of legislative change, reducing public sector resources, and because people in Shetland tell us they would like more involvement in the decisions that affect them (Scottish Household Survey, 2016).

The Shetland Partnership wants to help people to be more closely involved in shaping the future of their communities. This will include supporting people and communities to develop their skills and knowledge in order to participate fully and effectively in community planning. This support will aim to empower those who can most benefit.

What will be different for communities by 2028?	How will we know if we are making a difference?
 <b>Outcomes</b>	 <b>Indicators of Change</b>
<p>The Shetland Partnership will be a successful partnership – between public agencies and with communities – helping to deliver improved outcomes for people across the Isles</p>	<ul style="list-style-type: none"> <li>↑ Satisfaction with public services</li> <li>↑ Community participation activity and impact</li> <li>↑ People who feel they can influence decisions affecting their local area</li> <li>↓ People who feel they want to be more involved in decision making</li> <li>↑ Community Council seats contested</li> <li>– All other outcome indicators</li> </ul>
<p>Communities will feel empowered and the majority of people in Shetland will feel more able to influence the decisions that affect them and have a strong understanding of how and why decisions are taken</p>	
<p>Staff from across the Shetland Partnership will be actively seeking to involve communities in decision making and service delivery, including identifying and involving those who do not often have their voices heard</p>	

*Detailed information about the indicators, and what we hope to achieve can be found in Appendix 2*

### What We've Done:

- The aspirations of the Shetland Partnership Plan and the Participation element of the Integrated Children's Service Plan have been aligned. Participation is a key aspect of the Shetland Partnership Plan. There is a specific programme of work, referred to as the 'Participation' workstream, with the aim to ensure that, 'people participate and influence decisions on services and use of resources'.
- The work on participation for children and young people has also been integrated into the Community Learning and Development Strategy.

### Measures of Success

Our Integrated Plan identified how we would measure progress on improving outcomes for children and young people, using the following measures.

We agree that participation is a fundamental right.

Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.

During 2018 Shetland supported Scotland's themed year - The Year of Young People. It was a big success for children and young people in our community. Partners in both the public, private and voluntary sector came together to support participation in a wide range of local and national events and opportunities including:

Map6 Photography Project, 16 Photography Project, Mid Summer Carnival, Brae Carnival, Viking Bus Street Art Mural, YOYP Voices at Glasgow Archives, Youth Work Week Shetland Celebration, Youth Work Through the Decades Photo Gallery, #ScotWord, #ScotArt, YOYP Plug In National Gathering in Perth, Young Scot Awards, Spirit of Young People, YOYP Suicide Prevention Week, Gig in the Park & Summer Cycle, 2018 Trees & Bees Initiative, YOYP Vermont to Shetland Folk Festival Initiative, FutureProof 'The World's a Wedding', Children & Young People's Commissioner Island Visitation, YOYP Ambassador Fest in Glasgow, YOYP Regional Training in Shetland, Human Rights Gathering, YOYP partnership with NorthLink Ferries and more.

A particular local highlight was the BIG Takeover. The BIG Takeover was one of Shetland's largest events for young people yet, spread across various venues and held as a part of the national celebration of the Year of Young People 2018 in Scotland.

Venues hosting events as part of The Big Takeover were Mareel, Clickimin Leisure Complex, Shetland Museum and Archives, Islesburgh Community Centre, Shetland Library, Garrison Theatre, Gilbertson Park and the Jubilee Flower Park.

Ambassador Abbie Nicolson, 17, said she was excited to be involved in the weekend. She volunteered at various events and helped organise the takeover. She said, "I took part in a lot of stuff and volunteered over 20 hours during the weekend. There were so many different events. I volunteered at nearly all the different venues, and it is brilliant that so many of them sold out."

#### The BIG Takeover in Numbers....

- ✓ 3 Days
- ✓ 7 Venues
- ✓ 50 Ambassadors
- ✓ 70 Activities
- ✓ 1500 Members
- ✓ 2700 Tickets
- ✓ 10,000 Attendees



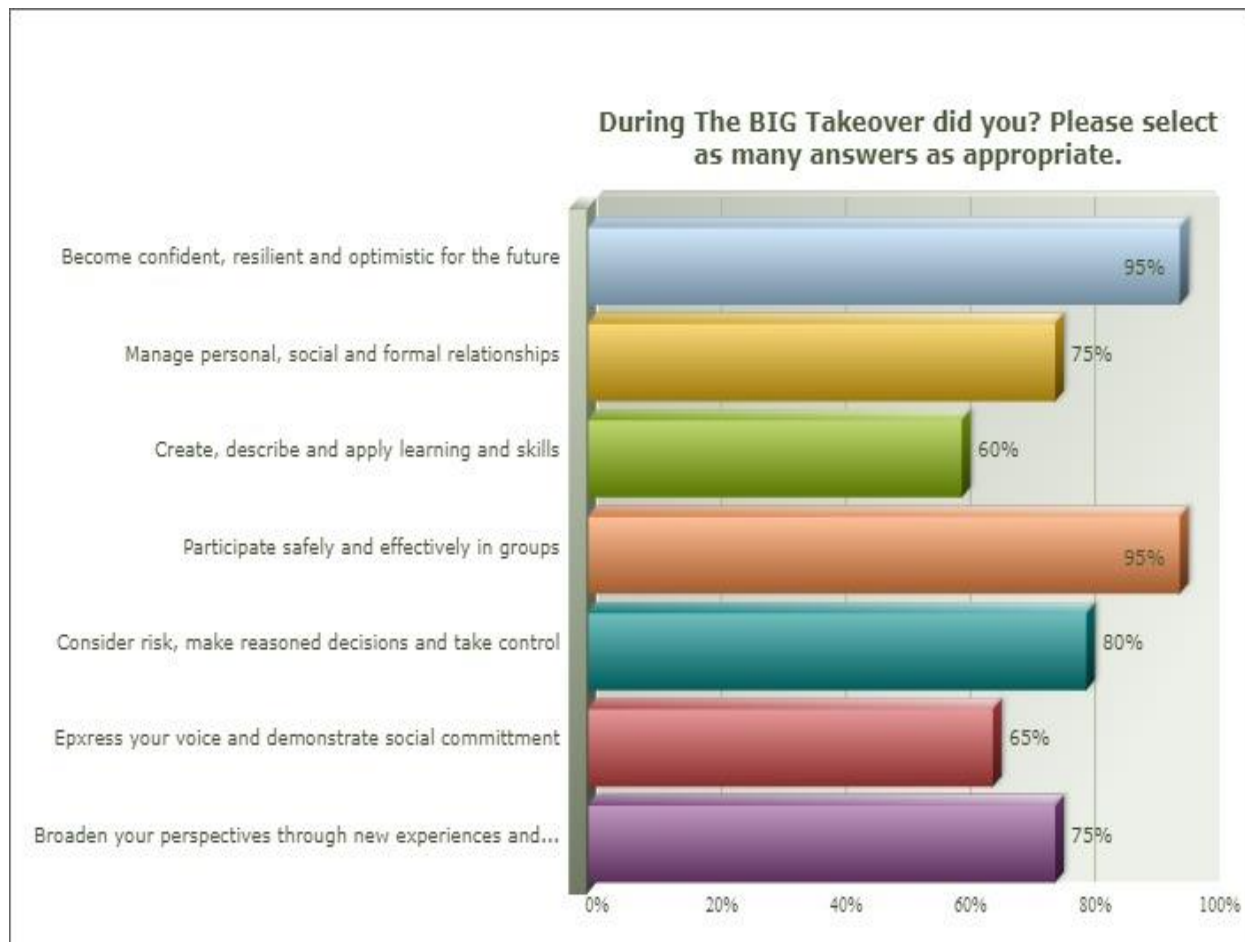
The BIG Takeover Launch Event

We ensured all children and young people could access the BIG Takeover whether they lived in Baltasound or Bigton with additional buses and ferries organised to help participants get in and out of Lerwick. Furthermore, free memberships were provided to children and young people that access free school meals or Education Maintenance Allowance (EMA). You can view the evaluation film featuring interviews from a number of event partners and young people who took on the role as Year of Young People Ambassadors:

<https://youtu.be/IEdR48rcSvs>

Having conducted post event evaluation with the ambassadors a large majority of them agreed that they had:

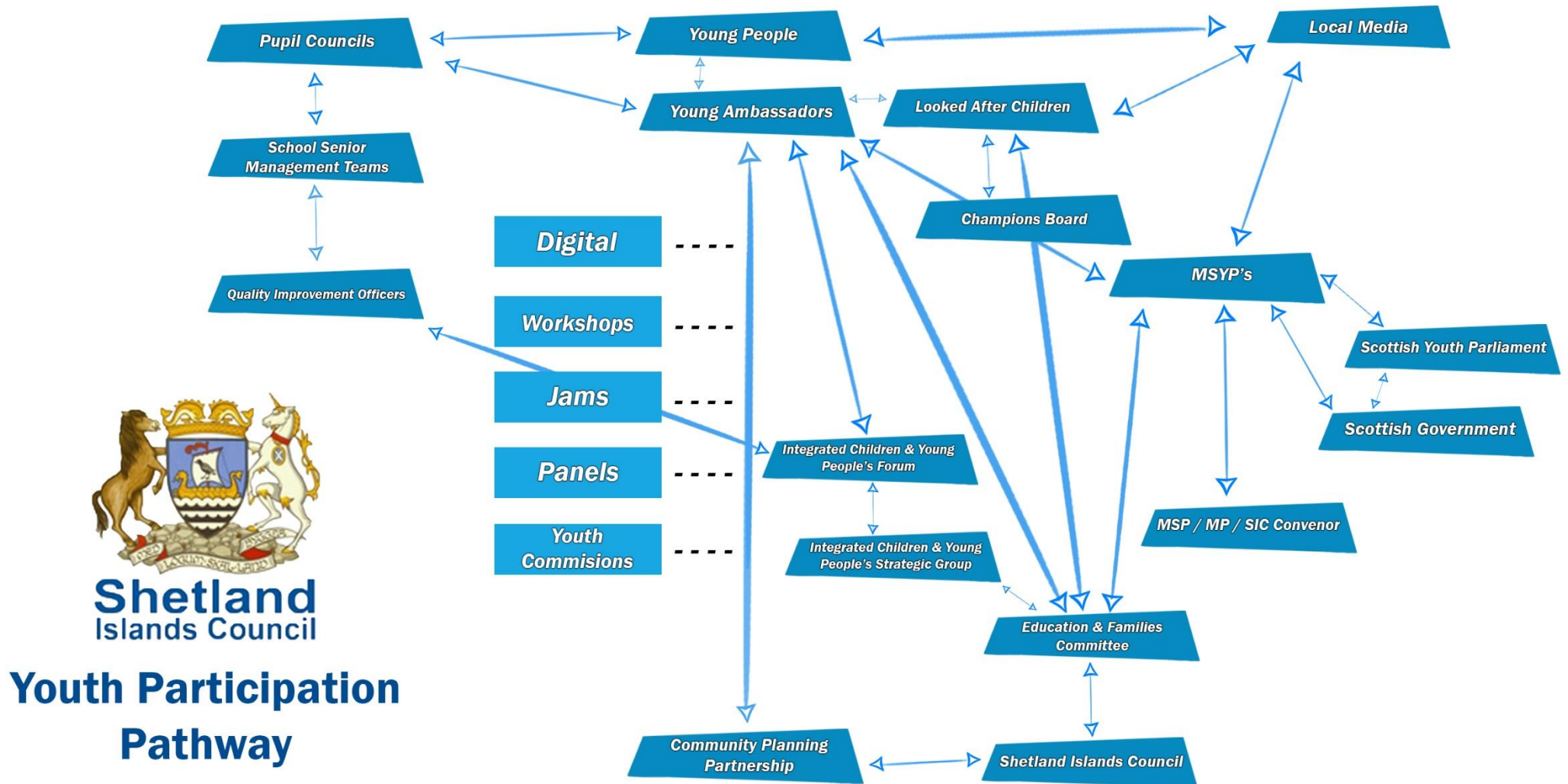
- ✓ Increased confidence, resilience and optimism for the future.
- ✓ Can participate safely and effectively in groups
- ✓ Expressed their voice and demonstrated social commitment
- ✓ Broadened their perspective through new experiences and thinking



As part of our legacy plan young people will have the opportunity to become youth ambassadors (working title) for the area and will be supported by Shetland Islands Council's Youth and Employability Service staff to actively engage in the decision making process.

Young people will be creating, designing and delivering solutions in collaboration with agencies and organisations. We will work with young people across Shetland to create real change to policy, practice and services. Engaging young people as equals in the process, giving them a voice and shared power with decision makers. This process allows services and organisations to engage meaningfully with young people and children.





## **What We Will Do Next:**

Organisations will discover the benefits of making decisions with young people to solve real world challenges and exciting new ways of working. We hope to build capacity, develop new skills and increase collaboration within the organisations and young people.

Young people will have the opportunity to work towards a range of wide accreditation including:

- Saltire Awards
- Shetland Youth Volunteering Awards
- Participative Democracy Certificate
- Duke of Edinburgh 'Volunteering' Sectional

There will be a partnership agreement established with the ambassador group and the organisation, with clear timescales and outcomes identified. These will be measured and analysed as part of the process and reported to the Integrated Children and Young People's Strategic Planning Group as well as the Shetland Partnership, Shetland's community planning arrangements.

There a number of ways that have been identified nationally as good practice when working with young people and we have captured those within our model.

**Digital** – we can use online surveys other activities to offer a snapshot of current attitudes and emerging trends.

**Workshops** – focussed local sessions to quickly understand the priority issues for young people.

**Jams** – taking place over one or two days, Jams are highly immersive events with young people and stakeholders working together.

**Panels** – involves an established group to becoming experts on a specific challenge over three to twelve months, developing ideas and recommendations as they go.

**Youth Commissions** – over one or more years, a youth commission investigation includes in-depth understanding, developing their own evidence gathering and engaging with other young people.

### Case Study : Year of Young People (YOYP) Ambassador – Christine Johnson

“I feel so incredibly lucky for having the opportunity to be a YOYP Ambassador and be able to volunteer during The BIG Takeover. From the moment, I heard about it, I was ecstatic. I was able to volunteer at multiple venues but also enjoy the different events myself.

One thing I was very proud to do was takeover the YOYP's social media pages for a day and promote the variety of activities that were on during the day. Therefore, I spent it by taking videos and photos of events like the Circus Workshops, Nick Sharratt storytelling, and the Pirates Craft Workshop. I was also able to interview another ambassador about his or her experience.

Something I never thought I would have the confidence to do was interview two music bands. This experience taught me that however daunting something seems, if you are willing to give it a shot, everything will work out. My communication skills - the ability to approach strangers and strike a conversation with them certainly improved.

Another event I took part in included the Inflatables at the 60/40, which was a favourite among most young people. Volunteering there, I could see how happy all the children were at having this fun, rare activity. The BIG Circus, Shetland's Youth's Got Talent and the Murder Mystery, were other events I really enjoyed.

My only regret was not being able to go to everything! It was a weekend I will never forget and a once in a lifetime experience”.





## Outcomes Based Approach

An outcomes based approach encourages us to focus on the difference that we make and not just the inputs or processes over which we have control. Success is about **impact** and our plans should be clear about how we intent to make tangible improvements to the lives of our children and young people.

We will Focus activity and spend on achieving real and lasting benefits for people and minimise the time and expense on tasks which do not support this purpose.

We aim to create the conditions to release innovation and creativity to deliver better outcomes.

This section pulls together the outcomes for children, and their families, that we are working to improve.

### Shetland Partnership Plan

Indicator	2018 Baseline	2021 Target	2028 Target
Children living in low income families	5.7% of children in Shetland live in low income families	No more than 5% of children in Shetland live in low income families	No more than 3% of children in Shetland live in low income families
Child protection cases involving alcohol and drug misuse	The proportion of child protection cases involving parental alcohol and drugs misuse is 3 times the national average	The proportion of child protection cases involving parental alcohol and drugs misuse will have reduced by at least a third	The proportion of child protection cases involving parental alcohol and drugs misuse will be in line with the Scottish average or less
Children who are not a healthy weight in Primary 1	17.4% of children in Primary 1 are not a healthy weight	The proportion of children in Primary 1 who are not a healthy weight will have reduced to no more than 12.5%	The proportion of children in Primary 1 who are not a healthy weight will have reduced to no more than 7.5%
Positive destinations for school leavers	96.1% participation	At least 97% participation	At least 98% participation
People in Shetland who feel part of their community	88% of people feel that they are part of their community	At least 90% of people will feel part of their community	At least 95% of people will feel part of their community

<b>Indicator</b>	<b>2018 Baseline</b>	<b>2021 Target</b>	<b>2028 Target</b>
Foodbank usage	45 food parcels on average distributed per month	No more than 34 food parcels on average distributed per month (25% reduction)	No more than 11 food parcels on average distributed per month (75% reduction)
Fuel poverty	53% of households in Shetland are in fuel poverty	No more than 35% of households in Shetland are in fuel poverty	No more than 27% of households in Shetland are in fuel poverty
Households in Shetland who do not earn enough to have an acceptable standard of living	49% of households in Shetland do not earn enough to have an acceptable standard of living	No more than 35% of households in Shetland do not earn enough to have an acceptable standard of living	No more than 25% of households in Shetland do not earn enough to have an acceptable standard of living
People drinking at harmful levels	20% of people are drinking at harmful levels	No more than 18% of people are drinking at harmful levels	No more than 15% of people are drinking at harmful levels (or in line with the National Average, whichever is lower)
People engaging in physical activity	77% of people engage in some form of sport and physical activity	At least 80% of people engage in some form of sport and physical activity	At least 90% of people engage in some form of sport and physical activity

## **What next – our plans for 2019-20 and beyond**

This section summaries the key actions which we will progress during 2019-20, and beyond:

- Implement the Child Protection Committee Improvement Plan.
- Deliver the Implementation Plan for the Emotional Wellbeing Project.
- Support the Implement the Project Plan to deliver the aims of the Anchor: Early Action Systems Change Project.
- Support the Implement the Annual Child Poverty Action Plan.
- Support the development of the project to support Nutrition and Healthy weight lifestyles.
- Continue to develop the activity to improve the outcomes for our Looked After Children.
- Develop and implement the Youth Participation Pathway.
- Implement the development programme for youth offending.

### Case Study: Learning Out Of The Box

By: Charis Scott, Children's Occupational Therapist, NHS Shetland

#### Overview of project

The “Ready to Act” and the “Active Independent Living Programme” are plans from the Scottish government on how to improve Allied Health Professionals (AHP) service to ensure that interventions are early and preventative. Crucially in terms of children services, these plans also highlight the need for AHP services to be available for all children to access and benefit from.

