



Shetland Islands Council

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Date: 11 November 2019

Dear Sir/Madam

You are invited to the following meeting:

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 18 November 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 meeting held on 2 September 2019 (enclosed).

ITEM

(Agenda items 3-8 relate to the giving of advice or the discharge of the Committee's function as an education authority)

1. Commonwealth Games 2014 – A Legacy for Shetland 2018-19
Update
CS-38-19
2. Chief Social Work Officer Report
CS-30-19
3. Children's Services Directorate Performance Report: Quarter 2
2019/20 – Period to 30 September 2019
CS-33-19
4. External Audit Report - Education Scotland Report on Nesting Primary School
CS-28-19
5. External Audit Report - Care Inspectorate Report on Baltasound Junior High School Nursery and Fetlar Primary School Nursery
CS-32-19
6. External Audit Reports – Education Scotland Report on Sandwick Junior High School
CS-29-19
7. National Improvement Framework Report and Plan 2019/20
CS-37-19
8. Education Reform – Joint Agreement, Update on Progress in Shetland Islands Council
CS-35-19



MINUTES

A&B - Public

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 2 September 2019 at 10.00am**

Present:

Councillors:

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

Religious Representatives:

H Rankine	T Macintyre
M Tregonning	

Apologies:

J Fraser	B Wishart
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In Attendance:

M Sandison, Chief Executive
H Budge, Director – Children’s Services
R Calder, Acting Executive Manager – Quality Improvement
B Kerr, Communications Officer
K Johnston, Solicitor
M Thomson, Management Accountant
L Geddes, Committee Officer

Also:

L Anderson, Member of the Scottish Youth Parliament (MSYP)
J Dorrat, Member of the Scottish Youth Parliament (MSYP)
L Bisset, Eco Youth Shetland
I Johnson, Eco Youth Shetland
C Verdcourt-Lawrence, Eco Youth Shetland
M Summers, Youth Development Worker

Chairperson

Mr G Smith, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

The Chair welcomed the two new MSYPs to the meeting, and said he would welcome their contributions to the Committee. He also congratulated the Depute Convener and member of the Committee, Ms Wishart, on her appointment as Member of the Scottish Parliament, and said he looked forward to working closely with her in her new role.

Deputation

The Chair advised following their successful Eco Strike march and meeting at the Town Hall regarding Climate Change, young people had indicated to him that they did not get enough opportunities to engage with the Council, and he had suggested that they send a deputation to this meeting.

He confirmed that the application for a deputation had been received in accordance with Section 17 of the Council's Standing Orders and, in accordance with the Standing Orders, he was required to ask the Committee if it unanimously agreed to hear the deputation.

The Committee unanimously agreed to hear the deputation.

Ms Bisset, Ms Johnson and Ms Verdcourt-Lawrence then gave a presentation to the Committee on the climate crisis, outlining the effects it was having; how young people were getting involved; and different ways the Council could improve things. They highlighted a number of ways in which the Council could take action - particularly in respect of recycling, housing and transport – and went on to speak about some projects that had been undertaken in Orkney. They concluded by saying that they would like people to speak about climate change, and for a plan to be created to resolve the climate crisis, and they questioned what would need to happen if a climate emergency was not declared now.

Responding to some of the issues raised in the presentation, the Chief Executive advised that although the focus was initially on domestic recycling, the Council had always planned to roll out commercial recycling. This would be done once the new recycling shed with a separation facility was complete, and she extended an invitation for Eco Youth to visit the facility when it was complete. Because recycling plastic waste was very complicated, most sites did not take the whole range of plastic, and the Government and producers had a role to play in producing packaging that could be recycled. Bottle recycling schemes were being introduced in Scotland, and consideration would be given to how this would work in a rural area. The Council had recently installed solar panels in Edward Thomason and Taing House, and would be monitoring their impact in terms of payback. Wind turbines had also been installed at various sites, and tidal energy was also being considered in the shift towards greener solutions. The opportunities for a 'greener' ferry fleet had been emphasised in the case that the Council had made to the Scottish Government for full and fair ferry funding. The Council had a Carbon Management Plan and a role in managing the energy it produced, but it was part of a partnership of community and individual solutions.

The Director of Children's Services responded to the survey that Eco Youth had carried out regarding plastic waste in schools, and advised that the catering service was already looking at reducing plastic waste and some progress had already been made. She extended an invitation to Eco Youth to meet with the catering manager to discuss this further.

Following questions from Members to the deputation, the Committee noted the deputation.

The Chair thanked Ms Bisset, Ms Johnson and Ms Verdcourt-Lawrence for their presentation. He went on to say it was important that the community worked together, however there was no point in declaring a climate emergency if it was an empty promise. The Council should consider doing so when it was confident it knew

what its carbon use was and how it could be improved, so that it could demonstrate that it was taking action.

Declarations of Interest

None

Minutes

The minutes of the meeting held on 28 June 2019 were confirmed on the motion of Mr Campbell, seconded by Mr Sandison.

26/19 **Children's Services Directorate Performance Report – Quarter 1: Period to 30 June 2019**

The Committee considered a report by the Director of Children's Services (CS-27-19-F) summarising the activity and performance of the Children's Services Directorate for the first quarter of 2019/20.

The Director of Children's Services summarised the main terms of the report, highlighting in particular that the predicted overspend was something that was being monitored closely. She advised that the building works at three early learning and childcare settings had been completed over the summer, but it had been necessary to put in alternative arrangements at Sound School as work was ongoing. She thanked staff at all settings for their work in making the settings ready.

(Ms Macdonald left the meeting during the following discussion)

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

- Contingency plans had been in place for each of the early learning and childcare settings in case building work was not completed in time. It was intended to use the October holidays to move back to Sound School nursery so that no further time was lost there. She was taking a personal interest in this setting, and visiting the site each week to check on progress. A number of factors had caused the delay – largely workforce availability for the size and scale of the works – but there were no cost implications for the Council.
- Agency staff had been required to cover vacant posts and where experienced staff had been required at short notice, and the budget set aside for vacancies covered some of the costs. It had not been possible to fill some vacant posts at managerial level, and workforce development was taking place to train staff so that they could be employed in managerial roles in future. She did not have information available as to the approximate additional cost per post of employing agency staff, but she would arrange to provide more detail around this. Children's Services staff attended various events on the mainland to promote posts within the Council, and the Council was carrying out work to promote Shetland as a place to live and work.
- More resources than predicted had been required for the school condition survey as some of the information currently held was older than anticipated. A group of staff – which also included building maintenance and capital projects staff – had carried out an

overarching survey covering a wide area to ensure the suitability and accessibility of the current school estate. Once the work had been completed, it was proposed to hold a seminar for Members.

- The Scottish Government had committed to having counsellors in secondary schools, but it was yet to be determined what funding would be received and how this could best be provided locally. The Emotional Wellbeing project was progressing, and this would help shape how things would move forward in the future.
- Children's Services were working closely with Capital Projects in respect of the Shetland Library refurbishment, and a briefing note illustrating the timeframe would be issued.

It was commented that it was very disappointing that the works at Sound School had not been completed in time, given that the Committee had stressed the importance of the completion date and officers had been confident that all works could be completed on time. There was frustration that there had ended up being a delay, particularly as this had resulted in extra costs to the Council in the past. However it was pointed out that it had been noted that the timescale for completion of the projects had been tight, and that officers could not give assurances on factors that were outwith the Council's control, as had been the case on this occasion. A contingency plan had been in place to ensure that disruption was minimised, and the Director of Children's Services had confirmed she was doing what she could to ensure that the project was completed by the October holidays.

The Solicitor pointed out that despite this delay, the Council would still be implementing the 1140 hours well ahead of the required deadline of August 2020.

Decision:

The Committee noted the contents of the report.

(Ms Rankine left the meeting)

27/19

Update: Northern Alliance

The Committee considered a report by the Director of Children's Services (CS-18-19-F) outlining the progress of the Northern Alliance Regional Improvement Collaborative.

The Director of Children's Services summarised the main terms of the report, advising that the Northern Alliance was now working towards its 2019 Regional Improvement Plan and the bid for funding was ready to be submitted. The key work streams for the new plan had been identified in line with the National Improvement Framework priorities – curriculum; raising attainment and closing the poverty gap; sustaining education in our communities; and leadership. She was the sponsor for closing the poverty related attainment gap workstream, and a lot of work had already been done on this locally.

The Chair requested that when the Regional Improvement Plan was presented to the Committee, information was also made available regarding the difference the regional improvement collaborative had

made over the last year, and what was sought for Shetland over the next year.

In response to a question regarding youth engagement, the Director of Children's Services advised that youth participation was seen as a priority area, and within the Plan there would be a section looking at that in more detail. She would be happy to share this information with the MSYPs.

Decision:

The Committee noted the progress of the Northern Alliance Regional Improvement Collaborative.

28/19

External Audit Reports – Care Inspectorate Report on the Anderson High School Halls of Residence

The Committee considered a report by the Executive Manager – Quality Improvement (CS-26-19-F) presenting the Care Inspectorate Report on the Anderson High School Halls of Residence.

The Executive Manager – Quality Improvement summarised the main terms of the report, advising that the Care Inspectorate had made reference to the outstanding environment in its report, as well as highlighting a number of other strengths. The areas for improvement that had been identified were already being taken forward.

It was commented that while the report was encouraging, it was disappointing that the grades had slipped back. This was possibly because of the very small sample involved – only five young people had been interviewed – and it was suggested that this was something the Care Inspectorate should be questioned about.

The Executive Manager – Quality Improvement advised that the inspection had been unannounced, and it was unfortunate that it had taken place at a time when many of the students were on study leave. The grades awarded recognised that the halls of residence had been through a period of transition, with both a change of building and a change of manager.

It was questioned why mentoring of younger students by older ones did not still take place.

The Executive Manager – Quality Improvement explained that it was felt that there were now a number of other opportunities for mentoring to take place as there were a number of different groups within the halls of residence. However in light of the report, this was something that would be reinstated. He also confirmed that there had been two visits to complete the inspection, as the manager had been on annual leave when the first unannounced visit had taken place.

The Chair advised that he was encouraged by the report as it recognised that there had been a period of transition with a change in building and a change in manager, and it provided a good foundation for the future.

Decision:

The Committee noted the contents of the Care Inspectorate Report on the Anderson High School Halls of Residence.

Before the meeting concluded, the Executive Manager – Quality Improvement advised that the Care Inspectorate Report on Nesting Primary School had just been published and the full report would be presented to the next meeting of the Committee. A number of strengths had been identified and commented on, and it was a satisfactory report.

The meeting concluded at 11.35am.

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Chair



Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	Commonwealth Games 2014 – A Legacy for Shetland 2018-19 Update	
Reference Number:	CS-38-19-F	
Author / Job Title:	Executive Manager – Sport and Leisure	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the contents of this report and its appendix and make any relevant comments on the Sport and Leisure Service's progress on the national key performance indicators highlighted in this report.

2.0 High Level Summary:

- 2.1 In March 2015 Audit Scotland published its third report on the Commonwealth Games 2014 and recommended that all Councils should "monitor and report to the appropriate Council committee on the legacy impact in their own areas".
- 2.2 An initial report on this subject was presented to the Education and Families Committee on 17th August 2015 (Min Ref: E&F 29/16) when it was agreed that an annual report on legacy outcomes for Shetland from the Commonwealth Games 2014 should be presented to the Education and Families Committee during the proposed reporting period to 2019 period.
- 2.3 At the Education and Families Committee Meeting on 3rd October 2016 it was further agreed that the format for monitoring legacy outcomes in Shetland would be the presentation of the Sport and Leisure Services Annual Report for Active Schools, Sports Development and Community Sports Hubs to the Education and Families Committee during the proposed reporting.
- 2.4 This report highlights some of the main areas of work undertaken by the Sport and Leisure Service during the academic year 2018-19 to meet the legacy outcomes for Shetland. It also highlights their performance for the national key performance indicators that are collated annually by sportscotland.

3.0 Corporate Priorities and Joint Working:

- 3.1 The work programmes, events and activities highlighted in the Sport and Leisure Service Annual Report make a significant contribution towards the outcomes of the Shetland Partnership Plan 2018 - 2028 and Shetland Islands Council's Our Plan 2016 -2020:

Shetland Partnership Plan 2018 -2028:

- People - Individuals and families thrive and reach their full potential

- Participation - People participate and influence decisions on services and the use of resources
- Place – Shetland is an attractive place to live, work, study and invest

Shetland Islands Council's Our Plan (2016-2020):

- Young People – making Shetland the best place for children and young people to grow up
- Community Strength – building the strength of individuals and communities with increased levels of volunteering across Shetland

4.0 Key Issues:

- 4.1 In addition to organising and running a successful sporting event, the decision to bid to host the Commonwealth Games in Glasgow in 2014 included a commitment to ensure the Games had a lasting legacy for the people of Scotland. This included both immediate and longer-term benefits such as economic growth and improved health outcomes, through the promotion of healthier lifestyles and exercise. It was agreed that these outcomes should be assessed over the period from 2009 to 2019.
- 4.2 During the academic year 2018-19 the Sport and Leisure Service staff in Active Schools, Sports Development and Community Sports Hubs has delivered a broad range of projects, programmes and activities that have supported all age groups and many communities throughout Shetland. Some of these are highlighted in appendix A to this report.
- 4.3 The national key performance indicators that are collected in Shetland and collated nationally by **sportscotland** are summarised below. Please note that the national indicators mainly relate to the work of the Active School staff and are mainly focused on children and young people in Shetland. In terms of the national indicators it is only the numbers for Distinct Participants and Gender Balance that are compared with national figures as the other indicators are influenced by range of factors such as the size of population in each local authority, which will means that for example that Participant and Activity Sessions are much higher in larger authorities.
- 4.4 **Participant Sessions** (Number of participants attending sessions) – In 2018 - 19 there was 46,779 participants attending activities supported by Active Schools. This was a 2.8% decrease on the previous year but a 19% increase on 2014 - 15.
- 4.5 **Activity Sessions** (Number of sessions that children took part in) – In 2018 -19 there was 2,454 activity sessions organised for children and young people throughout Shetland. This was a 10.4% increase on the previous year and a 15.6% increase on 2014 - 15.
- 4.6 **Distinct Participants** (Percentage of school pupils who participated in activities supported by Active Schools) – In 2018 - 19 53% of the entire school population took part in Active Schools supported activities. This is a decrease of 4% on the previous year but is still 8% above the Scottish Average.
- 4.7 **Gender Balance** (Levels of participation between boys and girls) – In 2018 - 19 the distinct participants taking part in Active Schools supported activities were split as follows: 48% girls and 52% boys. These percentages nearly match the school

population in Shetland, which is 48.5% girls and 51.5% boys. The national figure for girls' participation is 46% which means that girls' participation in Shetland is 2% above the national figure.

- 4.8 **School to Club Links** (The connections between a school and a local sports club) – In 2018 - 19 there were 356 school to club links created with the support of Council staff. This was a 28% increase on the previous year and a 27% increase on 2014-15.
- 4.9 **Deliverers** (People who coach, lead or assist at activity sessions) - In 2018 -19 there were 205 people coaching, leading or assisting with Active Schools supported activities. This was a 28% decrease from the previous year and a 2.3% decrease on 2014-15. In 2018 - 19 93% of the people coaching, leading or assisting with activities were volunteers, which is the same percentage as the previous year.

5.0 Exempt and/or confidential information:

- 5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	The delivery of Commonwealth Games Legacy outcomes, Shetland Partnership Plan and Corporate Plan outcomes for the people in Shetland have been achieved by working in close partnership with a wide range of people and communities, public and voluntary sector groups in Shetland. Many of the projects undertaken have emerged as a result of community consultation and the identification of a need.
6.2 Human Resources and Organisational Development:	There are no human resources and organisation implications regarding this report. The Council's Healthy Working Lives Committee has recently helped the Council to retain its Silver Award for the work the Council has done in raising awareness of and addressing healthy working lives in the organisation. This includes providing promotional information and opportunities for physical activity.
6.3 Equality, Diversity and Human Rights:	Many of the projects that have been, and will continue to be developed in this area of work will have a positive impact on the Council's obligations for equalities, diversity and human rights.
6.4 Legal:	There are no legal implications regarding this report.
6.5 Finance:	There are no financial implications regarding this report.
6.6 Assets and Property:	There are no assets or property implications regarding this report.
6.7 ICT and new technologies:	There are no ICT implications regarding this report.

6.8 Environmental:	There are no environmental implications regarding this report, and an environmental impact assessment is not required.
6.9 Risk Management:	The presentation and consideration of this report will meet the requirements of Audit Scotland to put in place a method of monitoring and reporting on legacy outcome for Shetland during the reporting period. Therefore, this action mitigates against the risk of receiving a negative report from Audit Scotland.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, all matters relating to leisure and sport come under the remit of the Education and Families Committee.
6.11 Previously considered by:	None

For further information please contact:

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 Report Finalised: 8 November 2019

List of Appendices

Appendix 1 – Annual Report 2018/19 (Showcasing the work of Active Schools and other sections of Shetland Islands Council's Sport & Leisure Service) – Academic Year 2018/19

Background Documents:

Audit Scotland Report – Commonwealth Games 2014 - http://www.auditscotland.gov.uk/docs/central/2015/nr_150312_commonwealth_games_third.pdf

END

ANNUAL REPORT

2018/19



Showcasing the work of Active Schools and other sections of
Shetland Islands Council's Sport & Leisure Service

sportscotland
the national agency for sport

 sportscotland
activeschools
SHETLAND



**Shetland
Islands
Council**

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Foreword

Welcome to this report on Active Schools and the wider work undertaken by the Sport and Leisure Service staff at Shetland Islands Council [SIC]. The report covers the academic year 2018/19 and highlights some of the initiatives our team have led and supported.

The Active Schools team works within schools and communities to create new and support existing sport and physical activity opportunities for young people. We aim to encourage them to find a passion in physical activity and develop and maintain active and healthier lives. The Active Schools network is managed nationally through Sportscotland whose Partnership Managers work closely with Active Schools staff.

The SIC's Sport & Leisure Service has had another busy and successful year. The number of Activity Sessions supported by Active Schools has increased by 10% on the previous year and the number of clubs linking with schools has increased by 28%. Although there has been a small decrease in individual participants (2.8%) and deliverer numbers (15%), this can be explained by increased targeted work with smaller groups, and less multi-sport activity blocks that generate high numbers of deliverers.

This year the team have been working hard to support Community Sports Hubs and we are delighted to have nine successful Hubs in operation. The Hubs bring together sports and community organisations to develop and support activity provision in a local area. Each Hub has a pot of funding and these pots have been used to support community events such as Come To Brae Days, UnstFest and Whalsay Summer Days. Funding has also been used to support club development by offering training to club coaches and volunteers, and by purchasing equipment to enable clubs to expand their participation levels and increase the variety of activities they can offer.

We look forward to maintaining this level of success and working with our partner organisations to help Shetland become the most active community in Scotland, and to use sport and physical activity as a means of changing lives for the better.

Louise Johnson, Active Schools Manager

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Active Schools Coordinator (West Mainland & Sound Primary)	Jacqui Murray jacqui.murray@shetland.gov.uk 01595 744043
Active Schools Coordinator (Central Mainland, AHS & Bell's Brae Primary)	Sanna Aitken sanna.aitken@shetland.gov.uk 01595 744052
Active Schools Coordinator (South Mainland)	Jennifer Thomson jennifer.thomson@shetland.gov.uk 01595 74011
Sports Development Officer	Jack Clubb jack.clubb@shetland.gov.uk 01595 744045
Sport & Physical Activity Officer	Lesley Spence lesley.spence@shetland.gov.uk 01595 744037
Outdoor Education Officer	Pete Richardson pete.richardson@shetland.gov.uk 01595 690684
Team Leader - Leisure Facilities	Magnus Malcolmson magnus.malcolmson@shetland.gov.uk 01595 744047

Active Schools in Statistics



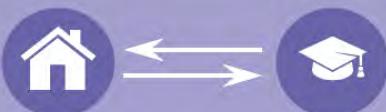
Monitoring data for the 2018/19 academic year

**47,000
VISITS**

MADE BY
**1,700
PARTICIPANTS**

ON AVERAGE 27 VISITS PER PUPIL


2,500
SESSIONS


46
CLUBS LINKING WITH SCHOOLS

205 DELIVERERS


93%
OF WHOM ARE
VOLUNTARY

= **191**
VOLUNTEERS



Find out more about Active Schools at sportscotland.org.uk



Ongoing Active Schools Projects

School Sport Awards

Baltaisund Junior High School - the United Kingdom's most northerly school - has achieved a Gold School Sport Award this year. The sportscotland initiative encourages schools to continuously improve PE and school sport opportunities, while putting young people at the forefront of decision making and planning. Sound Primary and Urafirth Primary Schools also submitted School Sport Award applications and were successful in achieving the silver award. Well done to all involved!



Bikeability Level 2

Active Schools Coordinators, school staff, volunteers, Road and Community Safety Officers continue to deliver the Bikeability Level 2 programme to P6 pupils across Shetland. Through a series of classroom and practical sessions, they learned the basic cycling skills to equip them to safely cycle on the road. At the end of the programme they were presented with a report card giving them feedback on how to continually improve their road cycling skills.



**18 schools took part
277 pupils took part**



Summer Programme

Summer 2019 has been action-packed with a Netball Camp, Fencing Camp, Multi-Activity Day for North Isles pupils, four Pre-School Play events, a series of Picnic and Play in the Park events, the extremely popular Summer Cycle and a variety of community events supported by Active Schools and Community Sports Hubs.



A great day of weather added to the enjoyment and success of the Summer Cycle and Family Fun Day in August. Around 250 participants took part in cycling on the town centre roads which were closed specially for the event. This is almost double the participant numbers from last year! The fantastic addition of the Highland Cycle Ability Centre (arranged by Ability Shetland and Shetland Sport For All) meant that adults and children with additional support needs were able to get involved. We were delighted to see some residents of the sheltered housing facility next to the route also coming out and enjoying themselves. Additional activities and games in the park, and free bowling, putting and tennis in the Flower Park alongside a pop-up café made for a fantastic atmosphere and great day out for all ages!



School Sport Competition

Annual School Sport Competition Calendar

Once again, the school sports calendar has been exceptionally well attended and supported by schools from across the isles. Competitions/festivals have included athletics, netball, football, hockey, volleyball, badminton, bowling, rugby, frisbee, dance and handball.

20 competitions

600+ distinct participants



Primary Netball League

Active Schools coordinated another successful Primary Netball League with 14 teams entered from all over Shetland. Teams split into South and North leagues and the top 2 teams in each league were invited to a Finals Day. This year we had 4 new teams reach Finals Day showing the spread of talent across Shetland. In a close final, Baltasound were crowned Primary League champions! Bell's Brae collected the most sportsmanship points throughout the year and were awarded the Sportsmanship trophy. The project is a joint one with Active Schools, Teachers, Parents, Club coaches and members of the Shetland Junior Netball Development Group.

Following some requests from schools, next year will see the establishment of a new Primary Football League which will be organised by Active Schools with support from local football clubs and coaches.



24 volunteers

12 primary schools

160 pupils

North Isles Cluster competitions

This annual event brings together all five of the small primary schools in the North Isles (Unst, Yell and Fetlar) cluster to compete in netball and football. The standard of play has continued to improve with both Baltasound and Yell primary teams making the finals of the Primary Netball League and the Primary Schools Tournament in 2019.



Over 60
children were
involved

South Mainland Triangular

This annual football and netball competition between the three south mainland primary schools had not happened for three years, but was resurrected by Sandwick JHS's Young Ambassadors with support from Jennifer. On the day itself, Dunrossness Primary were the football winners and Cunningsburgh Primary were victorious in the netball.



Scottish Schools Competitions

This year Shetland was represented at the Scottish Schools Netball and Badminton Competitions. The Anderson High School netball team qualified for the Gold Section of the Scottish Schools Netball Competition for the second year running.

The team made it through to Round 4 of the competition but narrowly missed out on quarter finals after losing to St Andrews Academy 42-48.



Four young badminton players, 2 girls and 2 boys, were selected to travel down to Perth for the Scottish Schools Badminton Championships. Thomas Calder and Sophie Tait made it to the mixed double finals coming second after facing tough opposition.





Working with Sports Clubs

Fit for Girls

'Fit For Girls' is a project run by Active Schools to promote an active and healthy lifestyle among young girls in S1/2. The girls vote for the activities with a different one taking place each week. This year local sports clubs worked with Active Schools by voluntarily delivering sessions of Clay Target Shooting, Archery, Horse Riding, Fencing, Badminton, Netball and Volleyball.

30 girls across 2 schools took part



P1-3 pupils

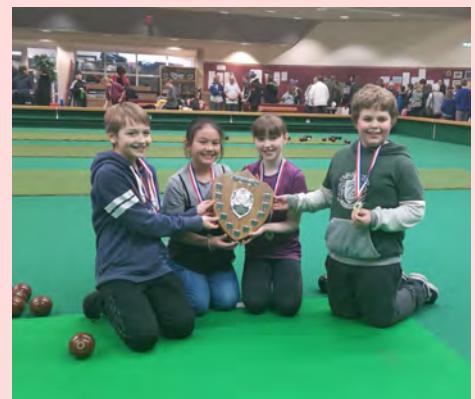
Jennifer carried out some focus work on developing opportunities for younger pupils to participate in sport within their local area. She worked with club coaches and volunteers to help deliver a range of activities within the South Mainland. The activities included Netball, Rugby, Badminton and Pilates all which were delivered by coaches and supported by parent volunteers.

72 pupils & 17 volunteers



Bowling

A group of bowling coaches from local clubs volunteered to visit schools throughout the length and breadth of Shetland between October and March to deliver four-week blocks of carpet bowling. They secured sponsorship from Specsavers to cover the cost of mileage and inter-island ferries. All participating schools were invited to submit a team to the Top School Bowling competition at the end of March. Active Schools has supported the bowls programme by ensuring that equipment is in place, and organising the competition.



17 schools involved

Friday Football

Following the success of Active Schools and Unst FC's Friday Football at Baltasound JHS last year, it was extended to Mid Yell JHS. We were extremely lucky to have the skills of Bernie Clifton, FA Level 2 coach, on hand as he was working in Unst. Local coaches from Unst FC and Yell FC shadowed him during sessions and found this experience very helpful towards their own coaching practice.

40 pupils & 5 local coaches benefitted



Community Sports Hubs



We are delighted to have 9 operational Community Sports Hubs in Shetland, each organised and led by a member of Sport & Leisure staff. Community engagement with Hubs has been variable in the past but we believe we have now landed on the formula for success moving forward!

Unst

The Hub supported football coaching sessions for P4-S4 pupils and local coach CPD as well as a popular fun festival of netball during UnstFest. The costs of fencing, boccia and dodgeball sessions were also covered by Hub funding during the hugely popular annual UnstFest event.



Yell

Hub funding was used to buy new junior football goals, which will allow increased numbers to train simultaneously, and enables matches to take place on the island. Funding was also used to cover the cost of court hire for Peerie Netballers taster sessions.

Whalsay

Hub funding was used to purchase swimming flippers for the local swimming club, kicker pads for the hockey club and shuttle cocks for the badminton club. Equipment will be used to help all clubs to develop and improve the quality of coaching sessions they are able to offer.



West Mainland

CSH funding was used to support after school netball development and a Come & Try Gala for the swimming club to encourage new members to get involved. The Hub is working with community volunteers and a PE teacher to enable them to achieve climbing instruction qualifications at their local climbing wall. This will enable more people in the community to be able to access sessions.

North Mainland

The relatively new and popular community festival ‘Come to Brae Days’ is organised by local volunteers, and the newly re-formed North Mainland Community Sports Hub has evolved out of this. The sports clubs involved include hockey, fencing, football, netball, badminton, swimming and sailing. Hub funding was used to purchase equipment to enable the football club to host an Under 7s festival.

South Mainland

Hub funding was used to purchase badminton and netball equipment to enable the local clubs to cope with continual growth in numbers. Hub funding also covered the cost of venue hire to enable a visiting table tennis coach to deliver a training session for juniors.

Central

Dumbbells and mats were purchased to enable expansion of the Over 60s Community Programme in Scalloway Youth Centre. Mini netball bibs were also purchased to allow the creation of a ‘Peerie Netballers’ group which is now up and running. Badminton equipment was purchased to enable increased participation, and the Youth Centre received a playbox kit to enable families to enjoy games outdoors in the park during the summer.



Lerwick

The Hub is supporting the swimming club with software to help them run swim meets, and is also supporting the Netball club with equipment to enable the club to cope with increasing demand and capacity.

Shetland-wide

From discussions at the Lerwick Community Sports Hub, the Shetland Hub was created for clubs who have a Shetland-wide remit and do not just operate within Lerwick. The Shetland Hub has supported sailing by locating a free practice space for their land crafts, and is supporting the weightlifting club with cardio vascular equipment to expand capacity.

ALL HUBS

Badminton - Feedback was received from various Hubs in Shetland that there are not enough opportunities in badminton for recreational competition for young people. All Hubs officers are working together with various badminton coaches to establish a series of youth badminton festivals. These festivals will provide an opportunity for junior players to come along and play lots of friendly games.

Training - Various training opportunities have been offered through Hub funding including Sport Specific First Aid, Child Wellbeing and Protection in Sport and Equality in Sport.

Funding – All Hubs have a pot of funding to support club development and increased opportunities and participation. All Hub Officers also share information about various funding streams that become available and how to apply.

Leadership and Young People

Go Lead

The Active Schools team have identified that after many years, it may be time to revamp our leadership programme in primary schools. This past year, Danny has been trialling 'Go Lead' in some of his schools. Go Lead is a 6-hour



programme aimed at establishing the basics of leadership in a sports context. The programme worked well but was considered to be more suitable for lower secondary. The aim for the next academic year is to deliver Go Lead at secondary level and trial the Play Maker award for Primary pupils.

Go Lead delivered to 38 pupils across 3 schools

Bell's Brae Sport Committee

As part of achieving their Gold School Sport Award in 2018, Bell's Brae Primary established a School Sport Committee which has worked hard to maintain the fantastic level of activities offered. This year the school sports committee organised, advertised and delivered P2 and P3 lunch clubs, assisted at a P1-3 sports day, ran games and dances at a school event, and organised activities for Red Nose Day such as "Beat the Goalie".

10 pupils on School Sports Committee



Chatterbox Fitness

As part of a Community and Leadership programme, P7 pupils from Scalloway Primary School visited the Walter and Joan Gray Care Home in Scalloway to run activities for the residents and day care group. The pupils led warm up activities of chair exercises followed by a variety of group games. The sessions were finished off with friendly chat and juice and biscuits.



11 P7 pupils

16 care home users were involved in the programme

Young Ambassadors

Young Ambassadors are secondary pupils who inspire and motivate other young people to get involved in sport. This includes promoting local opportunities and sport clubs as well as setting up their own activities and tournaments within their schools. Two pupils from each school attended the regional conference in Aberdeen, and all Young Ambassadors in Shetland were invited to a local conference in Lerwick.



All 7 secondary schools participated in the programme
10 pupils attended the Regional Conference in Aberdeen
30 pupils attended the Conference in Lerwick

Sports Leaders UK

2018/19 saw the fifth year of the Sports Leaders UK Level 5 Award being delivered through the Vocational Pathways programme. To date, 39 pupils have completed the course, all of whom have completed or are in the process of completing their volunteering hours in their communities. We are beginning to look at delivery of SLUK courses in schools, with level 4 awards due to start in Brae and Baltasound this academic year.

**7 Candidates completed
the course in 2018.19**



Leaders in Primary

Leaders in Primary is a joint project between Active Schools, Anderson High School and various primary schools. S6 pupils are given an opportunity to work in primary classrooms on a weekly basis, assisting and occasionally taking the lead on classroom work and projects.

9 pupils in S6 took part





Changing Lives Through Sport

Sport & Physical Activity Officer Work

Our Sport & Physical Activity Officer, Lesley Spence, works closely with many other Council services and organisations to enable some extremely valuable projects to happen, and support particularly vulnerable young people to develop their skills and confidence.

This year, Lesley has been building on connections and partnership working to deliver targeted activities to adults, young people and children. Key highlights have been the success of the Recycle Sportswear Scheme, and beginning her role as Champion for Sportscotland's Changing Lives Through Sport initiative. Lesley hopes to find new ideas and solutions to local challenges in provision, and learn from projects going on elsewhere in Scotland.

Free Choice Activities

Lesley has used Cashback funding to support Friday activities for some Anderson High School pupils through the Support for Learning Department. Five secondary pupils took part in squash training sessions with local squash coach and Council ASB Coordinator Billy Mycock. Pupils have also participated in football, basketball and some craft activities. Feedback has been really positive from both staff and participating pupils who have said that it has been a very worthwhile experience, helping them keep physically active and build positive relationships with those involved.



**5 pupils took part weekly
from September to March**

60°North Youth Club

The 60 North Youth Club and Drop In is in its second year, and has continued to be a popular place for secondary pupils to 'hang out'! It takes place at the Sandveien Neighbourhood Centre on Friday nights, and is staffed by two youth workers whose hours are covered by Community Cashback funding (which Lesley administers). The staff have been successful in building positive relationships with pupils, and the number of pupils returning to the Youth Club this year has been really encouraging.



Work with Parent Groups

This year we have continued to build upon connections and support parents who attend the Bruce Family Centre. We have worked with the Shetland Recreational Trust to offer sessions in the pool, health suite and fitness suite. All of these sessions have been positively attended and enjoyed by all.

We have also been able to work with an instructor to offer group yoga sessions at the Bruce Family Centre. This activity has also been very popular and parents have been able to gain confidence as beginners in a group together.

"This was something I couldn't do at home and felt unable to attend [regular] classes. I loved it"

Young parent

**9 parents
attended sessions**

Drop Box Sportswear Recycle Scheme

Now in its third year, the Dropbox Scheme has received huge support, including from retailers Intersport and Cee & Jays who have generously provided some new and unused clothing to the scheme. Developing connections made via Social Work and several local projects, we have been able to distribute sportswear to children, young people and adults in need. We always look for new approaches to ensure we are reaching those in need and will continue to do this into the future.



Shetland Islands Cll @ShetlandsCll · Jul 8

Unwanted sportswear cluttering up your wardrobe? Take it along to one of our Drop Boxes and help more folk in #Shetland get involved in 🏋️‍♀️🏸⚽ - more info here shetland.gov.uk/news-advice/Sport-and-Physical-Activity/

#ChangingLivesThroughSport



Social Fitness and Transition

The project was developed by Active Schools and Psychological Services with a focus on using physical activity to aid transition from Primary to Secondary school for pupils from smaller schools. The need for this project became apparent through conversations with secondary pupils who had moved up from the very small rural schools found in North, West and Central Mainland. The sessions take place at their new school and have helped to develop communication, teamwork and confidence, and have allowed pupils to get to know their new fellow classmates at a much earlier stage which helps to reduce the fear of moving to the new much larger school.



100% of participants said Social Fitness helped them feel more confident about going into Secondary School

Get Healthy, Get Active

Jacqui has worked collaboratively with Aith JHS to devise an active project for S1-3 pupils who indicated on a Health & Wellbeing questionnaire that they participated in little or no activity. The pupils identified then worked with Active Schools to select a programme of activities with an emphasis on enjoyment and fun rather than competition. This year the activities selected by the pupils were basketball, volleyball, fencing, swimming, badminton, short tennis, trampolining, fitness (gym), yoga and netball. They were delivered by a mix of school staff, leisure centre staff and club coaches. Four pupils have since become members of local sports clubs.



100% of targeted pupils chose to take part

25% increase in numbers

10 different activities offered

Swim Skills

Active Schools has offered extra swimming lessons to P6 and P7 pupils to help them achieve their 'Triple S' (Scotland's Safe Swimmer standard) and develop water confidence before leaving primary school. Sessions are either for small groups of up to 6 pupils or on a one-to-one basis if needed. Funding has been secured from Tesco Bags of Help to cover the costs of the project in the next academic year.



31 children participated in Swim Skills sessions

Sport Development

Coach and Officials Education

This past year saw the conclusion of the Community Choices funding where we had secured £15,000 for continued coach development at zero cost.

Beyond the Community Choices funding, we have continued to assist clubs with coach education and officials courses, which is vital for the continued development of sport in Shetland. Our close working relationships with National Governing Bodies and **sportscotland** mean we are able to provide on-island training and CPD for our club coaches and volunteers.