The majority of Occupational Therapy intervention for many years has been focused on specialist interventions which are time consuming and only available to those who would be classed as having high to moderate needs. Research has now indicated that the population of children who would be classed as having mild needs are also at risk of developing other issues in the future if their needs are not met (Hutton, Tuppeny & Hasselbusch, 2016). This is further supported by Heckman (2013) who discussed how at an early age a child begins to develop their intelligence and social skills. Heckman then developed the Heckman curve to demonstrate that the earlier that is received in a child’s life to support development, the greater the positive impact on their future prospectus and health.

The Royal College of Occupational Therapist has proposed that there is a move away from one to one therapist intervention (unless needed) and adopt a Universal, Targeted and Specialist approach (Hutton, Tuppeny & Hasselbusch 2016). Chu (2017) highlighted that this approach will help to support all children and potentially prevent any additional issues arising.

The aim is to provide this Universal, Targeted and Specialist support in every Primary school to improve the prospectus of every child and increase their engagement in learning. The Project has been successfully rolled out in two schools in Shetland and support is in place for another three schools. The aim is to meet the needs of all 22 primary schools in Shetland by 2021.

#### Summary of School 1 Joint Occupational Therapy and Physiotherapy Motor Group

From collaboration with school it was identified that the **overall aim** of the **Universal and Targeted input in schools** was

“For their children to be more confident in their own abilities and reduce their potential vulnerability from being singled out due to poor/reduced motor capabilities therefore reducing the gap between child and peer so that everyone is included”.

From this a targeted number of pupils were identified to attend an 8 week motor skills group. The aim **for this group intervention** was:

“For each child to have an increase of one point in their self rated ability when performing their chosen personal outcome by the end of the 8 week group sessions compared to their self rated score prior to group intervention”.

### **Make up of Sessions**

Every week at least one activity was selected from each of the 9 skills below, which make up the core components of a child’s motor skills.

- Hand/eye co-ordination and foot/eye co-ordination
- Proprioception, Kinaesthesia and Body Awareness
- Eye tracking
- Bi-lateral integration and crossing the midline
- Core stability and balance
- Spatial awareness
- Rhythm, auditory/ visual sequencing
- Dexterity/fine motor
- Auditory and visual perception

### **Outcome Measures**

The children were involved in developing improvement measures that were meaningful to them. Seven of the nine children made improvements of at least one point, four of which improved by two points or more.

### **Observational Outcomes**

**Motor Skills:** All children appeared to become more confident when engaging in activities by the end of the 8 weeks and all appeared to make progress with improving their motor skills.

**Social Interaction:** Every child became more animated by the end of the 8 weeks and all encouraged one another to engage in activities.

### **Cost Evaluation**

The 8 week group would cost £5.19 per child each week whereas one individual intervention would cost the service £17.67 per a child (not inclusive of travel expenses).

### **Summary of School 2 Occupational Therapy Group**

From collaboration with school it was identified that the **overall aim** of the **Universal and Targeted input in schools** was:

“For all staff to have the knowledge and resources to be confident when supporting one of their children regulate their senses to enable him to be ready to learn. From this, successful means of communication between school and home will be created to provide consistence for this child. Eventually, the long term goal will be for this child to participate more in whole school activities.”

From this the whole school attended an 8 week food group. The aim **for this group intervention** was

“For there to be a increase in each child’s self rated ability in regards to their chosen food related personal outcome by the end of the 8 week Food Group (by March 2019) compared to their self rated score prior to group intervention. Each child’s knowledge and skills to engage in the occupation of cooking/baking will increase alongside their social interaction and fine motor skills by the end of the 8 weeks.”

### **Make up of Sessions**

Each week a food activity was selected which would involve a sensory element to it by: developing essential life skills; processing skills; social interaction skills; promote healthy eating; and develop fine motor skills.

### **Outcome Measures**

#### **Personal Outcomes**

The children were involved in developing improvement measures that were meaningful to them. All eight children who were able to choose their own personal outcomes made improvements of at least one point, six of which improved by two points or more.

#### **Parent Outcomes**

Parents highlighted improvements in using cutlery appropriately, participating more in meal preparation, trying new food and enjoyment in participating in school activities.

### **Cost Evaluation**

For group intervention it cost approximately £8.34 per a child compared with £23.56 per a child for individual interventions.

Hutton, E., Tuppeny, S., & Hasselbusch, A. (2016). Making a case for universal and targeted children’s occupational therapy in the United Kingdom. *British Journal of Occupational Therapy*, 79(7), 450–453. [online]. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/0308022615618218>

Chu. S., (2017). Supporting children with special education needs (SEN): An introduction to a 3-tired school-based occupational therapy model of service delivery in the United Kingdom. *World Federation of Occupational Therapist Bulletin*. Vol.73, No.2, pp. 107-116.

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<https://www.shetland.gov.uk/communityplanning/documents/180801SPPforWebFINAL.pdf>

Revised [Child Poverty Strategy for Scotland](#) (2014)

[Supporting Young People's Health and Wellbeing – a Summary of Scottish Government Policy](#) (2013).

A guide to [Getting it Right for Every Child](#) (2012) provides a consistent way for people to work with all children and young people.

[Play Strategy for Scotland: Our Vision](#) (2013)

[Play Strategy for Scotland: Our Action Plan](#) (2013)

[The National Parenting Strategy](#) (2012).

[The Child Poverty Strategy for Scotland](#) (2011).

[Child Poverty Strategy for Scotland - Our Approach - 2014 – 2017](#) (2014)

[Children and Young People \(Scotland\) Act](#) (2014)

[Children and Young People \(Scotland\) Act, statutory guidance](#)

[Improving Maternal and Infant Nutrition Framework](#) (2011).

[A new Look at HALL 4](#) (2011) gives guidance on delivering Health for all Children (HALL 4).

The [National Performance Framework](#) (2011)

The [Children and Young People Mental Health Indicators set](#) (2011) contains a further, but not exhaustive, list of policies.

[Getting it Right for Looked After Children and Young People](#) (2015)

[National Guidance for Child Protection in Scotland](#) (2014)

[The Early Years Framework](#) (2009) is about giving all our children the best educational start in life.

[The Children & Young People Improvement Collaborative](#) – formerly the Early Years Collaborative and Raising Attainment for All

[Curriculum for Excellence](#) - developed from 2002 onwards is about giving all our children the best educational start in life.

[These Are Our Bairns](#): A guide for community planning partnerships on being a good corporate parent, 2008

[Achieving Our Potential](#): A Framework to tackle poverty and income inequality in Scotland (2008)

[Health Visiting Pathway](#) (2015)

[Getting Our Priorities Right](#) (2013)

The [NHS Health Scotland](#) website contains key health policy reports with recommendations on immunisations, pregnancy, early years, and child dental health. The [Equalities section](#) of the website contains policy information detailing the legislative framework specific to young people's health.

The Christie Commission <https://www.gov.scot/Publications/2011/06/27154527/0>

Role of Child Health Commissioners [https://www.sehd.scot.nhs.uk/mels/CEL2011\\_19.pdf](https://www.sehd.scot.nhs.uk/mels/CEL2011_19.pdf)

Aim of Children's Services Plans <https://www.gov.scot/Publications/2016/12/8683/7>

Shetland Child Protection Committee Safer Shetland – Safeguarding children and young people in Shetland 2017-18

<https://www.safershetland.com/assets/files/CPC%20Annual%20Report%202017-18.pdf>

Improvement Service Benchmarking Service

<http://www.improvementservice.org.uk/benchmarking/explore-the-data.html>

NHS Health Scotland Child Health Resources:

[http://www.healthscotland.scot/population-groups/children/child-poverty?utm\\_source=Email&utm\\_campaign=ChildPovertyLaunch&utm\\_content=Email](http://www.healthscotland.scot/population-groups/children/child-poverty?utm_source=Email&utm_campaign=ChildPovertyLaunch&utm_content=Email)

ISD data on key policy drivers for maternal and neonatal care e.g. Best Start 5 Year Plan etc

<https://www.isdscotland.org/Health-Topics/Maternity-and-Births/Publications/2017-11-28/2017-11-28-Births-Report.pdf>

A healthier future: Scotland's diet and healthy weight delivery plan

<https://www.gov.scot/publications/healthier-future-scotlands-diet-healthy-weight-delivery-plan/>

ENDS





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>28 June 2019</b>
<b>Report Title:</b>	<b>External Audit Reports – Care Inspectorate Reports on Cunningsburgh and Fair Isle Primary School Early Years Services</b>	
<b>Reference Number:</b>	<b>CS-17-19-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children's Services</b>	

### 1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the content of the Care Inspectorate Report on the Cunningsburgh Primary School Early Years and the Fair Isle Primary School Early Years services.

### 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 Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding day care of children and hostel accommodation from the Care Inspectorate.
- 2.4 The purpose of this report is to highlight two such recent reports from the Care Inspectorate.
- 2.5 The Cunningsburgh Primary School Early Years service was inspected by the Care Inspectorate on 13 March 2019. The inspection report is included as appendix 1. The Fair Isle Primary School Early Years service was inspected by the Care Inspectorate on 18 March 2019. The inspection report is included as appendix 2.
- 2.6 The Inspection Grades for Cunningsburgh Primary School Early Years were:
- |                                       |              |
|---------------------------------------|--------------|
| Quality of care and support:          | very good    |
| Quality of environment:               | good         |
| Quality of staffing                   | not assessed |
| Quality of management and leadership: | not assessed |

2.7	<p>The Inspection Grades for Fair Isle Primary School Early Years were:</p> <table> <tr> <td>Quality of care and support:</td><td>very good</td></tr> <tr> <td>Quality of environment:</td><td>very good</td></tr> <tr> <td>Quality of staffing</td><td>not assessed</td></tr> <tr> <td>Quality of management and leadership:</td><td>not assessed</td></tr> </table>	Quality of care and support:	very good	Quality of environment:	very good	Quality of staffing	not assessed	Quality of management and leadership:	not assessed
Quality of care and support:	very good								
Quality of environment:	very good								
Quality of staffing	not assessed								
Quality of management and leadership:	not assessed								
2.8	There were no formal recommendations or requirements for improvement at either setting.								
<b>3.0</b>	<b>Corporate Priorities and Joint Working:</b>								
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.”								
<b>4.0</b>	<b>Key Issues:</b>								
4.1	<p>The Care Inspectorate commented on the following strengths in Cunningsburgh Primary School Early Years:</p> <ul style="list-style-type: none"> <li>• There was a calm, caring, warm atmosphere, with kindly staff and stimulated, happy children.</li> <li>• Since the Education Scotland inspection in May 2018, there had been several changes including more natural resources, loose parts play, and more child-led activity. Staff supported children’s needs through regular observations and evaluation of learning.</li> <li>• Staff had regular planning meetings, and records and care plans were up to date.</li> <li>• Staff listened to children and valued their views and opinions.</li> <li>• There was plenty of learning about healthy life styles.</li> <li>• There was daily access to outdoor play.</li> <li>• Staff worked very well with the children and their families, and parents felt welcome and included. Parents were very happy with the service and the ways it communicated with them, including on-line updates.</li> </ul>								
4.2	There were no formal recommendations or requirements for improvement in Cunningsburgh Primary School Early Years. The Care Inspectorate noted that the setting was following an improvement plan that had been put in place after the Education Scotland inspection in 2018. Preparations were also underway for the expansion of the setting to provide 30 hours of care a week.								
4.3	<p>The Care Inspectorate commented on the following strengths in Fair Isle Primary School Early Years:</p> <ul style="list-style-type: none"> <li>• There was a caring and welcoming learning environment, within a strong community.</li> <li>• There were opportunities for group play between Early Years and older primary children.</li> <li>• There was a good range of stimulating learning activities. Regular observation and discussion ensured that learning needs were well met.</li> </ul>								

<ul style="list-style-type: none"> <li>• Healthy life styles were promoted and there were very good opportunities to learn about the environment</li> <li>• Parents were very happy with the service and the ways it communicated with them.</li> </ul>	
4.4	There were no formal recommendations or requirements for improvement in Fair Isle Primary School Early Years. The Care Inspectorate noted that the Early Years Assistant was working towards a qualification that meets the requirement for registration with Scottish Social Services Council (SSSC).
<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</b> <b>Previously considered by:</b>	N/A

**Contact Details:**

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**Report Finalised:** 17 June 2019

**Appendices:**

Appendix 1: Care Inspectorate Report on Day Care at Cunningsburgh Primary School Early Years  
Appendix 2: Care Inspectorate Report on Day Care at Fair Isle Primary School Early Years

**Background Documents:**

NONE

**END**

## Cunningsburgh Early Years Day Care of Children

Cunningsburgh School  
Cunningsburgh  
Shetland  
ZE2 9HB

Telephone: 01595 807250

**Type of inspection:**

Unannounced

**Completed on:**

13 March 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2004070872

## About the service

Cunningsburgh Early Years operates from a purpose built extension to the primary school premises in Cunningsburgh, an area on mainland Shetland. During the operating times the service has dedicated use of the open plan playroom with kitchen area, toilets, office and fully enclosed outdoor area. Children also have use of the school gym, library, grounds and community play park nearby.

The service is registered to provide a care service to a maximum of 20 children aged three years to those not yet attending primary school.

We noted the Cunningsburgh School encouraged the children to: "always do your best".

The vision of the service was:

"To ensure children develop the knowledge, skills and attributes they need to achieve their fullest potential in learning, life and work."

We held a feedback session with 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 14 children attending the service, the majority of whom talked informally with the Inspector during the morning. We asked children if they liked coming to play at this nursery and those who were asked told us that they did. The children were interested in what the Inspector was doing and we talked with them in an open and easy manner.

Among their comments were:

- "We are going outside later and you can see the mud-slide. We made it and it's really slidey".
- "I have been in the swimming pool. It's not a real swimming pool 'cos we made it but it's really good. We even have towels to dry with".
- "I have been painting at the easel but now I think it's snack-time. We get snack all the days".
- "Did you see my suit is all muddy? The mud was wet so we hanged it up but it's dry now. You ken it's dry 'cos the mud is a different colour but when we go out it will be all muddy again 'cos the mud will be wet".

We observed the children as they played. Children were animated whilst talking with the staff and positive relationships had been established. We saw children were relaxed and very 'busy' with their chosen activities. We saw happy, smiling faces and confident children who played well together within the setting.

We talked with seven of the parents and carers who arrived to collect their child. They were happy to talk with the inspector and told us that they were very happy with the care and support provided at Cunningsburgh. They considered the environment was safe and secure and the children had a good choice of activities. Parents told us the children were outdoors every day and described how they came home happy and delighted to have been playing in the mud. One parent told us she had been using the service for many years and had staff been consistently friendly and helpful.

Among their comments we heard were:

- "Great staff - they do so much with the bairns. The bairns really love it here."
- "I love the way they encourage the children to do things by themselves - it really brings them on. My child does things at home that they have learnt in nursery".
- "Since the last inspection when they did not have a good report I see they have changed many things. There is more info sharing, and I love the 'Class Dojo' - just love all the photos and seeing what they are doing".

We sent out six Care Standards Questionnaires to the service to give to parents and received four questionnaires back. We emailed two parents and received a positive reply back.

We noted the parents very happy with the service and we noted there were several written comments, including:

- "A welcoming place with lovely staff. Really appreciate the photos on 'Class Dojo' - it's a good way to prompt conversation at home about the day's activities".
- "Following the assessment of Cunningsburgh school/early years last year changes have been implemented into the early years setting. Lot of written info on boards, in corridor outside room".
- "Variety of activities the children can get involved in and the willingness to take them outside most days".

We shared all feedback we had gained through these methods 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 normally look at their quality assurance processes and how they were monitoring the quality of the provision but did not do so because this will be followed up by Education Scotland when they next inspect 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 the atmosphere at Cunningburgh Early Years was calm and caring, with kindly staff who worked with the children and their families in warm and friendly manner. Parents who were asked told us they felt welcome and included and were regularly updated by staff about their child. Children were relaxed, and happy, comfortable with staff and enjoying their play.

Since the previous Care Inspectorate inspection in January 2016 we noted several changes to the early years environment. Children had access to a range of stimulating and interesting learning opportunities. We noted there were more natural resources, loose parts play had been introduced, and the play and activities in general were more child-led. We noted children were engrossed in their play. We saw happy smiling faces and heard the busy 'hum' of children who were investigating, exploring and creating.

We saw a nice example of co-operative play when they were making a 'swimming pool'. Staff asked what they needed, provided resources and blew up an inflatable pool for them. We heard them deciding together what the swimming pool rules would be, with children taking the lead, for example: "no shoes as that will hurt the pool and maybe tear it" and "no more than three in the pool as there is no room for any more". We noted that staff stood back and let children explore and investigate by themselves. They knew when they needed to offer additional support or intervene. Information was shared with parents through the learning stories, verbally and via the online 'Class Dojo'. Parents told us they liked the instant updates and it was nice to see photographs of their children's time at nursery.

Staff had regular meetings to discuss the service including planning and how to support care needs. We noted the small staff team worked well together. We noted children's records were up-to-date and safely stored. Staff sought information from parents which allowed them to plan specific care for each child. Care plans were updated regularly and showed how each child's needs were met. Those children with additional health needs were well cared for with staff receiving additional training to support them in their role.

The service had procedures in place to safeguard children, for example: a child protection policy providing guidance for staff and child protection awareness training on a rolling-programme as part of the staff's core training. When asked staff demonstrated a sound understanding of their roles and responsibilities to protect children. Appropriate systems were in place for recording and reporting any concerns.

Staff told us they had attended a range of training opportunities since their last inspection which enabled them to keep updated with current childcare initiatives and best practice. Staff supported the children's individual learning needs through regular observations and planned for their further development. We saw they were now using a 'Big Book' system for planning and evaluation with the children. We did not look at this in depth as this will be followed up by Education Scotland.



Children had daily opportunities to learn about healthy lifestyles, for example: healthy eating. We observed snack-time and saw children learning to socialise, learn good manners as well as tidy up their dishes. All of which promoted their social development and taught them good life skills. We noted staff were very good at ensuring children with food allergies were well cared for and at no risk whilst eating. We saw staff listening to and valuing children's views, stories and opinions. Staff promoted positive behaviour and were very good role models for the children to follow. We heard staff remind the children to wait their turn, help their friends at snack-time, and play nicely together.

Children had access to fresh air and outdoor play daily, which parents told us they liked. Parents had been asked to provide an outdoor suit and boots so children could keep warm outdoors during the winter months. We joined the children for the outdoor session and found that for many, this was the highlight of their morning. Staff showed us the 'Big Book' with photographs of children enjoying sledging in the snow. Once the snow had gone they still wanted to slide so children had made their own mud-slide.

We saw them all thoroughly enjoying sliding here, adding water so it would keep slippery and getting covered from head to toe in mud. We saw afterwards they were very adept at taking off their muddy things, wash hands and return to the playroom. Parents were very much onboard with this with several telling us that it was lovely to see children playing so naturally and getting messy.

## What the service could do better

There were several areas we agreed the service would look at:

- Staff told us they would continue following the improvement plan they had put in place following the Education Scotland inspection. They planned to further develop the service in order to ensure they were providing a supportive learning environment for the children.
- We noted the outdoor area was in need of further development. However, there were plans in place to extend the early years unit in order to provide the extended 1140 hour sessions. This was to be built where the outdoor area is. Staff told us a new outside space would be created, which they planned to develop with the children and consult parents. Staff were keen to promote outdoor play.
- We noted some children did not follow appropriate procedures when washing their hands. These were children who had recently started at the service. We reminded staff to support these children following current guidelines.

We shared updated version of the infection control guidance dated May 2018:

<http://hub.careinspectorate.com/media/726344/infection-prevention-and-control-daycare-and-childminding-settings-2018.pdf>

- One member of staff's first aid training had lapsed and a refresher course had been booked.
- We also noted some of the documentation had the old Care Inspectorate address and we shared the current address in order for them to update all necessary documents.

## 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
28 Jan 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
22 Jan 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
22 Feb 2012	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
5 Feb 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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## Fair Isle Pre-School Day Care of Children

Fair Isle Primary School  
Fair Isle  
Shetland  
ZE2 9JU

Telephone: 01595 760254

**Type of inspection:**

Unannounced

**Completed on:**

18 March 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2003016124

## About the service

Fair Isle Pre-school is operated from a purpose built extension of the primary school premises. During the operating times the service will have the exclusive use of the main classroom and toilet situated next to the room, with shared use of the community hall and outside play area.

The service is registered to provide a care service to a maximum of six children aged three years to those not yet attending primary school. The current role of the pre-school is one. At present the service provide a later start with lunch provided.

Included with the service's vision and aims were:

"We aim to:

- establish good patterns of behaviour (caring, cooperation, sharing), nurture self-esteem and build confidence and independence
- develop a culture of ambition and achievement
- work in partnership with parents, the community and other agencies in order to meet the needs of every child in our school
- promote the outdoor environment as a space for learning and encourage everyone to explore, appreciate and respect their world".

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 was one child attending the service who was shy initially but later talked informally with the Inspector during the session. We asked if he liked coming to play here and he told us that he did. When asked he said: "liked playing with the playdough and reading stories." He also said: "he liked splashing in the puddles". We observed the child throughout the visit and noted he was relaxed and 'at home' within the setting. We noted easy and positive relationships had been established between the child and the older children in the primary class.

We talked with both parents who were dropping off their child and also a grandparent later during the visit. They told us that they were very happy with the care and support provided at Fair Isle Pre-school and that the child looked forward to going. They were happy with the environment and the range of activities available to him.

Parents told us they liked that staff used the outdoor environment so frequently, every day weather permitting. They also liked that the child joined the primary children for lunch. They were pleased with the efforts made to enable him to join in with them at times so he could experience group play.

We sent out Care Standards Questionnaires to the service to give to parents and received one completed questionnaire back. We emailed the parents and received a positive reply back. We found the parents were very happy with the service and noted a written comment which told us:

"I am delighted with the service provided. My child loves pre-school and is very well cared for. He is given a wide range of interesting activities as well as plenty of stories, play and outdoor time. He has school lunches with the primary children which is a huge benefit".

We shared all feedback during the feedback session with the head teacher and early years worker.

## 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.

## From this inspection we graded this service as:

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

## What the service does well

We found a caring, welcoming and friendly atmosphere at Fair Isle Pre-School. We noted a very strong sense of community within this small remote island setting. We observed the child and found he was relaxed and busy playing and learning in the pre-school area. We saw he also enjoyed mixing with the older children at times through the day.

Since the previous inspection the head teacher had added to the area available by rearranging the primary rooms. One was now a multi-use area where all could enjoy art and craft or have more space for play.

We noted the staff within the whole school worked with the child and his parents in an open, honest manner and valued their input. Staff had built up strong relationships with parents and the parents told us:

"they were delighted" and "felt very much part of the pre-school setting."

Due to the nature of this small island communication was regular and meaningful. We found the child was familiar with the daily routine and comfortable with staff. All staff promoted positive behaviour and the early years assistant in particular was a positive role model for the child to follow.

We saw the individual learning needs of the child were regularly observed with staff planning how they would encourage his further development. Due to the nature of the service the staff were regularly discussing the service and making sure they were meeting the needs of the child and his family. We saw all records were up-to-date and safely stored. We noted care plans were up-to-date and discussed with parents.

Other information was shared with parents through the 'Fair Isle Times' (school newsletter) and learning folder. Parents told us they enjoyed hearing how he spent his time at Fair Isle Pre-school. The parents thought highly of the staff and how their child was cared for.

The service had procedures in place to safeguard children, for example: a child protection policy providing guidance for staff. Staff had a sound 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 and were aware of the need to ensure training was regularly updated. Staff could attend various training opportunities on in-service days aimed at improving the quality of children's learning and development.

We saw a very good range of activities available, all of which were stimulating and interesting. Staff used a 'mind map' system for planning and evaluation with the child which they told us was working well. It was nice to see staff and child playing naturally together. Equally she knew when to let him investigate and explore by himself. Staff were very good at providing opportunities for group play for example: the child joined the primary children at lunch for a school dinner in the small canteen.

Staff promoted healthy lifestyles within the setting and included parents, for example: by asking for appropriate clothing for outside play. Children learned how exercise and fresh air helped them to grow and stay healthy. We heard staff discuss the importance of road safety when crossing the road during a walk in the afternoon.

Healthy eating was promoted and we observed lunch which also allowed the child to socialise with others, learn good manners as well as tidy up the dishes and thank the dinner lady for her cooking. We saw everyone brushing their teeth. All of which promoted his social development and taught him good life skills.

Staff were very keen to ensure he had a wide range of experiences and learn about his environment. He helped put the recycling in the bins provided. He also enjoyed the walk to a nearby croft to feed the motherless (caddie) lamb with a bottle of milk. The owner kindly explained how she looked after the caddie lamb and how this would help her grow into a healthy happy sheep.



## What the service could do better

There were some areas we discussed during the feedback session, including:

- to ensure the early years assistant obtained the necessary childcare qualification in order to meet the requirements of the Scottish Social Services Council (SSSC)
- to ensure the early years worker attended First Aid training in order to safeguard the child whilst he was in her care
- to continue with implementing the improvements they had identified on their Improvement Plan 2018/19
- to ensure the updated Care Inspectorate contact details were included within the service documentation.

## 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

There are no outstanding recommendations.

### Inspection and grading history

Date	Type	Gradings
2 Mar 2016	Announced (short notice)	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
31 Jan 2013	Announced (short notice)	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
1 Feb 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
16 Jun 2009	Announced	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership Not assessed

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<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>28 June 2019</b>
<b>Report Title:</b>	<b>Expansion of Early Learning and Childcare – Capital Spend Profile Update</b>	
<b>Reference Number:</b>	<b>CS-23-19-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 revised Capital programme and spend profile.

### 2.0 High Level Summary

- 2.1 The Capital Programme was presented to the Education and Families Committee on 18 December 2018 [Min. Ref 42/18], and subsequent updates provided in February [Min. Ref 03/19] and May 2019 [Min. Ref 17/19].
- 2.2 This report provides a further update on the progress of the Capital works and the spend profile.

### 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 Construction work has commenced on site at Bells Brae, Cunningsburgh and Sound, with Baltasound due to commence the week beginning 1 July 2019.

4.2	All four settings will close for the summer holiday period one week early and are all due to reopen on Monday 2 September 2019. Contingency plans are in place to enable the service to reopen in the event that any unforeseen delays occur. We are working closely with the Care Inspectorate in relation to this. The Care Inspectorate are the regulatory body for Early Learning and Childcare settings. Their involvement is a central part of the process as they have to approve the completed works before the setting can reopen.
4.3	Detailed planning is underway for the final two projects in 2019/20 which cover Aith and Whalsay. It is anticipated that tenders will be issued to contractors during November 2019.
4.4	The draft programme for 2020/21 is also detailed in Appendix 1.
<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>	The expansion of Early Learning and Childcare will result in additional staffing requirements for this sector.
<b>6.3 Equality, Diversity and Human Rights:</b>	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.
<b>6.4 Legal:</b>	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.
<b>6.5 Finance:</b>	The Scottish Government have allocated multi-year ring-fenced capital funding of £3.488m for the capital infrastructure works

	<p>required to deliver the expansion of Early Learning and Childcare to 1140 hours by August 2020.</p> <p>Shetland Islands Council's proposed capital programme of works can be achieved within this allocation.</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 maintains a risk register for the Expansion of Early Learning and Childcare.	
<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>	Education and Families Committee Education and Families Committee Education and Families Committee Education and Families Committee Education and Families Committee Education and Families Committee	27 August 2017 5 February 2018 12 June 2018 18 December 2018 4 February 2019 6 May 2019

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Report Finalised: 19 June 2019

#### **Appendices:**

Appendix 1 – Revised Capital Programme and Spend Profile

#### **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 A - Revised Capital Programme and Spend Profile

Year	Setting	'Live' Date	Project Type	Overview of Works	Completion Date	Current Status (June 2019)	Cost £000	
2017-18	Whiteness	Live	Refurbishment	Remodelling of existing space plus increased floor areas. Sleep room, new kitchen, nappy change and additional storage.	Aug-17	Complete	34	(a)
	Brae	Live	Refurbishment	Phase 1 - Rationalisation of existing space. Upgrade care facilities.	Oct-17	Complete	65	(a)
	Dunrossness	Live	Refurbishment	Internal alterations and improvements. Toilets and nappy change access reconfigured.	Aug-17	Complete	72	(a)
	Happyhansel	Live	Extension	Phase 1 - Preparatory works to enable ELC to be moved into school.	May-17	Complete	20	(a)
2018-19	Happyhansel	Live	Extension	Phase 2 - Extension to increase capacity, internal fixtures and fittings, outdoor space	Feb-19	Complete	216	(a)
2019-20	Urafirth	Live	Refurbishment	Upgrade outside space, furniture, fixtures and fittings.	Aug-19	Planning in progress	10	(e)
	Skeld	Oct-20	Refurbishment	Upgrade outside space, furniture, fixtures and fittings.	Aug-19	Planning in progress	15	(e)
	Bells Brae	Aug-19	Refurbishment	Rationalise existing space - opening up two classrooms into one space. Improve outdoor space.	Aug-19	On-Site	152	(e)
	Sound	Aug-19	Extension	Upgrade care facilities, rationalisation of existing space. Improve outdoor space. Fixed link to school.	Aug-19	On-Site	448	(e)
	Baltasound	Oct-19	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	Sep-19	On-Site	175	(e)
	Cunningsburgh	Oct-19	Extension	Expand existing setting to increase capacity. Improve outdoor access and space.	Sep-19	On-Site	279	(e)
	Aith	Apr-20	Extension	Increased capacity in setting, improve outdoor space.	Feb-20	Floor plan signed off - awaiting detailed drawings.	330	(e)
	Whalsay	Apr-20	Extension	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	Mar-20	Floor plan to be agreed and signed off.	270	(e)
2020-21	Lerwick Pre-School	Aug-19	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	Aug-20	Floor plan to be agreed and signed off.	50	(e)
	Little Tykes	Aug-20	Extension	Remodel existing setting to increase capacity. Improve access and toilet facilities.	Aug-20	Floor plan to be developed	270	(e)
	Sandwick	Aug-20	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	Aug-20	Floor plan to be developed	250	(e)

Mid Yell	Aug-20	Refurbishment	Reconfigure existing space. Improve kitchen area and outdoor access.	Aug-20	Floor plan to be developed	140 (e)
Mossbank	Aug-19	Refurbishment	Reconfigure existing space. Improve kitchen area and outdoor access.	Oct-20	Floor plan to be developed	150 (e)
Lunnasting	Aug-20	Refurbishment	Reconfigure existing space and improve kitchen space. Upgrade nappy change facilities.	Apr-20	Floor plan to be developed	140 (e)
Brae	Live	Refurbishment	Phase 2 - Knock through into janitor's house, taking in some of the existing space. Redevelop ELC access and office space.	Aug-20	Floor plan to be developed	160 (e)
Skeld	Aug-20	Refurbishment	Upgrade care facilities.	Aug-20	Floor plan to be developed	30 (e)
Funded Provider Capital Grants Allocation						50 (e)

(a) - actual

(e) - estimated

<b>Capital Spend Profile</b>	<b>2017/18 £000</b>	<b>2018/19 £000</b>	<b>2019/20 £000</b>	<b>2020/21 £000</b>
Scottish Government Funding Allocation	188	1100	1300	900
Carry Forward from Previous Year	0	10	756	377
Actual/Estimated Expenditure (inc fees)	178	354	1679	1240
Total to be Carried Forward	10	756	377	37

£37,000 provides an adequate contingency for the Capital Programme



<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>Friday 28 June</b>
<b>Report Title:</b>	<b>Update on Remote Teaching in Shetland</b>	
<b>Reference Number:</b>	<b>CS-22-19-F</b>	
<b>Author / Job Title:</b>	<b>Robin Calder Executive Manager, Quality Improvement (Acting)</b>	

## 1.0 Decisions / Action required:

- 1.1 The Education and Families Committee is asked to NOTE this progress report and appendices on remote teaching in Shetland.

## 2.0 High Level Summary:

- 2.1 Remote teaching refers to a teacher, teaching a group (s) of students located in an establishment different from the teacher's own through a virtual learning environment supported by video or web conferencing. In Shetland, the core tools to facilitate remote teaching are Vscene, web conferencing, Glow and Office 365.
- 2.2 On Monday 06 February 2017 [Min. Ref. 06/17] a report from Children's Services to the Shetland Islands Council's Education and Families Committee, entitled 'Online Learning and Remote Teaching', set out local developments and next-steps in this area.
- 2.2.1 The report also highlighted the development of the Western Isles' e-Sgoil, which is increasingly becoming an integral part of their education service, with bases in Stornoway and North Uist, deploying GTCS registered teachers and current technology to deliver real time, interactive lessons, to pupils throughout Scotland.
- 2.3 The 2017 Committee Report recommended the development of a local remote teaching action plan to assist strategically moving forward with remote teaching and distance learning.
- 2.3.1 Subsequently, the overarching aims of the remote teaching action plan were to:
- Articulate a clear and consistent vision setting out the purpose, rationale and benefits to children and young people, and school communities more broadly, of developing remote teaching opportunities in Shetland;
  - Maintain the support from Shetland Islands Council's Elected Members towards remote teaching, and ensure partnership working between council departments to support the project;

- Ensure appropriate technologies, broadband and connectivity are in place for the project to succeed;
- Support training and professional development for interested teaching staff;
- Review existing online learning projects and facilitate the implementation of new remote teaching pilots in our secondary settings over the coming years;
- Develop partnerships with other local authorities in the Northern Alliance;
- Continue to work closely with the UHI to provide further distance learning opportunities for young people.

2.3.2 The action plan, confirmed in August 2017, sets out tasks and activities in relation to ten identified priority areas:

- Methodology, the vision and rationale of remote teaching and engagement with stakeholders
- Leadership and personnel;
- Technology;
- Broadband and Connectivity;
- Costs and funding;
- Training and professional development;
- Review of existing online learning pilots;
- Proposed remote teaching pilots;
- Partnerships with other local authorities (Western Isles and the Northern Alliance);
- Partnerships with the UHI.

2.4 The Scottish Government's Digital Learning and Strategy for Scotland (2016) also provided momentum and direction for Children's Services in the construction of the action plan.

2.4.1 The national strategy refers to four actions:

- Develop the skills of our educators;
- Improve access;
- Enhance curriculum and assessment delivery;
- Empower leaders.

2.5 Children's Services were able to secure Shetland Islands Council Change Fund Monies to appoint a remote teaching operational lead, on a 23-month secondment from August 2018, to lead the implementation of the remote teaching action plan.

2.6 Moreover, Children's Services have been working closely with colleagues in the Western Isles over recent years. This has resulted in the operational lead being the Depute Head Teacher within the wider e-Sgoil structure.

2.7 Appendix One outlines the progress that has been made in respect of all the priorities within the action plan, including current remote teaching pilots.