A total of 57 people attended various courses

Safeguarding

We support coaches and volunteers to keep children safe by offering training on the development and implementation of child protection policies, procedures and good practice. Over the past year we have provided three courses that have upskilled a variety of coaches from a number of different sports on the topic of Safeguarding in Sport. This has included two Safeguarding and Protecting Children 1 (SPC1) courses and an In Safe Hands course for Child Protection officers of sports clubs.



47 people from 17 different sports clubs and 2 other organisations attended courses

Shetland Sport For All

The group has been established since 2016 with the aim of providing improved sporting opportunities for people with a disability. The group has worked closely in the past year with Scottish Disability Sport to provide training opportunities such as the Boccia Leaders Awards and Disability Inclusion Training. The group is made up volunteers and staff including our Sports Development Officer. We look forward to continuing to work alongside them.



15 achieved Boccia Leaders award
6 PE Teachers attended Boccia CPD
10 attended Disability Inclusion Training

Athlete Travel Award

The Athlete Travel Award scheme was launched back in February 2018 with the aim of improving opportunities for Shetland athletes to participate, progress and achieve in sport. The scheme is funded by **sportscotland** and the Shetland Islands Council and sees each athlete receive £1,500 towards training and competition on the mainland.



Year 1 of the scheme successfully supported the athletes to achieve on the Scottish and British stage. Eight athletes were selected for Year 2 of the scheme in March. There has been continued success in Year 2 with athletes competing in high quality competition at home and abroad. Notably, 16 year old athlete Katie Dinwoodie won gold in the 200m at the 2019 NatWest Island Games in Gibraltar.

2 athletes, 4 swimmers, 1 footballer, 1 volleyball player

Shetland Sports Awards

The Shetland Sports Awards take place in November and we play a key role as a sponsor of the evening as well as promoting the Awards and participating on the judging panel.

We also co-ordinate the nominations for the national **sportscotland** Coaching, Officiating and Volunteering awards ensuring that the quality and profile of our local coaches, officials and volunteers are recognised across the country and by the national agency for sport.

For the second year in a row, our very own Sarah Couper, part of our Parks staff at SIC Sport & Leisure was awarded Technical Official of the Year for continuing her outstanding achievements as a top level hockey umpire in Shetland and beyond. Athlete Seumas Mackay won the Sportsperson of the Year Award after another outstanding season.

Awards categories:

- Sportsperson of the Year**
- Coach of the Year**
- Young Sportsperson of the Year**
- Team of the Year**
- Young Team of the Year**
- Technical Official of the Year**
- Volunteer of the Year**
- Young Volunteer of the Year**





Outdoor Education

OUR PHILOSOPHY

"To offer young people and adults opportunities for personal challenge in the outdoors and an intimate appreciation of the wild landscape of Shetland "



Our Outdoor Education Officer, Pete Richardson, works alongside other qualified and experienced instructors to provide a range of outdoor adventurous activities for school pupils and youth and community groups. The aim is to connect them to one another and to the landscape through participating in various activities including Ocean Wild (Coasteering/Canoeing), Rock Wild, Hill Wild and Woodland Wild Adventure Days in an atmosphere of fun.

Pete and his team also deliver the John Muir Award Scheme to pupils, which is an environmental award focused on wild places. It supports people to connect with, enjoy and care for nature, landscape, and the natural environment. It does this through a structured scheme where participants aim to meet four Challenges – Discover, Explore, Conserve and Share.



1779 Outdoor 'Participant Sessions' during the year

Facilities Management

Magnus Malcolmson and his team of staff have responsibility for the management of a wide range of leisure facilities, which include play areas, multi-courts, games halls, grass sports pitches, a bowling green, flower park and a 9-hole golf course.

Play Areas/Multi-courts

Play areas and multi-courts are located within communities the length of Shetland from Fair Isle to Haroldswick, Unst. The facilities are regularly inspected and maintained to a high standard and are available for use by all ages and abilities.

**71 play areas
15 multi-courts**



Games Halls

4 school and community Games Halls are managed by the service: Gilbertson Park, Sandwick, Scalloway and Brae. They are used for sporting activities such as football, netball, badminton, volleyball and archery. Fitness classes, birthday parties, community events and festivals take place on a regular basis to help ensure these facilities remain central to the community.

32556 participant sessions

Parks and Pitches

A small team of dedicated staff manage and maintain sports pitches within Lerwick, and also undertake specialist grounds maintenance works on rural football pitches. These facilities, in addition to a bowling green, flower park with tennis court and golf course at the Knab are all maintained to an excellent standard.



20060 participant sessions on sports pitches



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ShetlandSportandLeisure**



Find us on the web:
[**https://www.shetland.gov.uk/sport_and_leisure**](https://www.shetland.gov.uk/sport_and_leisure)



Shetland Islands Council



Agenda Item

2

Meeting(s):	Education and Families Committee Policy and Resources Committee Integration Joint Board	18 November 2019 25 November 2019 28 November 2019
Report Title:	Chief Social Work Officer Report	
Reference Number:	CS-30-19-F	
Author / Job Title:	Interim Chief Social Work Officer	

1.0 Decisions / Action required:

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

2.0 High Level Summary:

- 2.1 The Chief Social Work Officer (CSWO) is required to prepare a summary annual report for the Council and the Integration Joint Board on the functions of the Chief Social Work Officer role and delivery of the local authority's social work services functions.
- 2.2 The overall aim of the CSWO role is to ensure that the Council and the Health and Social Care Partnership receive effective, professional advice and guidance in the provision of all social work services, whether these are provided directly; in partnership with other agencies or purchased on behalf of the local authority. The CSWO is also required to assist local authorities and their partners in understanding the complexities and cross cutting nature of social work service delivery and this is evident throughout the report.
- 2.3 This report provides an overview of social work and social care activity including key developments, achievements and information on statutory duties. It is not intended to be exhaustive but gives an indication of the types of work undertaken over the past year including priorities, challenges and opportunities.

3.0 Corporate Priorities and Joint Working:

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

4.0 Key Issues

- 4.1 Social work and social care services enable, support, care for and protect people of all ages in Shetland. This is achieved by providing services designed to promote individual safety, dignity and independence and by contributing to community safety by reducing offending and managing the risks posed by those on community sentences.
- 4.2 The Services have continued to contribute to the work of the Shetland Partnership's Local Improvement Plan by being actively involved with partners who work towards:
 - Protection and Safety, including child and adult protection, community justice, offender management and domestic violence.
 - Working together with partners to develop outcome focused services for children, adults and families.
- 4.3 Key Achievements:
 - Social Work and Social Care continue to deliver good quality services and this is evidenced in the grades achieved by registered services. The balance of care continues to shift towards supporting more people in their homes and communities with opportunities for increasing use of Self Directed Support and better use of technology.
 - The Services continue to work in partnership with other statutory and third sector partners to progress key strategies including mental health; children's services; learning disability; unpaid carers and community justice. We have been successful in caring for and supporting individuals with complex needs across Adult Services, Children's services and Criminal Justice.
 - Protection and Safety remains a priority and this covers child and adult protection, and offender management. There is continuous progress in

identifying and responding to children and young people and vulnerable adults at risk of abuse and neglect.

- Social services continue to adapt and evolve in line with new legislation, policy and best practice. Improved engagement with people using services, their carers and other partners is supporting people to achieve their agreed outcomes.
- Children's Fieldwork and Resource teams have integrated, bringing the two teams together under one Executive Manager. The redesign is helping to promote a shared vision and unity of purpose amongst Children's Social Work staff, helping them to develop wider skills and promoting flexibility across the professional staff group.
- The completion of the new Eric Gray @ Seafield provides an accessible modern hub for adults with learning disabilities; autism and complex needs, and offers supported day opportunities and vocational activities.

4.4 Key Challenges / Opportunities:

- Caring for children, young people and adults with complex need within their own communities' and preventing people being placed off island for care, remains a priority and a challenge. Services are continually looking for ways to meet individual need without the need to access specialist services on the mainland.
- The importance of early intervention, prevention and enablement, remains a focus and work is ongoing to try to balance the conflicting need for growth, at a time when statutory need is growing and finances are becoming tighter.
- Ageing population and high employment rates means we are competing for posts within a limited work pool. We have relied on agency staff to help deliver key functions in Children's Services and Adult Care and are actively addressing this. Differences in roles, responsibilities and pay across social work is causing concern and there is a need to try to establish some consistency. We also need to compete with mainland authorities in order to attract staff to Shetland.
- There is a need to find a way of streamlining systems to free up workers to spend more time supporting individuals who use our services.

4.5 Key Priorities:

- To celebrate the good work social work, social care and our partners achieve.
- Develop quality assurance and data management systems that support the work of the services and contribute towards service development, identification of personal outcomes and fulfilment of statutory duties.
- To improve workforce development and succession planning by reviewing internal and external challenges to recruitment, roles and responsibilities and training opportunities.
- Working in partnership with and listening closely to people who use services; unpaid carers; families and communities. Community Led Support will be the cornerstone of this engagement to shape the way we deliver services and build

community resilience. This will provide us with the opportunities to have real conversations with communities about the shape of future services.

- Review of governance arrangements, ensuring that they remain fit for purpose and receive the correct information to fulfil their duties.
- Addressing the recommendations in the Audit Scotland Impact Report 2018.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications

6.1 Service Users, Patients and Communities:	Social services are delivered, often in partnership with other services, and takes account of the views of carers and service users.
6.2 Human Resources and Organisational Development:	Workforce planning and development is fundamental to ensuring there is the capacity and skills within the workforce to deliver services. Work is underway to consider career pathways and succession planning solutions.
6.3 Equality, Diversity and Human Rights:	Ethical awareness, professional integrity, respect for human rights and a commitment to promoting social justice are at the heart of social work practice.
6.4 Legal:	The Social Work (Scotland) Act 1968 requires local authorities to appoint a single Chief Social Work Officer. Guidance on the Chief Social Work Officer role (Scottish Government, July 2016) summarises the scope of the role of the Chief Social Work Officer.
6.5 Finance:	This report provides relevant social work and social care information that can be used when considering financial priorities.
6.6 Assets and Property:	No implications arising from this report.
6.7 ICT and new technologies:	None
6.8 Environmental:	No implications arising from this report.
6.9 Risk Management:	Each key challenge brings with it a level of risk that impinges on the ability of the Local Authority to deliver on its statutory duties and personalisation agenda. The ability to be aware of and manage our risks is dependent on the quality of our staff;

	<p>processes; data collection; data management and governance systems.</p> <p>The management of risk is part of daily practice in social work and there are mechanisms in place to address risks at various levels. The CSWO has a contribution to make in supporting overall performance improvement and management of corporate risk. The CSWO is a member of the Council's Risk Management Board, Shetland Public Protection Committee and MAPPA Strategic Oversight Group.</p>	
6.10 Policy and Delegated Authority:	<p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the terms of this report concerning matters relating to Children and Families, are within the remit of the Education and Families Committee.</p> <p>The Policy and Resources Committee has delegated authority for the development and operation of the Council as an organisation and all matters relating to organisational development and staffing.</p> <p>Shetland's Integration Joint Board is responsible for the operational oversight of Integrated Services and through the Chief Officer is responsible for the operational management of Integrated Services, including Adult Social Work.</p>	
6.11 Previously considered by:	<p>Social Work Governance Group Clinical Care and Professional Governance Committee</p>	<p>September 2019 October 2019</p>

Contact Details:

Denise Morgan, Interim Chief Social Work Officer

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Report Finalised: 07 November 2019

Appendices

Appendix 1 - Chief Social Work Officer Annual Report 2018/19

**Shetland Islands Council
Chief Social Work Officer
Report 2018-19**



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

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1 Introduction

I am pleased to present the Chief Social Work Officer's Annual Report for the period 1 April 2018 - 31 March 2019. The report provides an overview of social work and social care services across the Community Health and Social Care Directorate and the Children's Services Directorate. It includes information on activity, performance and key achievements, as well as information on the statutory decisions made by the Chief Social Work Officer on behalf of Shetland Islands Council and highlights key challenges and priorities for services.

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

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

This report is not intended to be exhaustive but will give insight into the varied and complex environments that we work in and demonstrate the good work that is being undertaken to meet individual need and personal outcomes. It will demonstrate the complex and challenging processes staff work within and the services ability to be responsive to ever changing demands both locally and nationally. Partnership working and co-production have been evident across both Directorates and we are committed to continue with this approach to delivering good quality care and protection for those most vulnerable within our communities.

I would like to take this opportunity to thank Martha Nicolson, Chief Social Work Officer from 2015 - 2018 who has now retired. Martha worked for the Shetland Islands Council for around 16 years and has been invaluable in assisting and leading on developments within Children's Services. Whilst undertaking the CSWO role Martha provided professional leadership across the social work functions and; helped highlight the good work that is undertaken in Shetland. She promoted good governance through the establishment of a social work governance framework and introduced a new integrated approach to the delivery of services and better outcomes for our children and families.

I would also like to thank all social work and social care staff for their hard work and dedication to delivering quality services across the islands, it is challenging but staff work hard to overcome any obstacles they face. I would also like to acknowledge and thank our colleagues across the statutory services and third sector who help us on a daily basis to make positive differences to people's lives.

2 CSWO's Summary of Performance

Social Work and Social Care Services continue to provide quality services to those members of our communities who are in need of support, care and protection. The Services have continued to contribute to the work of the Shetland Partnership's Local Improvement Plan by being actively involved with partners who work towards:

Protection and Safety including child and adult protection, community justice, offender management and domestic violence.

Working together and developing outcome focused services for children, adults and families through the Integrated Children's Services Plan and the Health and Social Care Joint Strategic Commissioning Plan.

We have been successful with working with partners to care for and support individuals with complex needs across adult care, child care and criminal justice. Social Justice and human rights remain paramount to social work ethics and these are promoted at all opportunities.

Key Developments and Achievements

Children's Services

Children's Services have focused on the integration of the Children's Fieldwork and Children's Resource team, bringing the two teams together under one Executive Manager. This is part of a stepped process of change, with the aim of encouraging staff to work more closely together to deliver the best outcomes for children and young people in Shetland. The project team delivered on its action plan in March 2019 and this approach is helping to promote a shared vision and unity of purpose amongst Children's Social Work staff, helping them to develop wider skills and promoting flexibility across the professional staff group. This has also provided the service with an opportunity to review processes and ensure a more streamlined service for our children and young people. The service has led on or supported:

- Changes to the way we manage risk through the introduction of the Care and Risk Management Case Conference (CARM) which has provided a formal opportunity for agencies to discuss high risk cases and look at more creative ways of caring for young people on island. This has included the trialling of 24 hour support to prevent young people having to go off Island.
- The new build children's home is progressing which will provide capacity to meet the needs of those children already in our care and up to the age of 21 years as required by the Continuing Care (Scotland) Order 2015.
- The recruitment of additional foster carers and assessed families to be Kinship Carers and Adopters.
- Participation in the Independent Care Review and the STOP and GO programme. The Stop and Go programme encourages Local Authorities to assess their activities in relation to Looked After Children and identify what we want to STOP and new things we want to proceed with.

Services for Adults

The Services within Adult Social Work, Adult Services and Community Care Resources have continued to focus on enabling people to live as independently as possible in their own homes or in a homely environment within their communities. We have worked in a creative manner to help people develop support plans that meet their individual needs. Self-directed support continues to change the way care is delivered and is providing individuals with more opportunities to live fulfilling lives. The Services have led on or supported:

- The implementation of the Carers (Scotland) Act 2016 with the introduction of adult carer support plans and eligibility criteria.
- The opening of the New Eric Gray Centre @ Seafield that provides support for individuals with learning disabilities.
- The establishment of a transition group to review processes for young people with learning disabilities transitioning from education/children's services to adult services.
- The Self Directed Support Thematic Inspection led by the Care Inspectorate and Health Improvement Scotland.
- The development of a new strategy for palliative and end of life care.

Criminal Justice

Criminal Justice Social Work Services continues to work closely with partners across the statutory and third sector ensuring that individuals who commit offences are provided with the best opportunities to reduce their offending behaviour and lead fulfilling lifestyles within their own communities.

This Service works closely with the Community Justice Partnership in delivering on its Strategic Plan. This work has included:

- Developing opportunities for individuals to participate in physical activity and build their own support systems through work with third sector groups and churches.
- A review of youth justice social work which has resulted in all young adults under the age of 18 who are not subject to statutory sentences being worked with by the Children's Service and not the Adult Criminal Justice Service.
- Changes to systems to extend the Whole System Approach to Care Experienced Young People up to the age of 21. This ensures a holistic approach is taken to their welfare and criminogenic needs.

Public Protection

In March 2019 the Shetland Public Protection Committee (SPCC) was established. The SPCC brought together Shetland Child Protection and Adult Protection Committees under an independent chair. It fulfils all the functions of Adult and Child Protection Committees as laid down in legislation and guidance. The Committee has established its remit and membership and developed a Business Plan for 2019/20 that captured continuing work for Child Protection and Adult Protection. It highlights the importance of quality assurance of interagency practice in protecting adults and children and improving the participation of young people and adults in the work of the SPPC.

We have developed a Senior Officer Case Review Group with a remit to meet and discuss those cases that are not progressing as intended. The group has met twice and this is proving to be very beneficial to interagency working at a senior level.

Key Challenges and Priorities

The social work landscape is continually being shaped and changed by legislation and national guidance and the services work hard at adapting to the demands placed on them. There will always be key challenges to delivering social work services as that is the nature of the work. People's needs are not static and we need to have a responsive and sustainable service to meet these changes. We are fortunate that the Shetland Islands Council has continued to finance service development and provide opportunities to try out steps of change but we are aware that this will become more difficult as funding decreases.

The Audit Scotland Social Work in Scotland report 2016 and the Impact report 2018, highlighted challenges that Social Work is facing and made recommendations to Councils and Integration Joint Boards in relation to governance, sustainability of services, role and capacity of the CSWO role and these will be addressed locally over the coming year.

Key Challenges:

- Caring for children, young people and adults with complex need within their own communities' and preventing people being placed off island for care remains a challenge and priority for all services.
- Building self-resilience through early prevention work at a time when statutory need is growing and finances are becoming tighter.
- Increase in demand for services at a time when resources both human and financial are diminishing.
- Ageing population and a high employment rates means we are competing for posts within a limited work pool. We have relied on agency staff to help deliver key functions in Children's Services and Adult Care.
- Compete with mainland authorities for key social worker roles when local rates of pay are not viewed as competitive.
- Maintaining responsive and sustainable services to meet changing needs of individuals due to complex needs and co morbidity.

- Balancing time spent with individuals with the need to ensure paper work and systems are kept up to date.

Key Priorities:

- To celebrate the good work social work, social care and our partners achieve.
- Develop quality assurance and data management systems that support the work of the services and contribute towards service development, identification of personal outcomes and fulfilment of statutory duties.
- Review of governance arrangements, ensuring that they remain fit for purpose and receive the correct information to fulfil their duties.
- Being creative with recruitment and increasing training and apprenticeship opportunities.
- Further development of Self Directed Support systems and opportunities across age groups.
- Working in partnership with and listening closely to people who use services, carers, families and communities. Using this engagement in shaping the way services are delivered and building community resilience through Community Led Support. This will provide us with the opportunities to have real conversations with communities about the shape of future services.
- Addressing the recommendations in the Audit Scotland Impact Report 2018.

Celebrations

We have had lots to celebrate this year and below is a few of the key events: The focus of International Social Work / Social Care Day and National Care Week was around the importance of relationships and the positive experiences that can be achieved through good, caring relationships and I think this is evident in the things we have achieved this year.

National Care Week:

The flag depicts the care journey of some young people. The distance between the Sumburgh and Flugga Lighthouses, represents the care journeys of some of our children and young people.

The lighthouse symbolises the light shining over rough waters leading the ships safely to shore. It asks us to consider how we can be lighthouses for our care experienced children and young people within our communities.

The Orca represents the strength needed by our care experienced young folk and the mirrie dancers light up the sky to represent their skills, talents, hopes, dreams and achievements.

The young people invited their personal lighthouses to celebrate with them.

The Poem: Resilient, was written by a young person as part of a creative writing workshop.

Well done to all the children and young people who are involved in #Shetlandcrew and Sian, Who Cares Scotland Advocacy and Participation Worker, for the fantastic work you have created this year.



Journeys: Young people created a doll that reflected themselves and their journeys.

Resilient

I am resilient like a fishing boat

Full of fish

I am resilient like the crew
Who work aboard her
Who know how to work her
Who know how to keep her
Clean and shipshape.

Who know where to fish.
They must leave home for weeks at a time

Like me they sail in ferocious seas

Steady yourself for the sail ahead, as the huge waves crash.

Take a deep breath, steer straight ahead, steady as we go.

Like me the boats are strong.

There is a rock in the middle of the harbour

Marking shallow water that the boats must turn really hard to avoid.

Care is like shallow water
You are lucky to get through it.

Sometimes you want to give up.

And drift.

Where will it take you?

Stranded on a beach?

On the rocks?

Or out to open water?

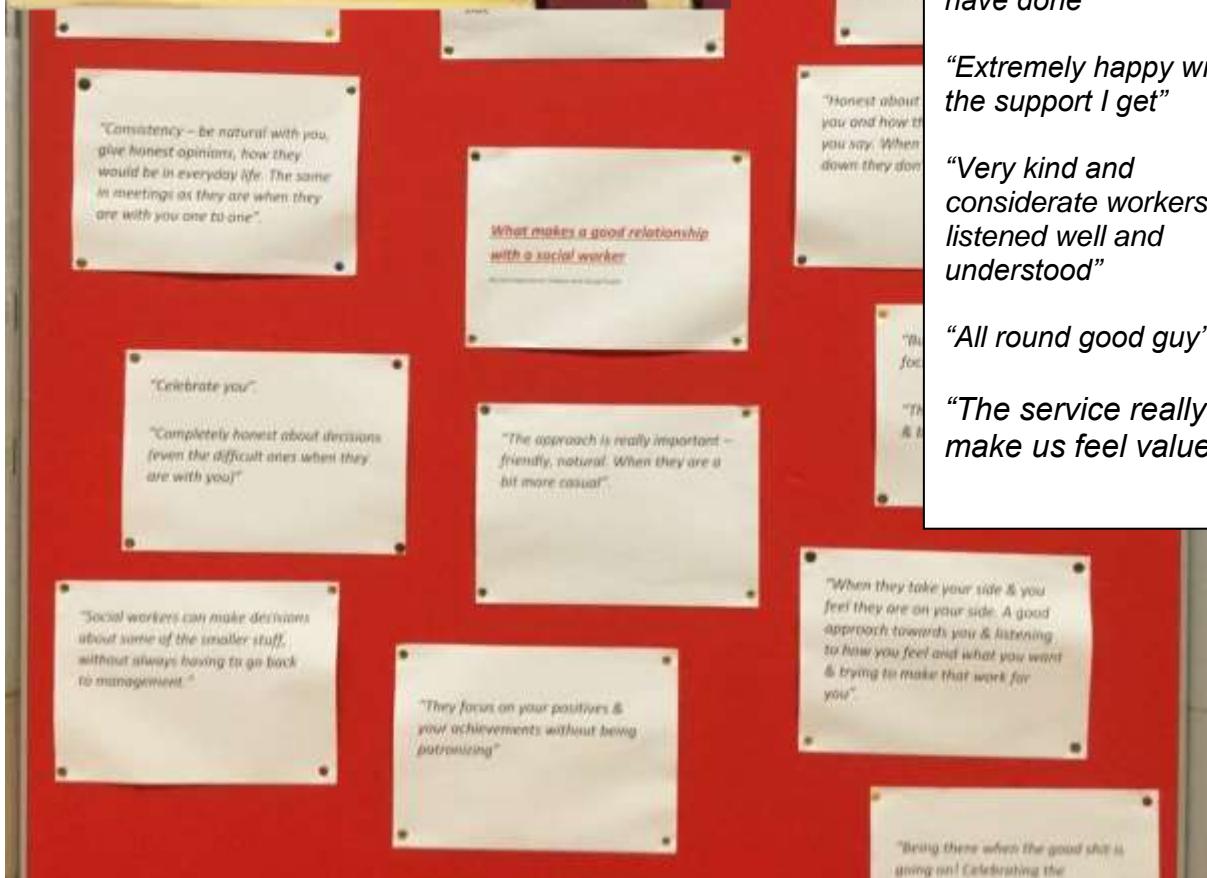
My lighthouses look out for me.

I am strong like the boat.

We have been through rough times

The fiercest of storms,
And made it to the harbour.

International Social Work/Care Day which focused on the positive feedback received from service users throughout the year. Care Experienced Young people helped create a stand “what makes a good relationship with your social worker” and we promoted the positive feedback received from service users across the year.



The formal opening of the new Eric Gray @ Seafield building. The new premises provide an accessible modern hub for adults with learning disabilities, autism and complex needs, and offers supported day opportunities and vocational activities. Well done to all the staff and service users for making this a very special occasion.



The Council's Appreciation Awards, launched by the Chief Executive this year focused on those individuals who had demonstrated excellent values and behaviours. I am delighted that there were members of staff throughout social work and social care who were nominated by their colleagues.

3 Partnership Working - Governance and Accountability Arrangements

The Role of the Chief Social Work Officer

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

The Chief Social Work Officer is responsible for:

- Providing professional leadership and ensuring that professional issues are considered as part of strategic, corporate and operational service delivery;
- Providing professional advice on the discharge of statutory duties including corporate parenting, child protection, adult protection and managing high risk offenders;
- Ensuring senior social work posts appropriately reflect professional leadership responsibilities to support the development and delivery of professional assurance arrangements across social work;

- Ensuring social work practice and standards across all social work functions;
- Ensuring only registered social workers undertake functions that are reserved in legislation for this role;
- Taking a leading role in supporting the workforce;
- Taking the final decision on behalf of the local authority on a range of statutory matters including the adoption of children, secure accommodation and guardianship;
- Ensuring there are effective governance arrangements for the management of complex issues involving the balance of need, risk and civil liberties.

Within Shetland the CSWO is a member of:

- The Corporate Management Team and Risk Management Board, and has the opportunity for involvement in corporate decision making, and provides the professional guidance, governance and scrutiny to ensure risks for the profession and local authority are managed.
- The Chief Officer's Group, the remit of which is to provide strategic leadership and scrutiny to the public protection work of their respective agencies and to inter-agency work. The key areas overseen by the Chief Officers' Group are child protection, adult support and protection, offender management and domestic violence.
- Non-voting member of the Integration Joint Board
- The Shetland Community Justice Partnership
- Children and Young People's Strategic Planning Group
- Shetland Alcohol and Drug Partnership
- Shetland Public Protection Committee
- Reports to Council, IJB and Committees as required.
- Highland and Islands Management of Offenders Strategic Oversight Group.
- Corporate Parenting Board

The social services delivery landscape is varied and governance and accountability arrangements are complex. The social work statutory functions sit across two Directorates each having their own governance framework. Social work and social care services for children, young people and families are managed within the Council's Children's Services Directorate with Education, Sports and Leisure and Libraries. The Services are managed by an Executive Manager reporting to the Director of Children's Services. The Service reports to the Education and Families Committee.

Adult Social Work, Community Care Resources, Adult Services, Occupational Therapy and Criminal Justice Social Work sit within Community Health and Social Care Directorate and report to the Integration Joint Board. These services are also part of the Joint Governance Group and Clinical, Care and Professional Governance Committee. The joint governance arrangements currently cover all services delegated to the IJB and acute health services. Significant work is underway in order to ensure that the model is fit for purpose and effective in order achieve a balanced agenda and good governance for social work services.

The Executive Managers for social work and social care comprise the Social Work Governance Group, which takes an overview of governance across all areas. This group focuses on risk, performance and service developments. The Group reports into the Joint Governance Group and is currently looking at how best to report into the Children's Services Directorate.

Partnership Working and Organisational Governance

Scrutiny, monitoring and governance of operational social work functions sits with the management team of each service area, who in turn report to the Social Work Governance Group chaired by the CSWO. Social work services also operate within a number of strategic partnerships each having their own agreed governance structure. In addition to those listed below there are also partnership arrangements in place to address areas of protection; domestic abuse; alcohol and drugs and mental health.

Shetland Community Planning Partnership

The [Shetland Partnership Delivery Plan 2019-22 / Local Outcome Improvement Plan](#) provides a high-level summary of the partnership projects that will be delivered over the next three years. It 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

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 help plan and deliver solutions to future challenges”



Integrated Children and Young People's Strategic Planning Group

The Shetland Integrated Children's Services Plan

https://www.shetland.gov.uk/children_and_families/documents/ShetlandICSPFinal01.05.17v1.pdf

The Shetland Integrated Children's Plan is to create services that:

- 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
- Continue to develop the workforce in delivering the best outcomes for children and young people through multi-agency working.

Work undertaken:

The Anchor Project - Big lottery funding was secured for a 4.5 year research and practice project focusing on prevention and early intervention, building individual and community resilience to prevent families requiring statutory intervention.

Emotional Wellbeing and Resilience Project - The Project's aim is that building emotional resilience will become part of universal service. Outcomes for vulnerable children will be improved and the cost and impact of negative outcomes for young people in our communities reduced. The aim is to proactively contribute a significant part of the wider strategy to break inter-generational cycle impact.

Health and Social Care Partnership Joint Strategic Commissioning Plan

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=23847>

The IJB is responsible for strategic planning of the functions delegated to it by the Council and the Health Board and for the preparation of the Strategic Plan. The Joint Strategic Commissioning Plan specifies the services to be delivered by the Parties. The governance for the joint services delivered through the plan sits with the Joint Governance Group which is attended by the Executive Managers of the Directorate and the Clinical and Professional Care Governance Committee, which consists of elected members, Board members and Officials.

The Plan includes:

- Working with individuals to help them to look after their own health and care needs.
- Implementing the primary care improvement plan to create multi-disciplinary teams.
- Repatriation of care back to Shetland where it is safe to do so.
- Unscheduled, or emergency, care including reviewing Out of Hours arrangements.

- Managing long term conditions, such as diabetes, respiratory disease and stroke.
- Working with people to maintain or increase independence and quality of life.
- Developing an enhanced care at home service.

Work being undertaken:

- Support for unpaid carers through the implementation of the Carers Act (Scotland) 2016, specifically in relation to effective support planning.
- Investigate a 24-7 responsive service to further support care at home and out of hour's arrangements. This will involve exploring partnership arrangements with other statutory and third sector partners.
- Completing the review of the Short Breaks services for Adults with Learning or Autism Support needs
- Completing the implementation of the review of Mental Health Services, with a focus on staffing, training, protocols and pathways.

Shetland Community Justice Partnership

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

The Shetland Community Justice Partnership works together to:

- Prevent and reduce further offending
- Reduce the harm that offending causes
- Promote social inclusion and citizenship

Community Justice is about individuals, agencies and services working together to support, manage and supervise people who have committed offences and also to support those who are affected by crime. The Community Justice Local Outcome Improvement Plan sets out how its partners are going to work together to design, develop and deliver services.

Work Undertaken:

- Participatory Budgeting Event - Partners presented short term projects that were voted for by the community. 260 people voted at the event and five successful projects were awarded £5000:
Advocacy Shetland - to develop advocacy service for individuals who have offended.
Rape Crisis - to provide awareness raising workshops within schools on healthy relationships.
Women's Aid - to provide drama based workshops across schools.
Dogs Against Drugs - to provide drugs education within schools.
Moving On - Employability skills programme.
- Shetland Fire and Rescue Service designed a week long firefighting programme for people who have offended or those on the periphery of offending. The Bridgehead programme focuses on core values, beliefs and behaviours and includes the operation of firefighting equipment.

- An “Unpacking a Restorative Justice” event was hosted by Space2face - a local restorative justice arts organisation.
- Youth Justice Review and Extension of Whole System Approach for care experienced adults up to the age of 26 years.

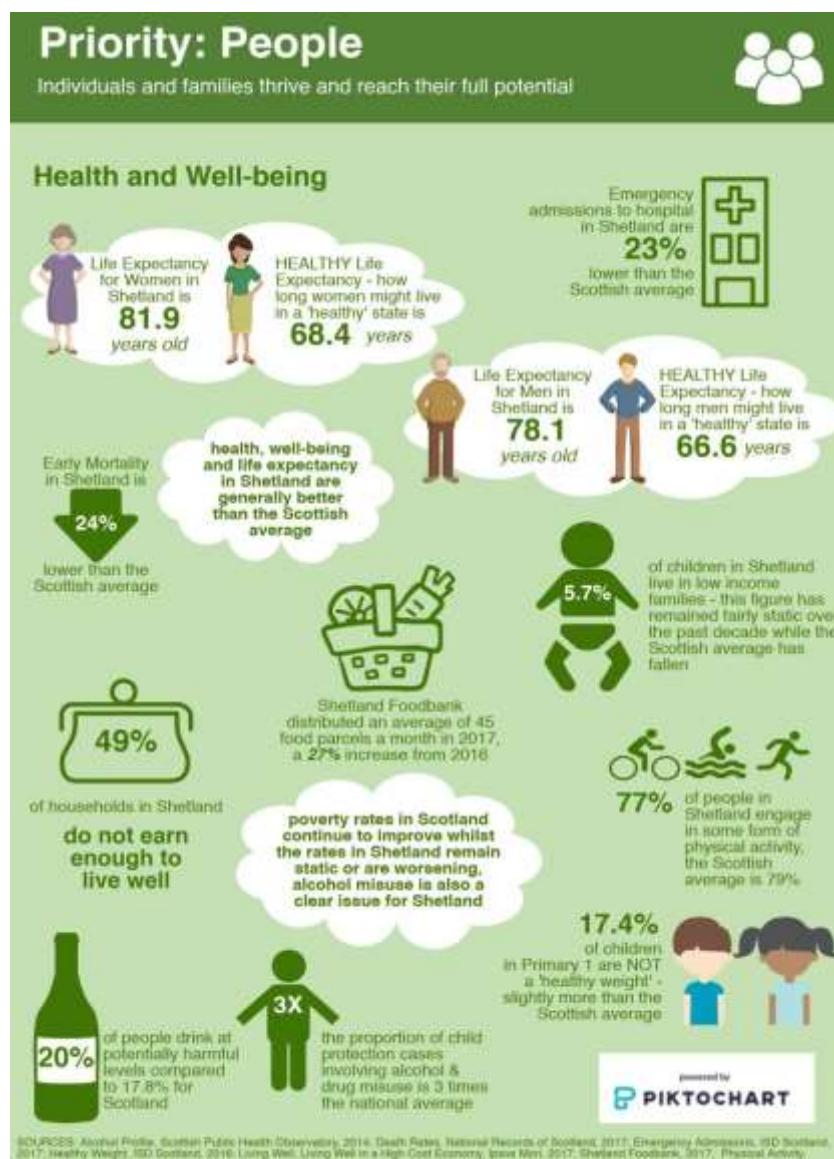
Statutory Complaints

Shetland Islands Council recognises that complaints are an important source of customer feedback and strives to resolve them at the earliest opportunity. Complaints are low in number and the majority are dealt with by the relevant service area ensuring that they have more control over the management of the complaint and the learning that can arise from resolutions. A total of 16 stage 1 and 2 stage 2 complaints were investigated and issues addressed included poor communication, missed care visits and general support. We are aware that the use of Pentana to record complaints is not fully utilised and can lead to inaccurate data and this is currently being addressed.

There were no complaints investigated by the Scottish Public Ombudsman.

4 Social Services Delivery Landscape and Statutory function

Shetland is the most northerly group of islands in the UK. On 30 June 2017, the population of Shetland Islands was 23,080. This is a decrease of 0.5% from 23,200 in 2016. Over the same period, the population of Scotland increased by 0.4%. Between 2016 and 2026, the population of Shetland Islands is projected to increase from 23,200 to 23,235 due to natural change i.e. more births than deaths (ref: National Records of Scotland, 2018). The number of people aged 65 and over is set to rise from 17% to 29% in the next 20 years. Combined with increasing life expectancy, the number of residents aged 80+ will more than double. At the same time, the working age population is expected to decrease by around 8%.



Unemployment in Shetland has been very low for three decades although some fragile island communities experience higher rates. Health, wellbeing and life expectancy in Shetland are generally better than the Scottish average yet 49% of households in Shetland do not earn enough to live well. Affordable and accessible housing, fuel poverty, transportation and access to specialist services is challenging.

Local data would indicate that 5.7% of children in Shetland live in low-income families, a figure which has not changed over recent years.

Delivering services within an island community comes with its own unique challenges and opportunities. Most of our health and social care services are provided by public services with limited opportunity to commission services from the more established third sector agencies. However, this also motivates local agencies to work together to create services bespoke to individual need.