2.8 Children's Services draft Position Statement and Protocols Paper is included as Appendix Three.

- 2.9 Moving forward, in view of the progress being made with remote teaching, as outlined in Appendix One, Children's Services propose the creation of a short-life LNCT working group to formalise approaches to remote teaching and ensure its longer term sustainability, referring closely to the draft Position Statement and Protocols Paper as a starting point.
- 2.9.1 The terms of reference for the working group will be confirmed at the inaugural meeting, but is likely to include:
- The process for setting up remote teaching learning and teaching experiences in schools, including the importance of bespoke professional development and training for staff involved, and the support of the ICT Department to test connectivity and broadband strength before any remote teaching took place.
  - The process whereby remote teaching can be used to address recruitment challenges in secondary settings, mostly for non-practical subjects.
  - The potential to utilise surplus class contact time within the secondary estate for remote teaching purposes where vacancies arise and there has been a failure to recruit.
  - The implications, and further work required, of formalising approaches to remote teaching in Shetland on the following LNCT devolved duties:
    - Appointment Procedures;
    - Particulars of Employment;
    - Specific duties and job remits.
  - The supervision arrangements and responsibilities for children and young people in the school receiving the remote teaching.
- 2.10 The aim is for further detail around the points above to be included in an updated Position Statement and Protocols Paper to the LNCT, for agreement, at the end of this calendar year.
- 2.11 It is important to emphasise that it is not the intention for remote teaching to replace teachers, nor does the commitment to formalising remote teaching question the crucial impact of strong and positive relationships between children and young people and teaching staff in the classroom. Instead, remote teaching will be used where it has not proved to be possible to recruit a teacher, and / or where a subject is not available within a school and could be accessed by a pupil (s) remotely.
- 2.12 However, at the same time, there are positive benefits of being able to deliver remote teaching where face-to-face teaching is not possible, enabling pupils to have the opportunity to study subjects that might not be available otherwise. Similarly, with much of society and working life requiring some digital skills, it is helpful for young people to learn in a way that reflects real life and help prepare them for further study and/or employment

3.0 Corporate Priorities and Joint Working:
<p>3.1 The Shetland Islands Council's Corporate Plan:</p> <ul style="list-style-type: none"> <li>• "Children and young people particularly those from vulnerable backgrounds and care, will be getting the learning and development opportunities that allow them to fulfil their potential."</li> <li>• "We will be working in a more effective way, allowing us to cope with reduced resources."</li> </ul>
4.0 Key Issues:
<p>4.1 Appendix One refers to progress that Children's Services has made in relation to its Remote Teaching Action Plan as of April 2019.</p> <p>4.2 Progress is being made with the remote teaching pilots in Shetland, testing equipment, broadband and connectivity, and the learning and teaching experiences, using the Scottish Government's education intranet, Glow, and Vscene 2.1 web conferencing.</p> <p>4.2.1 Under the direction of a dedicated Operational Lead for Remote Teaching and Online Learning, and with the support of the Western Isles' e-Sgoil, there are now four live remote teaching pilots are underway. These involve eight schools within Shetland. The pilots are as follows:</p> <ul style="list-style-type: none"> <li>- The delivery of the Scottish Government's 1+2 Modern Foreign Language initiative. More specifically, the delivery of the third language, L3, German to Fair Isle Primary School, Foula Primary School and Fetlar Primary School. This is delivered by staff from the Anderson High School.</li> <li>- Spanish is delivered to Whalsay from outwith Shetland by a teacher who is using this experience, free of charge, as way of a CPD opportunity.</li> <li>- History is delivered to secondary three pupils at Sandwick Junior High School from e-Sgoil with the intention to deliver in secondary four and next session's secondary three intake.</li> <li>- Accordion lessons are being delivered to Brae High School, Mid Yell Junior High School and Whalsay School This is a three-week cycle, which includes a blended approach of one face-to-face lesson and two remote. This has helped to cut down on a substantial amount of travel time. There are currently seven pupils involved in this pilot. Evaluations are ongoing and mostly positive.</li> </ul> <p>4.2.2 Moreover, a lecturer at Stirling University has supported the delivery of Advanced Higher Home Economics at Brae High School. This is using a blended approach whereby the tutor has supported via email.</p> <p>4.2.3 At present, a full-review of each of the current remote teaching pilots is taking place. A summary of findings from the pilots, thus far, is included as Appendix</p>

Two.	
4.3	New collaborations within the Northern Alliance are working well, with four of our schools twinned with the Western Isles and also schools in Highland Council. These schools present on various local topics to each other.
4.4	A bespoke Digital Skills Support package is being developed by our Operational Lead, in conjunction with Education Scotland's Digital Support Officer and the SIC's Workforce Development, in order to keep up with current changes in technology and provide more confidence in technology and its use in the classroom. This has initially been presented to Head Teachers in May 2019.
4.5	There are good relationships between ICT and Children's Services to drive the agenda forward. Shetland Islands Council's ICT Team continue to fully support our Operational Lead, reacting to any issues in a timely fashion. The resilience of the technology and connectivity has been tested in order to have real time solutions. These continue as various upgrades are put in place.
4.5.1	There were some issues due to connectivity at Foula last term during the L3 Pilot. Our ICT Team are working on this with BT Openreach.
4.6	A new up to date and more robust ICT e-Safety and acceptable use policy for Pupils has been developed, with input from the ICT Strategy Group and Head Teachers.
4.7	Moving forward, Children's Services are looking into how we can help children with Additional Support Needs access the curriculum from home using this technology, as well as explore how this can be used to support adult learning in Shetland.
4.8	Appendix Three, Children's Services draft Position Statement and Protocols Paper outlines key themes and issues related to remote teaching including:
4.8.1	A new short-life LNCT working group will consider these themes and issues further in order to formalise approaches to remote teaching.
<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>	Remote teaching has implications for all stakeholders - children and young people, staff and parents and carers. There has been careful engagement with stakeholders through different forums and meetings over the last couple of years, and this will continue as Children's Services moves forward with this agenda.
<b>6.2 Human Resources and Organisational Development:</b>	There will be a focus on providing training, development and support for all staff involved in delivering remote teaching. Workforce Development and Human Resources staff are represented on the LNCT working group, tasked with formalising approaches to remote teaching, to ensure that implications on the workforce are discussed and addressed in partnership with Human Resources.
<b>6.3 Equality, Diversity</b>	The fundamental vision of remote teaching is to ensure greater equity and choice for young people and helping every young

<b>and Human Rights:</b>	<p>person having the best possible chance to succeed.</p> <p>Remote teaching has the potential to add value to what is already in place in our secondary settings in the Senior Phase, offering a wider range of subjects, and vocational opportunities through distance learning and remote teaching, addressing the expectations of Curriculum for Excellence, the National Improvement Framework and Developing the Young Workforce, within the available budget.</p>	
<b>6.4 Legal:</b>	No direct legal implications from this report but our colleagues in Shetland Islands Council's Legal Services will continue to support Children's Services when appropriate.	
<b>6.5 Finance:</b>	SIC Change Fund Monies have supported the project to this point and another application will be made shortly.	
<b>6.6 Assets and Property:</b>	None	
<b>6.7 ICT and new technologies:</b>	Clearly, ICT and new technologies are central to this report on developing online learning and remote teaching in Shetland's schools. Close working relationships between Children's Services Officers and ICT staff are in place and this will support the developments in online learning and remote teaching.	
<b>6.8 Environmental:</b>	None arising directly from the report.	
<b>6.9 Risk Management:</b>	The proposed remote teaching working group will consider how any risks associated with this type of teaching can be reduced.	
<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 matters delegated to it within its remit, which includes school education.</p> <p>This report, for noting, is related to the function of an education authority.</p>	
<b>6.11 Previously considered by:</b>	None	



**Contact Details:**

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19 June 2019

**Report Finalised:** 19 June 2019

**Appendices:**

Appendix One: Remote Teaching Action Plan Progress  
Appendix Two: Summary of the review of remote teaching pilots  
Appendix Three: Remote Teaching and Online Learning Draft Position Statement and  
Protocols Paper, 2018

**Background Documents:**

Online Learning and Remote Teaching – Report to Education and Families Committee – 6  
February 2017 -  
<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=20415>

END



## Appendix One

### The 2017 Remote Teaching Action Plan

April 2019 Update

#### Introduction:

The 2017 Remote Teaching Action Plan identified ten priority areas for progressing remote teaching in Shetland:

- Methodology, the vision and rationale of remote teaching and engagement with stakeholders
- Leadership and personnel;
- Technology;
- Broadband and Connectivity;
- Costs and funding;
- Training and professional development;
- Review of existing online learning pilots;
- Proposed remote teaching pilots;
- Partnerships with other local authorities (Western Isles and the Northern Alliance);
- Partnerships with the UHI.

A summary of progress is in relation to each priority is documented below.

Priority / Action 1: Methodology, Rationale and Engagement with Stakeholders			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
Articulate a clear and consistent vision in a brief position paper on with protocols around remote teaching and distance learning, including processes for developing, implementing and reviewing remote teaching pilots. The paper will impress upon stakeholders that the	Work up the position paper, referring to the rationale for developing remote teaching opportunities in Shetland. Confirm the paper with the Strategy Group and Project Board and share with stakeholders	The position paper is in draft (Appendix 3) and will be considered further by a new LNCT working group tasked with formalising approaches to remote teaching.	Confirmed position paper  Feedback from stakeholders on the position paper  Implementation of remote teaching with the position

**Priority / Action 1: Methodology, Rationale and Engagement with Stakeholders**

What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>fundamental rationale of this project is about equity and choice and helping every young person having the best opportunity to succeed.</p> <p>The position paper will aim to provide clarity, moving forward, and support tangible progress with remote teaching in Shetland.</p> <p>Explain that this project has the potential to add value to what is already in place for our young people in schools with senior pupils' potentially accessing a wider range of subjects and vocational opportunities in the Senior Phase through online learning. This in turn will support the principles of Curriculum for Excellence and the Developing Young Workforce agenda.</p> <p>Challenge the view that e learning is a compromise, representing a reduction in service and motivated solely by the need to make savings.</p> <p>Emphasis, however, that this project has the potential to address national</p>	<p>These core messages will also be articulated within three stakeholder groups that will be set-up:</p> <ul style="list-style-type: none"> <li>i) Teachers and teaching unions;</li> <li>ii) Parent council representatives;</li> <li>iii) Secondary Pupil Group</li> </ul> <p>The purpose of these stakeholder groups will be to share updates on developments and gather views as well as attempting to address concerns and issues.</p> <p>This project will also become a standing agenda item at the quarterly ICT Strategy Group meetings. This will be included in the position paper</p> <p>This will be included in the position paper</p>	<p>The Quality Improvement Framework Focus Group provides the opportunity to engage with teachers and parent council representatives on remote teaching.</p> <p>We will continue to create more opportunities for pupil discussions as opportunities arise.</p> <p>Requests to schools for pupil volunteers to be part of a secondary pupil focus group has gone out to schools with a view to compiling names and setting a date for the first meeting this term.</p> <p>Meetings are happening regularly with pupils in Sandwick Junior High School, Mid Yell Junior High School, Whalsay School, Brae High School and Foula Primary School in respect</p>	<p>paper acting as an appropriate reference point for the entire project.</p> <p>Numbers of expressions of interest and membership of the groups</p> <p>Meetings of the groups taking place once per school term.</p> <p>Discussion with members of the groups around the impact and value of this forum in developing an understanding of the project and supporting its implementation.</p> <p>Feedback from the Stakeholder Groups in relation to the extent to which the vision and rationale of the project is being understood.</p>

**Priority / Action 1: Methodology, Rationale and Engagement with Stakeholders**

What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>and local teacher recruitment challenges.</p> <p>Reinforce the importance of blended learning as part of the methodology and rationale – there will still be face-to-face teaching to supplement remote teaching.</p> <p>Provide clarity on supervision arrangements for young people taking part in distance learning experiences</p> <p>Clarity around expectations for remote teaching, including reassuring teachers that they will not be expected to teach a class in front of them and deployed in a remote teaching experience at the same time. Clarity is also required on how</p>	<p>This will be a protocol included in the position paper</p> <p>We will discuss this with colleagues in our Health and Safety Department, the LNCT and with contacts in the Western Isles as part of the position statement being prepared.</p> <p>This will be included in the position paper</p>	<p>of their remote teaching experiences. As we move towards the end of the pilots, there will be more the opportunity to evaluate the overall experience with all involved – pupils, parents and staff again.</p> <p>Discussions with the Team Leader of Youth Services have started, surrounding her work on pupil participation, and supporting dialogue with pupils about Remote Teaching.</p> <p>The LNCT working group will consider this issue further</p> <p>The LNCT working group will consider this issue further</p>	

Priority / Action 1: Methodology, Rationale and Engagement with Stakeholders			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>may pupils and settings could potentially be involved in remote teaching at one time.</p> <p>Identify the subjects that lend themselves to remote teaching and analyse where there are recruitment challenges and gaps in some of our secondary settings.</p> <p>Continue to engage and share ideas with teachers and managers who are pioneers in this area</p> <p>Continue to challenge negative attitudes around Glow, caused mostly by the trials of the old system prior to its re-launch in 2014.</p>	<p>This will be included in the position paper</p> <p>Teachers and managers known to be pioneering developments in digital literacy and Glow in our schools will also be updated with a view to possible involvement in pilots, refer to priority eight.</p> <p>This will be included in the position paper</p>	<p>The LNCT working group will consider this issue further</p> <p>Refer to section on Remote Teaching Pilots.</p> <p>The potential of Glow will be fundamental to the Digital Support Package for Teachers to be rolled out in session 2019-20.</p>	<p>The number of teaching staff actively involved in taking this agenda forward within the structure set out in this plan.</p> <p>Continued dialogue and feedback with teaching staff.</p> <p>Annual questionnaires to staff on the effectiveness and use of Glow.</p> <p>Local Glow Usage Rates Reports</p>

<b>Priority / Action 2: Leadership and Personnel</b>			
<b>What are we looking to achieve?</b>	<b>This is how we'll do it</b>	<b>Progress April 2019</b>	<b>Evidence of Impact by 2020</b>
<p>Maintain support from the SIC's Elected Members for taking forward remote teaching and distance learning.</p> <p>Retain the profile of this project within the wider Quality Improvement Framework programme.</p> <p>Strengthen links between council departments to support partnership working</p> <p>Explore the option of an operational lead member of staff being in place in Schools and Quality Improvement to take forward operational</p>	<p>Brief the new Chair and Vice Chair, as well as the wider Education and Families Committee and provide a context of progress in this sphere in recent times, referred to in the report in February 2017 to the Education and Families Committee.</p> <p>Continue to share updates with the Education and Families Committee as the project progresses formally at Committee Meetings and at Seminars / Away Days.</p> <p>This project is now formally part of the Quality Improvement Framework with ultimate decision making by the Project Board, consisting of the Director of Children's Services, as Project Executive, Executive Manager Schools and Executive Manager Quality Improvement. Remote teaching will become a standing item at Board Meetings</p> <p>Remote Teaching Strategy Group will meet monthly over the coming year.</p> <p>Submit an application form for funding</p>	<p>An update report will be presented to the Education and Families Committee for noting in June 2019.</p> <p>Remote Teaching is a standing agenda item in Quality Improvement Framework (QIF) meetings. This has provided the opportunity to share progress and updates with both the Project Team and Project Board of the QIF.</p> <p>The Remote Teaching Strategy Group has recently been disbanded as the LNCT Remote Teaching Strategy Group will supersede it.</p> <p>Operational Lead appointed in August 2018 to take forward the remote teaching action plan.</p>	<p>Feedback from Elected Members at meetings, seminars, etc.</p> <p>Agenda item at QIF Project Team and Project Board Meetings</p> <p>Minutes of meetings</p> <p>Frequency of Strategy Group meetings and members of the group having the opportunity to share their views.</p> <p>Funding secured for the operational lead and successful recruitment to the post.</p>

Priority / Action 2: Leadership and Personnel			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
developments in this area using the Council's Business Transformation Spend to Save and Change funding stream	Consider a job description and job profile for this post in line with the SNCT Education Development Officer roles and responsibilities.		



Priority / Action 3: Technology			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>Use Glow Technologies for remote teaching and distance learning purposes, including Glow One Drive and One Note, Glow Meet, Yammer, Glow Blogs and Skye for Business.</p> <p>Use Vscene web-conferencing as part of the technological provision as this has been part of the Glow Infrastructure rollout.</p> <p>HD desktop webcam technology tools are also included with Vscene as are desktop speakerphone and audio/mic headsets. Interactive flip charts also used.</p> <p>This technology works effectively to enable remote teaching to take place.</p> <p>Any issues that occur with the technology addressed quickly.</p>	<p>A comprehensive costings plan for using Glow learning technologies and Vscene web-conferencing equipment along with other required IT equipment will be prepared, refer to priority five.</p> <p>Working closely with ICT colleagues, ensure schools are equipped with the technology to underpin remote teaching and deal with issues that emerge.</p> <p>Glow Technologies and Vscene web-conferencing will feature as a central plank of the remote teaching professional training plan for teachers, refer to priority six.</p> <p>Evaluate the current trialling of Vscene web-conferencing in Baltasound, Mid Yell and Foula as part of the development of Vscene.</p>	<p>This was actioned in 2018 as part of the Change Fund Application.</p> <p>Refer to priority six</p> <p>The ICT Department have supported Children's Services to ensure the appropriate equipment is in place for remote teaching purposes.</p> <p>This will be included in the formal review of the remote teaching pilots in the summer term of session 2018-19.</p> <p>The ICT Department have supported Children's Services to ensure the appropriate equipment is in place for remote teaching purposes.</p>	<p>Costings plan in place and quality assured by the Strategy Group and approved by the Project Board.</p> <p>Direct observations of the technology in action supporting remote teaching.</p> <p>Feedback on the effectiveness of the technology from stakeholders involved in remote teaching.</p> <p>Glow usage rates within schools.</p> <p>Feedback from evaluations of the use Vscene from staff and pupils involved in trialling it.</p>

Priority / Action 4: Broadband and Connectivity			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact
<p>Appropriate connectivity and broadband speeds are in place to support the technology and ensure that remote teaching succeeds.</p> <p>Anderson High School, Brae High School and Sandwick Junior High School are on the SIC's fibre optic cable, which is a positive feature in terms of supporting the required connectivity.</p> <p>The other secondary settings are connected by private wireless, which is adequate at present, but may not be in the future. The aspiration is for all secondary settings to be on a fibre optic cable to improve broadband, connectivity and mobile coverage for remote teaching purposes.</p>	<p>This project becomes part of the wider Broadband and Connectivity Project within SIC Corporate Services, 2016-2020 Business Transformation Project. Specifically, the Broadband and Connectivity work stream led by Director of Economic Development, Neil Grant.</p> <p>Continued liaison by Robin Calder and Sona Thompson with Neil Grant and Susan Msalili, Executive Manager of ICT in relation to progress and developments in the connectivity work stream.</p>	<p>Test runs with Fetlar Primary School ahead of their L3 Pilot this term have proven successful with clear picture and sound.</p> <p>With regard to the L3 Pilot in Foula Primary School, connection issues are ongoing. However, the connection issues have only stopped the remote lessons twice. A resilience plan is in place with school in order for their German lessons to continue. Resources and plans have been downloaded at the start of the term to allow continued access should connections become problematic.</p> <p>Work is planned to look into Foula and Fair Isles' connection issues. BT Outreach are involved at this stage and are due to visit Foula shortly.</p>	<p>Regular meetings take place with Neil Grant and other officers involved in the Broadband and Connectivity work stream.</p> <p>Involvement of members of the Remote Teaching Strategy Group in meetings with representatives from the Scottish Government's 'Reach 100' Programme, which is committed to establishing fibre connections in place across all parts of Scotland by 2021.</p>