Children's Social Work

Children's social work and social care encompasses a wide range of services including: statutory social work, family support services, early intervention, short breaks provision to children with additional support needs and disabilities, family placement services and residential and through care and after care support for 'looked after' children and young people.

Social workers in the Children & Families team are predominately engaged in fulfilling statutory duties in relation to children and young people who are in need of protection or who are subject to statutory measures. The best interests of children are paramount in any decisions that are made about them. Social workers work closely with colleagues in Schools, Health, Police, the Children's Reporter and Voluntary Services, essential for Getting it Right for Every Child.

Where there are concerns that a child may be at risk of significant harm, a multiagency child protection case conference is held to identify the risk, consider how this can be reduced and a decision made about placing a child's name on the child protection register. Those children on the At Risk Register and their families will then be supported to reduce and manage the risk.

In the year 2018/19, there were 106 child protection referrals relating to 164 children. There were 47 joint police/social work investigations of which 14 were referred to a Child Protection Case Conference. The table below summarises child protection case conference activity over the past three years:

Table 1: Child Protection Case Conference Activity

Child Protection	No of children 2016/17	No of children 2017/18	No of children 2018/19
Initial Child Protection Case Conferences	11	10	14
Review Child Protection Case Conferences	24	25	19
Number of children on the Child Protection Register	32	19	25
Number of children on the Child Protection Register on 31 March	10	<5	14

Nationally, the majority of children have their names on the register for up to a year - some children may be registered for up to two years. In Shetland, children were registered for between 3 months and 9 months. This shows the effectiveness of registration as a way of improving the safety of a child and supporting families. There were four pre-birth case conference. 17 of the children whose names were on the child protection register were under 5 (this includes unborn babies) and 8 were over 5. This fits with national patterns where the majority of children registered are under the age of 5. All conferences apart from 4 were held within the nationally prescribed timescales.

Looked After Children

The local authority has a responsibility for the care of looked after children. On 31 March 2019, there were 33 looked after children in Shetland. National data indicates that Shetland has the lowest percentage of looked after children per population group aged 0-17.

Table 2: Looked After Children at 31 March

Looked After Children	No of children 2017/18	No of children 2018/19
Total number of Looked After Children	28	33
Looked After at Home	7	7
Looked After in Kinship Care	<5	<5
Looked After in Foster Care	10	14
Looked After in Residential Care	<5	<5
Accommodated Off-Island	<5	<5
Throughcare and Aftercare	28	33
Continuing Care		<5

Children with additional support needs who access over-night stays with the Short Breaks for Children Service, are regarded as looked after for the period of time that they have respite for. A total of 16 children and young people received over-night stays. The service also provided day care, outreach and activity groups to a further 23 children and young people.

Accommodated Young People

When children are unable to remain safely within the family home, social work has a duty to explore placements with extended family and friends in the first instance. This type of arrangement is known as kinship care. In Shetland, there are 22 kinship care households.

Foster care is another way in which the care needs of children can be met. There are 13 approved foster carers in Shetland, 11 of which are fee paid carers. During the reporting year, a total of 2,800 nights were provided for children and young people requiring foster care. During this period, two new adopters and two foster carers were approved. For those children who require permanent care we strive to ensure that this is achieved as quickly as possible.

In February 2019, the Council approved plans for a new residential childcare service, which will be located in Tingwall. The project will be delivered in partnership with Hjaltland Housing Association. It is anticipated that building work will commence in September 2019, and will take approximately one year to complete. The new service will complement the two current residential homes and will accommodate up to five young people, increasing residential childcare capacity in Shetland and reducing our reliance on out of area placements on the Scottish mainland.

Ongoing support for children and young people who are looked after remains a priority and this includes direct therapeutic work through life story and theraplay, which helps them understand their circumstances and sense of identity. This work has been found to be very effective in helping them become settled and able to participate more fully in all aspects of social, educational and family life. Nurturing and safe caring was the focus of training and specialist Attachment training was offered to foster carers and adopters. Fun and Activity Days were organised and seemed to be enjoyed by the children who attended.

Young people moving on or transitioning from care are entitled to throughcare and aftercare support from the age of 16 to 26 years. By 31 March 2018 there were 37 young people engaging with the service ranging from 16 to 26 years of age. 25 are receiving regular support with the remainder receiving support as required. The majority of service uptake comes from young people who are looked after away from their own home in foster or residential care. Positive destinations remains a priority and of the 37 young people in the service 18 are in full time education or training and 11 in paid employment. The service never completely closes cases as young people will continue to return for support and guidance beyond 26 and they are not turned away.

The Scottish Government is currently commissioning an independent review of the care system in Scotland and have so far have listened to over 1,500 children, young people and care experienced adults about their views and experiences of care. The Council is participating in the review to identify and evidence areas of good practice or improvements for care experienced children and young people in Shetland.

The Corporate Parent Board was established in 2018, bringing together those agencies with corporate parenting responsibilities for our looked after children and care leavers. The Board has met on two occasions over the past year and is in the process of ensuring agenda and structure of meetings are inclusive and focused on the delivery of the corporate parent plan.

Adult Social Work

The Adult Social Work Team provides a generic social work service to any adult who request or require an assessment for care. Our supported people include adults with dementia, mental health difficulties, brain injuries, lifelong conditions, autism, learning disabilities, physical disabilities, older and frail people, unpaid carers and those at risk of abuse. In addition, Adult Social Work supports young people with additional support needs in transition, alongside colleagues in Children's Services, NHS Shetland, Adult Services and the third sector.

Those who have a social worker as a care manager have complex and changing needs and usually have several services or agencies providing support in addition to family and community support. The number of people supported on a short-term basis, either through screening or assessment will be higher than this and can fluctuate.

The number of people supported by the service has increased significantly in recent years. In 2013/14 a total of 393 people were supported by the service, this increased to 428 in 2016/17. Current figures show that 431 people were supported by the service.

Current Activity	Numbers Service Users
Current team caseload	431
Incoming contacts	210 per month
Assessments completed	22 per month
With You For You Reviews	30 per month

Social Care Client Group (all allocations across services)

	Dementia	Mental Health	Learning Disability	Physical Disability	Older people	Addiction	Palliative Care	Carer's	Other	Not Known	Total
Total	47	66	88	458	257	12	<5	73	19	88	1,112

The Service works alongside the Substance Misuse Recovery team and assesses people for rehabilitation where there are substance use issues.

Self-Directed Support

Since 2014, there has been significant increase locally in individuals choosing to direct their own support through Self-directed Support (SDS) Options 1 and 2. Self-directed support forms a key part of the national and local integrated landscape, enabling people to have choice and control over their social care support:

During 2018, the Care Inspectorate led a thematic review of self-directed support in Scotland, which was carried out jointly with Healthcare Improvement Scotland. The scope of this review was to consider the delivery of self-directed support in six partnerships across Scotland, including Shetland, to evaluate how well they have embedded the principles and values of self-directed support to deliver better outcomes for supported people.

In addition to the reporting of specific findings and recommendations for the individual partnerships visited, the Care Inspectorate published an overview report, in June 2019, which provides a summary of what they found across the partnerships and what that tells us about self-directed support in Scotland in general.

The Self-directed Support Programme Board was established in September 2018, as the body to take oversight of the strategic direction and delivery of the 'Self-directed Support Work Plan'. The Work Plan is a 'live' document, which is aligned with the

national Self-directed Support Implementation Plan, which is the Scottish Government's key strategic driver. The Board will also take forward the recommendations from the thematic review.

Over the next year, we will continue to offer choice and encourage growth within the independent sector through community capacity building and co-production of services. Shetland Community Connections, an independent brokerage and support service for individuals looking to make meaningful connections in the community, became fully operational towards the end of 2018. They, along with other key third sector organisations, form part of the Self-directed Support Programme Board.

The Service is engaged with the National Development Team for Inclusion (NDTi) to support the delivery of the taking forward a Community Led Support programme in Shetland. NDTi supports Health and Social Care Partnerships in Scotland to put their work right at the heart of communities, thus providing a framework to progress the service elements highlighted above. Community Led Support:

- seeks to change the culture and practice of community health and social work delivery so that it becomes more clearly values-driven, community focused in achieving outcomes, empowering of staff and a true partnership with local people;
- assists organisations to work collaboratively with their communities and their staff teams to redesign a service that works for everyone, that evolves and is continually refined, based on learning;

Adult Support and Protection

Responsibility for carrying out inquiries into adults at risk sits with suitably qualified and trained social work staff known as a Council Officer. In Shetland this is carried out by registered social workers. Adult Support and Protection procedures are in place and are monitored and scrutinised by the Shetland Public Protection Committee and the Quality Assurance sub group.

Table of Adult Support and Protection Activity

Category	2017/18	2018/19
Adult Concern Referrals	118	112
Initial Inquiries	118	112
Adult Support Referrals (Meeting 3 point test)	9	19
Number of Investigations	<5	12
Source of Referral:		
Police	63	53
Health	32	24
SIC	19	26
Third Sector	<5	6
Carer/Family Member	<5	9
Self-Referral	<5	<5
Other	7	17

Category	2017/18	2018/19
Outcomes for those meeting 3 point test		
Number of Case Conferences	<5	<5
Number of Protection Plans	<5	<5
Safeguarding measures	7	16
Outcomes for those not meeting 3 point test		
NFA	28	43
Advice and Support	86	69

The above table highlights that although the majority of individuals subject to adult support and protection processes do not meet the criteria for a full investigation, over half go on to receive advice and support through social work services or referral to other agencies. Physical, Emotional and Financial harm are the most prevalent. No legal orders were necessary during 2018-19.

Mental Health Officers

Mental Health Officers (MHOs) are registered Social Workers who have been qualified for at least two years, have relevant experience and undertake intensive post-qualifying training to secure their Mental Health Award. The local authority has a duty to employ a sufficient number of MHOs.

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

The table below shows the different mental health activity undertaken by the team:

Category	2017/18	2018/19
MHO Contacts	62	45
Individuals subject to Compulsory Treatment Orders	9	7
Emergency Detentions up to 72 hours	<5	<5
Short Term Detentions	9	7
Social Circumstances Reports	16	11
Other Mental Health Assessments	6	<5
Assessment Order	0	0
Adults With Incapacity Reports	<5	9
Mental Health Reviews	12	7
Mental Health Tribunals	9	9
Welfare Guardianship Reviews	33	42
Consultations under the Mental Health (Care and Treatment) (Scotland) Act 2003	<5	<5
Individuals subject to Welfare Guardianships	20	27
Individuals CSWO Guardianship	<5	<5
Compulsory Treatment Order Applications	6	7
Consultation under Adults with Incapacity (Scotland) Act 2000	<5	8

Category	2017/18	2018/19
Mental Health Officer report for Compulsory Treatment Order Extension / Variation	6	<5

MHOs participate in an informal out of hour's rota whereby they attend in an MHO emergency, if available. This arrangement generally works well and MHO consent is consistently provided in emergency detention certificates.

There are currently 1.5 FTE Social Workers and two Senior Social Workers who are qualified as MHOs - all are based in the Adult Social Work Team. There are also two relief MHOs employed by Shetland Islands Council who are based in Aberdeen. This provides a better service for Shetland patients as the MHOs can maintain regular contact during admissions. It also prevents Shetland MHOs having to frequently travel to Aberdeen at short notice to undertake statutory work.

No Social Workers have undertaken MHO training since 2017 and the Service has been unsuccessful in recruiting to a vacant post. The service will become vulnerable if there are any further vacancies. The pay scales for mental health officers is below the national average and therefore not attractive to those based on the mainland. As MHO duties are in addition to the social work role there is also little incentive for local social workers to undertake the training. This situation will be reviewed and addressed as part of workforce planning and development.

Occupational Therapy

The Occupational Therapy Service is an integrated SIC/NHS service and works across hospital and community settings to provide the best possible service to service users. In May 2018 the Service became responsible for coordinating the Post Diagnostic Support Service, as part of the Primary Care Programme. Changes were made to the way anticipatory care plans were written and outcome focused support plans were introduced. An audit of the new service was completed in early 2019 which showed 100% of individuals had an outcome focused support plan and 97% of individual had or are completing an anticipatory care plan compared to 31% under the previous model.

The Service has run a successful pilot of a new Occupational Therapy intervention for Home-Based Memory Rehabilitation, this supports individuals with mild to moderate dementia to use strategies and memory aids to maintain independence and quality of life. This pilot has been successfully completed with 4 clients and work is ongoing to formalise this intervention with a referral pathway and referral forms.

Over the coming year the service aims to work collaboratively with Youth Services and the employability scheme in order to support more people in their journey to employment or voluntary work.

Criminal Justice

Criminal Justice social work services ensure that those referred to the service are appropriately assessed, supervised and risk managed. Responsibilities include the preparation of court reports and risk assessments to aid Court in making effective sentencing decisions, reducing re-offending and public protection through supervision and management of offenders who are subject to community based sentences, and rehabilitation of offenders who have been subject to custodial sentences. The service also offers support to family members.

The service continues to work closely with the Shetland Community Justice Partnership to ensure those involved in community justice receive the best possible service. There have been some interesting developments over the past twelve months, including a participatory budgeting event which saw members of the community voting for their top project. Physical and mental health has been a focus for the service and opportunities were developed with the Partnership for people to attend physical activities, this has enabled individuals to do something positive with their time and improve their wellbeing.



The Community Payback Order is the main community based sentence in Scotland and is a direct alternative to custody. The Criminal Justice service has been involved in the following community payback activity over the past year:

Table 5: Criminal Justice Service Activity

Category	2017/18	2018/19
Criminal Justice Social Work Reports/203's	132	62
Community Payback Orders	59	44
Offender Supervision Requirement	38	31
Unpaid Work Requirement	39	35
Other Requirements	<5	<5
Unpaid Work Hours Imposed	4460	4850
Unpaid Work Hours Completed	3815	2750

There has been a significant reduction in requests for Criminal Justice Social Work Reports and this reflects a decrease in cases being heard at the Lerwick Sheriff Court. Although the overall numbers of new community payback orders has decreased there is less fluctuation with individual requirements and a slight increase

in unpaid work hours imposed. The service is seeing an increase in intensive programme work such as sexual offending and domestic violence, which, hopefully, will lead to changes in individual behaviour. Managing complex behaviour and need whilst supporting community safety is common practice and good work is undertaken to ensure individuals are supported to build more positive lifestyles.

This case involves a young man on licence who had risks linked to reoffending, attitudes & beliefs. He was socially isolated and had mental health and alcohol issues. A major function of the supervision was to support safe and positive community access, to reintegrate him into the community whilst managing risk and reduce the factors that could lead to reoffending.

To meet this dual need safely and to offer the best chance of change, a multi-agency approach was essential. Social Work, Police and voluntary agencies worked together to allow this individual to undertake voluntary work and attend social groups safely. Safeguarding and monitoring arrangements were put in place and this allowed the person the opportunity to develop positive, pro-social acquaintances and friendships, become part of a group and reduce social isolation.

Over the year, unpaid work projects included painting and decorating at public halls, churches and other community venues. A variety of maintenance work was undertaken, for example, walking trail clearance, beach cleaning and grass cutting. All projects focus on assisting the individual to payback for their crimes and help build on practical skills and wellbeing.

The service worked in partnership with the Children's service, to redesign the way young people subject to diversion from prosecution are worked with, all young people who commit an offence will be referred to the Children's Services. There is also joint work being undertaken in the delivery of the Respect domestic violence programme.

Multiagency Risk Assessment Conferencing (MARAC) is established for people who are experiencing high risk domestic abuse. MARAC is provided for Shetland through the Highlands and Islands service. The Lead Officer for Adult and Child Protection represents Shetland as part of the Highlands and Islands Operating Group. In the year January to December 2018, there were 22 cases that went through MARAC, 16 cases less than the previous year.

Community Care Resources

Community Care Resources provides services to adults in need across 7 localities within Shetland. The service enables people to remain within their own homes and communities by providing person centred care to increase levels of independence, self-care and self-managed care. Increasingly, staff are working flexibly across residential, day care and care at home settings which ensures consistency of care and an ability to respond quickly to changing needs and circumstances.

A hospital inpatient who sadly experienced a bereavement during his treatment was enabled to return to his home to spend time with his family members through the quick actions of the multi-disciplinary team who were supporting him. A respite placement was found in his locality where staff were able to offer emotional support and practical assistance to ensure this gentleman was able to spend time with family, attend to his dog and plants before returning to hospital after the weekend.

During the last week of March 2019, social care services provided 214 clients over the age of 65 with 1536 hours of care at home. 55 people over 65 were in receipt of 10 hours or more home care and 85 people required residential care.

Personalised assessments highlight that wishing to remain living as independently as possible, within their own home is the main outcome for the majority of people. The reduction in individuals living for lengthy periods of time within residential care and the increase in respite care is evidence of the service meeting this outcome.

The service has been working closely with the local hospital to support early discharge through short term intermediate and re-ablement placements prior to individuals returning home. Statistics show that individuals are returning home earlier than the maximum six week period for reablement.

It is important that progress is made with social care projects to further reduce reliance on the traditional residential care model. Several pilots are proposed which will develop and increase provision in the areas of overnight care, telehealth and telecare support and care at home.

Enabling individuals to remain at home means staff, families and communities have to live with a level of risk and at times this can be uncomfortable. The Mental Welfare Commission Good Practice Guide states:

'Life is never risk free. Some degree of risk taking is an essential part of good care. Self-determination and freedom of choice and movement should be paramount, unless there are compelling reasons why this should not be so"

Case study - Managing Risk

'Please can you help me go home?'

A client with dementia has developed a trusting relationship with her care at home team visiting 4 times per day to ensure a safe and secure environment. This support enables the client to remain in her own home, leading an independent/self-directed and fulfilled life, within the community that she has lived for many years. While initially reluctant to accept any supports whatsoever the staff team worked hard to gain the clients trust and warm, personal bonds have formed with the regular carers.

Following a hospital admission there were concerns from some of the multi-agency team that the client could not safely return home and required a 24 hour supported environment. Following negotiation a stepped support plan was put in place to manage the risk which included an intermediate placement in a care home with a view to assessment and re-ablement home. Within hours of discharge from hospital the client became acutely distressed and her care at home team attended the residential centre to offer 1:1 support. She was delighted to see a familiar face and made it clear she wished to go home. The carer was able to reassure the client and indeed, spend a relaxed and pleasant evening in her company.

In view of the client's distress and having regard to relevant evidence based practice (Nothing Ventured, Nothing Gained – risk guidance for people with dementia. DOH 2010) it was agreed to accompany the client home the following morning. The client has remained at home with some enhanced supports (including assistive technology) to ensure her wellbeing and happiness. This case study is a positive example of staff having the courage to advocate on behalf of a client's right to self-determination, take positive risks, maximise independence and minimise risk.

Staff in residential and day care centres are aware of the need for individuals to remain mentally and physically stimulated and each have their own activities programme. A new initiative that has been introduced to maintain and improve wellbeing is the national CAPA programme Care About Physical Activity.



Visit from a Shetland pony. Game of Golf as part of CAPA. The Great Westside Bake Off;

Adult Services - Learning Disability and Autism

The Service continues to provide support to people living in their own homes and those in supported accommodation. Respite facilities are available to support unpaid carers and the training and employment opportunities are available through the services delivered at the Eric Gray Centre @ Seafield and in partnership with COPE.

It assists people to look after their own health and wellbeing and to live in good health for longer. Supporting people to maintain and improve their quality of life and live as independently as possible.

The Service and its partners continue to consider how best to deliver local priorities in relation to meeting the needs of Autistic people and their families in Shetland in line with Shetland's Autism Spectrum Disorder Strategy 2016-21

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=19212>

Priority areas addressed this year included:

- Employment - To improve outcomes locally, Project SEARCH has been set up as an evidenced approach to supporting people into real jobs. Project SEARCH is a one-year transition to work programme, supporting young people with additional needs to gain skills and experience into sustainable employment. Project SEARCH is delivered in partnership between Shetland Islands Council (Adult Services, Children Services and Human Resources) and Shetland College. Work placements were offered across Shetland Islands Council and NHS Shetland service delivery areas. Outcomes from the first year include supporting three young people into full time, paid employment.
- Community Awareness Raising - Adult Services (LD & ASD) and Children's Services secured funding through the 'Shetland Community Choices' participatory budgeting event to deliver a Community Awareness Raising project. The project brought together a group of autistic volunteers and family members from late spring to summer 2018. The project focus being to participate in creative sessions to produce material that could be used to raise awareness of autism. The group met over 10 weeks with two professional artists and produced a number of short animations and film, which was screened at Shetland Arts Screenplay Festival and can be viewed here:

<https://www.youtube.com/watch?v=U4Nv-TINhoA>

<https://www.bing.com/videos/search?q=Youtube+Autism+Shetland&qpvt=Youtube+Autism+Shetland&FORM=VDRE>

At the end of the project, the group continued to meet and formed Autism Friendly Shetland. The membership was extended to anyone with autism and their family and friends, in order to provide a friendly and inclusive meeting place for neurodiverse/autistic people of all ages. The group have since secured further participatory funding for materials, room hire and events.

- In January 2019, Eric Gray @ Seafield opened as a replacement for the former Eric Gray Resource Centre. This modern, fully accessible, purpose built hub provides excellent facilities for adults with autism; learning disabilities and complex need. Staff deliver needs led support through a range of vocational learning, training and recreational activity to promote inclusion, choice and independence, recognising the rights of the individual to participate as meaningfully and as independently as possible in everyday life. People who use the service, family members and carers have commented on the positive difference the new building is making to the excellent standard of service delivered by the team in space that enhances practice.
- Review of short break services and the transition processes between children and adult services. Both reviews are progressing and should lead to service improvements.

Continued investment in preventive services is paramount to managing growth in demand, alongside supporting existing need. With the majority of specialist support centralised, providing services in the more rural areas is challenging.

The Carers (Scotland Act) (2016) has been in force since April 2018. In its first year, Adult Social Work have worked closely with carers and colleagues across Shetland to develop values, practice and systems that support the EPIC (Equal Partners in Care) principles. Work has included:

- A local **Eligibility Criteria** for Unpaid Carers was produced in line with the wider Adult Social Work eligibility criteria and based on the work of the National Carers Collaborative.
- A local 'Short Breaks Statement' has been produced and published in collaboration with Voluntary Action Shetland Carers Service team and carers representatives. The purpose of this statement is to provide information to carers and cared for people so that they are aware of the different ways they can take a break away from their caring role and what local support is available to help this happen
- We sponsored Enable to deliver training on emergency planning and adopted the Enable toolkit to support carers to plan ahead for times when they are unable to fulfil their caring role, setting out practical arrangements for short-term, unplanned periods. [ENABLE Emergency Planning Workbook](#)

Palliative and End of Life Care.

In Shetland, it is estimated that around 129 people per year will require some form of palliative or end of life care. With the number of people dying in Scotland due to increase by 13% over the next 25 years we need to act now in order to ensure that access to this type of care is available to all who can benefit from it. In order to meet this need the Health & Social Care Partnership have spent the past 12 months developing a new strategy that will ensure a multi-agency approach to developing early identification processes and person-centred anticipatory care planning. This will enable individuals and their families to have more control and support to die well.

5 Financial Resources

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

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

In 2018/19, the Children's Services revised budget totalled £42.1m. £6m of this budget related specifically to Children's Social Work and showed an overspend of £510k. These overspends were mainly in relation to the use of agency staff to cover vacancies and to undertake specific work in relation to Youth Justice; accommodation and travel costs for young people accommodated off island and off island mother and baby placements; and the cost of opening an additional property (now closed) to provide residential on-island care. It is recognised that some service areas are experiencing growth, for example, children's residential and foster care. Whereas in other areas, demand can fluctuate from one year to another, for example, off island placements and direct payments, and any unexpected demand for these services may be costly.

The Council and the Shetland Health Board delegate responsibility for planning and resourcing service provision of adult health and social care services to the Integration Joint Board. The Council's Community Health and Social Care Directorate's revised budget for 2018/19 totalled £22.4m. This budget was overspent by £157k, mainly due to continued difficulties in recruitment and retention of social care staff, leading to the use of agency staff across various localities. There was also an increase in off-island placements costs in-year and increased staffing costs early in the year to deal with specific packages of care. It was possible to offset some for this overspend, as the income from care charges was higher than anticipated. This can fluctuate greatly depending on the financial circumstances of those receiving care. Allowance was made in the budget for the impact of waiving charges as a result of legislation, such as the Carers Act.

The 2019/20 budget set for Children's Services was £44.6m, £6.4m of which was for Children's Social Work; and for Community Health and Social Care Services, it was £23.3m. For future years, the Medium Term Financial Plan identifies further savings of £16m to be achieved across the Council by 2023/24 in order to continue to set a financially sustainable budget. In order to meet the challenges of changing demographics and shrinking resources, services must have the ability to change and adapt, including exploring different models of service delivery. Similar situations are being faced across Scotland and also stated in the Social Work in Scotland Impact Report. Recommendations were made around the need for redesign and open conversations with communities and we hope some of this will be addressed through the community led support work.

6 Service Quality and Performance

Quality assurance and self-evaluation activity is improving and remains a priority across services for both adults and children. The imminent replacement of the SWIFT Information System has provided an added impetus to improve existing processes and data collection in relation to Key Performance Indicators as this clearly impacts on the reliability of published data.

Ad hoc quality assurance work is being undertaken across the individual services and this is informing service improvement. However, it has been agreed by the Social Work Governance Group that a structured programme of quality assurance would ensure a consistent approach across the statutory functions and ensure that good practice and lessons learned are shared. This is also important to ensure the continuous improvement of service delivery and outcomes.

Many pieces of work that evidence good performance are not recorded as many staff are modest about their achievements on behalf of service users, seeing it as 'just what we do'. However, without their dedication and commitment much of the innovative care planning and support activity that makes such a difference to individuals would simply not occur. Recording these interventions and the exceptional impact for individuals does need to improve.

Service User feedback and views are routinely recorded at reviews and service questionnaires. Independent feedback is also gathered by the Care Inspectorate as part of the inspection process. The majority of feedback is very positive in relation to quality of interaction with staff and services received.

Key performance areas:

- Personal Outcomes - The improvements in the use of personal outcomes and asset based approaches in assessing individual support needs can be seen in the recent collection of data showing better identification of what matters to individuals, and 84% of people have achieved or mostly achieved their agreed outcomes.
- Plan, Do, Study Act (PDSA) Cycles- Social care staff have been encouraged to initiate small scale improvement activity through the use of PDSA cycles. This is ensuring that the new initiatives are being captured.
- Quality of Staffing - Inspection work and feedback from service users is positive with individuals being pleased with the service they receive.
- Administration Review - Several pilots have been underway in relation to administration within community care resources. The information gleaned from these processes suggests that structure and roles and responsibilities require further consideration to ensure efficient and effective use of resources.
- Community Mental Health - A review of Community Mental Health Services has concluded in the last year. Part of the review considered the services offered from Annsbrae House to tenants and outreach clients. The review concluded that Annsbrae services were performing well which is consistent with Care Inspectorate grading.

- Criminal Justice Social Work continues to meet key performance indicators for the submission of reports, commencement of Orders and completion of reviews.

Many of our social care services for children and adults are registered with the Care Inspectorate and inspected against National Care Standards. The table below provides a summary of the inspections that took place during 2018/19.

Table 7: Inspection Activity of Registered Services (April 2018 to March 2019)

Grade	Care and Support	Environment	Staffing	Management and Leadership	Well being
6 - Excellent	2	0	0	1	0
5 - Very Good	16	1	5	4	5
4 - Good	4	5	2	11	2
3 - Adequate	2	0	1	0	1
2 - Weak	0	0	0	0	0
1 - Unsatisfactory	0	0	0	0	0
Not Inspected	0	18	16	8	16

Individual service inspections are reported to relevant committees regularly and reports can be found at the Care Inspectorate website <http://www.careinspectorate.com/index.php/inspection-reports>. Shetland generally provides very good quality care services. Further detail is attached at **Appendix 1**. Those Services who receive grades of adequate or below or have specific requirements that they must meet, have support plans in place and are monitored by the Executive Manager.

7 Workforce

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

Managers in social work and social care work closely with Human Resources to ensure effective staff training and development programmes are in place for staff groups as well as individuals. Over the year, staff have participated in annual Personal Development Plan sessions and the information gathered has informed training plans. There has been a focus on supporting staff to obtain relevant SVQs and greater opportunity to take personal responsibility for training through e-learning modules. Protection training has been undertaken through Joint Investigative Interviewing, START AV and CARM which assists in the assessment and support of high risk complex child care cases. Council Officer and Adult Support and Protection training has ensured skill levels are maintained across adult services. Within Criminal Justice, staff have participated in Risk of Serious Harm and Moving Forward, Making Changes which is specifically for individuals who commit sexual offences.

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

In Community Care Resources, the management of staffing rotas is particularly complex due to the requirement to meet concentrated need at certain times of the day. For example a residential care home may require additional staff in the morning and in the evening and it is difficult to recruit to these types of low hour contracts. The Service is committed to reducing its reliance on agency staff and initiatives have included the provision of pool cars that has enabled individuals to apply for posts that require travel without the need to own a vehicle. Relocation packages for senior social care worker posts are being advertised to appeal to applicants on the Scottish mainland and beyond.

The Council continues to be committed to sponsoring its employees to undertake training and qualifications that will help sustain key posts such as social workers and practice teachers. There are currently four staff members being sponsored to undertake the BA in Social Work and one being sponsored to become a practice teacher. We have re-established links with Universities to take students on social work placements and this has resulted in one student returning to employment in Shetland. The Social Care Services across all disciplines have actively promoted their services at careers events and school visits, targeting young people who may be interested in a career in care. As well as applying for vacancies, people can also access Modern Apprenticeships in care and administration.

Supervision and support of staff remains a priority and we are currently in negotiation with Robert Gordons University to design and deliver a social work supervision course open to social workers and social work line managers. This will ensure all parties are aware of their responsibilities with regards to the supervision process.

Priorities for the coming year will be to continue with the project set up in 2018 to look at staff structures, roles and responsibilities to ensure our services and skill sets continue to meet service requirements. We will sponsor two more employees to undertake the BA in Social Work and Practice Teaching. We will also be looking at employee wellbeing initiatives and acknowledge that, as well as core/technical skills, it is important to ensure that the softer skills (coaching, team building, crucial conversations, etc.) relating to the Council's values, are developed and embedded across the workforce.

Dedicated workforce development support ensures that the Council continually reviews the way in which staff are developed with an increasing focus on creating on-line learning that enables staff to access learning and development wherever and whenever they need it. There is close partnership working with NHS Shetland to ensure sharing of resources and opportunities.

10 Contact Details

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Social Services Inspection Grades

Appendix 1

Service	Quality of Care & Support		Quality of Environment		Quality of Staffing		Quality of Leadership & Management		Wellbeing
	2018/19	Previous Grade	2018/19	Previous Grade	2018/19	Previous Grade	2018/19	Previous Grade	2018/19
Adoption	4 Good	4 Good	N/A	N/A	N/A	4 Good	4 Good	N/A	N/A
Fostering	4 Good	4 Good	N/A	N/A	N/A	4 Good	4 Good	N/A	N/A
Children's Residential	4 Good	5 Very Good	N/A	N/A	N/A	4 Good	4 Good	N/A	N/A
Windybrae	5 Very Good	N/A	4 Good	N/A	5 Very Good	N/A	4 Good	N/A	N/A
Short Breaks for Children	5 Very Good	4 Good	4 Good	N/A	5 Very Good	N/A	4 Good	3 Adequate	N/A
Edward Thomason & Taing	5 Very Good	5 Very Good	N/A	5 Very Good	N/A	4 Good	N/A	5 Very Good	4 Good
Fernlea	5 Very Good	5 Very Good	N/A	5 Very Good	N/A	4 Good	N/A	4 Good	5 Very Good
Fernlea Day Care	5 Very Good	5 Very Good	N/A	5 Very Good	N/A	4 Good	4 Good	4 Good	N/A
Isleshavn	5 Very Good	4 Good	N/A	4 Good	N/A	4 Good	4 Good	4 Good	5 Very Good
Annsbrae Mental Health Support Service	5 Very Good	5 Very Good	N/A	N/A	N/A	5 Very Good	5 Very Good	5 Very Good	N/A
Montfield Support Service	5 Very Good	5 Very Good	N/A	4 Good	N/A	4 Good	N/A	5 Very Good	N/A
Newcraigielea	5 Very Good	5 Very Good	N/A	4 Good	N/A	4 Good	5 Very Good	4 Good	N/A
Nordalea	5 Very Good	5 Very Good	N/A	5 Very Good	N/A	4 Good	N/A	5 Very Good	5 Very Good
Nordalea Day	6 Excellent	5 Very	N/A	5 Very	N/A	5 Very	5 Very	5 Very Good	N/A

Care		Good		Good		Good	Good		
North Haven	3 Adequate	4 Good	N/A	4 Good	N/A	3 Adequate	N/A	4 Good	4 Good
Overtonlea	5 Very Good	4 Good	N/A	4 Good	N/A	4 Good	4 Good	4 Good	5 Very Good
Overtonlea Support Service	5 Very Good	5 Very Good	N/A	4 Good	N/A	4 Good	5 Very Good	4 Good	N/A
Support at Home Shetland	5 Very Good	5 Very Good	N/A	N/A	5 Very Good	4 Good	N/A	5 Very Good	N/A
Wastview	5 Very Good	4 Good	N/A	4 Good	N/A	4 Good	N/A	4 Good	5 Very Good
Wastview Support Service	5 Very good	5 Very Good	N/A	5 Very Good	5 Very Good	5 Very Good	N/A	4 Good	N/A
New Craigelea	5 Very Good	5 Very Good	4 Good	N/A	4 Good	N/A	4 Good	5 Very Good	N/A
Eric Gray Centre	6 Excellent	N/A	5 Very Good	N/A	5 Very Good	N/A	6 Excellent	N/A	N/A
Walter and Joan Gray Day Care (commissioned service)	4 Good	N/A							
Walter and Joan Gray Home (commissioned service)	3 Adequate	4 Good	4 good	N/A	3 Adequate	N/A	4 good	3 Adequate	3 Adequate



Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	Children's Services Directorate Performance Report – Quarter 2 – 2019/20, Period to 30 September 2019	
Reference Number:	CS-33-19-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

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

2.0 High Level Summary:

- 2.1 This report summarises the activity and performance of Children's Services Directorate for the second quarter of 2019/20, the six months up to September 2019.
- 2.2 The 2018/19 'Achievement of a Curriculum for Excellence Level' data for the National Improvement Framework has not been published yet. Whilst Children's Services has access to the raw data and is using it for 2019/20 planning purposes, the verified data is only published by Scottish Government in December 2019. Therefore NIF01-16 in Appendix B are blank for 2018/19.

3.0 Corporate Priorities and Joint Working:

- 3.1 The recommendation in this report is consistent with the following corporate priorities:

Effective Planning and Performance Management are key features of the Council's priority towards Young People (Our Plan 2016-2020):

"The new Anderson High School and Halls of Residence will have been built and will be providing an excellent learning environment as part of an efficient and effective schools service.

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

Shetland Learning Partnership will be providing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education.

Vulnerable children and Young People in need of our care and support will continue to be protected from harm.

Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them.

More children will be taking part in physical and cultural activities – developing healthy lifestyles to help them play a full and active part in Shetland community life.”

“Excellent financial management arrangements will make sure we are continuing to keep to a balanced and sustainable budget, and are living within our means”.

“People who use our services will experience excellent standards of customer care”.

“We will have found ways of filling our ‘hard to fill’ posts and increased the number of ways that Young People can join our work-force”.

“The needs of the most vulnerable and hard-to-reach groups will be identified and met, and services will be targeted at those that need them most.”

“More money will be going towards ‘spend to save’ initiatives, providing resources to fund innovative ways of working that save money but help us achieve our desired outcome”.

4.0 Key Issues:

Financial Performance

4.1 The Directorate is expecting to spend £45,448k by the end of the year; an underspend of £68k compared to the Directorate’s approved revenue budget of £45,516k. The key drivers of this forecast underspend are:

- Staff vacancies which are currently being recruited to;
- Various teaching vacancies across School estate.

4.2 In relation to capital, the Directorate is expecting to spend £2.156m by the end of the year; an underspend of £580k compared to the Directorate’s approved capital budget of £2.736m.

4.3 Appendices E and F are attached for detailed information on the Revenue and Capital outturn position.

Directorate Achievements in 2019/20

4.4 During the second quarter of 2019/20 the Directorate’s achievements included:

- Shetland Library ran successful Summer Reading Challenges for both children and adults.
- Book loans rose by over 2,500 (7.6%) compared to the same quarter a year ago.
- 25 out of 30 suitability assessments were carried out in schools across Shetland.
- Audit Scotland visited Shetland to evaluate how the local authority and its schools are improving outcomes for children and young people through school education from Monday 16 September to Wednesday 25 September. At the end of their visit, the auditors provided the following verbal comments:
 - The uniqueness and diversity of Shetland, and how national policy criteria, such as free school meals and SIMD as measurements for determining the extent of child poverty does not always fit with the Shetland context.
 - The Shetland Vulnerability Criteria and its use within the system, locally, to track pupils outcomes was highlighted as an area of strength to develop further.
 - The challenges of evaluating attainment data, and drawing meaningful conclusions, where the pupil roll, and year groups, are small.
 - Head Teachers and school staff were able to provide very real examples of empowerment in their schools, which is to be commended, and very much in line with the national direction of travel.
 - The ethos of nurture in schools, and its positive impact on improving outcomes for children and young people.
 - The increasingly impressive links between schools and employers.
 - The commitment to recognising pupils wider achievements and wider outcomes came across when visiting schools and during the various meetings.
 - The role of the Northern Alliance - the auditors found evidence of the Regional Improvement Collaborative working well for school staff, and the developing partnerships across the alliance.
 - There will be no written report on the local authority, following the audit, but a national report from Audit Scotland's scrutiny of this agenda will be published in 2020. We expect Shetland to feature in this report.
- Professional Learning: A local Celebration event was held in June 2019 to congratulate teaching staff who have completed their leadership qualifications in 2018-19, including Into Headship and the Middle Level Leadership programme.
- The Anchor Project continues its direct engagement with families through the Sound Primary School.
- The Home and Belonging Project completed a short film during the summer starring Care Experienced Young People.
- The Emotional Wellbeing and Resilience project has established a Strategic Group to drive the project forward. The group includes peer educators from the OPEN Peer Education Project.
- The expansion of Early Learning and Childcare by 75%.
- 25 of 30 Suitability Assessments have been carried out in schools across Shetland.
- A Summer Cycle and Family Fun Day was successfully delivered in Central Lerwick with approximately 250 participants.
- Baltasound Junior High School was awarded a gold School Sports Award.

- YLead two day leadership and development event was held for all S3 and S4 pupils in Shetland.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	<p>There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.</p>
6.2 Human Resources and Organisational Development:	<p>There are no direct implications arising from this report, however, where reviews have the potential to impact on staff within Children's Services, we will ensure that appropriate consultation and communication takes place with trade unions and employees in line with agreed Council policies and procedures. The ability to fill our hard to fill posts will make a significant positive impact on our workforce delivering Council services as we have been unable to fill posts. This has resulted in the need to use agency staff in some parts of the directorate, which comes at additional cost.</p> <p>The Scottish Trade Union Congress are hoping to offer a two day Mental Health Training Course for School Based Managers and School Based Representatives. This will be funded by EIS.</p>
6.3 Equality, Diversity and Human Rights:	<p>There are no direct implications arising from this report. The Council is required to make sure our systems are monitored and assessed for any implications in this regard. Delivering these services makes a positive difference to the outcomes of Looked After Children and other vulnerable young people.</p>
6.4 Legal:	<p>There are a number of projects and key actions within Children's Services quarter performance overview that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.</p>
6.5 Finance:	<p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend less than their Council approved revenue budget.</p> <p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend less than their Council approved capital budget. However any underspend will require to be carried forward in full to 2020/21.</p>
6.6 Assets and Property:	<p>There are no asset or property implications arising from this report.</p>
6.7 ICT and new technologies:	<p>There are no ICT implications arising from this report.</p>

6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	<p>Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.</p> <p>The use of agency staff has been necessary to ensure the safe delivery of services.</p> <p>There is a risk of not being able to deliver services if we cannot recruit.</p>	
6.10 Policy and Delegated Authority:	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p>	
6.11 Previously considered by:	None	N/A

Contact Details:

Helen Budge, Director of Children's Services

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01595 744064

Report Finalised: 08 November 2019

Appendices:

Appendix A – Projects and Actions

Appendix B – Performance Indicators and Sickness Absences

Appendix C – Complaints

Appendix D – Risks Managed by Children's Services

Appendix E – Projected Revenue Outturn Position 2019/20

Appendix F – Projected Capital Outturn Position 2019/20

Background Documents:

None

END

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



Generated on: 08 November 2019

Shetland Partnership Plan 2018-2028

People Individuals and families thrive and reach their full potential						
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP138 Northern Alliance Lead Children's Services Directorate; Quality Improvement; Schools	Collaborate effectively in the Northern Alliance to improve aspects of Children's Services delivery.	Progress made in closing the attainment gap. Closer working on education policy and wider Children's Services.	Planned Start	01-Sep-2015		The Regional Improvement Plan 2019 has been confirmed, outlining how the Northern Alliance intends to reduce inequalities and target improvements in the four national priorities in the National Improvement Framework.
			Actual Start	16-Aug-2016		The workstreams for the new plan are: <ul style="list-style-type: none">CurriculumRaising Attainment and Closing the Poverty GapSustaining Education in Our CommunitiesLeadership
			Original Due Date	01-Jul-2020		
			Due Date	01-Jul-2020		
			Completed Date			
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP139 Excellence and Equity in Scottish Education Lead Children's Services Directorate; Quality Improvement	Implement locally the key priorities from the Delivery Plan including the National Improvement Framework: <ul style="list-style-type: none">Parental InvolvementYouth ParticipationNational Improvement FrameworkThe Governance Review	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016		A separate report on Education Reform and the Joint Agreement, Progress in Shetland Islands Council, will be presented to the Education and Families Committee for noting on the 18 November 2019, including an update on our work progressing the three locally identified actions:
			Actual Start	01-Jun-2016		<ul style="list-style-type: none">reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers;reviewing Clerical Staffing; andreviewing Devolved School Management.
			Original Due Date	01-Jul-2020		
			Due Date	01-Jul-2020		
			Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP140 Developing the Young Workforce (DYW) Lead Quality Improvement; Schools	Young people are ready for employment and almost all achieve positive destinations on leaving school.	Operational teams and strategic teams meet the 39 recommendations relating to vocational and Youth employment as laid out in the DYW report.	Planned Start	01-Apr-2016		Funding has been extended to 2021 and now sits with Shetland Islands Council. A Developing the Young Workforce Coordinator has been appointed.
			Actual Start	01-Dec-2015		Another successful Careers Event at the Anderson High School was held on 9 September, with seventy two employers and universities participating. 657 visitors were recorded attending and feedback from employers and participants has been evaluated.
			Original Due Date	31-Mar-2017	Expected success	Shetland DYW Group participated in the national campaign 'No wrong path' which was well received on social media.
			Due Date	31-Mar-2021		The DYW has now engaged with 78 new employers. A number of these are interested in and have since advertised for Modern Apprentices or have recruited Graduate apprentices. The
			Completed Date		Likely to meet target	DYW has explored the possibility of introducing new Foundation Apprenticeships and it is likely that Shetland College will be able to offer Business Admin and Civil Engineering next year to senior phase pupils. There has also been an increase in Partnership Agreements between schools and employers. One of DYW KPIs is to identify the number of pupils who have not had a meaningful work placement by S5. Work has been undertaken to identify pupils and 10 pupils across Shetland have missed this opportunity. Schools have been notified and will ensure an offering is made.

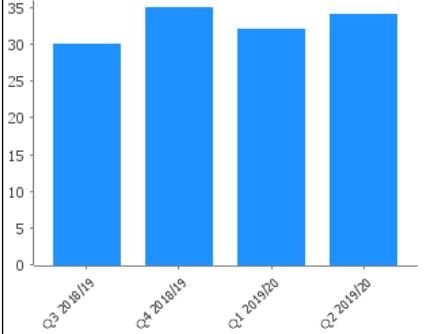
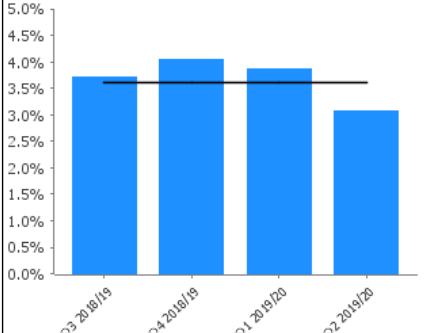
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP141 Early Learning and Childcare Lead Quality Improvement	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020 (Scottish Government policy target).	Planned Start	14-Feb-2018		56% of settings are now delivering 1140 hours. All entitled two year olds have access to the 1140 hours. Six childminders are delivering blended placements. Planning is now underway for the next settings to expand in April 2020.
			Actual Start	14-Feb-2018		
			Original Due Date	31-Mar-2020	Expected success	
			Due Date	21-Mar-2022		
			Completed Date		Likely to meet target	

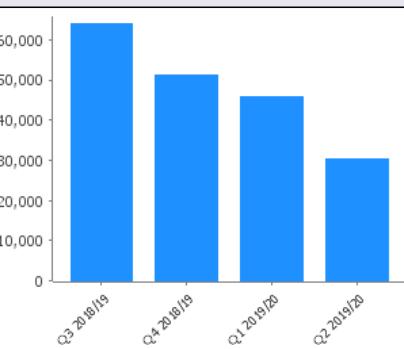
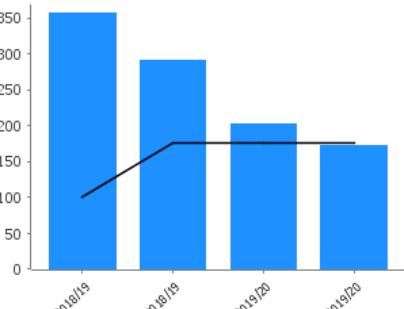
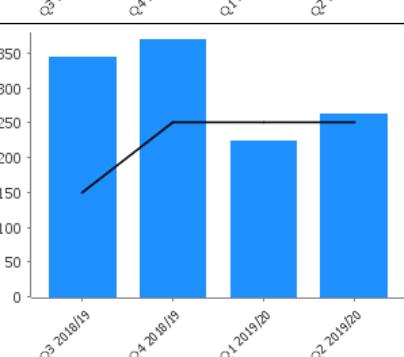
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP145 Residential and Foster Care Lead Children's Services Directorate	Build capacity in our residential and foster care resources.	Children requiring to live out with their family can do so in the Shetland community unless there is a significant level of need that cannot be met from within Shetland resources	Planned Start	01-Nov-2015		Foster Carer Recruitment campaign continues, and there is sufficient capacity within Fostering to meet current demand.
			Actual Start	01-Nov-2015	<div style="width: 60%;"><div style="width: 100%;">60%</div></div>	A full Business Case for a new residential childcare facility was approved the Education and Families Committee, Policy and Resources Committee and SIC during February 2019. The project is progressing and construction will begin following approval of building warrant.
			Original Due Date	30-Nov-2016	Expected success	
			Due Date	01-Apr-2020		
			Completed Date		Likely to meet target	
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP148 Emotional Wellbeing Project Lead Children's Services Directorate	Improved emotional wellbeing and resilience for our children and young people.	Improved emotional resilience and intelligence for all children and young people. Sustain children in their families, when it is the right thing to do. Vulnerable children achieve equality in achievement of a positive destination.	Planned Start	01-Jun-2016		The Emotional Wellbeing and Resilience Strategic Overview Group has developed the project vision, aims and objectives. This will inform the work streams which will be developed with front line staff.
			Actual Start	01-Jan-2019	<div style="width: 17%;"><div style="width: 100%;">17%</div></div>	Frontline resources and the project young people are carrying out tests of change.
			Original Due Date	01-Jun-2022	Expected success	Awareness raising continues with screenings of the Resilience film and training sessions.
			Due Date	31-Dec-2023		Waiting for NHS NES to provide information regarding available resources.
			Completed Date		Likely to meet target	This is a five year project.

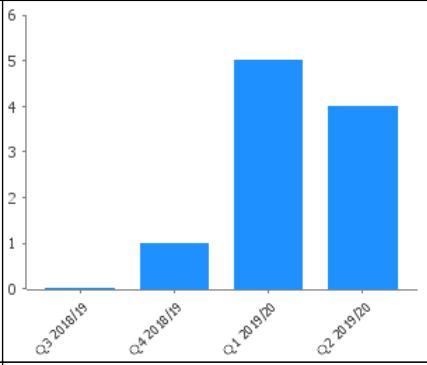
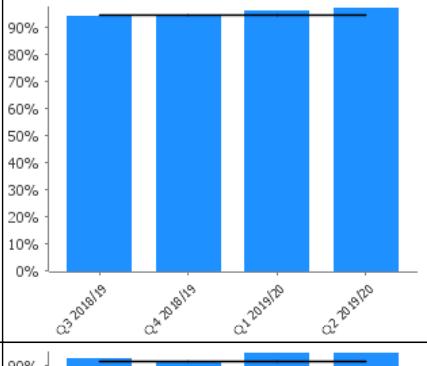
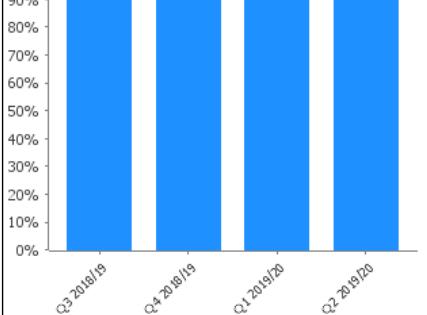
Appendix B PPMF Performance Indicators (Quarterly)- Children's Services Directorate



Generated on: 08 November 2019

Code & Short Name	Previous Years		Quarters				Graphs	Past performance & future improvement Statements
	2017/18	2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20		
	Value	Value	Value	Value	Value	Value	Target	
CF12 Number of Looked After Children (at end of reporting period)	30	35	30	35	32	34		For monitoring purposes only, no targets are set on the numbers of Looked After Children.
OPI-4C-B Sick %age - Children's Services Directorate	3.5%	3.5%	3.7%	4.0%	3.9%	3.1%	3.6% 	Sickness Levels have decreased and are in line with target. Monitored monthly.

Code & Short Name	Previous Years		Quarters					Graphs	Past performance & future improvement Statements
	2017/18	2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Q2 2019/20		
	Value	Value	Value	Value	Value	Value	Target		
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	254,850	233,361	64,150	51,338	45,815	30,205			No target has been set for this measure. For monitoring purposes. Pool cars are not yet as available as staff require.
SQ15 No. of Primary pupils with <90% attendance	287	199	356	291	203	171	175		Reduction from previous quarter, now within target. Quality Improvement Officers are monitoring this with their respective schools.
SQ16 No. of Secondary pupils with <90% attendance	418	369	345	369	223	263	250		Increase from previous quarter. QIOs will continue to monitor attendance rates monthly.

Code & Short Name	Previous Years		Quarters					Graphs	Past performance & future improvement Statements
	2017/18	2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Q2 2019/20		
	Value	Value	Value	Value	Value	Value	Target		
GD-04 Number of people moving into employment through Employability Pathway	27	9	0	1	5	4			Improvement is limited by the current Pathway structure and processes. Change process is complete, with a fully integrated team, based at Islesburgh and Managed by the Team Leader, Youth Services. This will lead to an improvement in performance.
SQ04 Attendance rates - primary school pupils	95.13%	95.45%	94.3%	94.7%	96%	97.1%	94.9%		Performance: Yearly government figures continually show Shetland to be performing above the last published national average of 94.9%. Improvement: To be monitored quarterly to maintain high levels.
SQ05 Attendance rates - secondary school pupils	92.65%	93.2%	92.3%	91.5%	94.5%	94.3%	91.2%		Performance: Yearly government figures continually show Shetland to be performing well above the latest published national average of 91.2%. Improvement: To be monitored quarterly to maintain high levels

Appendix B (cont) - Sickness Absences - All Directorates (for comparison)

NOTE: Sickness absences are seasonal, therefore quarters are compared to the same quarters in previous years

Generated on: 08 November 2019

Short Name	Years			2 years ago	Last year	This year
	2016/17	2017/18	2018/19	Q2 2017/18	Q2 2018/19	Q2 2019/20
	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	3.1%	4.0%	4.1%	3.4%	3.5%	3.6%
Sick %age - Chief Executive's "Directorate"	1.2%	2.9%	2.8%	2.2%	3.0%	3.2%
Sick %age - Children's Services Directorate	2.5%	3.5%	3.5%	2.3%	2.4%	3.1%
Sick %age - Community Health & Social Care Directorate	5.2%	6.3%	5.9%	5.6%	5.5%	5.7%
Sick %age - Corporate Services Directorate	1.9%	2.6%	1.6%	3.4%	1.2%	2.0%
Sick %age - Development Directorate	2.9%	2.8%	4.2%	3.1%	4.7%	2.6%
Sick %age - Infrastructure Directorate	2.5%	3.3%	3.9%	2.9%	3.9%	3.7%

Appendix C - Complaints - Children's Services Directorate



This shows all complaints that were open during the Quarter.

Frontline complaints should be closed within 5 working days

Investigations should be closed within 20 working days

Generated on: 08 November 2019

Failure to provide a service

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-952	Investigation	22-Jul-2019	Closed	26-Aug-2019	Schools	30	Partially Upheld
COM-19/20-954	Frontline	05-Jul-2019	Closed	15-Jul-2019	Schools	6	Upheld
COM-19/20-979	Investigation	13-Sep-2019	Closed	15-Oct-2019	Schools	22	Partially Upheld

Standard of service received

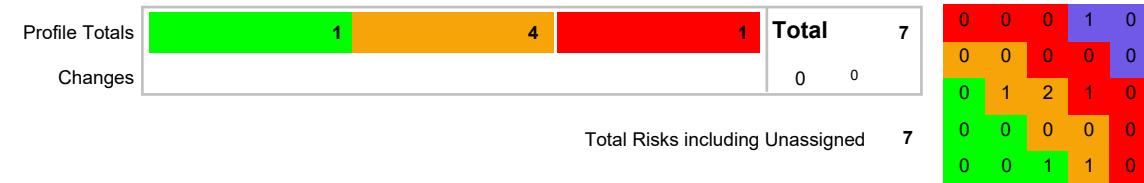
ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-944	Investigation	10-Jun-2019	Closed	12-Jul-2019	Schools	24	Partially Upheld

Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-946	Frontline	10-Jun-2019	Closed	16-Aug-2019	Schools	49	Partially Upheld
COM-19/20-983	Investigation	13-Sep-2019	Closed	09-Oct-2019	Schools	18	Partially Upheld

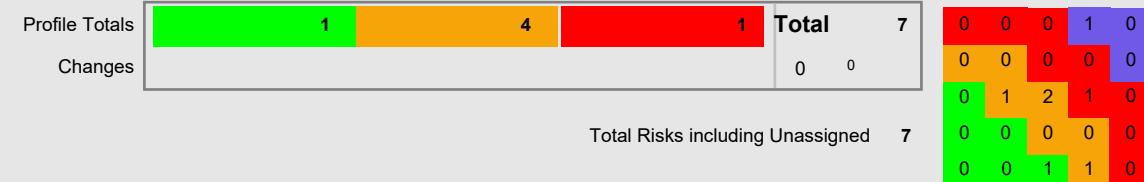
Directorate Details

Directorate



Risk Register - Childrens Services

Manager Helen Budge



Details

EC0017 - Economic / Financial - Other - Children's Services is required to make significant savings as part of the organisation's Medium Term Financial Plan. If savings projects fail or are delayed, the Service/Directorate will fail to make the required savings, organisation wont meet requirements of MTFP. Children's Services continues to work towards realising efficiency. In addition there has been some increase in budget for off-island specialist placements. However, a recent and significant pay award has increased the overall payroll budget, and supply cover is both costly and not included in budgets.

Risk Ref	Responsible Officer	Last Review date	Next Review Date
EC0017	Helen Budge	15/10/2019	15/02/2020

Triggers

Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Savings project fails, delay, political change of direction, consultation proposal called in.	Failure to make the required savings, Organisation does not meet the requirements of the Medium Term Financial Plan. • Children's Services continues to work towards realising efficiency savings Helen Budge	In Progress	Very High 20 Major Almost Certain	

Review Comments Reviewed w/ HB
15/10/2019

Details

Children's Services has a large cohort of staff with many specialist posts. Shetland is a small place with a limited pool of labour. Also, unemployment is low. Vacant posts are difficult to fill, and this is acute in some areas. Retirement or resignation, particularly in specialist posts, can lead to recruitment costs, on-going vacancies and pressure on remaining staff. This is a particular challenge within education. There is a review of IJB scope and in relation to Children's Social work currently taking place and this be an additional pull on staff time.

Risk Ref	Responsible Officer	Last Review date	Next Review Date
EC0022	Helen Budge	15/10/2019	15/02/2020

Triggers

Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating

Risk Register - Childrens Services

Retirement, resignation, any issue that leads to a staff member leaving or no longer being in post.	Recruitment costs, vacant posts, pressure on remaining staff. Gaps in education, some pupils can't access their subject choices. Potential issues with competency can result in further staffing challenges.	<ul style="list-style-type: none"> Recruitment and selection policy is being reviewed, transfer agreement for in place to support the efficient use of resources. <p>Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots in terms of no staff. However there are other challenges re supply and lack of qualified available supply.</p> <p>A new children's Social Work structure is in place. <i>Helen Budge</i></p>	In Progress	High
			12 Major Possible	

Review Comments Reviewed w/ HB & Children's Services management team
15/10/2019

Details		Last Review date		Next Review Date	
Children's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforeseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest.		15/10/2019		15/02/2020	
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Failure or lapse in professional standards / unforeseen incident	Injury or harm to staff in the course of their employment, Local press interest, impact on communities, litigation, liability	<ul style="list-style-type: none"> CSMT to review PIN stats at the Directorate Safety Forum. Staff across the directorate participate in health and safety training. <p>Incident statistics analysis requested again 15 Oct 19. That will inform further plans to manage this risk.</p> <p>Risk assessments will be reviewed as they are moved to new online system. <i>Helen Budge</i></p>	In Progress	Medium 9 Significant Possible	

Review Comments Reviewed by Children's Services management team on 10 Oct 2019
15/10/2019

Details		Last Review date		Next Review Date	
Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA requests, address complaints, and the completing requirements to comply with DPA and met service needs, and be transparent and publicly accountable. There is a balance between managing the service and in respect of individual service users, and lastly the fast-changing digital world and Education apps present challenges.		30/05/2019		30/05/2020	
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Failure to meet legislative timescales and provide information, e.g FOISA, Complaints procedure and annual reporting not on time	Vulnerable to external scrutiny and litigation.	<ul style="list-style-type: none"> System and plan in place to ensure new complaints and FOI requests are recorded and managed consistently. <p>Service is always striving to ensure information is shared appropriately. Where there has been an instance of sharing data inappropriately, steps are taken to ensure it cannot happen again. <i>Wendy Lowrie</i></p>	In Progress	Medium 9 Significant Possible	

Review Comments Reviewed for date
30/05/2019

Risk Register - Childrens Services

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

Risk Register - Childrens Services

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

Risk Register - Childrens Services

		<ul style="list-style-type: none"> • All statutory requirements are in place and checked. Regular Safety Checks, Business Continuity Plan in place, Building Services - PAT testing - annual Fire Risk Assessment and Plan reviewed annually Weekly fire alarm checks Yearly fire evacuation drills, risk assessments are carried out, up to date and shared. Annual check of fire fighting equipment Building checklist emailed to management team - 11 Oct 2016 Monthly safety checks including emergency lighting etc Mandatory manager H & S training <p><i>Helen Budge</i></p>	Approved		
Review Comments	Reviewed for date 30/05/2019				
Details	Risk Ref	Responsible Officer	Last Review date	Next Review Date	
Children's Services operate within a complex legislative environment and is required to comply with national and local policies including equalities, etc, a breach of any of these could lead to a failure to meet statutory objectives, Care Inspectorate/ Health and Safety investigation, Poor report, censure, HSE improvement/ prohibition notice or prosecution.	EC0018	Helen Budge	30/05/2019	30/01/2020	
Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Breach of standards/ procedures/ risk assessment controls, investigation following incident, inspection Concern has been raised regarding Care Inspectorate notifications and the efficacy of current approaches	Statutory objectives not met, Care Inspectorate/ Health and Safety, Poor report, censure, HSE improvement/ prohibition notice or prosecution	<ul style="list-style-type: none"> • Wide-ranging GIRFEC training delivered and rolled out by CS staff inc to ASN service, implement of DPA training, Comply with ERD policy to ensure training needs are met. FOISA training being provided for staff. All to be reviewed and redone. <p><i>Helen Budge</i></p> <ul style="list-style-type: none"> • Risk Section has implemented new risk assessment system, is training staff to use, all risk assessments now carried out, reviewed and shared. Risk management officer to present new online system to Head Teachers' meeting in February 2020. <p><i>Helen Budge</i></p>	Implemented	Low	
				3	Significant
				Rare	
Review Comments	Reviewed for date 30/05/2019				

Appendix E

Education and Families Committee

1. Projected Revenue Outturn Position 2019/20

Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos	Service	2019/20 Annual Budget at Q2	2019/20 Projected Outturn at Q2	2019/20
				Budget v Proj. Outturn Variance at Q2 (Adv)/ Pos
£000		£000	£000	£000
(15)	Director of Children's Services	2,371	2,412	(41)
(17)	Children's Social Work	6,121	6,048	73
13	Library	951	951	0
(277)	Quality Improvement/Schools	34,849	34,814	35
(5)	Sport and Leisure	1,224	1,224	0
(302)	Children's Services Directorate total	45,516	45,448	(68)

An explanation for the main variances by service at quarter 2 is set out below.

1.1 Children's Social Work - projected outturn underspend £73k

Due to the ongoing restructure of Children's Social work there are staffing vacancies resulting in an underspend of £381k, however, due to the nature of some of these posts, it has become necessary to utilise agency staff, which is projected to result in an overspend of (£268k).

Education and Families Committee

2. Projected Capital Outturn Position 2019/20

2019/20 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos	Service	2019/20 Revised Annual Budget at Q2	2019/20 Projected Outturn at Q2	2019/20 Budget v Proj. Outturn Variance at Q2 (Adv)/ Pos
£000		£000	£000	£000
0	Children Resources	435	435	0
580	Quality Improvement/Schools	2,301	1,721	580
580	Total Controllable Costs	2,736	2,156	580

An explanation for the main variances is set out below.

2.1 Quality Improvement/Schools - projected outturn underspend £580k

This underspend is due to the revised phasing of the works to support the expansion of Early Learning and Childcare, and as such will require to be carried forward to 2020/21.



Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	External Audit Report - Education Scotland Report on Nesting Primary School	
Reference Number:	CS-28-19-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the content of the Education Scotland report on Nesting Primary School.

2.0 High Level Summary:

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit bodies' reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14).
- 2.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 2.3 Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate.
- 2.4 The purpose of this report is to highlight a recent report from Education Scotland on Nesting Primary School and highlight the actions to be taken as a result.

3.0 Corporate Priorities and Joint Working:

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

4.0 Key Issues:

- 4.1 A representative from HM Inspectorate of Education Scotland visited Nesting Primary School on 11 and 12 June 2019.

- 4.2 The inspection took place under a 'Short Inspection Model' where Education Scotland are based in the school for 3 days and limit the scope of the inspection to two Quality Indicators.
- 4.3 The inspectors held discussions with parents / carers and children, the Head Teacher and staff in order to gather evidence to evaluate the following Quality Indicators relating to the performance of the school:
- Quality Indicator 2.3 - Learning, teaching and assessment;
 - Quality Indicator 3.2 - Raising attainment and achievement
- 4.4 At Nesting Primary School, HMIE found the following strengths in the school's work:
- The effective leadership of the new Head Teacher in building effective relationships, accurately evaluating the strengths of the school and forming a strategic vision for further improvements.
 - Children who enjoy school, support one another well, are motivated to learn and proud of their achievements.
 - The teamwork of staff and their willingness to improve the school through developing and sharing their professional skills and knowledge. The nurturing and inclusive learning environment where all staff work together effectively with parents and partners to enhance learning experiences.
- 4.5 The following areas for improvement were identified and discussed with the Head Teacher and the school's Quality Improvement Officer.
- Further develop the school's approaches to monitoring and tracking children's progress to ensure attainment is raised.
 - Further develop planning and assessment for learning and improve consistency in high quality learning and teaching.
- 4.6 Nesting Primary School received the following evaluations:
- | | |
|---|------------------------------|
| Quality Indicator 2.3 - Learning, teaching and assessment
Quality Indicator 3.2 - Raising attainment and achievement | satisfactory
satisfactory |
|---|------------------------------|
- 4.7 The new Head Teacher has been in post since September 2018 and, in consultation with the school community including parents and central officers, had identified the following school improvement priorities:
- Communication and parental engagement
 - Raising attainment in literacy and numeracy
 - Tracking and monitoring
- 4.8 Progress has been made in these areas and further, accelerated progress is expected in 2019/20 given that the areas for development identified by HMIE are aligned with the Head Teacher's own self-evaluation of the school.
- 4.9 This positive judgement is supported by the HMIE representative's comments on the calibre of the new Head Teacher and the high capacity for further change.

4.10 The actions for the school set out in the inspection report are to be conducted within normal school improvement planning approaches however, Shetland Islands Council will be required to report to Education Scotland within 12 months on progress made.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	These reports are available to the general public through the Education Scotland website, and parents, pupils and staff at the relevant schools are made aware of the contents.
6.2 Human Resources and Organisational Development:	Staff support and professional development included in the action plan will be in line with Children's Services Professional Learning Strategy for Teaching Staff and will support staff to implement the plan as a whole.
6.3 Equality, Diversity and Human Rights:	None.
6.4 Legal:	None.
6.5 Finance:	None.
6.6 Assets and Property:	None.
6.7 ICT and new technologies:	None.
6.8 Environmental:	None.
6.9 Risk Management:	The council has a statutory duty to secure improvement in the quality of education it provides.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.
6.11 Previously considered by:	N/A

Contact Details:

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Report Finalised: 7 November 2019

Appendices:

Appendix 1: Summarised Inspection Findings for Nesting Primary School

Background Documents:

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

<https://education.gov.scot/inspection-reports/shetland-islands/6102727>

END

Summarised inspection findings

Nesting Primary School

Shetlands Islands Council

2 September 2019

Key contextual information

Nesting Primary is a small rural school located in the north east of the Shetland Isles mainland area. Its roll at the time of the inspection is 20 children arranged over two multi-composite classes. The headteacher has been in post for nine months. She is successful in building effective relationships, accurately evaluating the strengths of the school and forming a strategic vision for further improvements.

2.3 Learning, teaching and assessment	satisfactory
<p>This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:</p> <ul style="list-style-type: none">■ learning and engagement■ quality of teaching■ effective use of assessment■ planning, tracking and monitoring <p>■ Staff show commitment to the care and welfare of children and create a welcoming atmosphere where children feel safe and enjoy learning. The school's values of respect, sharing and fairness contribute to the development of the school's positive ethos. Positive relationships between children and staff are evident across the school. Almost all children enjoy coming to school and are developing confidence as learners. Children are developing a range of skills through whole school, group and individual activities, including opportunities for pupils to share interests and support one another at show and tell activities. The school is developing nurturing and inclusive approaches to create a supportive learning environment for all children.</p> <p>■ Most children engage positively with the tasks they are set. They are enthusiastic and motivated when provided with activities well-matched to their needs and interests. Teachers work closely together when planning for learning. However, it is evident that in a few lessons differentiation does not always meet the needs of all children. A few children are capable of increased expectations and most of taking greater responsibility for learning together in cooperative groups. Teachers work well together and are well placed to share effective practice in differentiation and classroom management with one another. Most children understand the purpose of learning and the relevance of the skills they are developing. In a few activities, children are given responsibility to lead their own learning and thrive when given these opportunities. There is scope to develop this further across the school.</p> <p>■ In a few lessons, teaching is effective in motivating children but this is not yet consistent across all learning. Too many lessons and activities are teacher-led with direct questioning of the whole class being a regular approach used to explain the tasks children will go on to do individually. The school should now develop further approaches to learning and teaching to ensure all children experience an appropriate level of pace and challenge to meet their learning needs and maximise their progress. Teachers are committed to professional learning to enhance their practice. Improving consistency in the quality of learning and teaching should continue to be a focus of school self-evaluation and school improvement planning. As part of this process, teachers should work collaboratively across the school to agree a shared understanding of features of highly effective practice. They should now introduce effective formative assessment strategies across the school to ensure all children are engaged and</p>	

understand themselves more as learners. In most lessons, children are provided with a range of verbal feedback. Teachers should continue to develop high quality written feedback to ensure children understand their progress in learning and next steps for improvement. This will allow children to become more effective in setting their own learning targets.

- All teachers provide clear instructions and explanations. In the majority of lessons, learning intentions are shared and the nature of the task is explained. As a next step in developing children's understanding of their progress and when they have been successful, teachers should involve children in co-creating learning outcomes. This would be most meaningful if linked more closely to individual learning targets. In almost all lessons, teachers use questioning well to determine children's understanding. Higher-order thinking skills should be developed further by embedding effective questioning to improve the level of challenge for all children and build on their ideas more consistently.
- Children regularly access laptops and desktop computers and software across the school. Teachers make effective use of interactive whiteboards to enhance teaching. Children practise skills in numeracy and reading at desktop computers. There is scope to further increase the use of digital technologies to further develop children's skills in information handling and presentations. The staff are well placed to take forward the education authority's digital support package.
- Teachers are at the early stages of using National Benchmarks to support their professional judgements of children's progress and achievement. Teachers have made a recent start to using a range of standardised assessments, including the Scottish National Standardised Assessments, to support their professional judgements. The headteacher has accurately identified the need for a whole school framework for assessment to support teachers and learners to have a clear understanding of planning next steps in learning. The headteacher and staff should review approaches to forward planning to ensure assessment is an integral part of this process. As the school reviews its curriculum rationale it will be a helpful development to re-visit national guidance for Curriculum for Excellence.
- There are regular opportunities for informal professional dialogue to plan lessons across the stages. Staff recognise the need to increase moderation activity across the school to raise standards and attainment. There is scope for more regular outward-looking engagement at cluster and local authority levels to help teachers develop their shared understanding of standards. This will increase the reliability of teachers' professional judgement when assessing children's progress and achievement of a Curriculum for Excellence level.
- Staff are at a very early stage in tracking learners' progress in literacy and numeracy. There is scope to develop these approaches and to include other curricular areas. Teachers meet fortnightly to discuss the progress of individual children. Where a concern is identified, appropriate interventions are agreed and implemented. The impact of interventions is systematically reviewed and evaluated through regular updating of individualised educational programmes. Teachers have identified the need to review aspects of their planning in order to develop progression in learning through Curriculum for Excellence levels across the curriculum and to ensure breadth and depth.

2.1 Safeguarding and child protection

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

3.2 Raising attainment and achievement	satisfactory
<p>This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:</p> <ul style="list-style-type: none"> █ attainment in literacy and numeracy █ attainment over time █ overall quality of learners' achievement █ equity for all learners 	

- █ Overall, attainment in literacy and English and numeracy and mathematics is satisfactory. Most children are making satisfactory progress and a few are making good progress. Most who have additional support needs are making appropriate progress and achieving success. Information provided by the school, is beginning to reflect accurately the Curriculum for Excellence levels achieved by children. Overall, the majority of children are achieving expected levels of attainment. The school needs to ensure all children are achieving levels that are aligned to their capabilities through increased challenge in learning.

Attainment in literacy and English

- █ Overall attainment in literacy and English is satisfactory. Across the school, the majority of children including those who have additional support needs, are making expected progress. By the end of the early level and second level most children are making satisfactory progress across all aspects of literacy. The majority of children at first level are making good progress. There is scope for pace and challenge to be increased, and expectations of what children are capable of achieving, raised across the school.

Listening and talking

- █ Most children are making satisfactory progress in talking and listening. Across the school children listen well to instructions from their teachers and answer questions directed to them. At the early level, children listen to and follow instructions independently. At first level, they communicate clearly when asked to contribute to whole class lessons. They contribute their thoughts appropriately but are not yet skilled in turn taking and eye contact when sharing their ideas and opinions cooperatively with one another. By second level, children are becoming confident when sharing their interests and giving presentations. They are confident when talking to adults and responding to questions from teachers. There is headroom for children to develop the skills of building on one another's ideas.