Priority / Action 5: Costs and Funding			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>Ensure that the Shetland Islands Council has the financial resources at its disposal to take forward the remote teaching and distance learning agenda recognising that at present costs will be contained within existing approved budgets</p>	<p>Work-up a comprehensive costings plan for using Glow learning technologies and Vscene web-conferencing equipment along with other required IT equipment and associated staff training costs. It is important to note that using Glow learning technologies will be considerably cheaper than alternatives, such as Blackboard. Moreover, a lot of the Glow Infrastructure is already in place and used by an increasing number of Shetland schools.</p> <p>Explore funding for this project through the Council's Business Transformation Programme for technology and staffing costs, refer to priority two and six.</p>	<p>The 2018 successful Change Fund Application has provided financial resources for this project.</p> <p>A follow-up application for additional SIC Change Fund monies is being developed for 2019-20.</p>	<p>Implementation of the costings plan.</p> <p>Project appropriately funded.</p>
<p>External financial support explored, including from the Scottish Government in this area, as per the approach adopted by the Western Isles.</p> <p>Education Scotland and Skills Development Scotland may also be an option for funding.</p>	<p>Discuss this further within the Remote Teaching Strategy Group and at Board Meeting. Establish points of contact to approach within the Scottish Government, Education Scotland and Skills Development Scotland.</p> <p>Glean more information from the Western Isles around approaches adopted by them to secure external funding.</p>	<p>External Funding is being explored with support from colleagues in the e-Sgoil.</p>	<p>External funding secured.</p> <p>Reports on the use of external funding.</p>

Priority / Action 6: Training and Professional Development for Teaching Staff			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>Provide support to identified teachers on the use of Glow and VScene as the preferred platform(s) for delivery of online/remote teaching.</p> <p>Develop an eLearning pathway for teaching staff involved in the delivery of online and remote teaching.</p> <p>The pathway would focus on ICT skills and cover some of the methodology of teaching to pupils in a different location.</p> <p>The required resources are in place to support staff to successfully undertake a programme of professional learning.</p>	<p>This will be led by the operational lead for the project and the Workforce Development Advisor. Shetland College staff may also be able to support around the methodology of distance learning and remote teaching</p> <p>We will refer to examples of good practice from the Western Isles Children's Services Department and request support from Education Scotland.</p> <p>This eLearning pathway would also be offered as part of the council's wider e-pathways programme using Lynda.com.</p> <p>We will share this opportunity with teaching staff at the start of 2018 after the eLearning pathway has been developed and quality assured.</p> <p>Staff training and time would be part of the costings plan, refer to priority five.</p> <p>Staff training would be part of the teachers' 35 hour per year contractual CPD.</p> <p>Explore possible option of the council paying for further training and backfill</p>	<p>A new Digital Skills Support Package for Head Teachers and all school staff has been drafted with the support of Education Scotland's Digital and Glow Team, and will be presented at the Head Teachers' Development Day next month.</p> <p>This package will be rolled out over the next two academic years. Moving forward, the hope is that as technology moves on, new workshops, course and events will be added to facilitate staff confidence and up skill.</p>	<p>Number of staff interested</p> <p>Feedback from the professional learning programme and comprehensive evaluation of impact</p> <p>The number of staff who then become involved in remote teaching following completion of the eLearning pathway.</p>

Priority / Action 6: Training and Professional Development for Teaching Staff			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
	costs to ensure additional support and time for staff involved in this from the Council's Business Transformation Spend to Save and Change funding stream		

<b>Priority / Action 7: Review of existing online blended learning pilots: Baltasound Junior High School and Mid Yell Junior High School</b>			
<b>What are we looking to achieve?</b>	<b>This is how we'll do it</b>	<b>Progress April 2019</b>	<b>Evidence of Impact by 2020</b>
<p>Measure the impact and clarify learning points and next steps from the current online learning pilot projects in Baltasound Junior High School and Mid Yell Junior High School.</p> <p>The review of both the pilots supports this wider remote teaching plan moving forward.</p>	<p>Formally review both pilots, cross-referencing against their aims and objectives, set out in the Project Initiation Documentation (PID) and implementation plans.</p>	<p>Operational Lead is currently carrying out these reviews in discussion with stakeholders in both schools.</p>	<p>Reports on the pilots, evaluating the extent to which the aims and aspirations were met.</p> <p>CfE Teacher Judgement Survey Results and National Qualifications data.</p> <p>Discussion with, and feedback from, pupils, staff and parents in Baltasound Junior High School and Mid Yell Junior High School.</p>

Priority / Action 8: Implement remote teaching and distance learning pilots			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>We are looking to organise remote teaching pilots using Glow technology and Vscene web conferencing involving teaching staff interested in developing their skills and experiences in this area and with the support of the operational lead in Children's Services.</p> <p>Linked to action six, staff would have initially taken part in the training programme.</p> <p>The remote teaching pilots achieve the aims set out in priority / action 1</p>	<p>Possible pilots at this point:</p> <p>(a) General teaching pilots by interested teachers working with pupils in other settings in Shetland, or possibly across the Northern Alliance, including the Western Isles</p>	<p>Aith Junior High School, Tingwall Primary School, Cullivoe Primary School and Cunningsburgh Primary School took part in the Up Helly Aa remote teaching presentations with the Western Isles and Highland. It was hugely successful. These four schools are now partnered up and the Western Isles are presenting back at the end of the term. The hope is that these links remain,</p> <p>Another round of presentations is to be set up to include four more Shetland schools with an emphasis on Shetland dialect and Gaelic.</p> <p>This pilot has opened up interesting discussion with teachers, including how we can use the remote teaching platform to enhance our P7 transitions. Staff are beginning to recognise the rich opportunities available for their pupils through the engagement of remote teaching.</p> <p>Leverhulme Primary presented back to Burravoe Primary School, again hugely successful. Pupils and staff enjoyed experience</p>	<p>The number of remote teaching pilots taking place over the coming years and the extent to which they support the wider rollout of remote teaching.</p> <p>Evaluations from all stakeholders involved in the pilots.</p> <p>Direct observations of remote teaching experiences.</p> <p>CfE Teacher Judgement Data and Senior Phase Attainment Data of young people involved in pilots.</p> <p>School Inspection Reports in respect of effective and appropriate use of digital technology.</p>

Priority / Action 8: Implement remote teaching and distance learning pilots			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
	<p>(b) The 1+2 Modern Foreign Language Initiative – delivery of L3 (language 3, German) in remote primary settings from P5 upwards by a secondary modern foreign languages teacher.</p> <p>(c) Children with Additional Support Needs who are finding it hard to access mainstream subjects due to social and emotional issues. Involve Helen Tait, Home-Link Teacher in this.</p> <p>(d) Instrumental Music Tuition – possibly developing opportunities and links with the Western Isles</p>	<p>securing links for future collaborations.</p> <p>Other schools expected to deliver presentations this term.</p> <p>A teacher of Modern Languages at the Anderson High School has been delivering German to Foula Primary School every Thursday morning in term three. Resources have been made available through the GLOW platform. The teacher will then deliver German to Fair Isle Primary School in term four.</p> <p>A teacher from Aberdeenshire is delivering Spanish to Whalsay School for their L3. He is doing this free of charge. Technology in place in the school, staff are trained and the first test run went well</p> <p>On-going discussions with staff in the ASN Outreach Service are taking place.</p> <p>Our Accordion Instructor is delivering accordion to pupils in</p>	



Priority / Action 8: Implement remote teaching and distance learning pilots			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
	<p>(e) Sandwich Junior High School History Pilot</p> <p>ICT Department would support in ensure staff's schools were fully equipped from an ICT perspective for the project.</p> <p>Processes around setting up pilots would be included in the position paper, refer to priority one. Staff involved in</p>	<p>Whalsay School, Mid Yell Junior High School and Brae High School (seven pupils in all). The feedback from pupils has been very positive.</p> <p>Initial evaluations at end of term three proved positive with parents suggesting, as pupils are now very confident with the style of teaching, that the pilot runs for term four to fully gauge the impact on learners. This has been agreed. A proposed fee for parents and carers has been agreed once we move from pilot stage.</p> <p>Visits continue regularly to Sandwich Junior High School on the part of the operational lead to meet with pupils and staff. Parents have also engaged in the initial evaluation process. Feedback on the pilot continue to be mostly positive. A full review of the pilot will take place this term, but it will continue as an option for secondary three and four pupils in 2019-20 in Sandwich Junior High School.</p>	

Priority / Action 8: Implement remote teaching and distance learning pilots			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
	<p>pilots would also have the opportunity to observe remotely distance-learning experiences in the Western Isles before commencing pilots in Shetland. This links to priority / action nine.</p>		

Priority/ Action 9: Partnerships with other local authorities			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
<p>A strong and binding mutually beneficial relationship with the Western Isles.</p> <p>Plan strategically and share practice with other local authorities in relation to E Learning in general.</p> <p>Involvement in the Scottish Government's Digital Leaders Group to work with local authorities across Scotland to embed digital technology across the curriculum and</p>	<p>Formalise a partnership with the Western Isles to support the development of remote teaching, including professional development and training for teachers and involvement in remote teaching pilots taking place in both local authorities.</p> <p>This partnership to include the provision of further visits to the Western Isles to observe the practical application of remote teaching in their E-Sgoil to ensure learning points from experiences there support developments in Shetland.</p> <p>Remote teaching is also to be included in other forms of professional collaboration and strategy meetings between officers and teachers in the two local authorities.</p> <p>Promote e learning as a Northern Alliance inter-authority improvement priority as part of the wider strategic plan for the role of QIOs in the Northern</p>	<p>Operational Lead currently spends a week a term with the e-Sgoil team in the Western Isles. This has cemented the operational lead's position in the team, as well as providing the opportunity to observe the operational side of e-Sgoil.</p> <p>As Depute Head Teacher of the e-Sgoil, our operational lead has become their key contact for UHI's, colleges and universities across Scotland.</p> <p>In addition, the operational lead has regular e-Sgoil management team meetings every Monday via Vscene.</p>	<p>Regular visits to the Western Isles and feedback from them at Strategy Group and Board Meetings</p> <p>Events and meetings organised between the two local authorities to promote island collaboration include the remote teaching agenda</p> <p>Feedback on Shetland staff involved in remote teaching on the value of support and information they received from Western Isles colleagues before starting out with pilots.</p> <p>E-Sgoil Annual Internal and External Reviews</p> <p>Northern Alliance papers, reports and minutes referring to e-Learning</p> <p>Attendance and minutes of meetings</p>

Priority/ Action 9: Partnerships with other local authorities			
What are we looking to achieve?	This is how we'll do it	Progress April 2019	Evidence of Impact by 2020
understanding any barriers and how these may be overcome.	<p>Alliance, which is currently being developed.</p> <p>Children's Services officer input into this national group</p>		

<b>Priority / Action 10: Partnerships with the UHI</b>			
<b>What are we looking to achieve?</b>	<b>This is how we'll do it</b>	<b>Progress April 2019</b>	<b>Evidence of Impact by 2020</b>
<p>Explore potential courses and programmes within the Shetland and wider UHI campus that could become part of Senior Phase offerings in schools and accessed through a combination of distance learning and face-to-face teaching.</p> <p>Link this strategic planning to the Developing Young Workforce (DYW) agenda and in particular the development of more Foundation Apprenticeships</p> <p>Clarify and confirm the virtual learning environment to facilitate the delivery of UHI programmes as well as costs.</p>	<p>Continued dialogue and planning meetings with college staff and operational lead within Children's Services through session 2017-18 to look at developing distance learning vocational pathways opportunities.</p> <p>Continue to gauge interest from young people</p> <p>Work closely with Pupil Support staff in the secondary settings and use the forum of the vocational pathways working group to raise the prominence of this.</p> <p>Consider the potential of distance learning and technology as part of strategic discussions on the development of Foundation Apprenticeship options within the Regional DYW group.</p> <p>Involve the Western Isles with the possibility of remote teaching opportunities also offered to young people in the Senior Phase there, potentially increasing numbers and the viability of courses.</p>	<p>There have been some initial discussion about how the Western Isles and Shetland can deliver a variety of Vocational pathways across the Isles. This is to be explored further this term.</p>	<p>Meetings with UHI Management Team.</p> <p>Questionnaires to young people</p> <p>Pupil Focus Group meetings</p> <p>UHI programmes and courses offered remotely from session 2018-19 onwards to schools.</p> <p>Number of young people involved in these programmes and courses</p> <p>Feedback from school and college based staff and the pupils.</p> <p>Attainment data</p> <p>Regional DYW agenda's and minutes</p>



## Appendix Two

### Key Points from the Evaluations of Current Remote Teaching Pilots

#### 1. The Remote Teaching Pilots:

- German taught to primary pupils in Fair Isle Primary School, Foula Primary School and Fetlar Primary School from the Anderson High School.
- Spanish taught to primary six and seven pupils in Whalsay School from a teacher residing outwith Shetland.
- History taught to secondary three pupils at Sandwick Junior High School from the e-Sgoil in the Western Isles.
- Accordion lessons to pupils in Brae High School, Mid Yell Junior High School and Whalsay School from an accordion instructor working from the Anderson High School.

#### 2. The Scope of the Review of the Remote Teaching Pilots:

The Operational Lead for Remote Teaching is currently carrying out a comprehensive evaluation exercise into the four aforementioned pilots with the children and young people, members of staff, and parents and carers who have been involved.

The Operational Lead will report to the Project Board of the Quality Improvement Framework shortly.

The reviews have included the following questions:

- How have things changed in the school because of the pilot?
- How has online learning benefitted pupils and staff?
- How have pupils used laptops and other forms of technology and equipment that have been part of the pilots?
- How well informed have parents and carers been about the pilots?
- What have been the main challenges, concerns and learning points for moving forward with remote teaching?

#### 3. Key Findings from the Remote Teaching Reviews:

Pilot	Key Findings
German taught to primary pupils in Fair Isle Primary School, Foula Primary School and Fetlar Primary School from the Anderson High School.	The evaluation has mainly been based on Foula Primary School's experience in term three of 2018-19. Currently, the pilots in Fair Isle Primary School and Fetlar Primary

	<p>School are in their infancy but they will be reviewed at the end of June 2019.</p> <p>There have been issues encountered with broadband and connectivity to Foula.</p> <p>These issues have not been connected to Vscene web conferencing or the other hardware and software.</p> <p>Where connections have worked, the lessons have been very positive with pupils and staff engaged in the experience.</p> <p>To combat connectivity issues, a resilience plan organised whereby the teacher, delivering the lessons, made all the resources available on GLOW.</p>
History taught to secondary three pupils at Sandwick Junior High School from the e-Sgoil in the Western Isles.	<p>The teacher has placed all the learning materials on GLOW, and has used Glow to monitor what the pupils are working on during each lesson.</p> <p>The connections between the Western Isles and Sandwick Junior High School have been very good.</p> <p>The pupils have enjoyed a good relationship with their remote teacher.</p> <p>History will continue to be delivered remotely in 2019-20 in the school in secondary three and secondary four with an increased uptake in the secondary three class.</p>
Accordion lessons to pupils in Brae High School, Mid Yell Junior High School and Whalsay School from an accordion instructor working from the Anderson High School.	<p>Pupils are enjoying the accordion lessons.</p> <p>Pupils have also improved their knowledge of GLOW through the pilot.</p>



	<p>After some initial reservations, parents and carers have been supportive of the pilot.</p> <p>There have been some technological issues, including computers not having Chrome as the default browser and not all computers allowing Vidyo – the screen-sharing browser. Schools have felt that this has at times increased workload for staff supporting the remote teaching.</p> <p>However, these issues have increased Children's Services, and the ICT Department's, understanding of what needs to be put in place to ensure that the technology works, and, in the main, have now been resolved.</p>
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# Remote Teaching and Online Learning

## Draft Position Statement and Protocols Paper

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## 1. Introduction and Context:

For the purpose of this project, remote teaching is the term where using ICT, a teacher teaches a group (s) of students located in an establishment different from the teacher's own.

On Monday 6 February 2017 a report from Children's Services to the Shetland Islands Council's Education and Families Committee, entitled '*Online Learning and Remote teaching*', set out recent local developments in this area for noting.

Subsequently, SIC Officers on the new Remote Teaching and Online Learning Strategy Group have developed a Business Action Plan as a means of moving forward with remote teaching and distance learning within the Quality Improvement Framework structure.

This Action Plan is included as Appendix 1 of the position paper.

There are ten priority areas / actions within the plan:

- ✓ Methodology, rationale and engagement with stakeholders;
- ✓ Leadership and personnel;
- ✓ Technology;
- ✓ Broadband and Connectivity;
- ✓ Costs and Funding;
- ✓ Training and professional development;
- ✓ Review of existing online learning pilots;
- ✓ Proposed remote teaching pilots;
- ✓ Partnerships with other local authorities, including the Western Isles;
- ✓ Partnerships with the UHI.

One of the overarching aims of the Business Action Plan is to articulate a clear and consistent vision setting out the purpose, rationale and benefits of developing remote teaching opportunities in Shetland. This position statement sets out the vision and rationale for developing remote teaching as well as protocols for developing remote teaching pilots in Shetland over the coming years.



## 2. The Vision and Rationale for Remote Teaching:








- ✓ Fundamentally, this remote teaching and online learning project is about equity and choice for young people and helping every young person having the best possible chance to succeed.
- ✓ This project has the potential to add value to what is already in place in our secondary settings in the Senior Phase by offering a wider range of subjects and vocational opportunities through distance learning and

remote teaching, thus addressing the ethos and expectations of Curriculum for Excellence, the National Improvement Framework and Developing the Young Workforce.

- ✓ Whilst this project will focus primarily on developing opportunities for young people in the Senior Phase, other aspects of curriculum delivery have the potential to be part of the project. This will include the 1+2 Modern Foreign Languages Initiative, specifically the delivery of L3 to remote primary settings from P5 onwards and as a means of supporting children with social and emotional issues to access the curriculum. Music instruction is another area that could be considered for remote teaching opportunities.
- ✓ Blended learning will be an important aspect of the remote teaching experience. Young people will have face-to-face contact with teachers as well as e learning.
- ✓ Teachers' will not be expected to teach children in their own setting face-to-face and remotely in another setting simultaneously.
- ✓ It is hoped the project will be able to address some of our local teacher recruitment challenges in secondary settings and ensure that subjects remain available to young people when the school is unable to fill a vacant teaching posts in non-practical subjects.

### 3. How Does Digital Technology Enhance Learning and Teaching?

Aspect of quality learning and teaching		Opportunities and impact of digital technology
Provision of quality educational content		Learners and educators have access to a multitude of additional online educational content as well as being able to create new digital content that can support education.
Tailoring approach to deliver personalized learning		A range of digital tools and services (apps, games, websites, etc.) allow educators to offer a number of approaches to learning and learners can choose the approach that best suits them.