Reading

- █ Overall, most children are making satisfactory progress in reading. By the end of early level most children use their knowledge of sounds to attempt to read new words. At first and second level, most children use text and illustrations to identify the main idea of what they read. Children are developing confidence in using punctuation to read with expression. At second level children are motivated to read with younger children. Identified children are supported to develop their confidence in reading through paired reading programmes. To further encourage reading for enjoyment and to give children opportunities to make informed personal choices about what they'd like to read, the school should review the use published reading schemes to ensure texts match the needs of all children.

Writing

- Overall, most children are making satisfactory progress in writing. At the early level, children create stories with an adult as scribe. They copy simple sentences and form the majority of letters accurately. At first level, most children write with increased awareness of sentence structure, basic punctuation and connectives. By the end of second level, children write extended pieces of text and demonstrate a good understanding of the structure of varied genre. They use digital technologies to present writing and engage the reader through attractive layout. Overall, children would benefit from more regular and consistent feedback about their writing and how to achieve success. They are not yet sufficiently skilled in applying writing skills to a wide range of relevant contexts.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. The headteacher and staff are carefully identifying the gaps children have in their learning so that they can build on prior learning and ensure a smooth progression in Curriculum for Excellence. Across the school, the majority of children are achieving expected levels of attainment. The targeted interventions in place ensure that children who require additional support make appropriate progress with their learning in numeracy and mathematics.

Number, money and measurement

- At the early level, all children count and record numbers to 20. They are beginning to count backwards with confidence and gain accuracy in adding numbers up to ten. They order days of the week and understand the time sequences of their day with confidence. At first level, all children are becoming confident in mental maths calculations to add and subtract two-digit numbers and apply multiplication strategies. Children's understanding of measurement using standard units of length and weight is developing well through real life contexts. Most children tell the time in half hours using both analogue and digital clocks. By second level, most children work well with a range of three digit whole numbers. They link their knowledge of measuring well to other curricular areas. The school should continue to ensure children progress in all aspects of numeracy without gaps in their learning.

Shape, position and movement

- At the early level, all children name common 2D shapes with confidence. At first level, all children recognise 2D shapes and those with right angles. They are developing mathematical language to name and describe 3D objects. By second level, most children understand lines of symmetry and describe the properties of 2D shapes. By second level, most children use mirrors well when working with a variety of shapes and identifying lines of symmetry. They can plot coordinates on squared paper to form shapes and patterns. The programme for these aspects of children's learning need to ensure children build continuously on prior learning.

Information handling

- Overall children are developing progressive skills in representing information in a variety of forms. At the early level, all children sort objects into sets and draw simple diagrams to sort everyday objects. They use information about eye colour to create simple charts. At first level, all children use tally marks to gather information and present this as bar graphs. They interpret information in tables, charts and bar graphs. Staff recognise that further work is needed to ensure all children display information on graphs with increased accuracy. By second level, most children are developing confidence when investigating, collating and organising information using a variety of pie charts, bar graphs and diagrams.

Attainment over time

- Teachers know individual children well. They use a range of standardised and national assessment information to identify supportive interventions. A range of assessment information is gathered on reading, writing, and numeracy. There is headroom to increase opportunities for

professional dialogue and increase consistency in staff confidence when making robust judgement. The headteacher and staff should continue to focus on working collegiately to strengthen a common understanding of standards and ensure children's progress is sustained effectively throughout the school. The headteacher has developed effective working relationships and teamwork amongst staff. They should support and challenge one another to develop clear expectations for all children and increase depth and challenge for the highest attaining children.

- Children are successful in a range of activities offered to them. Teachers recognise children's achievements in and beyond school through certificates and awards which are celebrated at assemblies and the school's 'big book'. There are opportunities through the Active School's initiative for a variety of taster sessions with other small rural schools and most recently cycling skills development at Bikeability sessions. Children's achievements are well supported by a range of partners including specialists in music, art and PE. Children have achieved local success in a number of competitions and creative events such as the Euroquiz, gymnastics, sculpture prize and film animations. Children are enthusiastic and proud to represent their school. They participate in the life of the school as junior road safety officers, organisers of excursions, performing for parents and bringing them to school for a day to share learning. Children are actively seeking ways to improve their school such as the mud kitchen area. There is scope to further involve children in the school's self-evaluation processes.
- Staff know children and their families well. A range of appropriate strategies and resources are targeted well to support children with additional support needs in making appropriate progress. These interventions are well planned and regularly reviewed to ensure a positive impact for children. Safe and nurturing spaces are used well for children who have barriers to their learning. This is allowing children to discuss their feelings and develop strategies to apply in other learning environments. Staff and children indicate this is having a positive impact on children's resilience and readiness to learn. The school should now build its evidence of attainment over time and ensure all children are making the best possible progress.

Explanation of terms of quantity

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

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

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



Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	External Audit Report – Care Inspectorate Report on Baltasound Junior High School Nursery and Fetlar Primary School Nursery	
Reference Number:	CS-32-19-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the content of the Care Inspectorate Reports on Baltasound Junior High School Nursery and Fetlar Primary School Nursery.

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 nurseries 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 Baltasound Junior High School Nursery was inspected by the Care Inspectorate on 26 February 2019.
- 2.6 The Inspection Grades for Baltasound Junior High School Nursery Care Service were as follows:

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 The Fetlar Primary School Nursery was inspected by the Care Inspectorate on 6 March 2019.

2.8 The Inspection Grades for Fetlar Primary School Nursery Care Service were as follows:

Quality of care and support:	Very good
Quality of environment:	Very good
Quality of staffing	Good
Quality of management and leadership:	Good

3.0 Corporate Priorities and Joint Working:

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

4.0 Key Issues:

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

- A warm and happy atmosphere, with happy smiling faces and children enjoying their play and learning.
- Staff worked with children and families in a caring and friendly manner, with staff demonstrating that they knew the children well.
- Staff who listen to and value children’s news and opinions.
- Children had access to a range of stimulating and interesting learning opportunities.
- Staff support children’s individual learning needs through regular observations and planning for their further development.
- Staff know when to offer additional support and when to extend play opportunities.
- A happy staff team who work well together, and who feel valued and supported by senior staff.
- Safeguarding procedures are in place, and staff have a sound understanding of their roles and responsibilities to protect children.
- Daily opportunities through a range of activities to promote social development and teach good life skills.

4.2 Whilst there were no recommendations for Baltasound Junior High School Nursery but the Care Inspectorate noted that:

- Whilst there had been new outdoor play apparatus installed the outside area was in need of further development e.g. new “polycrub” installation completed, and some weeding and planting, in order to provide an interesting area for children when playing outside.
- For the forthcoming extended sessions (1140 hours) staff were reminded of the need to have a rest area and cosy area for relaxation in the changed environment.

4.3 Following a previous inspection of Baltasound Junior High School Nursery a recommendation was made that learning stories must be kept up to date. During the most recent inspection, the Care Inspectorate found that the learning stories displayed were up to date and showed how each child was learning and progressing.

4.4 The Care Inspectorate commented on the following strengths in the Fetlar Primary School Nursery:

- Children were cared for by welcoming and friendly staff who created a caring atmosphere in the well organised playroom with ample play space.
- Staff know when to join in with play and when stand back to allow exploration and investigation.
- The service promoted child-led planning with children having free choice of activities and a wide range of interesting and stimulating resources.
- The service was very good at finding ways for the child to experience group play, together with the primary composite class, and with a neighbouring school.
- Healthy lifestyles were promoted including outdoor play, exercise and healthy eating.
- Good use is made of outdoor space, with a mud-kitchen and more natural resources.
- Positive relationships between staff and the parent, with regular communication noted.

4.2 There was one recommendation for Fetlar Primary School Nursery:

- Work should be completed on the tarmac surface in the playground to allow access to a larger all-weather areas which would promote their health and well-being. This work has been completed.

4.3 The Care Inspectorate also noted that:

- Staff should continue working on the planning and evaluation and the learning journeys.
- The online nursery blog could be an effective method of communication for parents.

4.4 There were no required actions for Fetlar Primary School Nursery.

5.0 Exempt and/or confidential information:

5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	These reports are available to the general public through the Care Inspectorate website, and parents of pupils at the school have been made aware of the contents.
6.2 Human Resources and Organisational Development:	None.
6.3 Equality, Diversity and Human Rights:	None.
6.4	None.

Legal:	
6.5 Finance:	None.
6.6 Assets and Property:	None.
6.7 ICT and new technologies:	None.
6.8 Environmental:	None.
6.9 Risk Management:	None.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children 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.
6.11 Previously considered by:	N/A

Contact Details:

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 Temporary Quality Improvement Officer
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Report Finalised: 7 November 2019

Appendices:

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

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

Background Documents: None

END

Baltasound Junior High School Nursery Day Care of Children

Baltasound Junior High School
Baltasound
Unst
Shetland
ZE2 9DY

Telephone: 01595 807020

Type of inspection:

Unannounced

Completed on:

26 February 2019

Service provided by:

Shetland Islands Council

Service provider number:

SP2003002063

Service no:

CS2003016119



About the service

Baltasound Junior High School Nursery operates from areas within the school premises in Baltasound, a village on the island of Unst, the most northern island in Shetland. During the operating times the service has dedicated use of one playroom with toilets leading off and an open area which at times is shared with the lower primary children. There is a door leading directly into the outdoor playground from the shared area. Children also have use of library, hall and music room as well as the nearby leisure centre for physical play.

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. The service currently provide a morning pre-school session. On the day we inspected the service their were 13 children attending and two members of staff.

Included within the aims and objectives of the service were:

"To allow the full potential of each child to develop by:

- creating a secure and rich environment to meet the individual needs and interests;
- building upon the knowledge and learning previously acquired".

We gave feedback to the head teacher, depute 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 13 children attending the service, most of whom talked informally with the Inspector. We asked them if they liked coming to play here and those who were asked confirmed that they did. The children were very friendly and interested in what the Inspector was doing and were happy to show her their work and discuss their play.

Among their comments were:

- "We can play here all the time. I like the hammer and nails best".
- "I am a dinosaur and I can run".
- "I love the gym hall - it's good for running".

During the morning we observed the children as they played. We saw they were relaxed and very much: 'at home' within the setting. We saw happy, smiling faces and children who were very busy with their chosen activities. Children talked naturally with the staff and we saw very positive relationships had been established.

We talked with four of the parents and carers during the inspection, who informed us that they were very happy with the care and support provided by the staff at Baltasound. They thought the environment was safe and secure and the children happy. They told us there was a wide choice of activities provided which changed frequently. Parents told us the children were outdoors a lot, which they liked, and that outdoor suits were provided by the service.

We sent out five Care Standards Questionnaires to the service to give to parents and received all questionnaires back. We emailed two and received a positive reply back. We noted the parents very happy with the service overall and shared their views with staff.

There were several written comments, two of which were:

- "Baltasound Nursery have a very relaxed, friendly, safe and secure environment in which my children have thrived".
- "The activities, task, games, themes and outings but more importantly the staff. The staff are amazing!! put parents at ease, welcome children and settle them in a warm, safe, fun and exciting environment. The best start to education we could ask for".

We shared all feedback with the head teacher, depute head teacher and staff during the feedback session at the end of the morning.

Self assessment

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

From this inspection we graded this service as:

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

What the service does well

We found a warm and happy atmosphere within the early years unit at Baltasound Junior High School. During our inspection we saw happy smiling faces and noted children were enjoying their play and learning.

The staff worked with the children and their families in a caring and friendly manner. Staff demonstrated that they knew the children well which was partly due to the island community. Parents who were asked told us they felt welcome and included and were regularly updated by staff about their child. We saw all children were relaxed and happy, familiar with the daily routine and comfortable with staff. We saw staff listening to and valuing children's news and opinions. Staff promoted positive behaviour and were very good role models for the children to follow.

Children had access to a range of stimulating and interesting learning opportunities. We saw they used a 'Big Book' regime for planning and evaluation with the children. Staff told us children influenced the activities and were very good at making suggestions. They recorded suggestions made by the children using mind maps which fed into the big book. Staff supported the children's individual learning needs through regular observations and planned for their further development.

Staff had weekly meetings to discuss all aspects of the service including planning, evaluation, care plans and supporting individual care needs. Staff stood back and let children explore and discover at their leisure. They knew when they needed to offer additional support and when to extend play opportunities. Information was shared with parents through the learning stories and also verbally or at parents' meetings.

We noted a happy staff team who worked well together. The teacher worked part-time in the setting and was not present on the day we inspected. Staff told us it was very important to have the weekly staff meeting and had arranged the day so all staff could attend. Staff felt valued and supported by senior staff who also regularly attended the staff meetings. The parents thought highly off the staff describing them as: "brilliant" and "staff are great".

We saw children's records were up-to-date and safely stored. Staff gathered information from parents which aided them in planning the care needed for each child. Care plans were updated regularly and showed how each child's needs were met. We saw children with additional needs received extra support and appropriate plans were in place to track how this was progressing.

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 on a rolling-programme as part of their core training. Staff regularly refreshed first aid and food hygiene and attended a range of training opportunities on in-service days aimed at improving the quality of children's experiences.

Children had daily opportunities to learn about healthy lifestyles, which was included in the planning. Children learned about healthy eating, how exercise and fresh air helped them to grow up strong and healthy. We heard staff discuss the importance of road safety when crossing the road to the leisure centre. Healthy eating was promoted and we observed snack-time which gave children the opportunity to socialise, learn good manners as well as tidy up their dishes and brush their teeth. All of which promoted their social development and taught them good life skills.

Overall staff supervised the areas well. We heard staff remind the children to share, play gently, and be nice with their friends. Children had access to fresh air and outdoor play normally daily. Parents liked that the service provided all-weather suits and rubber boots. Children enjoyed a physical play session in the leisure centre.

What the service could do better

There were some areas we discussed with the head teacher, depute head teacher and staff during the feedback session and agreed would benefit from further development:

- We saw the outside area was in need of further development. Since the previous visit some new apparatus had been installed for outdoor play which the children enjoyed, for example a mud kitchen and a climbing frame with chute. We saw the polytunnel had blown down and a 'polycrub' was in the process of being installed. The paved area was looking tired with weeds growing and generally in need of upgrading. There were buckets in need of replacing, planters overgrown. When upgraded this would provide an interesting area for children when playing outside.
- Staff had been working on planning and observation and told us this was an area they would continue with. Planning was child-led and described as: "fluid".
- Overall staff supervision was very good, however, at one point a child went indoors to use the toilet and decided to stay inside and play. We saw him playing happily unnoticed and he was safe, however staff quickly became aware after a short time and asked him to come out. We discussed the need to be mindful of children using toilets when they are all outside.
- We also discussed the forthcoming extended sessions (1140 hours) and staff shared plans for the changes to the environment and how they planned to manage the longer days. We reminded them of the need to have a rest area and a cosy area for relaxation.

Requirements

Number of requirements: 0

Inspection report

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.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

Recommendation 1

The service must ensure information about the children's early learning and childcare is shared regularly with parents and carers. If using learning stories these must be up-to-date.

**Reference: National Care Standards early education and childcare up to the age of 16 years.
Standard 4: engaging with children.**

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

We saw the learning stories were displayed within the playroom for children and parents to access. These were up-to-date and showed how each child was learning and progressing within the service.

Recommendation 2

The manager and staff must review how they are using the care plans. These should be up to date, regularly reviewed and safely stored within the service.

**Reference: National Care Standards early education and childcare up to the age of 16 years.
Standard 3: health and wellbeing, standard 14: a well-managed service.**

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

Since the previous inspection staff had reviewed the personal plans and now included relevant information regarding the care needs of each child.

Recommendation 3

To share information about allergens within food with the parents and carers.

**Reference: National care standards, early education and childcare up to the age of 16 years.
Standard 3: health and wellbeing.**

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

This had been met.

Recommendation 4

The staff must review the nappy changing guidelines and make sure these are followed. A changing table or mat must be used when working with the children.

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

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

This had been met.

Inspection report

Recommendation 5

To look at staff opportunities to meet together to discuss the service and the care and support for the children with their early learning, and to support staff to find ways to evaluate together.

Reference: National care standards early education and childcare up to the age of 16 years.
Standard 12: confidence in staff, standard 13: Improving the service, standard 14: well managed service.

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

Staff held a weekly staffing on a Friday in order for all staff to get together to discuss the service. Senior staff attended on a regular basis.

Recommendation 6

All staff should have an annual review which is recorded, to support them in their role.

Reference: National care standards, early education and childcare up to the age of 16 years.
Standard 12: confidence in staff, standard 14: well managed service.

This recommendation was made on 2 November 2015.

Action taken on previous recommendation

This had been met.

Inspection and grading history

Date	Type	Gradings	
18 Sep 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
16 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
3 Dec 2009	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good

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یہ اشاعت درخواست کرنے پر دیگر شکلؤں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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

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Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Fetlar Nursery Day Care of Children

Fetlar Primary School
Fetlar
Shetland
ZE2 9DJ

Telephone: 01595 807072

Type of inspection:
Unannounced

Completed on:
6 March 2019

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2009234362

About the service

The service was registered with the Care Inspectorate on 1 April 2011. The service operates from areas within the Fetlar Primary School, a small school on the remote island of Fetlar, Shetland. During the operating times the service will have shared use of the main classroom, playroom and toilets within the school, and use of the school grounds.

The service is registered to provide a care service to a maximum of 10 children aged three years to those not yet attending primary school. At present the primary school has three children and there are two children registered in the nursery. On the day of inspection there was one child attending.

Included within the aims and objectives of the service are:

"To allow the full potential of each child to develop by creating a secure and rich environment to meet the individual needs and interests; building upon the knowledge and learning previously acquired".

We carried out an unannounced inspection of Fetlar Nursery on the 6 March 2019. During the inspection we observed and talked to the child as she played. We spoke with one parent and two members of staff. We observed staff practice and checked documentation relevant to the inspection.

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them.

There are eight wellbeing indicators at the heart of Getting it right for every child: 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

We spoke informally with the child and read a story to all the children when the primary class joined her at story-time. We observed her at play and saw that she was happy and 'busy' with her chosen activities.

We asked what she enjoyed at Fetlar Nursery and she listed her favourite activities which included:

- "playing hockey"
- "making pancakes"
- "playing doctors. I like the bandages and putting them on".

One parent returned a completed care standard questionnaire before the inspection; we also emailed the parent and received a positive reply. During the inspection we spoke to the parent as they dropped off and collected their child. She was very happy with the care provided and the progress her child had made since starting at the nursery. She was kept updated and felt the school as a whole was a positive place for the children on the island.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We asked the manager about their improvement planning and quality assurance process, including how they were monitoring the quality of the provision within the service. We found that the child's progress was regularly evaluated and shared with parents. Quality assurance was an area currently being worked on.

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	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Children were cared for by welcoming and friendly staff who had created a caring atmosphere within Fetlar Nursery. Staff were very nurturing, gently reassuring and helped her to settle. The child was comfortable and relaxed with staff. We saw her having fun and enjoying her play. Staff supervision of the child was very good. We noted that they knew when to stand back and let her explore and investigate at her leisure. Equally it was nice to see the adults really joining in with play, for example: providing a real first aid kit when playing doctors. The 'doctor's surgery' was a lovely example of imaginative role-play.

The service promoted child-led planning with children having free choice of activities and resources. We saw that the child's ideas, interests and suggestions were included in the planning, which was curriculum based using a 'Big Book' system. We noted planning was normally up-to-date but due to staffing issues this had lapsed. We saw evidence of meaningful observations which were shared with parents. We found that the service was very good at finding ways for the child to experience group play and together sessions were scheduled with the primary composite class.

We saw staff working positively with the child and noted both were positive role models for behaviour and manners. We heard staff praising the child saying: "thank you" when she helped, tidied up or tried things for herself. This showed us children were valued, respected and encouraged to be responsible and learn independence. Staff had a sound knowledge of the care needs of the child with the care plan regularly reviewed with parents.

Inspection report

We saw that healthy lifestyles were promoted including outdoor play, exercise and healthy eating. Snack and lunch was a social time when the primary children joined nursery and the staff in the refectory. We saw children washing their hands before eating and sitting together, chatting and enjoying a social time. It was nice to see all ages spending time together and sharing their stories and news. Staff were aware of health needs and worked together with the parent when necessary. We saw there was a suitable method in place to record accidents and incidents with appropriate first aid equipment available.

On the day we saw positive relationships between staff and the parent and noted communication was regular. Very recently the service had introduced an online 'nursery blog' which the manager hoped would be an effective method of communication for parents.

There were some areas we agreed the manager and staff should continue to develop. We agreed they continue working on the planning and evaluation and the learning journeys. The manager shared that transition to primary was an area they would be planning for, to support the child with starting school. The manager also told us she planned to look at all areas of the service following her absence for example risk-assessment.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We found a welcoming, friendly atmosphere within Fetlar Nursery. When the child arrived she changed into indoor slippers which automatically made the area more: 'homely'. Staff had worked hard to create a child-friendly area and had fully involved the child in deciding where to place items and which activities were provided. Children had access to a wide range of interesting and stimulating resources.

The playroom was well organised, had ample playspace with a choice of activities the child could freely select from. We saw her deciding what she wanted to do and settling with her chosen activities throughout our visit. We noticed that the service had worked in partnership with the parents and a neighbouring school to ensure the child could experience other environments and large group play. At times the whole school had trips off-island which parents told us everyone enjoyed.

We noted good use was made of the outdoor space. Since the previous inspection they had introduced a mud-kitchen as well as given thought about more natural resources. We saw photographs showing children enjoying this space throughout the year. The service was currently using the local community hall for physical education and we noted the child joined the primary class for these together sessions.

However, one area of the playground was not used due to ongoing issues with the uneven surface (**see recommendation 1**). Staff told us they had risk assessed this area and excluded it from play. This was disappointing since this surface would have provided a large space for wheeled toys or a dry surface to play when the grassed area was too wet, for example: during the long winter months. Risk assessments were due to be updated and the manager highlighted this was an area she had included on her: 'To Do' list.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We again recommend that work be completed on the tarmac surface in the playground, which still contained tufts which would prevent the children from using this area safely. When this is completed children will have access to a larger all-weather area which would promote their health and wellbeing.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17), and: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.22).

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Currently the nursery worker was absent, therefore, the service was using the services of relief staff, who were well-known to the children. We noted the manager had also recently returned from maternity leave. We saw staff worked very well together as a team, treated each other with respect and strived to ensure the wellbeing of the child was at the heart of the service.

We saw the child was cared for by friendly and nurturing staff who worked hard to ensure she had positive experiences, enjoyed learning and was not affected by the staffing changes. We found that the parent felt staff had the necessary skills for working with children and were good at promoting her child's learning and development.

We looked at how staff kept up-to-date with best practice and current childcare initiatives. We saw staff were keen to learn and regularly attending training, including child protection awareness, first aid and food hygiene. Staff told us they regularly attended in-service training organised by the local authority which helped them in their care and educational role. The manager was keen to ensure staff felt valued and respected and planned to ensure they had an annual review using the Shetland Island Council's review regime.

We looked at staff registration with the Scottish Social Services Council (SSSC) and noted all staff were registered; one with a condition and we discussed the need to gain the required qualification in line with SSSC registration. We discussed the issues of staffing the remote island nursery, and found this was an area they had experienced frequently. Credit to the staff for their dedication and continued efforts to ensure the current preschool service was provided. We did not assess staff recruitment during this inspection as no new staff had been employed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

Since the previous inspection there has been a change in management of the nursery. We noted the principal teacher had managerial responsibility for nursery and received strong support from her line manager - the head teacher of a neighbouring island school. He visited at times to monitor practice and provide support for staff at Fetlar.

We looked at how the service was operating currently, and saw this was now well organised. The manager was enjoying being back at work following a maternity break. We saw some areas were in need of further development. The manager told us she was aware of outstanding areas and was currently working on these, for example: the 2018/19 development plan, risk assessment, quality assurance and evaluation. She talked about the importance of teamwork and planned to continue to have regular discussions with nursery staff to ensure the service was operating well. Due to the size of the setting we noted staff had time to regularly discuss all areas of the service.

The relief staff member told us the manager provided strong leadership, describing her as supportive and keen that they worked together as a team. We saw both worked hard to ensure the children received a high standard of early learning and childcare despite the issues with changes of staff and the remoteness of the school. They made sure the child had access to a very good range of learning opportunities and were aware of the importance of involving the parents.

We looked at quality assurance and evaluation and found the staff were forward thinking and had a very positive attitude towards change and improvement. We saw the recently developed draft plan 2018/19 using the: 'How good is our early learning and childcare' tool. We noted that staff were already working on the areas identified for development, for example, they had been working on the outdoor area; involving parents with the children's learning and development (the nursery blog) as well as the planning regime. At times the service received quality improvement visits from the local authority which they told us provided them with invaluable support.

The child was encouraged to evaluate her learning throughout the session in various ways, for example: through informal conversations. Also through the 'Big Book' and their learning journey. We observed the child making suggestions, asking for other activities both of which were valued by staff and acted upon. Overall a well-managed service where we saw a happy staff team and well-supported children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

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

Previous requirements

Requirement 1

The provider must look at the peripatetic management of the service. The service must work within the conditions of registration at all times and adhere to the condition:

- "The Peripatetic Manager, who will be supernumerary to the ratios, should be in the facility for a minimum of one session per week".

This is in order to comply with Regulation 7 (1)(2)(c)(d) of SSI 2011/210 - Fitness of managers, and Regulation 17 (1)(c) of SSI 2011/210 - Appointment of manager.

Reference:

**National Care Standards early education and childcare up to the age of 16 years.
Standard 14: well-managed service.**

Timescale - within four weeks of receipt of this report.

Inspection report

This requirement was made on 2 May 2018.

Action taken on previous requirement

This was looked at immediately following the previous inspection. The service submitted a change of manager for naming the principal teacher at Fetlar Primary School as manager for the nursery.

They are no longer peripatetically managed.

Met - within timescales

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

Previous recommendations

Recommendation 1

We recommend that further work be completed on the tarmac surface in the playground. This still contained tufts which would prevent the children from using wheeled toys and run and play safely.

**Reference: National Care Standards early education and childcare up to the age of 16.
Standard 2: a safe environment.**

This recommendation was made on 2 May 2018.

Action taken on previous recommendation

The staff at the school had worked on the tufts of grass and weeds regularly cutting them back and using weed-killer. However, although there was some improvement - one area still remained unkempt and not safe for preschool aged children. The manager told us they do not use this area for play, which was disappointing as this limited the outdoor area available.

We have made a recommendation within the body of this report once more.

Recommendation 2

We recommend the early years assistant have an annual review which will support her with her role and also her continuous professional development.

Reference:

National Care Standards early education and childcare up to the age of 16.

Standard 12: confidence in staff ; standard 14: well-managed service.

This recommendation was made on 2 May 2018.

Action taken on previous recommendation

This had been actioned.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
27 Mar 2018	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 3 - Adequate
10 Feb 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 3 - Adequate 4 - Good
18 Feb 2013	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
26 Jan 2011	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good

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Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	External Audit Reports - Education Scotland report on Sandwick Junior High School	
Reference Number:	CS-29-19-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:
1.1 That Education and Families Committee NOTE the Education Scotland report on Sandwick Junior High School.
2.0 High Level Summary:
2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit bodies' reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14). 2.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council. 2.3 Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate. 2.4 The purpose of this report is to highlight one such recent report from Education Scotland and highlight any actions to be taken as a result of the report.
3.0 Corporate Priorities and Joint Working:
3.1 Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
4.0 Key Issues:

4.1	Representatives from HM Inspectorate of Education Scotland visited Sandwick Junior High School (including the Early Learning and Childcare setting) in May 2019.								
4.2	The inspectors held discussions with parents/carers and children, the Head Teacher and staff, in order to gather evidence to evaluate the following aspects of the school: leadership of change; learning, teaching and assessment; raising attainment and achievement; and wellbeing, equality and inclusion.								
4.3	Inspectors found the following strengths in the school's work:								
	<ul style="list-style-type: none"> • Staff across the school are caring and nurturing in their interactions with children and young people. They have created a positive and welcoming learning environment for children, young people and their families. • A range of partners, including health professionals, are involved in working effectively with staff to meet the needs of pupils who require additional support with their learning. As a result, they are included well in the life and work of the school. Partners also support all children and young people to achieve widely, in the school and local community. 								
4.4	The following areas for improvement were identified and discussed with the Head Teacher and representatives of Children's Services:								
	<ul style="list-style-type: none"> • Clear, focused leadership needs to be provided to support continuous improvement in the school and early learning centre. Senior leaders, middle leaders and staff need to develop a shared understanding about key improvement priorities and work together to ensure these are taken forward in a timely manner. • As a matter of priority, the school needs to improve the structure of the curriculum in the Broad General Education. Particular emphasis should be placed on developing a broad and progressive curriculum at the primary stages. • Approaches to learning, teaching and assessment need to be improved across the school. This should enable all children and young people to experience and benefit from learning, teaching and assessment which is of a higher quality. • The school needs to improve its approaches for checking the progress of children across the school. This will help teachers to build on children and young people's prior learning more effectively, and raise attainment. It will also 								
4.5	Sandwick Junior High School received the following evaluations:								
	Primary and Secondary Departments								
	<table> <tbody> <tr> <td>Leadership of change</td> <td>Weak</td> </tr> <tr> <td>Learning, teaching and assessment</td> <td>Weak</td> </tr> <tr> <td>Raising attainment and achievement</td> <td>Weak</td> </tr> <tr> <td>Ensuring wellbeing, equality and inclusion</td> <td>Satisfactory</td> </tr> </tbody> </table>	Leadership of change	Weak	Learning, teaching and assessment	Weak	Raising attainment and achievement	Weak	Ensuring wellbeing, equality and inclusion	Satisfactory
Leadership of change	Weak								
Learning, teaching and assessment	Weak								
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Ensuring wellbeing, equality and inclusion	Satisfactory								
	Early Learning and Childcare								
	<table> <tbody> <tr> <td>Leadership of change</td> <td>Weak</td> </tr> <tr> <td>Learning, teaching and assessment</td> <td>Satisfactory</td> </tr> <tr> <td>Securing children's progress</td> <td>Satisfactory</td> </tr> <tr> <td>Ensuring wellbeing, equality and inclusion</td> <td>Satisfactory</td> </tr> </tbody> </table>	Leadership of change	Weak	Learning, teaching and assessment	Satisfactory	Securing children's progress	Satisfactory	Ensuring wellbeing, equality and inclusion	Satisfactory
Leadership of change	Weak								
Learning, teaching and assessment	Satisfactory								
Securing children's progress	Satisfactory								
Ensuring wellbeing, equality and inclusion	Satisfactory								

- 4.6 The inspectors acknowledged that the school had experienced considerable challenges recently around staff changes and recruitment difficulties. They also recognised that the school was, at the time of the inspection, in a more stable position and, as a result, was well placed for the Head Teacher to provide stronger, more strategic leadership.
- 4.7 The inspectors judged that the school and nursery class needed additional support and time to make necessary improvements. They committed to liaise with Shetland Islands Council about this and return to carry out a further inspection by the end of June 2020.

- 4.8 The areas for development identified by Education Scotland are all being taken forward principally through the school's normal improvement processes. The annual School Improvement Plan for 2019/20 contains the following five priorities:

- To develop clear procedures, which promote continuous improvement, including finalising the school's Vision, Values and Aims and promoting Leadership at all levels.
- To improve our approach to checking progress of children across the school.
- To improve approaches to Learning, Teaching and Assessment across the school.
- To improve the structure of the curriculum.
- To expand high quality provision in the Early Learning and Childcare Setting.

A separate part of the School Improvement Plan sets out uses of the £15,120 of Pupil Equity Funding allocated directly by the Scottish Government to help reduce the attainment gap related to disadvantage for specific children and young people.

The school leadership team has established school improvement groups to work on individual aspects of the School Improvement Plan. Staff members, some pupils, and some parents/carers, are all involved in these groups.

The priorities in the School Improvement Plan are available on the school's website, and they are colour-coded to show readers the current state of progress.

- 4.9 At the same time, Shetland Islands Council Children's Services has allocated additional support to help the school's leadership team make the required improvements. This includes the appointment of Mrs. Jennifer Wadley, Head Teacher of Bell's Brae Primary School, as the strategic lead for Sandwick Junior High School's Primary and Early Learning and Child Care Department, as part of her one year secondment as a temporary Quality Improvement Officer (QIO).
- 4.9.1 Mrs. Wadley is predominantly based in the school, working alongside the school management team during her secondment, as well as supporting the development of the primary curriculum across Shetland more generally in her QIO role.
- 4.9.2 In Sandwick Junior High School, Mrs. Wadley is responsible for leading improvements in the Primary and Early Learning and Child Care Setting with the school community around:
- The structure of the curriculum;
 - Approaches to learning, teaching and assessment;

- Approaches to raising attainment;
 - Planning, tracking and monitoring.
- 4.10 Moreover, the link QIO for the school has been visiting the school on a weekly basis since the inspection to support the development of the school improvement plan to directly address the weaknesses raised in the inspection.
- 4.11 The local authority has identified a number of actions following this inspection:
- Learning points from the inspection have been shared with all school managers at the Head Teachers' Development Day on Monday 16 September. There will be further, follow-up, discussion on these learning points with all schools and their link QIO in term two as part of School Improvement Visits on Attainment and Achievement.
 - A programme of school support visits to all schools, specifically focusing on curriculum development, including the development of progression frameworks for children and young people as they progress their learning in each of the curriculum areas through the Broad General Education, schools' unique curriculum rationales and learning pathways, have been completed in term one, taking into account feedback from the Sandwick Junior High School inspection.
 - Sandwick Junior High School will receive a Team Improvement Visit in term three, January to March 2020, ahead of Education Scotland's return visit by the end of June 2020.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	Reports on the inspection of schools are available to the general public through the Education Scotland website, and parents, pupils and staff at the relevant schools are made aware of the contents.
6.2 Human Resources and Organisational Development:	<p>Staff support and professional development required following the inspection will be in line with Children's Services Professional Learning Strategy for Teaching Staff, and will support staff to implement the school improvement plan as a whole.</p> <p>The School Management Team and Quality Improvement Team are continuing to work closely with all staff to support them through the inspection process and prepare for the return visit.</p> <p>Staff in Sandwick Junior High School have also been made aware of the council's staff welfare service, and well-being provision that is available to all council staff.</p>
6.3 Equality, Diversity and Human Rights:	None

6.4 Legal:	None
6.5 Finance:	Any additional resources required to ensure that the necessary improvements are made in the school will continue to be met from existing resources within Children's Services.
6.6 Assets and Property:	None
6.7 ICT and new technologies:	None
6.8 Environmental:	None
6.9 Risk Management:	The council has a statutory duty to secure improvement in the quality of education it provides.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.
6.11 Previously considered by:	N/A

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Report Finalised: 8 November 2019

Appendices:

Appendix 1: Summarised Inspection Findings for Sandwick Junior High School

Appendix 2: Summarised Inspection Findings for Sandwick Junior High School Nursery Class

Background Documents:

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

<https://education.gov.scot/inspection-reports/shetland-islands/6103839>

The current School Improvement Plan of Sandwick Junior High School can be found at the school's website at:

<https://blogs.glowscotland.org.uk/sh/sjhs/for-parents/school-improvement/>

END

Summarised inspection findings

Sandwick Junior High School and Nursery Class

Shetlands Islands Council

17 September 2019

School name: Sandwick Junior High School
Council: Shetland Islands Council
SEED number: 6103839
Roll (Sep 2017): 257 (across primary and secondary stages)

Attendance at S1-S4 is generally above the national average.

Attendance at P1-P7 is generally in line with the national average.

In February 2018 8.7% of S1-S4 pupils were registered for free school meals and 3.2% of P4-P7 pupils were registered for free school meals.

In September 2017 no pupils lived in the 20% most deprived datazones in Scotland.

In September 2018 the school reported that 36% of S1-S4 pupils had additional support needs.

In September 2018 the school reported that 23% of P1-7 had additional support needs.

Key contextual information

Sandwick Junior High School is situated in Sandwick, Shetland Isles. The school serves the south part of the Shetland mainland, and provides education for children and young people from nursery to S4.

The school works closely with other schools in its associated schools group, Dunrossness Primary School and Cunningsburgh Primary School.

The senior leadership team consists of a headteacher and a depute headteacher.

The school has experienced considerable challenge recently in relation to changes in staffing and recruitment difficulties.

1.3 Leadership of change

weak

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

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

- The school has undergone a considerable period of change in its senior leadership team over recent years. This is for a variety of reasons, including staff movement and recruitment challenges. As a result, staff across the school have not received sufficiently clear leadership and guidance around a number of key strategic issues. The school is now in a more stable position as regards its leadership team and staffing and, as a result, is well-placed for the headteacher to provide stronger, more strategic leadership.
- The school is in the early stages of working with stakeholders to develop a core group of school values. Whilst a number of possible values have been identified, the school needs to continue with its plans to explore these further over the coming months to decide which values are the most important to stakeholders. There is considerable scope for the community to develop an appropriate and motivating school vision, values and aims to underpin all of its work. This will bring a greater sense of coherence to the life of the school, helping all stakeholders to develop a common understanding about the school's core aspirations.
- A school improvement plan is in place which targets appropriate areas of improvement. The plan has very few or no measurable targets. This makes it difficult to evaluate the progress of school improvement over time. Moving forward, senior leaders need to take a more focused and strategic approach to improvement planning. They should work regularly with all staff to consider evidence they have and prioritise areas for improvement. This will help them to ensure that all children and young people experience learning and teaching across the school which is of a consistently high quality, and are successful in their learning. There is a need for senior leaders to provide clear leadership and direction in relation to improving the school's approaches to tracking and monitoring children's progress. This will support improvements in attainment across the school. Clearer approaches to tracking and monitoring attainment would allow interventions to be planned more carefully, based on robust evidence.
- School staff are continuing to engage with local authority officers to monitor the impact of the school's work in relation to the Pupil Equity Fund (PEF). Progress, barriers and challenges are discussed frequently. Senior leaders and staff should ensure that there is rigour in the way they evaluate ongoing work. This needs to have a positive effect on children and young people's attainment and close the attainment gap.
- Currently, there are no departmental or faculty improvement plans at the secondary stages. These would help teachers to identify, implement and monitor key areas of improvement in individual subject areas or faculties. Improvement plans would also help middle and senior leaders to maintain an overview of ongoing work across the school. A next step for the school will be to consider how to organise improvement planning processes more effectively, so that they lead to coherent and necessary improvements across the whole-school, individual sectors, and subject areas.

- The school has made a positive start to evaluating the quality of learning and teaching across the school. A number of focused classroom observations have been carried out by senior leaders and detailed feedback has been given to teachers. Senior leaders and teachers need to use this feedback more rigorously now to improve learning, teaching and assessment across the school. They should identify common areas for improvement and work together to ensure that these improvements are made in a well-planned way. Effective practice needs to be shared more consistently, with teachers from the secondary, primary and nursery stages working together more regularly. There is also scope for teachers to share practice with, and learn from, colleagues from other schools.
- The headteacher is committed to improving the school. He is open to new ideas and to providing a range of experiences for children and young people. He has established strong relationships with children and young people, staff, parents and partners from across the school. This is leading to a positive ethos and culture of achievement.
- Middle leaders need to be more involved in contributing to and leading school decision-making and dialogue linked to school improvement. There is also considerable scope for them to participate in activities which evaluate and ensure consistently high-quality work across subject departments. Teachers should also be enabled to take on board increased leadership opportunities in the school. commendably, staff lead successful activities, such as the Duke of Edinburgh programme and sports activities. However, leadership opportunities are not provided for them in a planned or structured way. Senior leaders should begin to draw on the evidence which the school is gathering on its performance to consider how leadership opportunities could be shared in a more meaningful manner. Senior leaders need to take increased account of the knowledge, skills and aspirations of staff across the school.
- A few staff have engaged in professional learning activities, in the local authority and nationally. They have participated enthusiastically in leadership development opportunities and ongoing moderation activities. There is considerable scope for professional learning to have a higher profile in the school. There is a need for all staff to be able to access sector-specific expertise to help secure improvements. Professional review and development meetings should be carried out more regularly, in a structured and rigorous way.
- The school provides a few leadership opportunities for children and young people. These include children at the primary stages being involved in a pupil council and children throughout the school leading and taking part in Active Schools activities. At S2, all young people are involved in a six-week Leadership Academy, organised by Active Schools. This includes them building their skills in communication, problem-solving and leadership. At S3, Young Sports Ambassadors successfully encourage other young people to help them run football and netball events. Children also support one another well at other times. For example, young people at the secondary stages help children at P7 during the transition programme. There is now a need for staff, partners and pupils to work together to explore how they can build on these examples. This will help them to ensure that all children and young people have opportunities to develop their leadership skills and contribute to leading change across the school community.

2.3 Learning, teaching and assessment

weak

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

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

- The school has a caring ethos, which is underpinned by respectful relationships between most children and young people and staff. Whilst most teachers share the purpose of the lesson with pupils, greater clarity is needed about the expected learning and skills which are being developed. Across the school, children and young people need to develop a better understanding of what they need to do to be successful in their learning. Plenary sessions should be used more consistently to help children and young people develop a better understanding about what they have learned. A few young people are able to talk well about their learning.
- Most young people sustain their concentration and respond to tasks even when the tasks are not particularly challenging. In most lessons, the pace of learning needs to be brisker and better matched to the learning needs of individual and groups of learners. In a few classes, low level off-task behaviour interrupts learning.
- In most classes, learning is too teacher-led and children and young people are passive in their learning. Children and young people have too few opportunities to lead their learning and work with each other. Teachers and practitioners need to provide children and young people with more real-life learning experiences, linked to the Career Education Standard and the development of skills for learning, life and work. This will help to motivate and inspire them. Young people enjoy their engagement with the Youth Philanthropy Initiative at S2 and value the way this initiative helps them to develop their leadership skills.
- Whilst a few members of staff are beginning to promote nurturing approaches to support learners, this is not consistent across the school and the approaches are not fully understood by staff.
- The quality of teaching is too variable across the school. To improve the consistency of this, senior leaders and staff should develop an agreed understanding about what high quality learning and teaching should look like across the school.
- Teachers need to provide more open-ended, problem-solving tasks to encourage children and young people to develop their creativity, and engage in independent learning. They should develop their use of questioning strategies to probe children and young people's thinking and encourage them to give more extended responses. Staff provide children with appropriate verbal feedback in the majority of lessons. The quality of written feedback is variable. This needs to be improved across the school.
- During the inspection visit, there were a few occasions when teachers used digital technology to support their teaching, for example online clips. A few young people also accessed technology for writing and research. There is scope to extend the use of digital technology to

engage young people more fully in lessons. Staff make some use of the outdoors and Shetland's context to enhance learning. For example, visiting the lime kilns in Fladdabister. There is scope for this to be developed.

- Teachers have been involved in professional learning activities related to assessment. These have included moderation activities across the school and with associated schools. This has helped teachers to become more confident in using the National Benchmarks to plan assessments for children and young people, and assess their progress in learning. This work should continue to be prioritised to help teachers develop a shared and appropriate understanding of standards. The school is benefiting from a few staff being involved nationally in assessing standards. These staff now need to continue to share their knowledge and understanding with all staff.
- Staff at the primary stages need clearer leadership and direction to ensure that a range of assessments are used well to support children's learning. There is an immediate need to improve the planning of learning across the primary stages to ensure that children make effective progression in their learning.
- Across the school, the quality of reporting is too variable. Currently, this does not always help parents or children and young people to know what they have achieved and what they need to do to improve their learning across the curriculum.
- There are weaknesses in the school's approach to tracking and monitoring the progress of learners. At the primary stages, tracking information is available but this is not underpinned by rigorous and robust assessment of children's progress. At the secondary stages, individual teachers have devised their own recording systems to provide information on young people's progress. The quality of these approaches is too variable. Senior leaders recognise that the development of consistent and robust monitoring and tracking processes is a priority for the school. There is a need for senior leaders to develop an overview of children and young people's progress across the curriculum to ensure that appropriate and timely interventions can be planned to improve attainment. Information from this tracking information should also be used to inform the school's priorities for improvement.

2.2 Curriculum: Learning pathways

Primary stages

- A rationale for the curriculum needs to be developed which takes account of the views of parents, staff and children and the school's unique setting. This rationale should inform the work needed to design a coherent and progressive curriculum from nursery to S4.
- Senior leaders acknowledge the need for staff to work together to develop progression pathways across all curriculum areas. These should meet children's needs, build on prior learning, align assessment to learning and teaching, and link with the National Benchmarks. This work will support teachers to have a better understanding of standards and expectations and guide more effectively the pace of learning. This work needs to be addressed as a matter of urgency. At present the curriculum is driven too much by resources.
- Children have a few interesting and relevant opportunities to apply their learning within interdisciplinary learning (IDL) topics. As staff develop the curriculum it will be important for them to ensure that they have a clear overview of IDL experiences. This will ensure that they provide a balance of opportunities over time which build appropriately on children's prior learning.
- Children moving from the nursery to P1 benefit from visits to meet key members of staff in the school. P1 teachers are provided with helpful information about children's individual needs. Children's transitions from P7 to S1 are planned well and include enhanced transitions for some children based on their individual needs.
- Outdoor learning is at an early stage of development. In developing the curriculum, teachers should ensure that all children across the school benefit from progressive experiences across the four contexts for learning. Much work needs to be done to develop the Career Education Standard across the early years and primary stages.

Secondary stages

- Young people at S1 and S2 experience a curriculum which is planned using Curriculum for Excellence Experiences and Outcomes (E and Os), mainly at third level. At the end of S2, young people make choices for S3, whilst still maintaining breadth in the curriculum. Courses at S3 are constructed mainly using third and fourth level E and Os. Young people in S1-S3 experience two periods of opportunities for personal achievement each week, where they follow a local programme of activities such as the Duke of Edinburgh's Award and courses leading to first aid certification. At the end of S3, young people make choices for S4 with almost all pupils choosing to study seven courses leading to National Qualifications (NQs). At the end of S4, most young people transfer to Anderson High School to continue their education. Pastoral transitions are supported well by a structured programme of engagement events.
- Senior leaders identify correctly that there is a need to ensure that learning in S1-S3 provides greater pace and challenge so that young people are prepared for the demands of the senior phase. As part of the planned curriculum review, senior leaders should evaluate achievement opportunities and ensure that appropriate arrangements are in place to ensure that no young people miss out.
- The mathematics and English departments lead the teaching and assessment of numeracy and literacy. Staff are at a very early stage of developing young people's literacy and numeracy skills across their learning. Teachers at the secondary stages should work more closely with teachers at the primary stages to ensure that children and young people's prior knowledge is used well in planning learning, teaching and assessment.

- Currently around half of young people at S3 and S4 take part in a range of Skills for Work programmes at Shetland College and NAFC Marine Centre, as part of local authority's vocational pathways partnership initiative. The school also works productively with the Youth Services Bridges Project which provides alternative learning interventions and bespoke learning pathways for a few young people at S3. Almost all young people in S4 participate in work placements and this helps them to develop a range of useful employability skills.
- Young people are supported well by the Skills Development Scotland (SDS) careers adviser, who provides helpful career advice, including group work and individual consultations, and input at parents' evenings and career events. However, the Career Education Standard and Career Management Skills (CMS) are not yet incorporated fully in the delivery of the curriculum. This is resulting in missed opportunities for reinforcing and consolidating the CMS of young people.

2.7 Partnerships: Impact on learners – parental engagement

- See choice Q1.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

Wellbeing

- Across the school, staff know children, young people and their families well and treat them with care and respect. However, senior leaders acknowledge that there is a need for teachers to develop a fuller understanding of their responsibilities in relation to ensuring wellbeing, equality and inclusion for all children.
- At the primary stages, children recognise and discuss the wellbeing indicators. They understand the importance of wellbeing for themselves and others. At the secondary stages, young people are not familiar with the wellbeing indicators and would welcome more opportunities to discuss their wellbeing.
- Senior leaders engage in limited dialogue with partners, children and young people to identify wellbeing issues which need to be addressed. However, at present, there is not a clear plan to address wellbeing in a progressive way across the primary stages. At the secondary stages, the personal and social education (PSE) programme has been designed by staff to address wellbeing issues. This programme would benefit from young people's input. This would enable them to influence the nature of the PSE programme and be more interested in its content. Learning and teaching in relation to children and young people's wellbeing needs to be improved.
- The school is at an early stage of developing approaches to monitor and track children and young people's wellbeing. There are a few good examples of wellbeing indicators being used with children at the primary stages to begin to monitor the effectiveness of universal support measures. Staff have made some use of the wellbeing indicators with groups and individual children with identified needs. Mainly, these are helping young people to discuss and contribute to their support plans. Senior leaders are aware of the need for staff across the school to develop a common language, using the wellbeing indicators, to discuss wellbeing issues and to assess all children and young people's needs.
- Most parents and staff are satisfied with the quality of experience children receive at the school. They feel children and young people are treated respectfully and in a fair manner. Staff work with children and young people to create mutually respectful relationships within a positive environment. There is scope, however, to develop children's understanding of how to treat each other fairly and respectfully so that all children and young people feel safe. As a priority, senior leaders need to work with staff and stakeholders to clarify a strategic approach to the promotion of positive behaviour in the school. This needs to be consistent with their aspirations to develop a whole-school approach to nurture.

- While the school has experienced challenges in recruiting physical education (PE) staff, there is, nevertheless, insufficient planning to develop children and young people's learning in this area. Senior leaders need to ensure that children and young people extend their learning progressively in PE, to develop their skills and to be as fit and healthy as possible.
- Children and young people demonstrate a good understanding of their rights, although there is scope for much more work to be done to develop their understanding of rights more fully.

Fulfilment of statutory duties

- Senior leaders are aware of appropriate legislation, guidance and codes of practice in relation to health, wellbeing, equality, inclusion and equity.
- Support plans are in place for most children and young people who require them. However, there is a need to use these to demonstrate clearer evidence of progress. Targets and outcomes should be specified in more detail and progress towards these should be reviewed more often. Learning support staff ensure that programmes are appropriate and individualised to meet the learning needs of young people with severe and complex additional support needs.
- Staff need to review their approaches to the provision of religious and moral education (RME), religious observance (RO) and PE to ensure that children and young people across all stages receive their full learning entitlement.
- Improvements are required to school food provision to ensure full compliance with the nutritional regulations of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

Inclusion and equality

- There are strategies in place to support young people facing challenges and barriers to their learning. It is not always clear how successful these strategies are over time in enabling young people to progress well in their learning. The use of part-time timetables should be reviewed to ensure that all young people benefit from their full entitlement to education and are able to access pathways which lead to sustained positive destinations.
- School leaders and staff seek to address issues which relate to equality and diversity through the PSE programme, as well as wider achievement opportunities. As identified, the PSE programme should be better informed by the needs of the school and its community. It should embody clearly the school values, informing how these values can be modelled consistently and embodied across the school.
- There is considerable scope across the school for children and young people's views to be considered and acted upon in a more systematic manner. This will help children and young people to feel included and more valued.
- Pastoral transitions are planned well, and there is good communication between children and young people, staff, parents and partners. Effective enhanced transitions are put in place for children and young people who require them. This helps them to feel included, engaged and involved in the life of the school. It also helps staff to ensure that they are aware of all children's needs and can intervene appropriately.

3.2 Raising attainment and achievement	weak
<p>This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:</p> <ul style="list-style-type: none"> ■ attainment in literacy and numeracy ■ attainment over time ■ overall quality of learners' achievement ■ equity for all learners 	

Primary stages

- Staff provided the inspection team with data on children and young people's attainment during the broad general education from P1 to S3. This was based on a range of in-class assessments, Scottish National Standardised Assessments (SNSAs) and holistic assessments. Staff have identified correctly the need to continue to develop the school's approaches to assessment. There is also a need to develop further moderation opportunities within and beyond the school to support staff make more reliable judgements in relation to whether children have achieved Curriculum for Excellence levels.
- Teachers meet with members of the leadership team to discuss children's progress and attainment, and identify any gaps in the learning of individual children. Staff need support from the leadership team now to use collated data effectively to help them close identified gaps in learning to raise attainment. Staff are unable to demonstrate the progress of children as they move through the school based on robust evidence. This includes children requiring additional support. As the number of children at the primary stages is small, the following text discusses their overall progress rather than attainment. This is to prevent individuals being identified.

Attainment in literacy and English

- Overall, progress in literacy and English across the school is weak. A significant number of children could be making better progress.

Listening and talking

- Across the school, children are not making enough progress in developing their skills in listening and talking. Children at the early level are encouraged to take turns and contribute to discussion in class. Children at the first and second level have opportunities to work in pairs and in groups. However, there is a need to teach the skills of listening and talking formally in a planned and progressive way. Children across the school need to focus more clearly on developing the skills needed to work in pairs and groups effectively. At the second level, children need to develop the skills to contribute relevant ideas, information and opinions when engaging with others. They need to be more confident in building on the contributions of others by clarifying points or supporting the opinions or ideas of others.

Reading

- Progress in reading is weak across the school, although there are signs of an improving picture at the early level and first level. At the early level and first level, children enjoy exploring and reading books for pleasure. At the early level, children are learning to read by exploring letter sounds. They enjoy stories and choose books to look at and read to themselves. At the first level, children work collaboratively and are learning to use clues to help them understand texts. However, they are aware of a limited range of authors and are not able to speak confidently about the features of different genres. At the second level, there is a need to develop children's

love of reading for enjoyment. Providing children with regular opportunities to develop their understanding of texts through regular reading lessons will support them to develop higher-order reading skills.

Writing

- Across the school, children's progress in writing is weak, although there are signs of an improving picture at the early level. Staff across the school now need clearer leadership, direction and support to improve and develop a consistent approach to the teaching of writing across the school. At the early level, the majority of children are learning to form letters and use a range of materials to write and make marks as they play. At the first level, children can write independently and the majority can use correct spelling and punctuation in their writing. Children working at the second level need to write for a wider range of purposes using appropriate structure. Children at the second level would benefit from more regular opportunities for extended writing.

Attainment in numeracy and mathematics

- Children's progress in numeracy and mathematics is weak. Across the school there is scope to provide a few children with a greater level of challenge and a faster pace of learning through the levels. The development of numeracy and mathematics needs clearer leadership direction across the school.

Number, money and measurement

- Across all stages, children are beginning to improve their mental agility skills through a recent focus in this area. There is scope to ensure regular teaching strategies for mental mathematics. The majority of children at the beginning of the early level engage well in a range of active learning opportunities to develop their understanding of number bonds to ten and beyond. A few children need further challenge. There is a need to increase the pace of learning in numeracy and mathematics. By the end of first level, most children can order and recognise simple fractions but they cannot find half or quarter of a whole number. They are confident in using time and simple durations but they are not confident in using written calculations for addition, subtraction, multiplication and division. At the first level and second level, most children are not fluent enough in their times tables. Across the levels, children lack confidence in tackling two-step problems. Much work needs to be done to improve attainment, particularly at the first level and second level in numeracy and mathematics. Across the school there is a need to increase the pace of progress through the Curriculum for Excellence levels. There is a need to build in time for reinforcement and consolidation of previous learning. Children are not confident across the range of organisers within mathematics and numeracy.

Shape, position and movement

- Across early level and first level, almost all children are able to identify 2D shapes and 3D objects as appropriate to their stage. At first level, only a few children can identify right angles. By the end of second level a majority can calculate the area and perimeter of simple shapes but they are not confident in naming angles.

Information handling

- Across the school, children have opportunities to gather information on a range of topics and display this, mainly on bar graphs. Most can describe how they would gather information for specific purposes, for example using class surveys. There is scope to develop children's understanding of a wider range of graphs to display a range of information.

Attainment over time

- Recently, at the start of term, the school introduced a new system to track children's progress in literacy and numeracy. This has the potential to provide a more reliable picture of learner

attainment as well as supporting staff to target support more effectively. However, it is still at an early stage of development. There is an urgent need to underpin teachers' judgements with robust and reliable assessment information. The analysis of data from tests, the SNSAs, holistic assessments and teacher's professional judgement have not yet been used to inform targeted interventions to raise attainment.

Equity for all learners

- The leadership team and staff demonstrate a good awareness of children who may face barriers in their learning due to socio-economic circumstances. However, their progress in learning requires to be tracked in a more robust and rigorous way. Clear interventions need to be put in place for these children with the impact of these being monitored closely. Staff need clearer leadership and direction to be able to facilitate this. The school has a small amount of PEF which has been used largely to develop the use of nurture across the primary school. Approaches to nurture need to be developed more fully across the school. There is now a need to measure the impact of nurture on raising attainment.

Secondary stages

- As the number of young people in each of the secondary years is small, care has to be taken when interpreting and analysing data in order to ensure individuals are not identified.

Broad general education (BGE)

Attainment in literacy and numeracy

- Over the past three years, almost all young people achieved third Curriculum for Excellence level in reading, writing, listening & talking and numeracy by the end of S3. Staff recognise the need to continue to develop the school's approaches to moderation to help improve the reliability of their judgement on achievement of a level.

Attainment over time

- At present, the school cannot evidence progress over time for young people in the BGE. Although individual teachers have created their own approaches to monitoring and tracking, such approaches are inconsistent and variable in quality. Senior leaders have identified correctly the need to introduce a robust monitoring and tracking system, at pace. This will allow them to measure the attainment and achievement over time for all courses and programmes offered by the school. Further work is also necessary to ensure that reliable attainment information from the primary stages is used appropriately by secondary teachers to strengthen children's progression in their learning.

Senior phase

Attainment in literacy and numeracy

- In S4, over the past five years, almost all young people have achieved literacy at SCQF level 4 or better. Over the last three years, there is an improvement to most young people achieving literacy at SCQF level 5 or better. In S4, over the past four years, almost all young people have achieved numeracy at SCQF level 4 or better. Over the last three years, the majority of young people have achieved literacy at SCQF level 5 or better. Overall the school is in line with the VC.

Attainment over time

- In S4, the school has improved complementary tariff scores for the lowest attaining 20%. Complementary tariff scores for all pupils are in line with the VC.

Breadth and depth

- In S4, over the past five years, most or almost all young people have been successful in gaining six or more National Qualifications at SCQF level 4 or better. Attainment at SCQF

level 5C or better is variable. Less than half of the young people have gained seven qualifications at this level over the last five years.

- The school is aware of the need to ensure that young people experience sufficient depth and challenge in their learning across all year groups in secondary. This will help the school to raise attainment further for young people in S4. At present the quality of passes at SCQF level 5 is too variable across subjects. There are too many young people presented for National 5 qualifications who do not achieve a course award. Senior leaders acknowledge the need to address this through improving learning and teaching, and through ensuring that young people are presented at the appropriate level.
- Senior leaders agree that there is scope to improve partnership working with Anderson High School to track the progress of young people as they leave Sandwick and progress through their senior phase. Focussed dialogue will allow staff to assess how prepared young people are for the challenges of study at SCQF level 6 and beyond. As part of a raising attainment strategy, senior leaders are well aware of the need to introduce regular attainment meetings to ensure that targeted interventions are put in place for those young people who are not currently achieving expected levels of attainment.

Overall quality of learners' achievement

- Children and young people develop skills for life and work through participation in a range of achievement opportunities, including cultural and sport-based groups, community events, uniformed organisations and residential trips. Whilst young people have access to a wide range of activities, staff changes have led to a reduction in opportunities, including pupil voice at the secondary stages and the previously well-attended intergenerational community cafe.
- Children and young people are gaining music and theatre-related skills through a varied programme of performing arts activities in the school. They regularly perform successfully at Shetland-wide music events and perform for the local community.
- Active Schools Scotland supports a wide range of activities for children and young people. This includes targeted programmes based on needs which are identified through data analysis, such as Fit For Girls. These event are appreciated greatly by children and young people and are well-attended.
- All children get the opportunity to try a range of activities during Friday Club Time and the annual Nurture Week. Children are positive about the practical skills they develop, such as sewing, model making and cooking. There is now a need to ensure that all of these activities are sufficiently challenging, developing children's skills progressively. Older children at the primary stages would welcome the chance to be more involved in leading these activities.
- All young people at S1-3 take part in achievement opportunities as part of the wider achievement time (WAT) element of the curriculum. Activities such as cooking, pet care and gardening support young people to build their practical skills. For a few young people, this links well to their intended careers. Young people in the Under the Bonnet WAT programme, run by the school with partners including the Young Peoples Service, value highly the opportunity to learn directly from experienced practitioners in a real-life garage situation. For a few young people, this is re-engaging their interest in learning. Staff and partners should now work together to ensure that all WAT options have sufficient challenge and enable young people to build relevant skills for life and work.
- Young people volunteer through WAT and community activities, for example helping to run the Primary Youth Club. School staff are pro-active in encouraging young people to undertake

Saltire Awards. Sandwick Junior High School has sustained strong levels of young people gaining Saltire Awards over the last three years. Each year a few young people from the school gain awards which show that they have completed 500 hours of volunteering.

- Young people gain confidence and a range of skills including resilience and team-working through participation in the Duke of Edinburgh's Awards scheme. This scheme is very well established and supports young people to progress effectively through award levels, including establishing the first route to achieving gold in Shetland.
- Children and young people would benefit from school staff and key partners working together to develop a systematic approach to capturing and tracking participation in achievements both within and out with school. This should include identification of the skills they are learning. Currently many achievements are celebrated through noticeboards, scrap books, local media, awards and attendance at events such as the annual Shetland Young Volunteer Awards. However, there is scope to develop a more systematic approach to recognising and celebrating all young people's progress and contributions to school and community life. Staff are working with partners to extend the range of awards that young people gain. This will support further the recognition of their skills and achievements.

Equity for all learners

- Senior leaders target young people to take part in vocational programmes in S3 and S4 through the Shetland College vocational programme. As a result, this is helping to improve the attendance and engagement of a few young people in the school.
- The school needs to focus more clearly on raising attainment, in particular for those children who are the most vulnerable. There is scope to strengthen the way in which it is using its PEF allocation, and other targeted supports, to ensure that they are having a measureable impact on raising attainment. While current PEF funding has been used to develop the school's approaches to nurture, this work is at a very early stage of development and has not been evaluated yet.

Attainment versus deprivation

- All of the young people in the school reside in SIMD deciles 7 and 8. Attainment in the latest five years has been mostly in line with those living in similar deciles across Scotland.

Destinations

- Most young people leave the school to continue their studies in Anderson High School. The school works closely with colleagues at SDS to ensure that young people not moving to Anderson High School move onto a positive destination when they leave Sandwick Junior High School. We have asked staff, along with partners, to review their approaches to monitoring the progress of potential school leavers. Specifically, there is a need to ensure that carefully-considered plans are in place so that all young people leave school having attained literacy and numeracy at SCQF level 4 or better.

Choice of QI: 2.7 Partnerships

This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly effective school works.

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The Parent Council has been involved in recent work on revisiting the school's vision, values and aims. This started with a consultative survey of staff, parents and pupils to develop an agreed set of values for the school. There is considerable scope now for this work to be further developed. Further collaborative work with parents is also needed to support self-evaluation and improvement activities.
- Parents who responded to the pre-inspection questionnaire told us that the school has improved some aspects of communication but that there is further work to be done in this area. Consideration should be given, across early years, primary and secondary, to improve the way that the reporting process provides more consistent and specific messages about children and young people's progress in their learning. Staff need to work closely with the Parent Council and wider parent forum to consider ways in which parents can become more active and engaged partners in their children's learning.
- Partner organisations are positive about the school and feel that their contribution to the curriculum is welcomed and valued. Partners find communication with the school to be effective. It would be beneficial for the school to involve partners further in self-evaluation and school improvement activities. Whilst working relationships with existing partners are strong, there would be merit in providing joint professional learning to embed partnership approaches further.
- Several partnerships with local organisations, businesses and community groups are increasing the range of learning experiences from which young people are benefiting in Sandwick Junior High School. For example, a link with the Hillswick Wildlife Centre has provided children in the early-years setting with opportunities to find out more about conservation. Community links help young people at the secondary stages to develop citizenship and social responsibility. For example, the collaborative link between the school and Hoswick Visitor Centre has enabled young people to support members of the local community at risk of isolation and loneliness. The Youth Philanthropy Initiative has created structured opportunities for young people at S2 to make links with local charities and to explore their roles in the community, while also developing key skills in communication. Early years and school links with South Mainland Up Helly Aa (SMUHA) allow children and young people to engage with local cultural heritage.
- Partnerships have been used to enhance the curriculum, especially at the secondary stages. For example, a link with e-Sgoil has enabled three S3 pupils to study history this session while developing their skills in online learning. Numbers for this course next session will increase to nine. A hospitality course was run for S4 pupils in collaboration with Shetland College in session 2018/19, providing progression for young people moving from the broad general education to the senior phase and helping young people to develop skills in a vocational area that is very important in the local economy. The school should consider ways in which

engagement with partners can contribute to improved outcomes for children and young people in attainment, particularly in literacy and numeracy.

- The school has a productive partnership with SDS which supports young people well as they prepare for the world of work. The School Partnership Agreement with SDS is negotiated jointly and is monitored to evaluate its effectiveness. SDS staff provide useful advice for young people and families about career options and choices.
- Partners are contributing to the development of skills for work at the secondary stages. In particular, the link with Sumburgh Airport has allowed young people to experience the working environment. Plans are in place for young people from the school to help to produce an autism-friendly visual guide to travelling through Sumburgh Airport. The school has a formal partnership agreement with the airport. This has led, for example, to airport firefighters delivering a certified first aid course to S4. This course has helped young people to develop skills in leadership, communication, self-confidence, and teamwork.
- Local businesses and other partners (mainly but not exclusively from South Mainland) have been involved in mock interviews with young people at S4 which will help them to prepare for the transition to the world of work. Shetland Island Council partners are also involved in supporting young people to develop employability skills. Plans are at an early stage for further partnership development to support skills for work, including in the early-years setting and at the primary stages. It is important that future plans reflect the diversity of career opportunities on South Mainland and beyond. These plans include establishing a careers fair to promote community and business engagement with all children and young people. As the school continues to develop partnerships, it should engage fully with the Career Education Standard, the Work Placements Standard, the Guidance on School/Employer Partnerships and the CMS Framework for Scotland. This will help it to ensure that all developments are well-informed.
- A variety of partners provide opportunities for personal achievements to children and young people. These include sporting and expressive arts activities and organised school-based programmes such as the Duke of Edinburgh Award Scheme and the John Muir Award. Partnerships have been formed to add value to wider achievement activities in the school. For example, former pupils of Sandwick Junior High School, who have developed skills in theatre crafts at Shetland College, are working alongside school staff and pupils in preparation for this year's school show. These links provide learning opportunities for children and young people relating to lighting, choreography and stage make-up. These opportunities are appreciated by children, young people and their families. There is scope now to involve partners in the development of progressive tracking of wider achievement engagement and to plan how such partnerships can be used to address identified needs for individuals and groups of young people.
- A more strategic and structured approach is needed to partnership engagement to further enhance the experiences of children and young people. This engagement should be firmly based on the school's reconsidered vision, values and aims. Careful planning of partnership input should include consideration of how skills development can be supported by partnership interventions, and how data and other intelligence from the school and wider community contribute to this work. The school should work collaboratively with partners to harness the transformative potential of learning for sustainability. Engaging partners with curriculum planning will allow a clearer understanding of the way partnership working with children and young people is leading to improved outcomes in health and wellbeing, attainment and achievement. Developing a comprehensive evaluative overview of the impact of current partnership working will be an important first step in this process.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Sandwick Junior High School Nursery Class

Shetlands Islands Council

17 September 2019

Key contextual information

Sandwick Nursery Class is part of Sandwick Junior High School and provides early learning and childcare (ELC) for children aged three until starting primary school. The setting is registered for 24 children at any one time. The current roll is 33. Children attend from the South mainland of Shetland. In the last year, a number of changes have taken place within the management structure of the school including the leadership of the nursery. The headteacher now has full responsibility for leading and managing the nursery. Staffing over a week includes a part-time teacher who is also the P1 teacher, a full-time early years worker, three part-time early years assistants and a Modern Apprentice. A few practitioners are relatively new to the setting. The school is in the process of recruiting a senior early years practitioner.

1.3 Leadership of change	weak
<p>This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the setting and its community■ strategic planning for continuous improvement■ implementing improvement and change <p>■ In the last year, the nursery has experienced a number of changes within the senior leadership team and within the nursery team. Practitioners, with the valuable support of an acting principal teacher and nursery teacher, have strived to do their best for children. Together, they are a motivated team and, despite staffing challenges, they have made improvements within the setting. This includes the quality of outdoor play, and the increased use of loose parts and natural materials to support children's play. Practitioners have also taken positive steps to improve the quality of communication in the setting.</p> <p>■ The headteacher, who has overall responsibility for the setting, now needs to take a greater role in providing strategic leadership and direction for all practitioners. With the many changes, they will require an increased level of day-to-day support and management. Currently, there is a lack of formal monitoring of learning and teaching, and tracking and monitoring, of children's progress. Senior leaders and practitioners need to review and update policies to ensure all practitioners understand nursery procedures and practice. Clear remits and responsibilities are required for the team, including the nursery teacher and senior early years worker. Once the new team becomes established, it will be important to ascertain individual skills, talents and expertise and identify clearly the leadership roles. This will support further improvement in the setting.</p> <p>■ The nursery teacher in consultation with practitioners has recently updated the nursery aims. These aims reflect the current practice and vision of the nursery class. There is scope for nursery practitioners to be involved in the development of the whole school's vision, values and aims. It will also be important to reflect the unique context of the nursery and involve parents and children in the process.</p> <p>■ Practitioners access professional learning through the local authority and a few are currently undertaking qualifications. They have found these opportunities to be valuable in supporting their knowledge and practice. They will need continued support from senior leaders to help</p>	

them build their knowledge further and embed practice. This will help them to reach a shared understanding of pedagogy in order to provide high quality ELC.

- Priorities for improving the nursery class are included in the school improvement plan. Practitioners are aware of the overarching priorities which relate to ELC. However, clear measurable targets which are specific to the nursery class are not identified yet. A next step for the school's improvement plan will be to identify targets which relate specifically to the nursery, as well as the staff who will lead on identified tasks. This will develop individual expertise, support the pace of change and enable practitioners to measure the impact of improvements made.
- Practitioners are aware of national guidance to help them evaluate the quality of ELC. They are a reflective team and are motivated to make improvements. They have had very limited experience in undertaking self-evaluation activities using national guidance. Senior leaders now need to support and guide practitioners to gain an understanding of self-evaluation as an integral aspect of their work. This should include support to help them implement robust processes so that change is based on sound judgements. It will be important to seek the views of all stakeholders and use the information to inform improvement and change.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Children are confident in the nursery and engage positively during free play and adult-led experiences. They move freely between indoors and outdoors, giving them access to a wider range of experiences on a daily basis. Children sustain interest for extended periods of time when mark making, using loose parts and creating pretend structures, such as tunnels and a car wash. All children access the outdoors during the nursery session, including making use of a community garden. Practitioners have reflected on how children use the outdoor area and have made positive changes.
- Practitioners interact with children in a professional, caring and sensitive manner. Positive relationships are evident. In the best examples, practitioners' questions support children to extend their learning. It will be important for practitioners to continue to develop their skills in using effective questions and commentary to extend learning and challenge children's thinking. At times, there are missed opportunities to extend children's play and deepen their learning.
- Practitioners continue to develop their skills in observation and recording children's learning. This has been a recent focus and there are early signs of this improving. It will be important for practitioners to ensure that they identify significant learning and record this in a manageable way. As the quality of observations improve, practitioners will be better placed to identify clear and relevant next steps in learning for individual children.
- Each child has a scrapbook that records experiences and achievements. In addition, practitioners record children's achievement of skills on individual trackers. Practitioners now need to review and refresh this system to ensure it provides a coherent picture of children's learning and progress across the curriculum. While practitioners know children well, they need to know them as learners in order to provide the right level of support and challenge. This will enable practitioners to support children to make the progress they are capable of.
- Children do not yet use their scrapbooks to reflect on or lead their learning. They would benefit from participating in more regular discussion about their learning.
- Practitioners plan for children's learning over different timescales. Increasingly, practitioners are taking into account children's interests, however, there is scope to develop this further and engage children at a deeper level. There will be benefit in making the learning wall more inviting for children to encourage them to engage with it more often. This could include recording aspects of their learning and achievements and pictorial examples of their work in relation to specific learning contexts.