Collaborating with others to test understanding of new knowledge and skills		Educators can offer learners the opportunity to collaborate online with others from across the world in addition to their peers within their school or early years setting.
Engaging and motivating learners		Educators have access to a range of engaging digital tools and services.
Ensuring education is relevant to learners' experience of the world		Educators can deliver learning in a digital context using digital tools and services. This better aligns with learners' experience of today's digital world.
Opening up experiences and opportunities for learners		Educators can provide learners with access to a range of digital resources which allow 'anytime/anywhere learning' and build a level of digital skills which will be vital in today's digital world.
Providing quality assessment, personalized feedback and data to inform subsequent learning and teaching		Educators can reduce workload by using appropriate digital assessments that provide instant results and personalised feedback. This frees time for focusing on next steps and improvement.
Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills		Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
Equity of educational choice		Live video streaming and digital tools and services allow the potential for learners to study subjects via online distance

*"Enhancing Learning and Teaching Through the Use of Digital Technology, A Digital Learning and Teaching Strategy for Scotland."*

#### 4. Technologies to be used

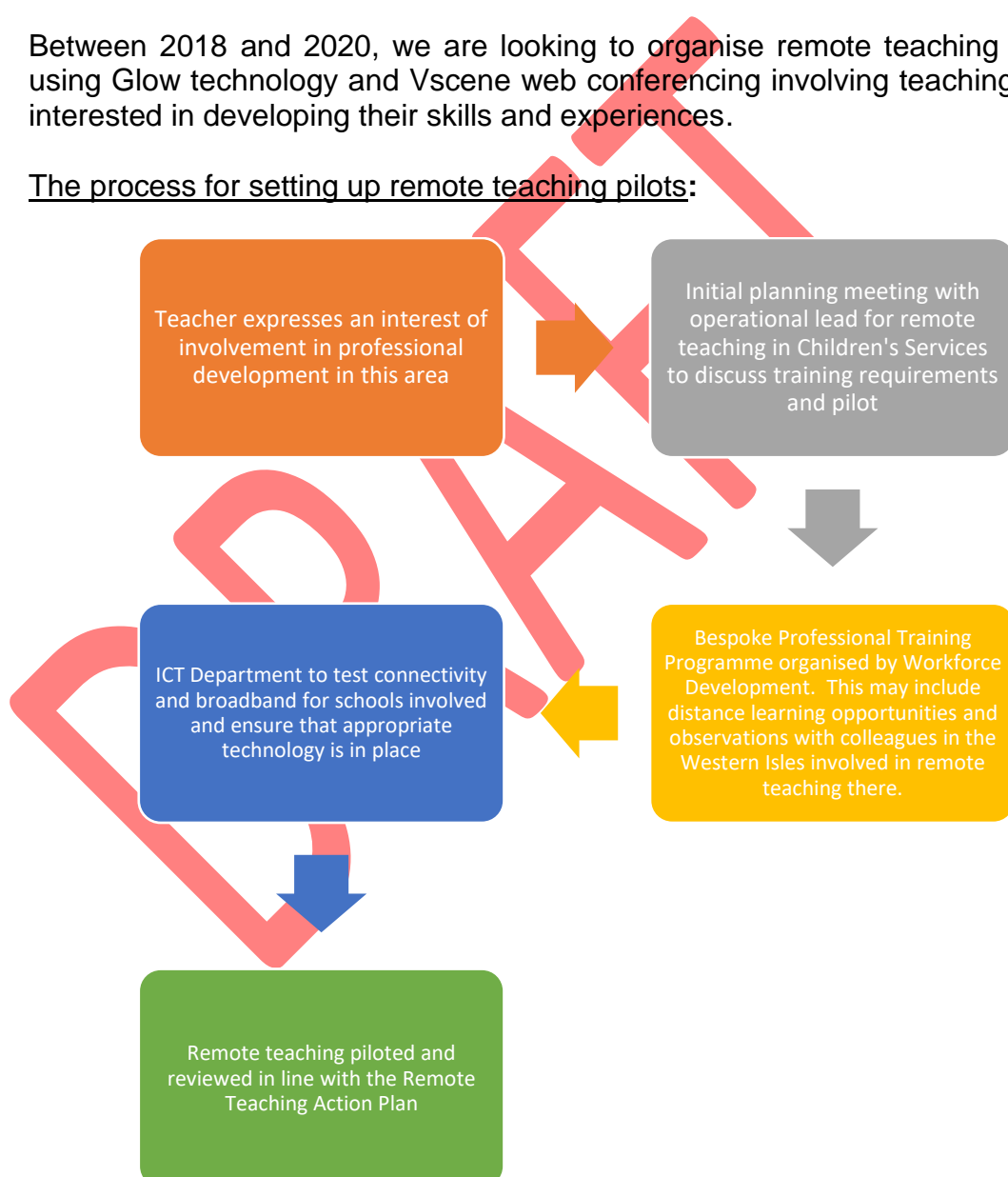
Glow technologies would be the medium of choice for remote teaching and online learning purposes with Vscene web-conferencing as part of this provision. HD desktop webcam technology tools are also included with Vscene, as are desk top speaker phone and audio/mic headsets.

A costings plan has been developed by the ICT Department and Change Fund funding will cover some of these costs initially.

#### 5. Setting up remote teaching pilots

Between 2018 and 2020, we are looking to organise remote teaching pilots using Glow technology and Vscene web conferencing involving teaching staff interested in developing their skills and experiences.

The process for setting up remote teaching pilots:





## 6. Processes for dealing with recruitment challenges (subject to LNCT agreement)

With the support of Human Resources, it is proposed to develop an LNCT agreement whereby remote teaching can be utilised as a means of addressing recruitment challenges that the local authority may face in secondary settings.

Remote teaching to address recruitment issues would be an option mostly for non-practical subjects in the first instance.

For clarity, the SNCT distinction between practical and non-practical subjects is as follows:

<b>Practical Subjects, SNCT Handbook, Part 2, Appendix 2.9</b>
Administration and IT
Art and Design
Biology
Chemistry
Design and Manufacture
Engineering Science
Environmental Science
Graphic Communication
Health and Food Technology
Hospitality: Practical Cookery
Hospitality: Practical Cake Craft
Land and Environment
Physics
Practical Craft Skills
Practical Electronics
Practical Metalworking
Practical Woodworking
Science

This agreement would encompass the following LNCT devolved duties:

- Appointment Procedures
- Particulars of Employment
- Specific duties and job remits

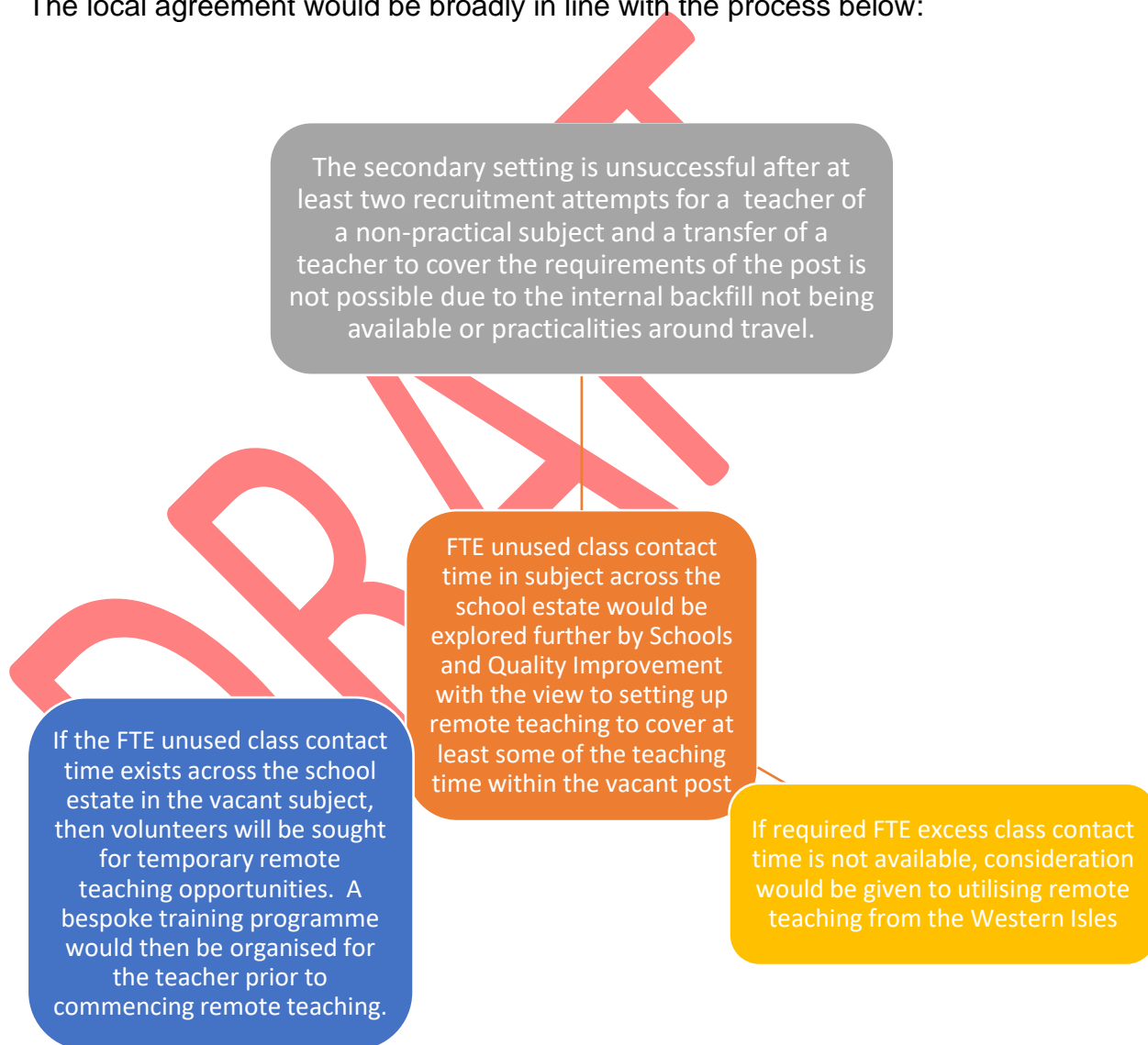
This piece of work also links closely with the Quality Improvement Framework further action to develop an agreement whereby staff absence can be covered internally and any surplus class contact time can be used for development work.

In terms of total amounts per schools or across the entire secondary estate there remains an amount of class teaching time capacity unused. This has reduced as sharing arrangements have been established.

In most cases, the unused capacity will be small numbers of periods on individual teacher's timetables. The fact that teacher travel during the working day is counted as class contact time means that these "spare" periods cannot be realistically deployed in another setting. However, there may be scope for a proportion of this time to be used to support distance learning and remote teaching.

Work in this area would also include formalising a partnership with the Western Isles to support the development of remote teaching for expediency purposes.

The local agreement would be broadly in line with the process below:



The existing job profile for teachers will need to be amended to build in a remote teaching and distance learning component to the job description. Again, this will require LNCT agreement as it is a devolved matter.

## **7. Practicalities and Protocols around remote teaching – to be discussed as part of the proposed LNCT Agreement:**

- ✓ Teachers would **not** be expected to be working with a class face to face in their own setting whilst delivering teaching to groups of children in other setting (s).
- ✓ This project is predicated on small numbers of young people being involved in remote teaching experiences.
- ✓ Children and young people in the Broad General Education will always be supervised by a member of staff in the school if they were being taught remotely by a teacher in another establishment.
- ✓ Young people in the Senior Phase of secondary may be able to receive their remote teaching experience independently without any direct supervision. This will ultimately be at the discretion of the head teachers of the settings involved.
- ✓ A risk assessment will be in place for all individual remote teaching programmes / pilots that develop over the next few years.

## **8. Professional Development:**

An online remote teaching training module and plan, including the use of Glow and Vscene is being developed as part of the remote teaching action plan, using the current Lynda.com system.

## **9. Risks and the Role of Stakeholders:**

There has been scepticism for a number of years that remote teaching and online learning is simply a means to 'close schools by the back door', a sentiment borne out of years of school closure proposals.

The general risk of the project's success is that our stakeholders: parents, staff and young people do not buy into the project.

Through the QIF, a very useful network of Stakeholder Groups was established, and the members of these groups have worked closely with Children's Services staff, thus three specific stakeholder groups will be set-up:

- Teachers and Teaching Unions
- Parent Council representatives
- Secondary Pupil Group

These will be reconvened with e-learning a leading area of discussion as a means of addressing concerns, underlining the potential benefits and sharing updates as the project progresses.





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>28 June 2019</b>
<b>Report Title:</b>	<b>Closing the Attainment Gap</b>	
<b>Reference Number:</b>	<b>CS-24-19-F</b>	
<b>Author / Job Title:</b>	<b>James Johnston, Quality Improvement Officer</b>	

### 1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

- NOTE the progress being made to Raise Attainment and Close the Poverty Related Attainment Gap in Shetland

### 2.0 High Level Summary:

2.1 The National Improvement Framework for Scottish Education was launched by the First Minister in January 2016. The Framework supports The Scottish Government's ambition to achieve excellence and equity for every child in Scotland. It places a legal duty on local authorities to actively address the poverty related attainment gap.

2.2 The National Improvement Framework identifies four key priorities for action:

- Improvement in attainment, particularly literacy and numeracy;
- Closing the attainment gap between most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

2.3 Shetland Islands Council have a duty to report on progress against all four of the National Improvement Framework Priorities. This report, along with the Shetland's National Improvement Framework Plan for 2019/20, will be published by 31<sup>st</sup> August 2019.

2.4 The purpose of this report is to share progress on the two first two national priorities concerning attainment.

The key messages are:

2.5 The attainment gap in the Broad General Education has narrowed (for Free School Meal (FSM) pupils) in Primary Literacy, Primary Numeracy and Secondary Numeracy.

2.6 There is a marginal widening of the gap (again for FSM pupils) in Secondary Literacy.

2.7 The data for attainment versus deprivation, a measurement of attainment according to SIMD decile, provides no significant evidence of an attainment gap in the Senior

Phase to S6. This is primarily due to Shetland having pupils concentrated in the middle Scottish Index of Multiple Deprivation (SIMD) bands 4-8 with no pupils in SIMD 1-3 (most disadvantaged). There have also been no pupils in SIMD 9-10 (least disadvantaged), in two of the last three years.

2.8 Whilst raising attainment and supporting pupils who face barriers to learning is a core part of a school's core improvement work, Pupil Equity Funding (PEF) continues to be the additional financial vehicle for targeted work to help close the poverty related attainment gap.

2.9 The detailed report is contained 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 two areas most relevant to the Closing the Gap agenda are:

3.2 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.

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

3.4 Shetland's Partnership Plan describes a vision where Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver future solutions. Work to close the attainment gap helps all children and young people reach their potential and the design of interventions to close the gap is undertaken in consultation with staff, parents and pupils.

3.5 The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities. Delivering equity for all Shetland's children and young people is a pillar of national and local policy direction.

3.6 Shetland Islands Council's Corporate Parent Improvement Plan states that children, young people and care leaver services are developed in response to identified needs. This outcome will be achieved by all partners developing ways of identifying and reporting key themes which impact on looked after children, young people and care leavers such as homelessness, educational achievement, social exclusion and poverty relevant to the services they provide.

3.7 National and local guidance for PEF promotes partnership working across Children's Services, and with the National Health Service and voluntary sector organisations.

### **4.0 Key Issues:**

#### **Attainment in the Broad General Education (BGE) to Secondary 3:**

- 4.1 Overall attainment has improved in primary literacy, primary numeracy and secondary numeracy. There is a marginal reduction in attainment in secondary literacy.
- 4.2 Collectively, the Achievement of a Level (ACEL) data indicates that more pupils are achieving the expected level as they make progress through their Broad General Education journey in Shetland.
- 4.3 In almost all areas, we compare favourably with the data from other remote rural towns, remote small towns, Northern Alliance local authorities and the national average.
- 4.4 The key indicator at S3 is the '% of pupils achieving Third Level or better' and pupils in Shetland are performing well on this measure in both literacy and numeracy, however, further work is required to extend more pupils to fourth level.

#### **Attainment in the Senior Phase from S4-S6:**

- 4.5 In the Senior Phase, the Average Total Tariff score for all Shetland pupils at the point of leaving school was well above that of the Virtual Comparator, the Northern Alliance figure and the National figure.
- 4.6 In 2017-18, the attainment of Shetland pupils in Literacy and Numeracy at the point of leaving school was much better than Shetland's Virtual Comparator and better than the score for the Northern Alliance authorities as a whole.
- 4.7 By the time they left school in 2017-18, Shetland's young people matched or exceeded their Virtual Comparator in the proportions who attained every number of awards at every SCQF level.
- 4.8 The proportion of young people leaving school and going into positive destinations increased in 2017/18 to exceed the Virtual Comparator and the figure for Scotland as a whole.

#### **Closing the Gap:**

- 4.9 Nationally, the attainment gap is defined and measured most often by pupil performance according to SIMD data. However, it is acknowledged, that in rural areas like Shetland, where deprived individuals are geographically distributed and circumstances of deprivation are very individualised, SIMD is unable to provide an accurate measure or adequate understanding of deprivation.
- 4.10 Shetland Islands Council and partners have taken steps to overcome this challenge and have developed the Shetland Vulnerability Criteria which provides a supportive framework to assist Head Teachers identify individual pupils and families, who may not otherwise be identified through traditional SIMD and FSM measures.
- 4.11 The data generated using the FSM characteristic presents a really positive picture of 'closing the gap' in Shetland. Nevertheless, it is acknowledged that further work is required to establish a wider, and more robust, evidence base around this priority.

- 4.12 This wider analysis will take place in July 2019 following the submission of schools' ACEL data in June 2019. This longitudinal analysis will explore the gap as pupils have progressed through two levels of the BGE ie. From Primary 1 to Primary 4, from Primary 4 to Primary 7 and from Primary 7 to Secondary 3.

**Pupil Equity Funding (PEF):**

- 4.13 PEF is additional funding received from the Scottish Government to close the attainment gap in Scottish schools.
- 4.14 PEF is allocated directly to schools on the basis of the estimated number of children in those schools eligible and in receipt of free school meals.
- 4.15 PEF is the is most identifiable method of focussed work to close the poverty related attainment gap but it must be noted that Head Teachers are improving attainment and outcomes for children and young people through a much wider range of strategies and approaches via ongoing school improvement and practice and core education budgets.
- 4.16 Head Teachers, in partnership with staff, parents and pupils design and deliver activities and interventions supported by the acquisition of resources to enhance provision for children and young people affected by poverty.
- 4.17 In 2018/19, 77% of schools' expenditure was on staffing and 23% of expenditure was on operational costs.
- 4.18 PEF is awarded by financial year to 31<sup>st</sup> March, however schools have until the end of the academic year to spend their allocation. By the end of the financial year, 68% of PEF in Shetland had been spent. 100% of the funding is projected to be spent by the end of the school year.
- 4.19 93% of schools self-evaluate themselves 'good' or better when considering their implementation and impact of PEF or local Closing the Gap funding allocated to those schools not in receipt of Scottish Government PEF.
- 4.20 PEF in Shetland is monitored from an educational and financial perspective through a series of planned discussions between Head Teachers and Quality Improvement Officers, supplemented by financial reports generated by Children's Service's Finance staff.
- 4.21 School's allocations of PEF vary from year to year and so forward planning and achieving sustainability of interventions is challenging. The challenge of sustainability is somewhat mitigated by increasing staff skills and capacity however, almost all interventions across literacy, numeracy and health and wellbeing are focussed on learning and teaching and families and communities, not on leadership encompassing professional learning.
- 4.22 The enhanced use of evidence in planning and evaluation demanded by the national and local guidance on PEF, and the learning acquired through this approach will extend beyond the lifetime of PEF should this model of funding not continue beyond 2020.



4.23	Furthermore, whole school approaches, such as embedding a Nurture ethos, have the capacity for longevity beyond initial PEF investment.
4.24	Despite schools' outward looking, partnership approach to delivering interventions through PEF, there are limited opportunities for schools to bring in outside agency expertise to support the closing the gap agenda. This is particularly true for more rural schools.
4.25	Almost all staffing costs relate to existing staff undertaking additional hours which are offered on a short term basis which undermines the certainty by which schools can plan over the longer term.
4.26	Allocation of funding on an annual basis compounds the challenges over longer term planning.
4.27	Shetland Islands Council's Education Scotland Attainment Adviser has worked in partnership with Officers in the Local Authority to deliver formal workshops training events have taken place to support schools to revise plans for their Pupil Equity Funding.
<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>Successful implementation of the National Improvement Framework plan will lead to improved outcomes for children, young people and their families.</p> <p>There will be a positive impact on children, young people and families particularly those experiencing poverty.</p>
<b>6.2 Human Resources and Organisational Development:</b>	Pupil Equity Funding has been used to fund additional hours and new contracts for teaching and other support staff.
<b>6.3 Equality, Diversity and Human Rights:</b>	<p>Closing the poverty related attainment gap between the most and least disadvantaged children requires direct action to support equity in education. This involves consideration of a range of factors including equality of provision and equality of opportunity.</p> <p>The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals.</p> <p>Schools have been guided to look at the needs of individuals beyond traditional measures of poverty such as SIMD data and FSM entitlement, and identify any barriers to their attainment.</p>
<b>6.4 Legal:</b>	The Local Authority continues to be well placed to discharge the new duties as outlined in the Statutory Guidance within the National Improvement Framework.

<b>6.5 Finance:</b>	<p>The cost of all improvement actions will be undertaken within Children's Services existing budgets, including those allocated to schools, and Pupil Equity Fund allocations direct to schools.</p> <p>PEF total grant for 2018/19 was £233,880 PEF total grant for 2019/20 is £230,400</p>	
<b>6.6 Assets and Property:</b>	There are no implications for Assets and Properties arising from this report.	
<b>6.7 ICT and new technologies:</b>	Pupil Equity Funding may be used to procure ICT hardware and software for their schools. Updated guidance on PEF expenditure and procurement processes has been shared with head teachers for this school session.	
<b>6.8 Environmental:</b>	The interventions planned to address excellence and equity are unlikely to present any environmental risks.	
<b>6.9 Risk Management:</b>	Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of failing to deliver strategic objectives in education.	
<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 school education. This report is related to the function of an education authority.	
<b>6.11 Previously considered by:</b>	N/A	

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**Report Finalised:** 19 June 2019

### Appendices:

Appendix 1: Closing the Attainment Gap

### Background Documents:

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

National Improvement Framework 2019

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

National Improvement Framework Evidence Report 2018

<https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>

END



## **Closing the Attainment Gap**

### **1. Introduction**

- 1.1. This report presents an overview of progress of attainment and activities related to closing the poverty related attainment gap in Shetland for 2018/19.
- 1.2. The First Minister launched The National Improvement Framework for Scottish Education, Achieving Excellence and Equity, in January 2016. The aspiration is to achieve equity in educational outcomes for all children and young people in Scotland irrespective of their economic background and to close the poverty related attainment gap. It is underpinned by an annual refresh of National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.
- 1.3. Funding to achieve this vision, had already been provided to local authorities through the Scottish Attainment Challenge Fund. This fund was launched in February 2015, and was targeted at local authorities and individual schools with the greatest concentration of pupils in Scottish Index of Multiple Deprivation Deciles 1 and 2. Shetland was not designated a Challenge Authority and so could not benefit from this funding,
- 1.4. The Schools programme supported schools outside of the challenge authorities where a significant proportion of children and families were facing poverty related disadvantage. Shetland schools did not meet the conditions to access the Schools programme funding.
- 1.5. The Innovation Fund was made available to all other schools not in receipt of Attainment Scotland Funding and was introduced to support projects which aimed to improve literacy, numeracy and health and wellbeing. Six schools successfully bid for funding and received a total of £49,700.
- 1.6. In April 2018 a further £122 million of Pupil Equity Funding was provided directly to Head Teachers in Scotland to use for additional staffing or resources they consider will help reduce the poverty related attainment gap. This was allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. The funding is distributed on the basis of the numbers of pupils in Primary 1 to Secondary 3 known to be eligible and registered for free school meals. The Council continues to promote the uptake of Free School Meals using all local media.
- 1.7. Shetland schools received £233,880 of PEF for school session 2018/19. Owing to the methodology for distributing PEF through Free School Meal entitlement, ten schools received no PEF in 2018/19. Children's Services understands that attainment gaps can exist for schools not in receipt of PEF and have allocated a small amount of additional funding to those schools. The total investment of this in 2018/19 was £12,000.

## 2. Defining the Gap

2.1. The attainment gap between the most and least disadvantaged pupils in Scotland is wider than in many similar countries. The Scottish Government has given high priority to “closing the gap”, or achieving equity in educational outcomes for all our young people. For example, a child’s circumstances – where they live, their family’s circumstances – still have a disproportionate impact on their chances of success. For example, despite some progress over the last decade, a pupil from the 20 per cent least deprived areas of Scotland is almost twice as likely as one from the 20 per cent most deprived areas to leave school with a qualification at SCQF 6 or better (Higher equivalent or above).

Scottish Government

2.2. Shetland frequently comes at or close to the top of areas of Scotland with the best quality of life. However, for those families who are not able to experience the everyday lifestyles of the majority because of a lack of resources, it can be more isolating in Shetland than in areas where there is a more shared experience of living without these resources. When examining data at any stage of an individual’s life, whether pre-birth, early years, school attainment, post-school destinations, and employment, there are approximately 5% of the Shetland population who are doing less well.

(On Da Level - Achieving a Fairer Shetland, 2016)

2.3. Whilst pupils in Shetland are performing well, it is possible to identify attainment gaps and emerging data, and the means by which to gather, analyse and report the data are beginning to support strategic decision making in this area.

2.4. In Shetland, the gap is also being defined beyond attainment by itself. The gap can be articulated in terms of attendance, engagement, participation and inclusion and is being explored within a rural poverty context, where factors specific to life in Shetland are being used to identify children and families who could benefit from additional support to close their gap.

2.5. At the Northern Alliance Conference on the 20<sup>th</sup> May 2019, officers from the local authority, with support from the Education Scotland Attainment Adviser delivered a presentation on rural poverty and closing the attainment gap and one of the key messages was that issues of rural poverty related attainment gaps are best tackled at school level with support from the local authority as this is where Head Teachers know their schools, know their communities and know their children and families.

### 3. Scottish Index of Multiple Deprivation (SIMD)

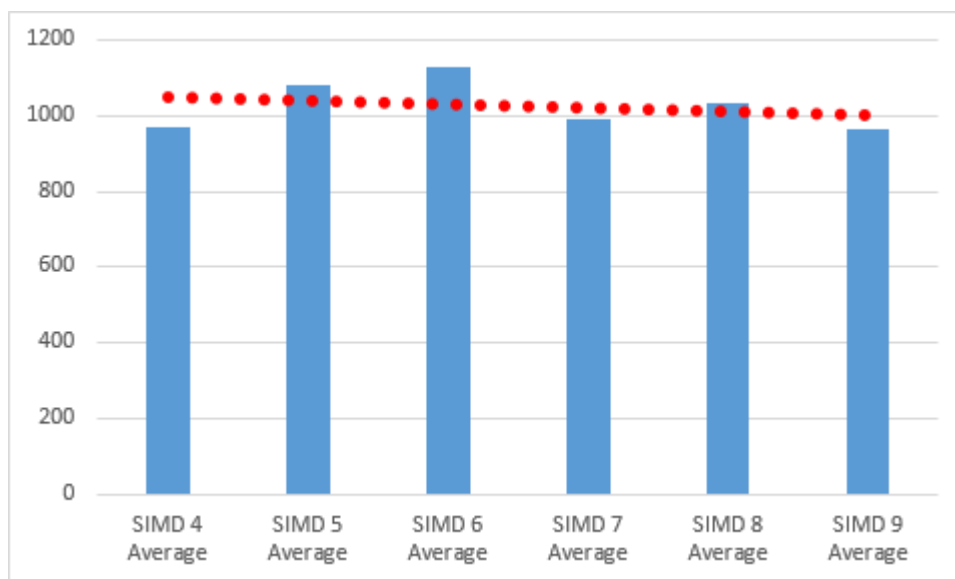
3.1. The government published a basket of key measures, sub measures and stretch aims in the National Improvement Framework and promoted the use of SIMD data as the means by which local authorities can measure the gap. However, there is an acceptance that:

3.2. “SIMD is not a measure of individual circumstances, it is not sensitive to those children and young people from very disadvantaged backgrounds living in more affluent areas, nor does it capture rural deprivation particularly well.”

Page 24 - <http://www.gov.scot/Resource/0052/00528872.pdf>

3.3. Indeed Shetland has no children in SIMD 1-3, a common cohort used to measure progress towards closing the gap.

3.4. This can be illustrated using the average Overall Tariff Points of pupils in each of SIMD 4-9. Averaging the attainment versus deprivation data over the past three years it can be evidenced that the attainment line is almost horizontal across the SIMD deciles indicating a negligible attainment gap between SIMD 4 and SIMD 9.



3.5. SIMD is unable to consider the complex issues that have to be overcome when tackling deprivation and social exclusion in remote rural areas and the thematic nature of deprivation in remote areas.

3.6. The spatial scale of SIMD data zones is therefore too blunt and indicators chosen to make up the index are less sensitive to the characteristics of deprivation and social exclusion found in Shetland.

- 3.7. In this regard, schools in Shetland are advised to consider poverty and disadvantage in a much wider context of rural deprivation and using other pupil level evidence and data when identifying attainment gaps and developing interventions to support them and their parents and families. This approach is framed within the Shetland Vulnerability Criteria which was developed through the Scottish Attainment Challenge contact group and outlined in more detail later in this report.

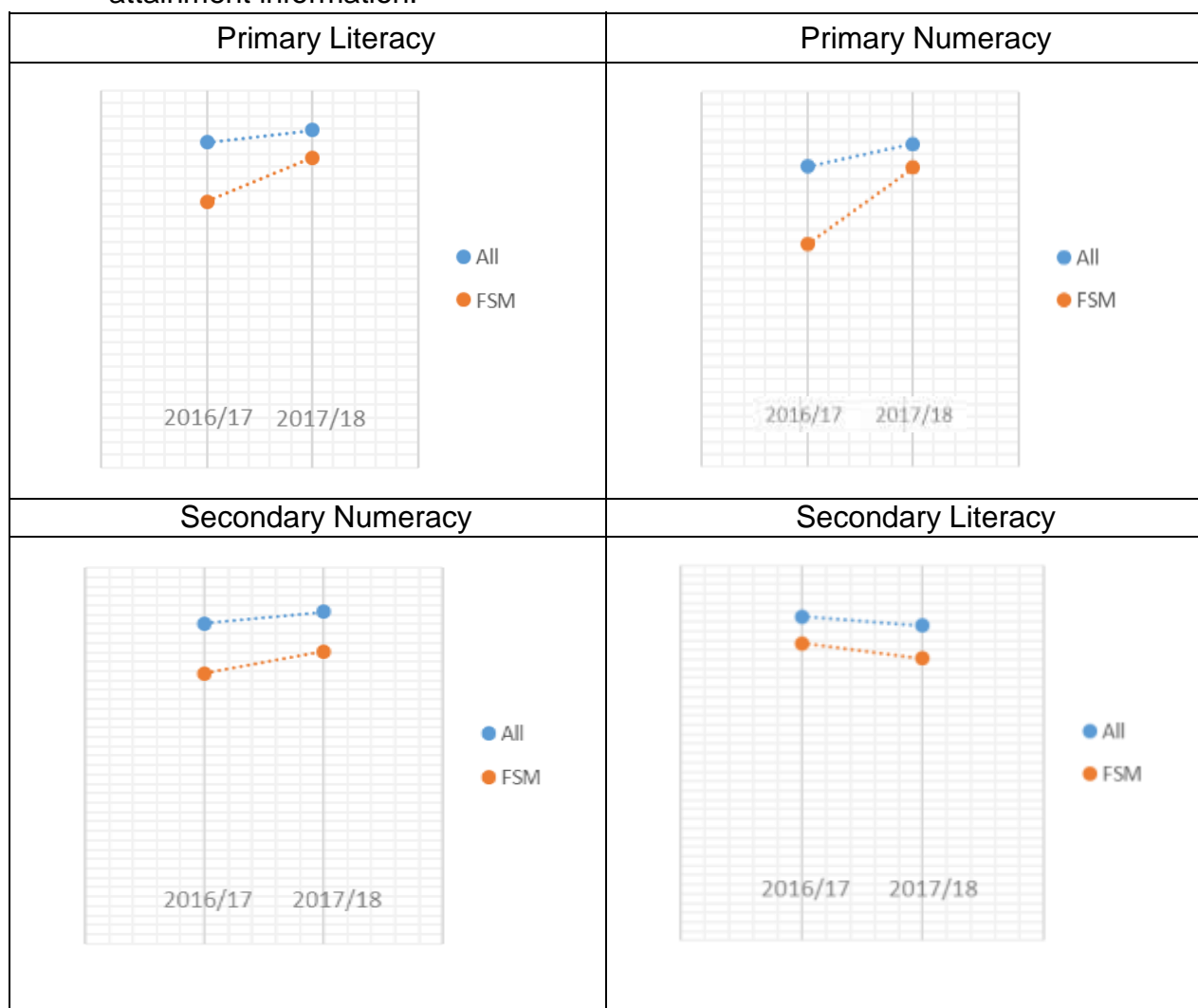


#### 4. Raising Attainment and Closing the Gap in the Broad General Education

In the Broad General Education to S3 and considering two years of data available, schools in Shetland have raised attainment overall and closed the gap in Primary Literacy, Primary Numeracy and Secondary Numeracy. There is a very slight fall in attainment and widening of the gap in Secondary Literacy. This is a very positive indication of the impact of work to close the gap.

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

4.2. A number of key limitations still remain with the toolkit, however it is being further developed at national level to facilitate a greater number of analytical enquiries of attainment information.



## 5. Further Evidence in the Broad General Education BGE to Secondary 3

- 5.1. At a local authority level, data from the BGE indicates that more pupils are achieving the expected level as they make progress through the BGE in Shetland.
- 5.2. The statistics outlined below represent a year on year comparison for Shetland as well as reference to high performing local authorities and the national average where this information is available.

### Numeracy

- 5.3. There are **improvements in Primary Numeracy** with 79% of pupils (+5%) achieving the expected level. The highest performing local authority is East Renfrewshire at 91% and the Scottish average is 78%.
- 5.4. There are **improvements in Secondary Numeracy**. 95% of pupils (+12%) have achieved third level or better. Only East Renfrewshire (99%) and East Dunbartonshire (97%) are performing better. The Scottish average is 89%.

### Overall Literacy

- 5.5. Shetland Islands Council have been producing statistics on primary and secondary literacy for three years and have termed this collection of information 'Overall Literacy' where every pupil's achievements count towards the overall literacy figure regardless of whether they achieve in one, two or all three of the literacy organisers. The literacy organisers are reading, writing and listening and talking. This overall literacy figure is calculated using school roll information and % of pupils achieving in each of the literacy organisers. Effectively, this figure is % of literacy levels being achieved.
- 5.6. Using this locally determined methodology, there are **improvements in Overall Primary Literacy**. 82% (+2%) of the expected levels across the literacy organisers were achieved.
- 5.7. There is a **slight reduction in Overall Secondary Literacy** although the figure remains high. 92% (-2%) of the expected levels across the literacy organisers were achieved.

### Combined Literacy

- 5.8. For the first time this year, the Scottish Government have produced a figure for 'Combined Literacy.' A pupil is deemed to have achieved the expected level in combined literacy only if they have achieved the expected level in all three literacy organisers: reading, writing, listening and talking. Using this definition, the combined literacy figure relates to the % pupils achieving literacy.

5.9. The **Combined Primary Literacy** figure for Shetland is 74%. Year on year comparisons are not available. This figure is higher than all other Northern Alliance authorities except Argyll and Bute (also 74%). The figure for Scotland is 71%. The highest performing authority on this measure is East Renfrewshire (88%).

5.10. The **Combined Secondary Literacy** figure for Shetland is 88%. Year on year comparisons are not available. The only local authority within the Northern Alliance performing better than Shetland is Argyll and Bute (90%). The Scottish average is 87%.

### **Other Key Messages in the BGE**

5.11. In almost all areas, we compare favourably with the data from other remote rural towns, remote small towns, Northern Alliance local authorities and the national average.

5.12. The key indicator at S3 is the '% of pupils achieving Third Level or better' and pupils in Shetland are performing well on this measure in both literacy and numeracy. Further work is required to extend more pupils to fourth level and record their attainment as such.

## **6. Raising Attainment and Closing the Gap in the Senior Phase to S4-S6**

6.1. In 2017-18, Average Total Tariff score for all Shetland pupils at the point of leaving school was well above that of the Virtual Comparator, the Northern Alliance figure and the National figure. The score (990) was a little lower than in 2016-17 (1041) but well above the figure for Scotland as a whole (891). It was the highest of all the Northern Alliance authorities, and it was the fourth highest in Scotland (it had been third in the previous two years).

The positive differential with our Virtual Comparator was biggest for the 20% of pupils who had the lowest overall attainment, slightly smaller for the middle 60% of attainers, and smallest for the highest 20% of attainers.