2.2 Curriculum: Learning and developmental pathways

- Practitioners use national guidance to plan the curriculum, which is based on play and linked to children's interests. Children experience a range of experiences both outdoors and within the playroom. There is scope to use the community more fully to enhance the curriculum. Overall, there is a need for the school and nursery to come together with stakeholders to establish a clear rationale to help inform the future direction of the curriculum. Staff plan by recording coverage of the experiences and outcomes for Curriculum for Excellence. The use of the learning wall is helping practitioners to capture and record children's interest. As a result, children are becoming more involved in curriculum planning. Practitioners are working positively to develop further the balance of adult-led and child-led activities.
- The curriculum places an important emphasis on health and wellbeing and children are happy and enjoy being at nursery. We discussed the importance of building on the positive start to develop literacy and numeracy fully across all areas of play. Outdoor learning provides children with opportunities to develop their physical skills while using the pirate ship and structures created from loose parts. As the outdoor provision develops, children will have greater opportunities to develop creativity, inquiry and problem solving. Practitioners should continue to use the design principles to inform the curriculum. This will ensure that it provides breadth, depth, relevance and challenge for all children.
- Practitioners plan transitions from home to nursery well. Parents are offered a home visit to help build relationships and to enable staff to get to know the child more fully. A variety of activities support children with their move from nursery to P1. Most children are confident in this transition due to the layout of the school. We ask that practitioners continue to work with staff at P1 to develop their understanding of learning progression at early level.

2.7 Partnerships: Impact on children and families – parental engagement

- See the choice QI.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion	satisfactory
<p>This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:</p> <ul style="list-style-type: none"> ■ wellbeing ■ fulfilment of statutory duties ■ inclusion and equality 	

- Practitioners are caring and nurturing in their interactions with children. This results in children feeling comfortable and safe when they are attending the nursery. The wellbeing of children and families is important to practitioners. The recent introduction of a 'soft start and finish' is enabling a welcoming and friendly ethos for families. Parents now have the opportunity to access the playroom and engage in play with their children.
- Children share their views about nursery experiences and recent visits out with the setting with practitioners. Most children develop early leadership skills through specific tasks, which promote their confidence, self-esteem and sense of responsibility. Tasks include 'snack helper' and responsibilities for keeping the nursery tidy. The role of 'welcomer' gives a pleasant start to the morning as they greet every individual child into the setting. There is scope to extend these opportunities further to other areas of responsibility.
- The nursery team does not have yet a shared understanding of the national welling indicators. As identified in the previous Care Inspectorate report, practitioners would benefit from professional learning on Getting it right for every child. Children recognise the importance of being healthy and are aware of how to be safe. Practitioners should offer ways to enable children to engage with all of the indicators through routines and relevant experiences.
- Children play well together and are developing friendships. They demonstrate care and concern for each other. When minor conflicts arise, practitioners support children sensitively to be aware of how their actions make others feel. Children are familiar with the nursery rules as a result of practitioners consulting with them. Practitioners use the rules to reinforce positive behaviour. The school's current policy on promoting positive behaviour requires to be reviewed and updated. This should help practitioners to be more consistent in promoting positive behaviour in the nursery. It is important that policy and procedures reflect the nursery children's stages of development and understanding.
- Practitioners continue to improve the quality of children's care plans. They now record key information from parents to ensure that practitioners are fully aware of children's individual circumstances and care needs. When required, practitioners work with partner agencies to support children who may have a particular care or learning need.
- We would suggest that the headteacher contacts the Care Inspectorate for support, to increase his knowledge and understanding of his role and responsibility relating to key guidance, documentation and regulatory frameworks. As discussed with practitioners, risk assessments should be carried out on aspects of the playroom and the outdoor areas used by the children. This includes the community garden.

- The nursery has an inclusive ethos and children and families are treated with fairness and respect. Practitioners value diversity and challenge any discrimination in a developmentally appropriate way. Cultural festivals including local festivals are celebrated. There is scope for practitioners to review their resources to ensure they reflect 21st century society.

3.2 Securing children's progress

satisfactory

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

- progress in communication, early language, mathematics, and health and wellbeing
 - children's progress over time
 - overall quality of children's achievement
 - ensuring equity for all children
- Overall, children are making satisfactory progress across their learning and development. Relationships between children and staff are positive and caring. They focus well on aspects of children's health and wellbeing. Children work well together to share resources and take turns. Children are aware of how to keep their bodies safe as a result of involvement in a specific health programme. They are developing their physical skills well in the outdoor area, climbing ladders and trees in the community garden. Children demonstrate a high level of skill using three-wheeled trikes and are ready for the further challenge of two-wheeled bikes. Children develop their sense of responsibility in looking after plants and in taking part in the community clear up. Children express confidently their likes and dislikes and are now ready to be involved in making decisions at a greater level.
- In communication and early language, children are making satisfactory progress. They are articulate, take part in conversations with each other and are confident chatting to adults within the nursery. Children listen well and most follow instructions. Most children like to listen to stories and demonstrate an interest in books. More could be done to ensure that children can access books on a range of subjects across the nursery, including outdoors. Most children recognise their name and a few are attempting to write their name, letters and a few familiar words. There is a need to reduce the amount of templates and worksheets used across the nursery. These are limiting children's learning experiences. Practitioners should consider how they could embed experiences for communication and early language fully across learning, including through real-life experiences. There is also scope to provide a few children with more challenging experiences within their play.
- Children are making satisfactory progress in mathematics. The majority of children are able to count to ten, with a few children showing confidence in counting beyond ten. A few can recognise numbers within ten. Children are starting to use mathematical language appropriately during play experiences measuring their own height and the length of objects. They recognise and name simple shapes during games and are learning to sort and match objects and make repeated patterns. They use timers well across the nursery and, as a result, children are developing an understanding of duration of time. There is a need to develop children's understanding of numeracy across all areas of play. Practitioners should ensure that children are learning about other mathematical concepts such as money and information handling within their play and through real-life contexts.

- Children are developing confidence and are enthusiastic about learning and finding new information. They enjoy spending time with older children at the primary stages and have opportunities to learn together at assemblies. They access the facilities of the school campus and enjoy storytelling with the school librarian. Children are developing creativity and demonstrate independence as they select materials to support their play. There is scope for children to experience more opportunities to investigate and solve problems. Practitioners capture children's achievements from home through scrapbooks and an interactive online resource. This could be developed further. Practitioners celebrate children's achievements through displays and awards. Children start nursery with a variety of skills and they experience a wide range of activities at home. Practitioners should ensure that they build on these experiences so that children continue to make progress.
- Practitioners record children's experiences within scrapbooks and track what children can do on individual trackers. They now need to build on this to create a robust assessment of children's progress over time. At present the current systems record achievements but do not identify next steps in learning, which should inform subsequent planning.
- All children have equality of access to all nursery experiences and practitioners ensure finance is not a barrier to children taking part in activities. The nursery fundraises to help keep the cost of activities at a minimum to ensure all children can access outings. The nursery staff are aware that they would benefit from increasing their knowledge and understanding of equity.

Choice of QI: 2.7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families

- The Parent Council has been involved in recent work on revisiting the school's vision, values and aims. There is considerable scope for this work to be developed to take forward people's views. There is also scope to consider further collaborative work with parents to support self-evaluation and improvement activities across the whole school. This will reflect parents' rights to be more included in decisions which affect their children's learning.
- Practitioners have introduced a 'soft start and finish' in the nursery to improve children's experiences and communication with parents. These times give good opportunities for information to be shared between parents and practitioners. Over the course of this year, the nursery plans to re-introduce formal reporting on children's progress to parents. The nursery teacher is leading this. Practitioners share children's experiences with parents in other ways. For example, scrapbooks, a digital photo frame and an interactive online resource. Parents note that the school has improved some aspects of communication. However, there is further work to be done in this area. Across the whole school, reporting needs to give more consistent, specific messages about children and young people's progress in their learning.
- A few partnerships with local organisations, businesses and community groups are increasing the range of learning experiences from which children benefit. For example, a link with the Hillswick Wildlife Centre has provided children in the early years setting with an opportunity to find out more about conservation. Early years and school links with South Mainland Up Helly Aa (SMUHA) allow children and young people to engage with local cultural heritage. There are a few opportunities for parents to come into the setting to share their skills, talents and information about the work they do. There is scope to increase partnership working to enhance curriculum experiences for young children.
- The setting works closely with local health professionals and other partners to support children and families. As planned, closer links with the health visitor will support practitioners to build on children's previous experiences to ensure continuity in their care and learning.
- Overall, there is scope across the school to develop a strategic approach to partnership engagement which enhances further the experiences of children. This engagement should be based firmly on the school's reconsidered vision, values and aims.

Explanation of terms of quantity

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

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

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



Meeting(s):	Education and Families Committee	18 November 2019
Report Title:	National Improvement Framework Report and Plan 2019/20	
Reference Number:	CS-37-19-F	
Author / Job Title:	James Johnston, Quality Improvement Officer	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

1. NOTE the key steps being taken to address the national Excellence and Equity agenda;
2. NOTE the National Improvement Report and Forward Plan for 2019/20 in Appendix 1.

2.0 High Level Summary:

National Improvement Framework

- 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 Six drivers of improvement have been identified in the National Improvement Framework which are:
- school leadership
 - teacher professionalism
 - parental engagement
 - assessment of children's progress
 - school improvement
 - performance information

Improvement in attainment, particularly literacy and numeracy

- 2.4 Progress against this priority in the past year is satisfactory. Whilst overall attainment remains comparatively high in Shetland, the year on year comparison of performance within the authority reflects a plateau or fall against some of the improvement indicators. Nevertheless, attainment is a long term indicator and data over a four year period continues to show an overall stable and improving picture.

Closing the attainment gap between most and least disadvantaged children.

- 2.5 Progress against this priority in the past year is excellent.
- 2.6 Data emerging from the attainment progress of identified groups of pupils indicates a very positive picture of improvement. This improvement is a direct consequence of the actions and interventions led by Head Teachers and staff at school level to support some of the most vulnerable children and young people.
- 2.7 Shetland is leading the way in working beyond the key national measure of Scottish Index of Multiple Deprivation (SIMD) to measure the attainment gap, by setting out a clear commitment to 'closing the gap' and adopting a Shetland specific context for tackling rural poverty and disadvantage through use of the Shetland Vulnerability Criteria.

Improvement in children and young people's health and wellbeing

- 2.8 Progress against this priority in the past year is good.
- 2.9 Schools are consistently using the SHANARRI wellbeing indicators as a key resource for tracking children and young people's health and wellbeing. This is a key source of information for designing individual interventions for pupils.
- 2.10 Although limited in scope, the data held by Shetland Islands Council and its partners presents a positive picture of health behaviours, safeguarding and child protection.

Improvement in employability skills and sustained, positive school leaver destinations for all young people.

- 2.11 Progress against this priority in the past year is very good.
- 2.12 Much of the improvement has been driven by work carried out by the project officer for Developing the Young workforce and the Youth Services Team with strong engagement and participation from primary and secondary schools across Shetland.

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

- Young people will feel that their voices are being heard by the Council, having regular opportunities to have a say on the issues that affect them.
- 3.2 Shetland's Partnership Plan describes a vision where Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver future solutions.
- 3.3 This vision aligns with the context of national and local policy in Education by supporting all children and young people to fulfil their potential, cultivating strong relationships between school and community and facilitating collaboration between schools, partners, staff, parents and pupils in influencing the life and work of the school.
- 3.4 The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities, and is reflected in the National Improvement Framework Plan for Shetland.
- 3.5 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.
- 3.6 The activities in the National Improvement Framework Report and Forward Plan for Shetland 2019/20 provide key opportunities to continue to develop partnership working across Children's Services, and with the National Health Service and voluntary sector organisations in Shetland, in particular.

4.0 Key Issues

Improvement in attainment, particularly literacy and numeracy

- 4.1 Attainment in the Broad General Education (BGE) from Primary 1 to Secondary 3.
- The majority of primary children are achieving the expected Curriculum for Excellence Level in Literacy.
 - Most children are achieving the expected Curriculum for Excellence Level in Literacy by the end of secondary three.
 - The majority of primary children are achieving the expected Curriculum for Excellence Level in Numeracy.
 - Almost all children are achieving the expected Curriculum for Excellence Level in Numeracy by the end of secondary three.
- 4.1.1 Overall, when compared to the 2017/18 cohort of pupils:
- Primary 1 attainment is higher.
 - Primary 4 attainment lower.
 - Primary 7 attainment is lower.
 - Secondary 3 attainment is higher.
- 4.1.2 Attainment over time data highlights a stable and improving picture over four years.

- 4.2 Attainment in the Senior Phase from Secondary 4 to Secondary 6.
- The majority of secondary school pupils achieved 5 plus awards at SCQF level 5.
 - A higher percentage of secondary school pupils are achieving 5 plus awards at SCQF 6 by the end of 6th Year.
 - Most Highers taken were passed at grade A-C.
 - Most National 5s taken were passed at grade A-C.
 - Most Advance Highers taken were passed at grade A-C.
 - Shetland is ranked fourth in Scotland for Overall Tariff Score.
- 4.3 As part of our School Improvement Framework, we will be engaging in discussions with all schools about their attainment in the Broad General Education phase, during the term two school improvement visits on attainment and achievement, referring to bespoke Achievement of a Level school by school data. We are cross referencing individual school attainment data with the overarching local authority data to gain an understanding of attainment over time in the Broad General Education stage in each school.
- 4.4 The Forward Plan sets out eight commitments to secure further improvement. These commitments are focussed on supporting schools embed operational frameworks and strategies in literacy and numeracy as well as strengthening working groups to deliver the strategic support in literacy and numeracy.
- Closing the attainment gap between most and least disadvantaged children.**
- 4.5 Data across the Broad General Education (BGE) showed improvement in all stages for numeracy and almost all stages in literacy. Using the BGE Toolkit, and filtering the Free School Meal (FSM) characteristic, the data shows that Shetland has raised attainment overall and closed the gap (for FSM pupils) in Primary Literacy, Primary Numeracy and Secondary Numeracy.
- 4.6 Further data analysis carried out using the Shetland Vulnerability Criteria supports the findings from the BGE toolkit analysis. The attainment gap has narrowed as pupils complete their primary school education and the gap continues to narrow in the secondary 1-3 phase of the Broad General Education.
- 4.7 The model for allocating Pupil Equity Funding to local authorities continues to present challenges including:
- The short term nature of funding impacts on planning and sustainability.
 - A lack of staff and external agencies to deliver desired interventions.
 - Uptake of Free School Meals in Shetland is lower than it might otherwise be.
- 4.8 The Forward Plan sets out six commitments to secure further improvement in this area. These include aspects of policy work, dedicated time for Head Teachers to collaborate on and improve interventions supported by Pupil Equity Funding and to further progress the Emotional Wellbeing and Resilience Project.
- Improvement in children and young people's health and wellbeing**
- 4.9 All the indicators relating to safeguarding and child protection have shown improvement.

- 4.10 Data from S3 Health checks suggests that our children and young people at this stage are demonstrating positive health behaviours, are aware of the support services available to them and are satisfied with the education they receive.
 - 4.11 There has been significant progress with regards to the Emotional Wellbeing and Resilience Project.
 - 4.12 Partnership working and the use of national and local agencies to support improvements in children and young people's health and wellbeing is a particular strength.
 - 4.13 Preparatory to work to ensure the local authority's participation in a national Health and Wellbeing census has gone well. The census is due for implementation in Shetland in January 2020 but has been paused by the Scottish Government to enable a review of the scope and context of the census. Central officers and schools remain prepared to deliver the census, should it be made available in time for our planned census window of January to March 2020.
 - 4.14 The Forward Plan sets out ten commitments to secure further improvement in this area. Delivering these aspirations will impact on the equalities agenda, pupil voice, staff development, curriculum resources, enhanced data gathering, pupil access to counselling services as well as improving the strategic approach to improving health and wellbeing for all our children and young people.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.**
- 4.15 The percentage of pupils entering a positive destination after leaving school has been maintained at a very high level.
 - 4.16 The percentage of 16 to 19 year olds in learning, training or work has been maintained at a very high level.
 - 4.17 The number of modern apprentices has increased and so has their achievement rate.
 - 4.18 The number of work experience placements being offered is increasing and the number of employers engaging in the work experience programme has also increased.
 - 4.19 There are a limited number of Foundation Apprenticeships available in Shetland, although discussed at local college/schools group to perhaps explore some further options e.g. Business/Admin or Food and Drink, links being made with SDS regional manager to provide information on different delivery models.
 - 4.20 The number of school/employer partnerships has increased.
 - 4.21 The Forward Plan sets out eight commitments to securing further improvement in this area building on the momentum created in the past year. Mainly operational in nature, work will continue to enhance the opportunities for school and employer relationships, raise awareness of training and employment opportunities in Shetland for young people and review the wider achievement opportunities in secondary settings.

Drivers for Improvement

- 4.22 Underpinning the work to secure improvement against the four national strategic priorities is the commitments within the six drivers for improvement.
- 4.23 The twenty six commitments have been developed in response to the local, regional and national direction around leadership, professional learning, parental involvement, pupil assessment and moderation, quality assurance and performance data.
- 4.24 The majority of commitments span more than one year to provide continuity or in response to the longer term nature of the work.
- 4.25 Shetland's National Improvement Framework Report and Forward Plan is ambitious in scope and aspiration. The most significant risk to not fulfilling the commitments in the plan is related to staffing capacity.

5.0 Exempt and/or confidential information:

- 5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	<p>Successful implementation of the 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>
6.2 Human Resources and Organisational Development:	<p>Pupil Equity Funding has been used to fund additional hours and new contracts for teaching and other support staff.</p>
6.3 Equality, Diversity and Human Rights:	<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 and identify any barriers to their achievement.</p>
6.4 Legal:	<p>The Local Authority continues to be well placed to discharge the new duties as outlined in the Statutory Guidance.</p>
6.5 Finance:	<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>

	Pupil Equity Funding total grant for 2018/19 was £233,880. Pupil Equity Funding total grant for 2019/20 is £230,400.
6.6 Assets and Property:	No implications.
6.7 ICT and new technologies:	Pupil Equity Funding (PEF) 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.
6.8 Environmental:	No implications.
6.9 Risk Management:	<p>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.</p> <p>Failure to plan and report on the National Improvement Framework would undermine the cohesion between local authority and school improvement planning processes and create inconsistencies between national, local authority and school level aspirations.</p> <p>The report and plan contributes to a culture of continuous improvement and failure to meet the planning and reporting requirements increases the risk of the council being subject to negative external scrutiny from Education Scotland and the Scottish Government.</p>
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility 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.
6.11 Previously considered by:	N/A

Contact Details:

James Johnston, Quality Improvement Officer, Quality Improvement, Children's Services.
James.Johnston@shetland.gov.uk
 01595 744099

Draft Report Finalised: 08 November 2019

Appendices:

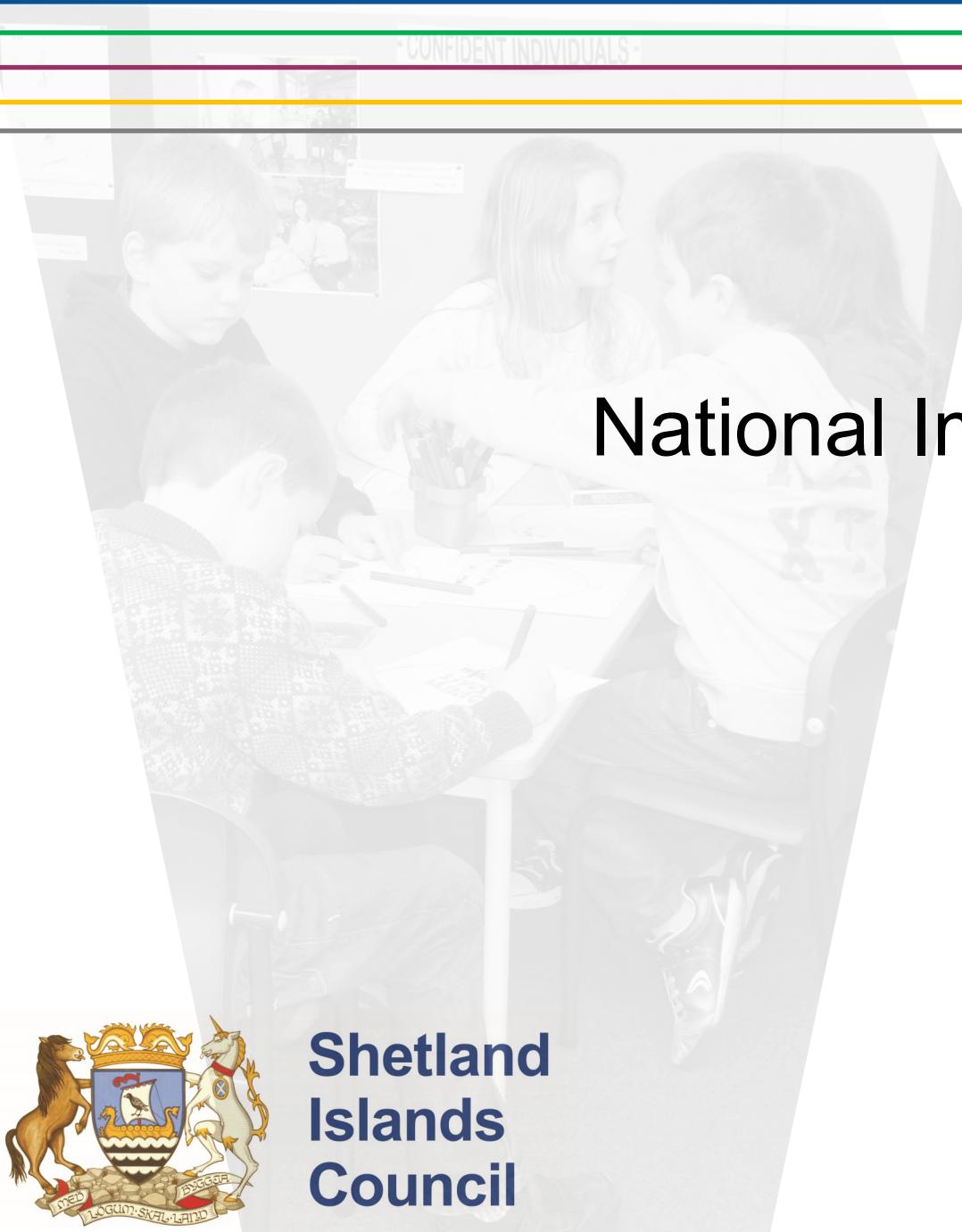
Appendix 1 – National Improvement Framework Report and Forward Plan 2019/20

Background Documents:

Excellence and Equity in Scottish Education
<http://www.gov.scot/Resource/0050/00502222.pdf>

National Improvement Framework and Improvement Plan 2019
<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

END



National Improvement Framework Report and Plan 2019/20

Achieving Excellence and Equity
For Education in Shetland



**Shetland
Islands
Council**

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FOREWORD

It gives me great pleasure to present Shetland Islands Council's National Improvement Framework Report for 2018/19 and forward plan for 2019/20.

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

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

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

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

Health and Wellbeing remains the cornerstone for learning and it is pleasing to share the positive statistics this year on safeguarding and child protection, as well as noting the considerable impact of Pupil Equity Funding focussing on interventions to support social and emotional wellbeing. At an authority level we need more detailed and up to date information on exactly how our children and young people feel about aspects of their Health and Wellbeing and I look forward to continued



Mrs. Helen Budge

Director of Children's Services,
Shetland Islands Council

implementation work towards the Health and Wellbeing Census in 2020, which will bring us this rich set of information and provide us with further direction on how we can work with our children and young people to build their wellbeing and resilience.

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

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

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

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

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

Our rural context creates some unique challenges however, our ambitions remain closely aligned with the Scottish Government's vision for Achieving Excellence and Equity in Scottish Education. We look forward to supporting and challenging ourselves, our schools and our wider partners in the year ahead to continue to make a difference for the children and young people in Shetland.

Our Vision

Building a brighter future together

Every encounter matters. We know that everyone in Children's Services works towards building a brighter future together, either explicitly or implicitly, during our working day.

Our Values

Delivering excellent service

Working well together

Taking personal responsibility

Educational Benefit

The NIF plan is ambitious and challenges everyone to deliver some key educational benefits including:

- Pupils experience the principles of a Curriculum for Excellence within the context of Shetland
- Pupils experience a progressive Broad General Education and Senior Phase system personalised to each individual learner
- Pupils benefit from empowerment and leadership at all levels
- Pupils benefit from parental and family involvement and engagement
- All pupils are supported to achieve their full potential
- Pupils are gaining skills for life, learning and work

Our Evidence

The forward plan draws on a wide range of evidence from our ongoing self-evaluation and quality assurance processes as well as school and local authority inspection activity. The qualitative evidence base is supplemented by a collection of data providing us with a rigorous assessment of our current position and providing a clear picture of where focussed interventions are required. Supporting information from school improvement visits including engagement with our staff, parents and pupils adds further depth to the picture of Education in Shetland.

Our National Improvement Framework plan for Shetland is connected strategically to Shetland Islands Council's Corporate Plan and to the Shetland Partnership Plan published in June 2018.

Shetland Islands Council



Our Plan 2016 to 2020



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

Improvement in attainment, particularly literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

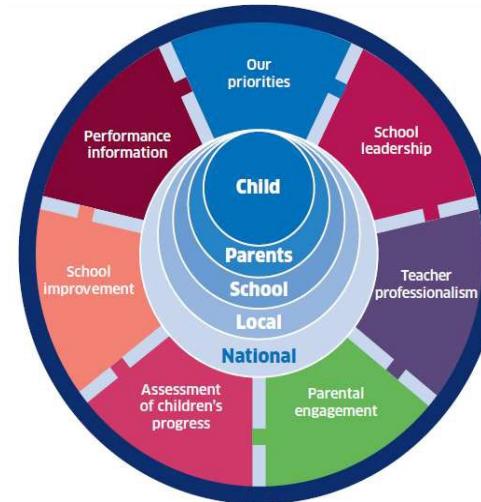
Improvement in Children's Health and Wellbeing

Improvement in employability skills and sustained positive destinations

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

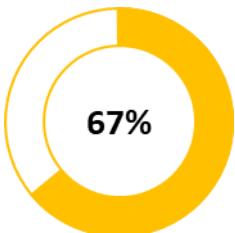


Education makes a significant contribution to **Shetland's Partnership Plan** - empowering people and promoting engagement and decision making at school level, fostering a sense of community and connectivity in rural settings, investing in our young people and supporting families and helping all children and young people achieve their potential.

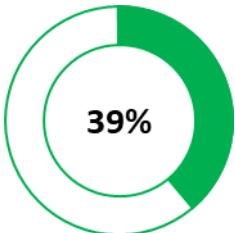


Six drivers of improvement are identified and the activities within our improvement commitments contribute towards the four national priorities. For example, the professional learning opportunities at all levels, policy development, local authority guidance, support and challenge, and in-depth analysis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

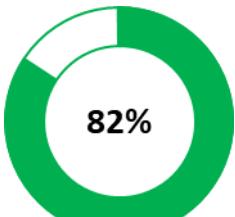
IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY



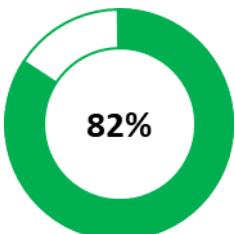
The majority of secondary school pupils achieved 5 plus awards at SCQF level 5



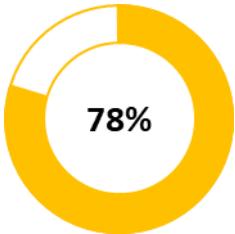
% of secondary school pupils achieving 5 plus awards at SCQF 6 by the end of 6th Year



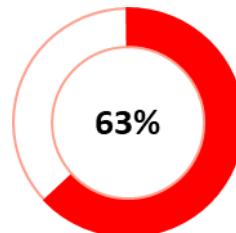
Most Highers taken were passed at grade A-C



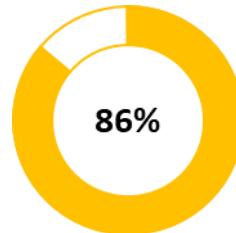
Most National 5s taken were passed at grade A-C



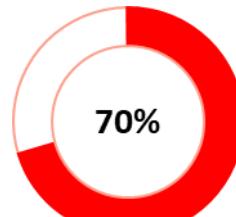
Most Advanced Highers taken were passed at grade A-C



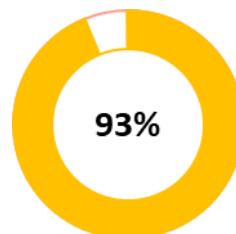
The majority of primary children are achieving the expected Curriculum for Excellence Level in Literacy



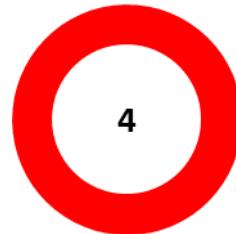
Most children are achieving the expected Curriculum for Excellence Level in Literacy by the end of secondary three



The majority of primary children are achieving the expected Curriculum for Excellence Level in Numeracy

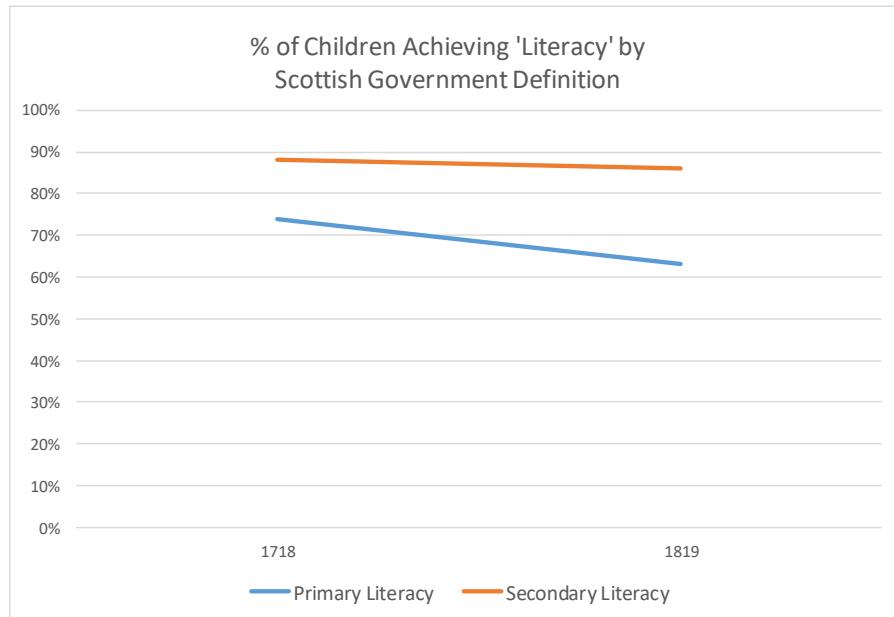


Almost all children are achieving the expected Curriculum for Excellence Level in Numeracy by the end of secondary three



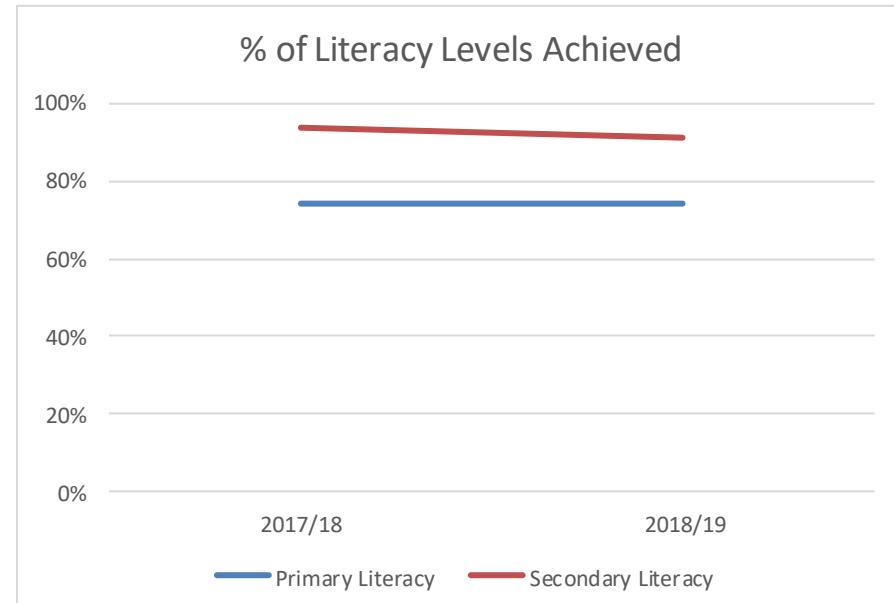
Shetland is ranked fourth in Scotland for Overall Tariff Score

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY



A pupil is deemed to have achieved literacy if they have achieved the expected level in all three literacy organisers: reading, writing, listening and talking. This indicator of combined literacy was introduced by the Scottish Government in 2018.

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

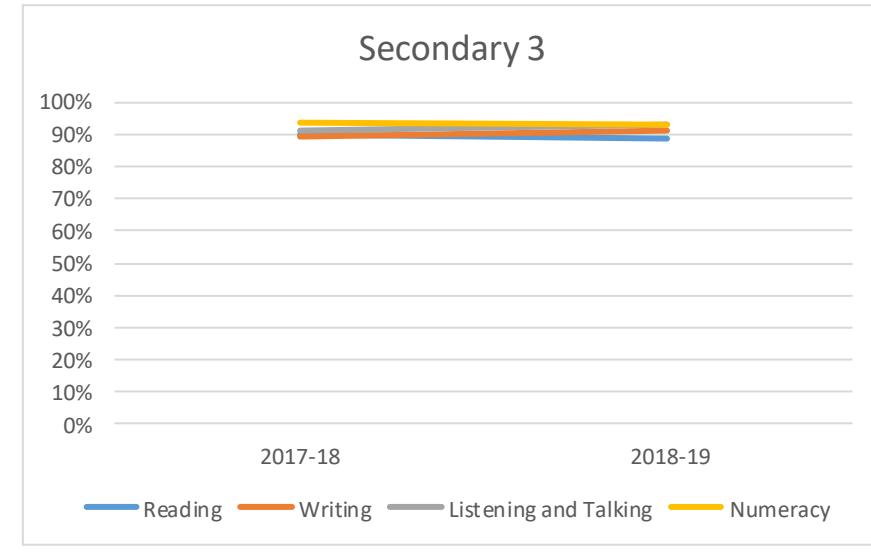
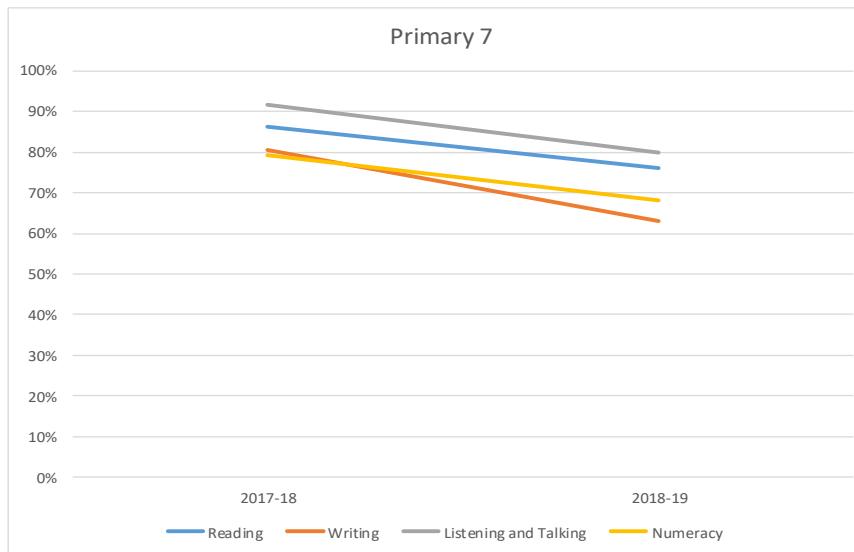
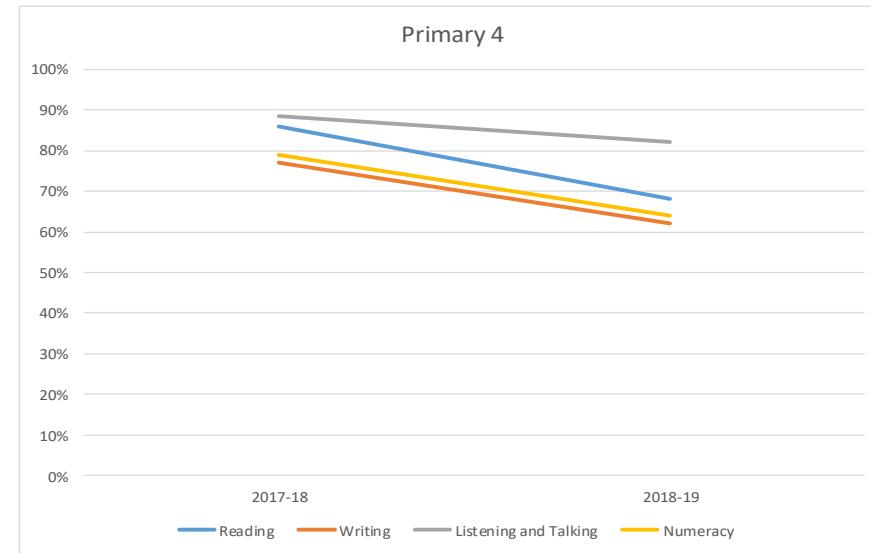
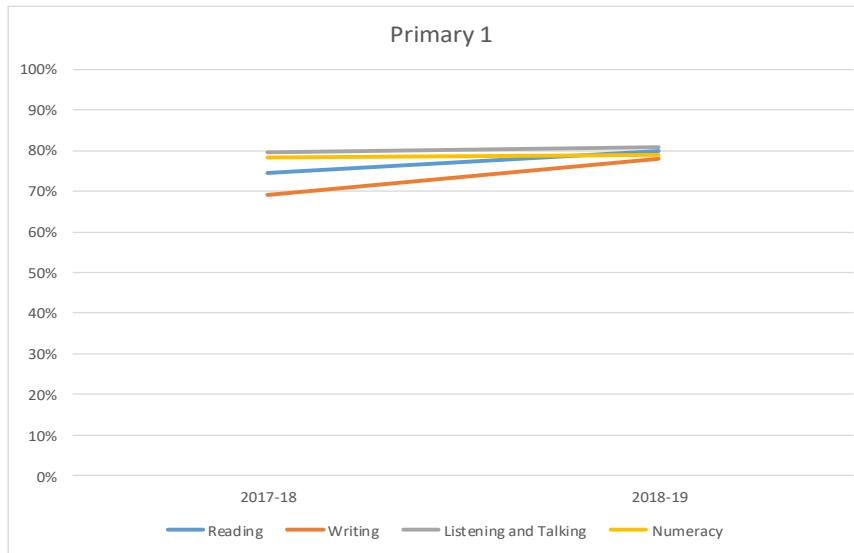


Shetland Islands Council have been producing statistics on primary and secondary literacy for four years and have termed this collection of information 'Overall Literacy' where every pupil's achievements count towards the overall literacy figure regardless of whether they achieve in one, two or all three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

- The majority (74%) of primary literacy levels were achieved. (no change)
- Almost all (91%) secondary literacy levels were achieved. (-3%)

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY

The annual Achievement of Curriculum for Excellence (CfE) Levels return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils. This return outlines pupil performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy, and reports on the **percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage.**



IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY

Extensive partnership working has been in evidence across literacy and numeracy developments in the past year.