This is not the same as the poverty-related attainment gap, but, given the known correlation between poverty and attainment, it can be viewed as an indicator that Shetland has a narrower attainment gap than the comparators. That gap has remained about the same for five years and the target now is to narrow that gap further.

### **Attainment in Literacy and Numeracy**

6.2. In 2017-18, the attainment of Shetland pupils in Literacy and Numeracy at the point of leaving school was much better than Shetland's Virtual Comparator and better than the score for the Northern Alliance authorities as a whole. This was true for both Literacy and Numeracy separately. It was true for each year from 2013 to 2018.

### **Percentage of school leavers attaining awards at various SCQF levels**

- 6.3. By the time they left school in 2017-18, Shetland's young people matched or exceeded their Virtual Comparator in the proportions who attained every number of awards at every SCQF level. There was a particularly strong increase over three years in the percentage of school leavers attaining five or more awards at SCQF level 6 (equivalent to Higher) or above.

### **Percentage of school leavers entering a positive destination**

- 6.4. The proportion of young people leaving school and going into positive destinations increased in 2017/18 to exceed the Virtual Comparator and the figure for Scotland as a whole.

## **7. Pupil Equity Funding (PEF)**

- 7.1. Pupil Equity Funding is part of the Scottish Government's Attainment Scotland Fund and has been allocated to 2,387 schools across Scotland in 2018/19.
- 7.2. The funding is additional allocated directly to schools to help close the poverty related attainment gap
- 7.3. This section outlines the local authority and schools' approaches to planning, delivering and monitoring PEF in Shetland.

## **8. PEF Planning**

- 8.1. PEF planning has been incorporated in to school's existing school improvement planning processes and standards and quality reporting. This was agreed in conjunction with Head Teachers and has reduced bureaucracy.
- 8.2. Schools are using PEF to enhance their existing approaches to raising attainment and addressing barriers to learning caused by deprivation.
- 8.3. Some PEF plans are focussed exclusively on pupils with FSM entitlement, however the Shetland Vulnerability Criteria has created a framework for identifying pupils within a Shetland context. Advice from the local authority to Head Teachers includes:
- 8.3.1. Head Teachers are encouraged to collaborate with other Head Teachers on activities which deliver common objectives to close the gap. Other partnerships should also be considered, including the third sector, to support family learning or health and wellbeing.
- 8.3.2. To identify pupils who could benefit from PEF interventions, Head Teachers **must** consider support for their pupils receiving free school meals.

8.3.3. In addition, Head Teachers **may also** identify pupils using the Vulnerability Criteria

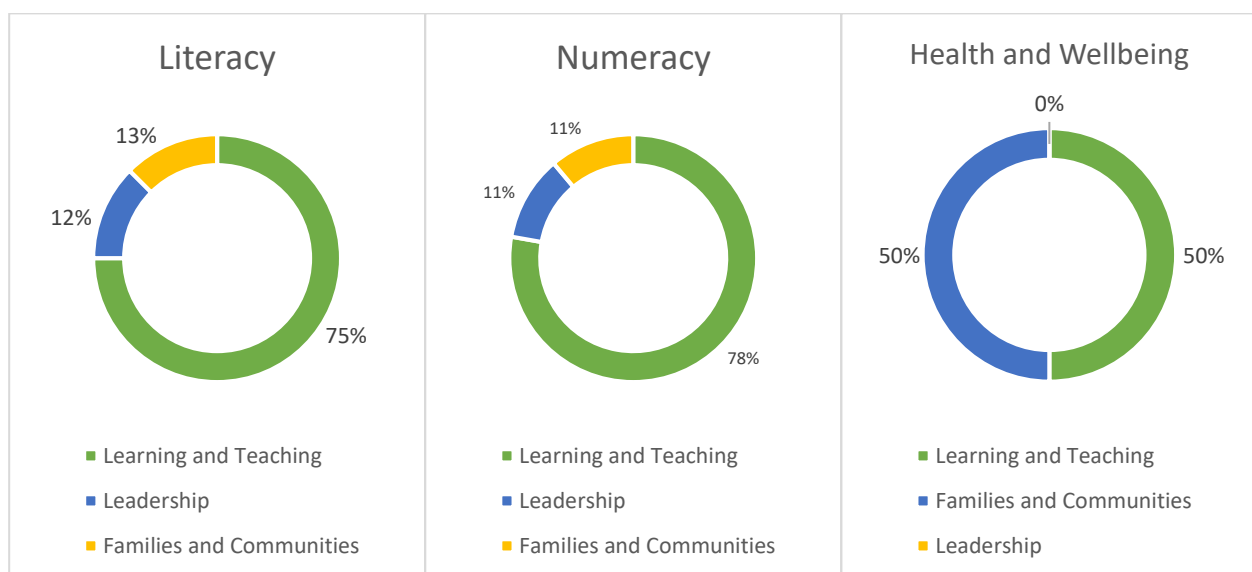
- Parental/family/household circumstance
- Mental/emotional/social/physical wellbeing
- Poor educational experience/poverty of opportunity

8.3.4. In addition to socio-economic disadvantage, Head Teachers **should also** consider pupils who may be further disadvantaged by a protected characteristic or a need for which they require additional support such as being looked after.

- 8.4. This guidance supports and supplements the national guidance on PEF and provides a Shetland context to the planning and targeting of PEF.
- 8.5. Whilst attempts to streamline the planning process for PEF have been welcomed, challenges remain around the capacity to plan, co-ordinate, monitor and evaluate distinct PEF interventions.
- 8.6. Cluster level planning, identification of shared priorities and pooling of resources across schools has been limited with Head Teachers preferring to deliver interventions to meet an identified need within their school. Nevertheless, this has not prevented schools from learning from each other and sharing practice.
- 8.7. The local authority guidance promotes more collaborative approaches to PEF, however capacity, geography, availability of resources in rural areas and the scale of PEF in some schools has limited the growth of cluster and authority wide approaches.
- 8.8. The local authority has supported planning around recruitment and finance with dedicated members of staff being identified to support schools with these matters.
- 8.9. The Attainment Adviser for Shetland has contributed to the planning process through advice at Head Teacher Development Days and by visiting individual schools. Much of this support has centred around building skills in Head Teachers and other school managers to create robust processes for identifying need and building better outcomes so that interventions can be appropriately evidenced.

## 9. PEF Interventions

- 9.1. National and local guidance states that Head Teachers are responsible, in consultation with stakeholders such as parents, pupils and staff, for the design and delivery of PEF interventions to close the poverty related attainment gap and support all children to reach their full potential.
- 9.2. This empowerment facilitates creative and bespoke solutions determined at school level, based on each school's individual context. It is possible to group Shetland schools' interventions according to their main focus whilst also recognising that many approaches to closing the gap cross over literacy, numeracy and health and wellbeing.
- 9.3. Education Scotland promotes interventions for equity linked to learning and teaching, families and communities and leadership, across literacy, numeracy and health and wellbeing.
- 9.4. It is clear that the majority of planned interventions are linked to learning and teaching in both literacy and numeracy. In health and wellbeing, the investment is spread evenly across interventions linked to learning and teaching and families and communities.



- 9.5. PEF has supported a broad range of interventions across schools. The scale and variety of interventions within each school are closely linked to the level of funding allocated, however some schools with larger PEF allocations have invested in single, focussed interventions for specific groups of children.
- 9.6. Investment has been used widely across literacy and numeracy, primarily to support additional staffing, additional hours for existing staff and for resources and materials to support learning.

- 9.7. There has been a strong focus on health and wellbeing interventions primarily around the development of Nurture approaches, social and emotional wellbeing and family learning.

## 10. PEF Impact

- 10.1. 93% of schools self-evaluate themselves 'good' or better when considering their implementation and impact of PEF or local Closing the Gap funding allocated to those schools not in receipt of Scottish Government PEF.

"One of our PEF pupils has significantly improved in their Health and Wellbeing. We attribute this to the nurturing environment that we have created in our school. When the pupil transferred to our school from a larger primary their attitude to learning was very negative and they were very reluctant to trust their teachers. The pupil communicated their unhappiness through being unco-operative and terribly sullen. We now see a different pupil with positive friendships, smiles, and a better attitude and engagement to their learning. The pupil is now making good progress and catching up in literacy and numeracy. Following our GLOSS assessments of Numeracy the pupil was identified as being weak in core numeracy. They have benefited greatly from daily 1:1 support for this using the SEAL approach which is funded through PEF. The pupil is now holding their own in their maths group and feeling more confident in this area. Their attitude is improved and they wish to succeed. A Shetland Success Story!"

Head Teacher

- 10.2. Impact can be described through quantitative and qualitative means and there is no doubt that schools are focussing on the impact on learners. At the same time however, the processes involved in designing and delivering interventions through professional dialogue and partnership with parents creates additional benefits felt across the school.

- 10.3. These include:

- Increased staffing levels to plan and deliver interventions
- Increased awareness amongst adults in a school to the needs of individual children
- Willingness to reflect on current practices and adapt approaches to suit pupil's needs
- Continuous Professional Development
- Empowerment and autonomy of Head Teachers to direct additional funding to targeted children and groups of children.

- 10.4. Improvements to the school environment with PEF supporting the development of Nurture and safe spaces where pupils could develop social and emotional skills and have space to learn

We have used our limited PEF budget in an extremely creative and targeted way. With support from our partners in Speech and Language Therapy, we identified that sensory items such as wrist bands, chew boards and cushions were required as short term aids to support attention and focus. The intervention has led to improvements in emotional wellbeing and feelings of security in school such that pupils are making good progress in reading and numeracy and significant progress in writing.

Head Teacher

## 11. PEF Challenges

- 11.1. Uptake of Free School Meals in Shetland is lower than it might otherwise be. This results in a gap between the distribution and alignment of funding from the Scottish Government with what we know about our local communities, children and families.
- 11.2. Recruitment and retention of staff with responsibility for delivering interventions has created challenges in some schools. The balance of direct investment in to additional hours when compared to investment in to capacity building and sustainability has created a potentially fragile structure where PEF delivery rests with a small number of people in a school. This cannot be avoided in more rural settings.
- 11.3. Staff absence has created similar challenges and this is particularly evident in schools where short and longer term absence during the planning stage can inhibit progress of the programme over the course of the school year.
- 11.4. PEF investment has predominantly been used to support learning and teaching. This can include teachers and support staff delivering 1-1 support, small group work, nurture activities as well as enhancing social capital through experiences for example. These activities require higher staff to pupil ratios and whilst this has worked well for those pupils experiencing direct support, it is staff intensive thus limiting opportunities for more children to benefit whilst also inhibiting time for staff training and development.
- 11.5. A more consistent understanding and application of the Shetland Vulnerability Criteria is required.



Staff continue to review the outcomes of interventions to close the gap and some School Improvement Plans lack clarity around outcomes and how to measure impact and progress. Quality Improvement Officers s are working with their linked schools to improve this.

The remote island schools of Fetlar, Fair Isle and Foula have increased the number of trips bringing the children to the mainland isle. Children get the opportunity to improve swimming as well as attend other primary schools to experience subjects in bigger class sizes. Staff have reported that the children have increased confidence through developing positive relationships with more children. These shared experiences continue online, where possible, when they return to the remote islands. The Head Teachers have reported that there is increased collaboration around learning and teaching and support for individual children, reducing the feeling of isolation working on a remote island.

Attainment Adviser, Education Scotland

**12. PEF Finance****2018/19 Local Authority Allocations**

12.1 Allocations include a Top Up so that allocations are not reduced from 2017/18 levels by more than 10%.

	<b>Allocation before top up</b>	<b>Top up</b>	<b>Total Allocation including top up</b>
<b>Grant-Maintained</b>	112,800	-	112,800
<b>Orkney Islands</b>	229,200	3,000	232,200
<b>Shetland Islands</b>	219,600	14,280	233,880
<b>Eilean Siar</b>	278,400	12,480	290,880
<b>Moray</b>	1,310,400	31,560	1,341,960
<b>Argyll &amp; Bute</b>	1,341,600	60,000	1,401,600
<b>East Renfrewshire</b>	1,400,400	11,640	1,412,040
<b>Stirling</b>	1,448,400	35,040	1,483,440
<b>East Lothian</b>	1,518,000	47,160	1,565,160
<b>Clackmannanshire</b>	1,514,400	60,720	1,575,120
<b>East Dunbartonshire</b>	1,558,800	29,640	1,588,440
<b>Perth &amp; Kinross</b>	1,616,400	45,120	1,661,520
<b>Scottish Borders</b>	1,756,800	84,480	1,841,280
<b>Angus</b>	2,076,000	42,240	2,118,240
<b>Midlothian</b>	2,244,000	29,160	2,273,160
<b>South Ayrshire</b>	2,386,800	26,400	2,413,200
<b>Inverclyde</b>	2,428,800	7,320	2,436,120
<b>Aberdeen City</b>	2,803,200	41,880	2,845,080
<b>Aberdeenshire</b>	2,841,600	64,920	2,906,520
<b>Dumfries Galloway</b>	2,890,800	81,720	2,972,520
<b>West Dunbartonshire</b>	3,402,000	23,880	3,425,880
<b>East Ayrshire</b>	3,438,000	27,000	3,465,000
<b>Falkirk</b>	3,510,000	67,320	3,577,320
<b>Highland</b>	3,985,200	109,800	4,095,000
<b>Renfrewshire</b>	4,227,600	44,640	4,272,240
<b>North Ayrshire</b>	4,376,400	37,560	4,413,960
<b>Dundee City</b>	4,956,000	24,840	4,980,840
<b>West Lothian</b>	5,102,400	58,440	5,160,840
<b>Edinburgh City</b>	7,294,800	157,320	7,452,120
<b>South Lanarkshire</b>	7,856,400	132,000	7,988,400
<b>North Lanarkshire</b>	8,713,200	121,680	8,834,880
<b>Fife</b>	10,046,400	55,080	10,101,480
<b>Glasgow City</b>	21,675,600	109,560	21,785,160
<b>Sum of local authorities</b>	120,447,600	1,697,880	122,145,480
<b>Total</b>	<b>120,560,400</b>	<b>1,697,880</b>	<b>122,258,280</b>

**2018/19 School Allocations**

12.2 For schools where revealing the allocation level may be disclosive to individuals, their results have been redacted and replaced with a (\*).

12.3 Schools not in receipt of PEF, marked by a (-) received £1200 from Children's Services for Closing the Gap interventions.

<b>School</b>	<b>Stage</b>	<b>Allocation before Top Up</b>	<b>Top Up</b>	<b>Allocation including top-up</b>
<b>Aith JHS</b>	Primary	£ 7,200	£ -	£ 7,200
<b>Baltasound JHS</b>	Primary	*	*	*
<b>Bell's Brae PS</b>	Primary	£ 40,800	£ 2,400	£ 43,200
<b>Brae High School</b>	Primary	£ 12,000	£ -	£ 12,000
<b>Burravoe PS</b>	Primary	£ -	£ -	£ -
<b>Cullivoe PS</b>	Primary	*	£ -	*
<b>Cunningsburgh PS</b>	Primary	*	*	*
<b>Dunrossness PS</b>	Primary	£ 8,400	£ 4,560	£ 12,960
<b>Fair Isle PS</b>	Primary	£ -	*	*
<b>Fetlar PS</b>	Primary	*	£ -	*
<b>Foula PS</b>	Primary	£ -	£ -	£ -
<b>Hamnavoe PS</b>	Primary	£ 8,400	£ -	£ 8,400
<b>Happyhansel PS</b>	Primary	£ -	£ -	£ -
<b>Lunnasting PS</b>	Primary	£ -	£ -	£ -
<b>Mid Yell JHS</b>	Primary	£ 12,000	£ -	£ 12,000
<b>Mossbank PS</b>	Primary	£ 4,800	£ 2,760	£ 7,560
<b>Nesting PS</b>	Primary	£ -	£ -	£ -
<b>North Roe PS</b>	Primary	*	£ -	*
<b>Ollaberry PS</b>	Primary	£ -	£ -	£ -
<b>Sandness PS</b>	Primary	£ -	£ -	£ -
<b>Sandwick JHS</b>	Primary	*	£ -	*
<b>Scalloway PS</b>	Primary	£ 18,000	£ -	£ 18,000
<b>Skeld PS</b>	Primary	*	£ -	*
<b>Sound PS</b>	Primary	£ 26,400	£ -	£ 26,400
<b>Tingwall PS</b>	Primary	£ -	£ -	£ -
<b>Urafirth PS</b>	Primary	£ -	£ -	£ -
<b>Whalsay School</b>	Primary	*	£ -	*
<b>Whiteness PS</b>	Primary	*	£ -	*
<b>Aith JHS</b>	Secondary	*	£ -	*
<b>Anderson High School</b>	Secondary	£ 30,000	£ -	£ 30,000
<b>Baltasound JHS</b>	Secondary	*	*	*
<b>Brae High School</b>	Secondary	£ 7,200	£ -	£ 7,200
<b>Mid Yell JHS</b>	Secondary	£ 6,000	£ -	£ 6,000
<b>Sandwick JHS</b>	Secondary	£ 10,800	£ -	£ 10,800
<b>Whalsay School</b>	Secondary	*	£ -	*

### **13. PEF Monitoring and Evaluation**

- 13.1. Support from the local authority and the Attainment Adviser has focus Head Teachers' approaches to evaluating impact. Progress is being made in terms of linking the impact of PEF interventions to existing tracking and monitoring information of pupils.
- 13.2. Identifying direct correlations between PEF interventions and attainment is challenging. Head Teachers report that it is also difficult to evidence improvements in attainment during a single year.
- 13.3. More often it is the combination of a holistic approach to meeting pupils' needs at school, including the interventions funded through PEF, which create subsequent improvement in attainment.
- 13.4. Furthermore, it is not always attainment in isolation that it is the measurement of success. Head Teachers are encouraged to consider improvements in other aspects such as attendance, engagement, participation and inclusion. Indeed Head Teachers are actively encouraged to use these other measures in the planning process as they have a known link with overall attainment.
- 13.5. Quality Improvement Officers support and challenge schools on attainment during the term two School Improvement Visits on Raising Attainment and Achievement. This includes discussions with Head Teachers, Teachers, parents and pupils on attainment across the school. Progress on PEF projects is also discussed during the term two visits and revisited during the term four visits on Self-evaluation and School Improvement Planning.
- 13.6. Following the completion of these visits in term four it will be possible to undertake a full school by school analysis of PEF in 2018/19.
- 13.7. Schools are required to evaluate the impact of PEF through their standards and quality reports published by 30 August 2019.