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

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

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

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

- To provide guidance on implementing a whole-school approach to literacy, language and communication, taking account of the Emerging Literacy Whole School Toolkit: www.highlandliteracy.com/a-whole-school-approach-to-literacy-language-and-communication.
- Multi-Agency Literacy, Language and Communication Strategy Group and Literacy Strategy Working Group will revise and update the Shetland Schools Literacy Strategy.
- Emerging Literacy Network sessions have been planned for the coming year, which will continue to assist settings on their journey to a whole-school developmental approach to literacy.

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

Head Teacher Comment

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY

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

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

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

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

- Bidding for national STEM funding for training in numeracy and maths.

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

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

Head Teacher Comment

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY

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

Numeracy Working Group leads have identified the following priorities:

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

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

A few schools are using the ASN milestones to plan and implement a programme of learning for individual children with severe and complex needs. These programmes are both developmental and age appropriate, and early feedback from staff is positive. Implementation

is planned to continue in the next academic year through training for Learning Support Workers in January 2020 and through continuing moderation dialogue within the ASN Subject Development Group supported by the Education Outreach Team.

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

Subjects being delivered include:

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

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

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY

IMPROVEMENT COMMITMENTS 2019/20

Deliver professional learning sessions in SEAL.

Develop a strategic plan for Quality Assurance and Moderation Support Officers in Shetland.

Embed the numeracy progression framework across the authority.

Embed the literacy progression framework across the authority.

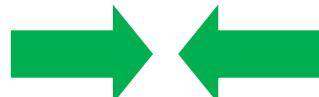
Strengthen the role of the Numeracy Strategy Working Group.

Revise and strengthen the role of the Literacy Strategy Working Group.

Develop and support cluster tracking, monitoring and moderation activities within additional In-Service days.

Support enhanced focus on 4th level in the Broad General Education.

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN



The attainment gap in primary literacy has narrowed.



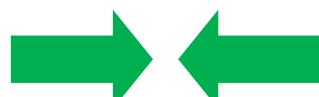
The attainment gap in primary numeracy has narrowed.



The attainment gap in secondary numeracy has narrowed.



The attainment gap in secondary literacy has widened.



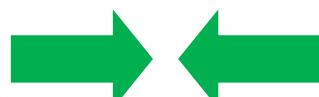
The attendance gap for Care Experienced Children (LAC) has narrowed.



The attendance gap for Free School Meal Children has narrowed.

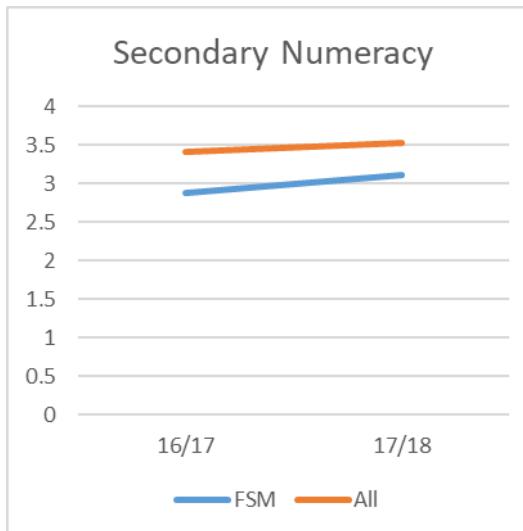
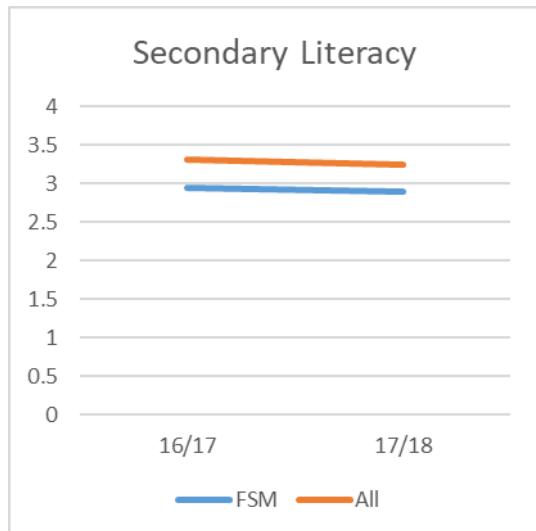
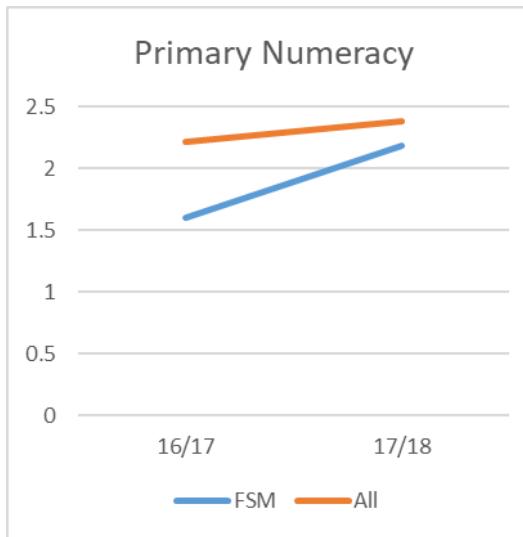
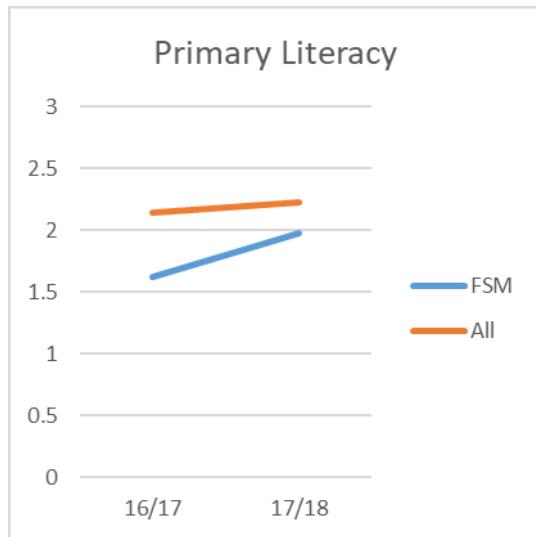


The attainment gap in the senior phase has narrowed for children with an additional support need.



The attainment gap has narrowed for children experiencing disadvantage in a rural context. This is true for most curricular areas and levels.

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN



In the Broad General Education to S3 and considering two years of data available, schools in Shetland have raised attainment overall and narrowed the gap in Primary Literacy, Primary Numeracy and Secondary Numeracy. There is a very slight fall in attainment and widening of the gap in Secondary Literacy. This is a very positive indication of the impact of work to 'close the gap'.

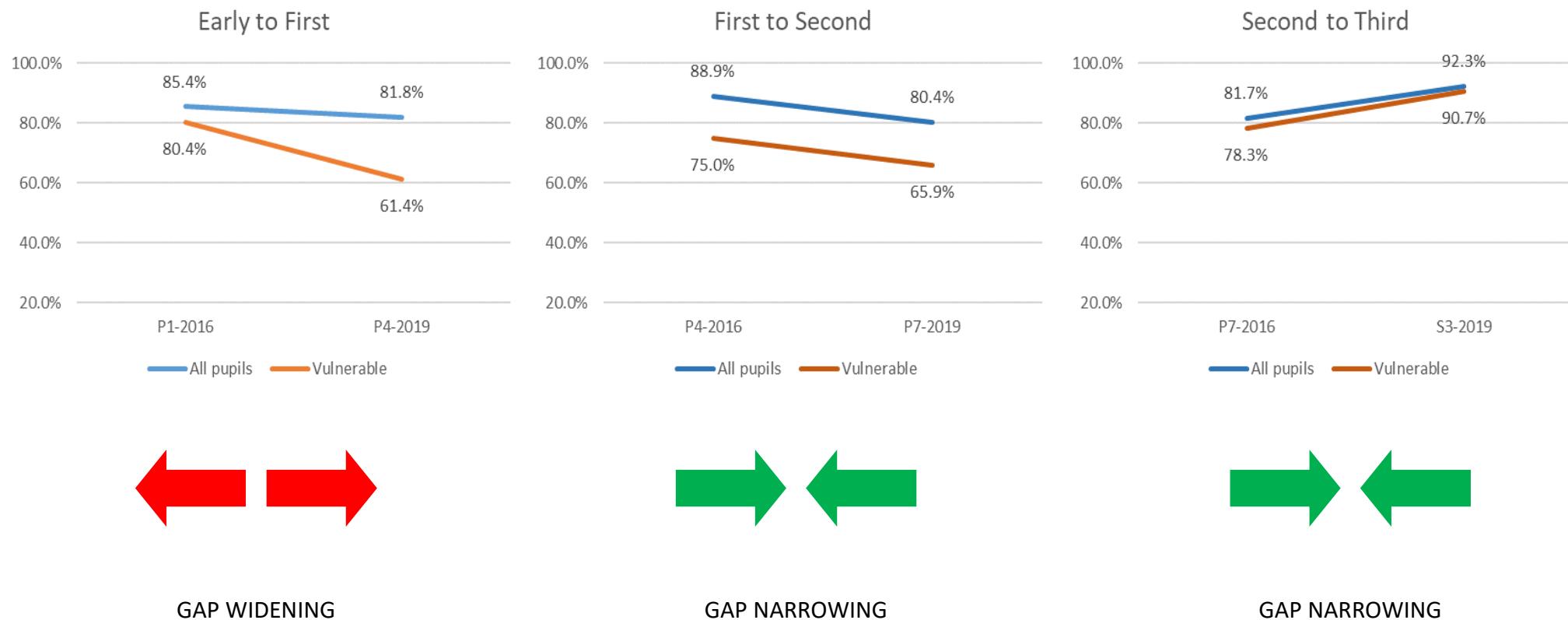
Arriving at this conclusion, the performance of pupils in receipt of Free School Meals (FSM) has been compared with the performance of all other children, using the Broad General Education Benchmarking Toolkit. The tool is a piece of software used to analyse the data provided on achievement of a Curriculum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

A number of key limitations still remain with the toolkit, however it is being further developed at national level to facilitate a greater number of analytical enquiries of attainment information.

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Using the Shetland Vulnerability Criteria to identify pupils who may be experiencing disadvantage and or rural poverty in a wider context, it has been possible this year, for the first time, to track individual progress across two levels of the Broad General Education. The research has enabled us to develop a more robust evidence base around this priority.

Listening and Talking



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



Narrowing



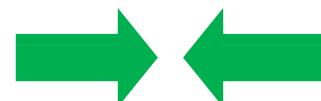
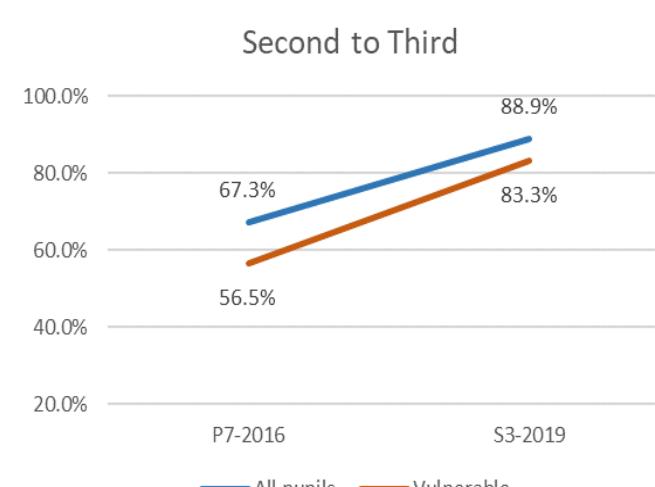
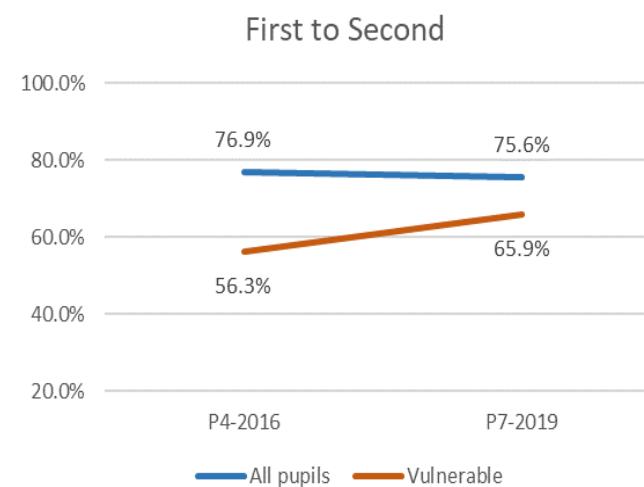
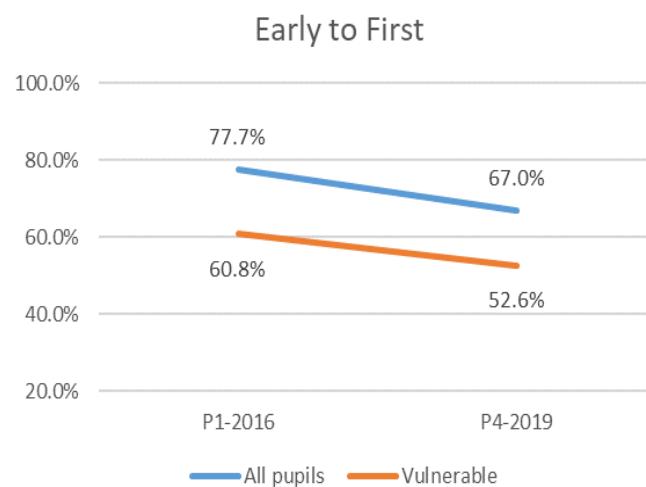
Widening < 5%



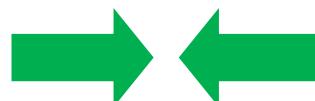
Widening > 5%

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

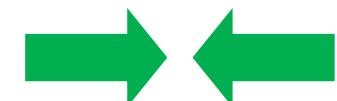
Reading



GAP NARROWING



GAP NARROWING



GAP NARROWING

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



Narrowing



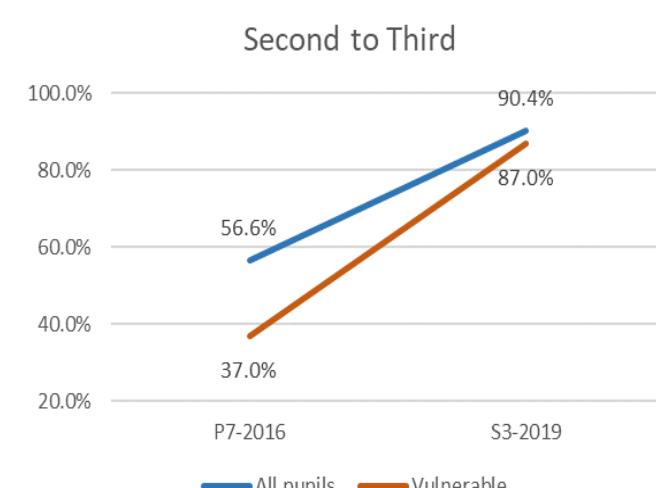
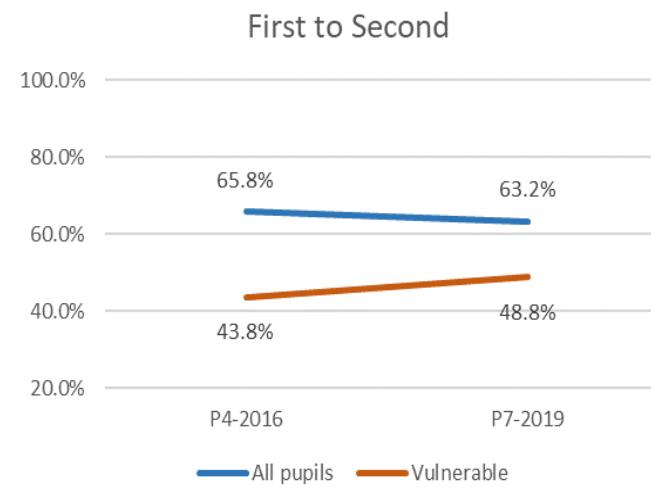
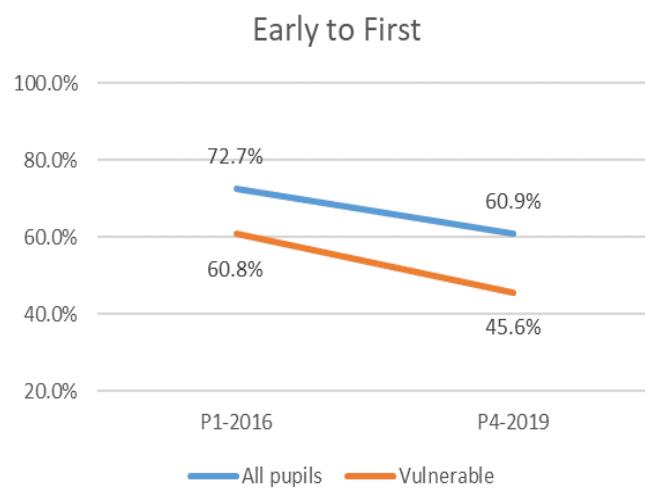
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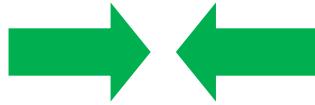
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CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

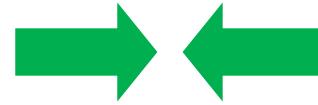
Writing



GAP WIDENING



GAP NARROWING



GAP NARROWING

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



Narrowing



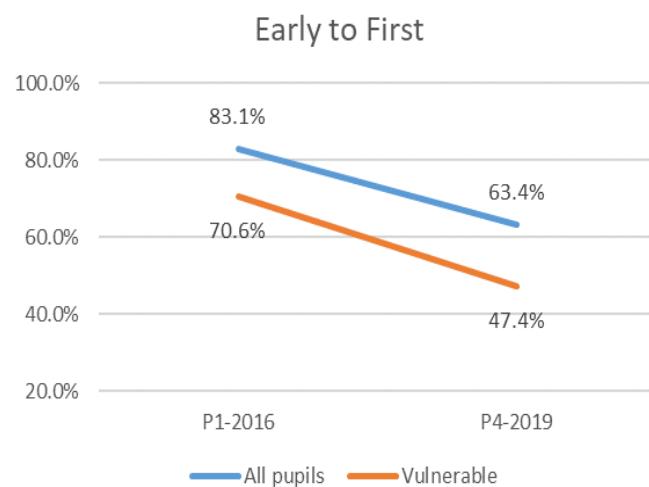
Widening < 5%



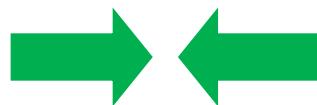
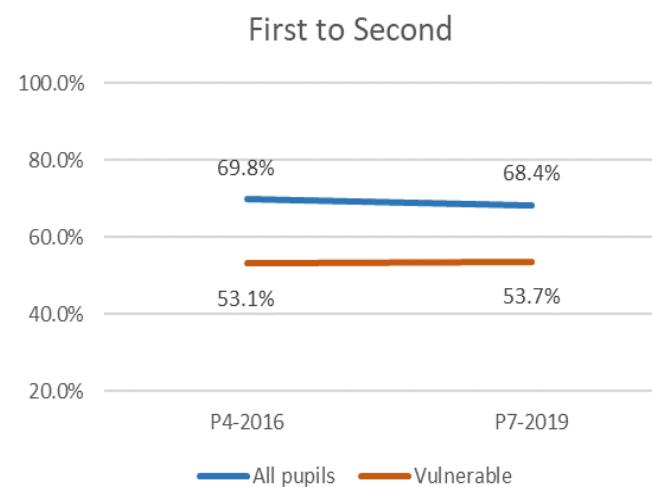
Widening > 5%

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

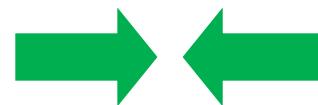
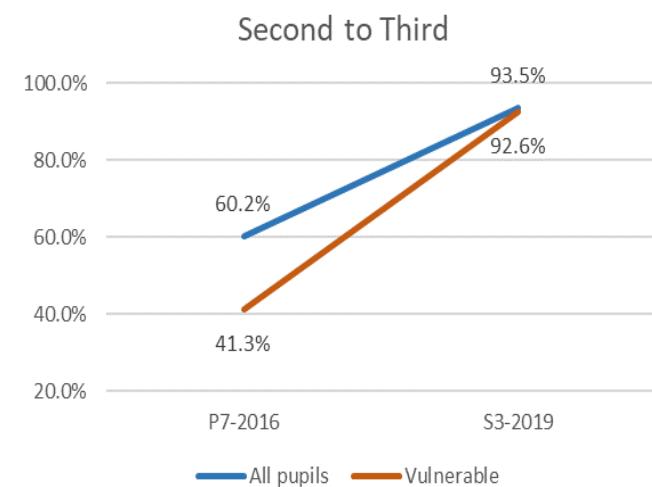
Numeracy



GAP WIDENING



GAP NARROWING



GAP NARROWING

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



Narrowing



Widening < 5%



Widening > 5%

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

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

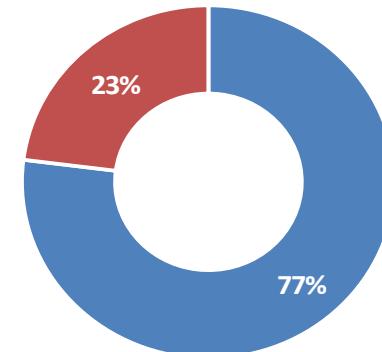
The nine schools not in receipt of PEF funding in 2018/19 were allocated a small amount of ‘Closing the Gap’ funding by Children’s Services to support all schools in their efforts to close the poverty related attainment gap in their setting.

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

Head Teachers, in partnership with staff, parents and pupils

Pupil Equity Funding Expenditure 2018/19

■ Staffing Costs ■ Operational Costs



design and deliver activities and interventions, supported by the acquisition of resources, to enhance provision for children and young people affected by poverty.

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

School’s allocations of PEF vary from year to year and so forward planning and achieving sustainability of interventions is challenging. The challenge of sustainability is somewhat mitigated by increasing staff skills and capacity. However,

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

almost all interventions are focussed on learning and teaching and families and communities, not on professional learning of support staff.

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

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

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

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

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

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

Head Teacher Comment

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

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

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

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

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

The Anchor Project

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

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

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

IMPROVEMENT COMMITMENTS 2019/20

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

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

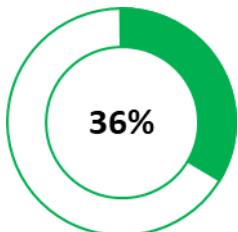
Develop and implement the new Attendance Policy in Shetland Schools.

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

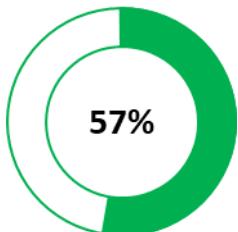
Develop and implement the new Inclusion Policy in Shetland Schools.

Further progress the Emotional Wellbeing and Resilience project with trauma informed practice training and engagement and consultation with young people.

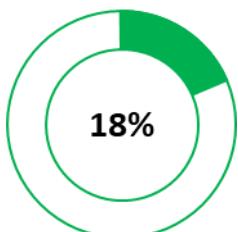
IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING



Reduction in initial child protection case conferences



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



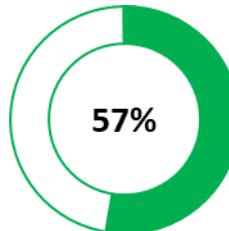
Reduction in child protection referrals



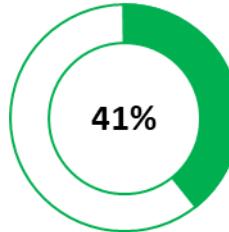
Almost all S3 pupils reported, during their Health Checks, that they have never taken recreational drugs



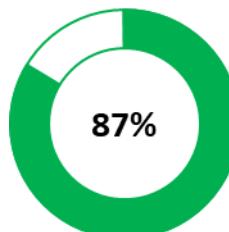
All S3 pupils reported, during their Health Checks, that they have never taken New Psychoactive Substances



The majority of children are engaging in Active Schools activity



Reduction in the number of children on the child protection register



Most children are meeting developmental milestones



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



Almost all S3 pupils report that they are satisfied with their substance use education

IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

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

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

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

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

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

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

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

Plans have progressed to deliver the **Health and Wellbeing Census** scheduled for January to March 2020. The census will take place using an online platform and all children in primary 5 to Secondary 6 will be expected to complete the survey. An implementation group has been convened to explore the challenges of administering such an extensive study, to ensure that we deliver the census securely and to enable maximum benefit to be derived from the survey responses. The census

IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

will provide the most complete capture of children and young people's experiences and views on a wide range of subjects relating to their health and wellbeing.

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

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

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

"The most important thing I learned is that the law says that "consent" means "free agreement." So if someone doesn't "freely agree" then they haven't given consent." – male, age 14

Glasgow which included a full day of workshops on consent as part of the Virtually Safe, Virtually Sound programme.

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

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

IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

The **How Good is OUR School** self-evaluation toolkit was used in a number of settings to support school improvement visits in 2018/19. The features of highly effective practice have been discussed with pupil focus groups to gather evidence on how well a school is doing and what can be improved. The toolkit has facilitated discussions in each of the five themes of relationships, learning and teaching, school and community, health and wellbeing and successes and achievements and has supplemented each schools' overall self-evaluation. Two schools were identified for piloting the learner participation toolkit.

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

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

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

Intergenerational Health and Wellbeing

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

'Best conversations we have ever had at teatime' - Parent

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

'One of my favourite days of all time in school' - Head Teacher

IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

IMPROVEMENT COMMITMENTS 2019/20

Deliver LGBTI training for school staff.

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

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

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

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

Develop the provision of counselling in secondary schools.

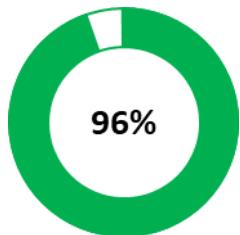
Deliver Inclusive Practice Training.

Establish a Health and Wellbeing Improvement Working Group.

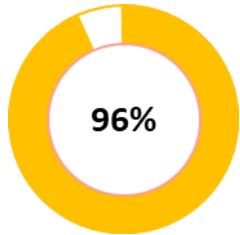
Develop and establish a new cluster training and support model for implementation of GIRFEC.

Develop and implement an Equalities Policy for schools across the Northern Alliance.

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS



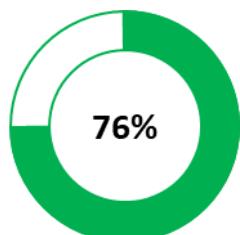
Almost all pupils are entering a positive destination after leaving school



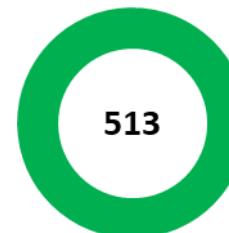
Almost all 16 to 19 year olds are participating in learning, training or work



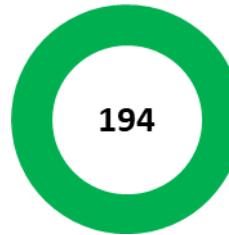
Number of Modern Apprentices at 31st March 2019



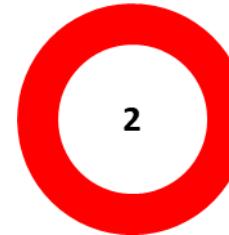
The Modern Apprentice achievement rate



Number of Work Experience Live Placements



Number of Employers engaging in the Work Experience Programme



Number of Foundation Apprentices



Number of School/Employer Partnerships

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS

Skills Development Scotland

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

587 people have registered on myworldofwork.co.uk

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

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

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

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

preferred routes, preferred occupations and anticipated leave dates.

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

Developing the Young Workforce

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

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS

Impact

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

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

Other notable success:

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

Going forward there is a commitment to:

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

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS

North Roe Primary School Enterprise Café in Focus

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

Learners were given job descriptions for:

- Cafe Manager
- Head Chef
- Sous Chef
- Kitchen Assistant
- Waiter/waitresses

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

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

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

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED SCHOOL LEAVER DESTINATIONS

IMPROVEMENT COMMITMENTS 2019/20

Report on the progress of the Developing the Young Workforce agenda in primary schools.

Support schools in developing School Business Partnerships.

Ensure work experience opportunities are accessible to home schooled learners.

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

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

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

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

Strengthen the Employability Pathway.

DRIVERS FOR IMPROVEMENT - 2019/20 Commitments

LEADERSHIP SCHOOL	<ol style="list-style-type: none"> Report on the review of Teaching Head Teachers Report on the review of Devolved School Management Deliver the requirements from within the Education Reform Joint Agreement Review and Update the Professional Learning Strategy 2016 with a particular focus on Quality Indicator 2.3 – Learning, Teaching and Assessment Undertake Stress Risk Assessments in identified schools Develop formal and informal peer support and mentoring networks for new Head Teachers Increase the number of Quality Assurance Team Improvement Visits 	CHILDREN'S PROGRESS ASSESSMENT OF	<ol style="list-style-type: none"> Co-ordinate an enhanced programme of moderation activities with a particular focus on the use of holistic assessment Deliver training and familiarisation activities in the Broad General Education Toolkit, Insight, SNSA and Progress + Achievement Support schools to implement the seven actions within the Tracking, Monitoring and Moderation Strategy with a particular focus on Action 2 - Cluster Wide Tracking System Implement recommendations from the reviews of Scottish National Standardised Assessments
PROFESSIONALISM TEACHER	<ol style="list-style-type: none"> Support schools implement the new Teacher Competency Guidelines Support practitioners at all levels with the Framework for Educational Leadership Deliver the Action Plan for Remote Teaching training and professional development 	IMPROVEMENT SCHOOL	<ol style="list-style-type: none"> Evaluate the use of the new School Improvement Planning and Standards and Quality template Participate in the Northern Alliance Quality Assurance Programme Undertake professional learning with Education Scotland on key Quality Indicators Integrate the Improving School Empowerment through Self-Evaluation guidance into the School Improvement Framework
ENGAGEMENT PARENTAL	<ol style="list-style-type: none"> Develop a set of recommendations from the Parental Involvement and Engagement Census Establish a working group to revise the Shetland Strategy for Parental Involvement and Engagement 2018 in line with the national guidance Review and strengthen the Family Learning Working Group Explore service redesign to provide access to a home/school link worker for all 	INFORMATION PERFORMANCE	<ol style="list-style-type: none"> Undertake a survey of teaching staff on data literacy and data intelligence to inform the Digital Learning and Teaching Strategy for Shetland Undertake detailed analysis of the Local Government Benchmarking Framework data with particular reference to other Northern Alliance authorities Review the current process and outcome indicators within the National Improvement Framework monitoring document Undertake additional monitoring of sickness absence and maximising attendance information across teaching and non-teaching staff



**Shetland
Islands
Council**



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Meeting(s):	Education and Families Committee	Monday 18 November
Report Title:	Education Reform – Joint Agreement, Update on Progress in Shetland Islands Council	
Reference Number:	CS-35-19-F	
Author / Job Title:	Acting Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

- 1.1 Education and Families Committee NOTE Appendix A: Education Reform – Joint Agreement, Update on Progress in Shetland Islands Council, October 2019.

2.0 High Level Summary:

- 2.1 The Education Reform – Joint Agreement, published in June 2018, describes the principles and policy proposals to create empowered and collaborative schools.
- 2.2 This document proceeded the consultation on the ‘Empowering Schools, Education (Scotland) Bill’, following its publication on the 7 November 2017 as part of the Scottish Government’s Governance Review.
- 2.3 At the time of the publication of the Joint Agreement in June 2018, the Scottish Government committed to monitoring the progress of empowerment over the academic session 2018-19; and introducing the Education (Scotland) Bill to the Scottish Parliament in 2019, if the education system failed to make sufficient progress in progressing the empowerment agenda.
- 2.4 On the 25 June 2019, the Deputy First Minister acknowledged that he was satisfied with the progress in creating an empowered education system, and confirmed the education reform programme can be progressed further without the need for legislation.
- 2.5 Appendix A sets out in detail:
- The background and context for the current empowerment agenda.
 - The national picture around an empowered education system as of October 2019.
 - Feedback from the two thematic inspections of curriculum leadership in Aith Junior High School, parent and pupil engagement in Anderson High School in 2018-19.
 - An assessment of progress in Shetland, in terms of moving to an empowered system, including key points from the term three-school improvement visits from Children’s Services to all schools in 2018-19, which focused on empowerment,

and the progress with locally identified reviews as part of the empowerment agenda:

- review the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers;
- review Clerical Staffing; and
- review Devolved School Management.

3.0 Corporate Priorities and Joint Working:

3.1 The Shetland Islands Council's Corporate Plan:

- “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.”
- “We will be working in a more effective way, allowing us to cope with reduced resources.”

4.0 Key Issues:

4.1 Appendix A sets out national progress, referencing the areas of empowerment that the Scottish Government have identified:

- The Headteachers Charter
- Parental Engagement
- Learner Participation
- Regional Improvement Collaboratives
- Enhancing the Teaching Profession
- Local Authority Self-Evaluation

4.2 Children’s Services will continue to take forward each of these areas within its local National Improvement Framework Plan and Schools and Quality Improvement Service Plan for 2019-20 to ensure a fully empowered system in Shetland.

4.3 On the whole, Education Scotland’s thematic inspection activity in Shetland last session has been a positive experience for the local authority, schools and stakeholders who were involved, providing clarity around strengths and areas for development.

4.4 Whilst Education Scotland did not prepare individual school or local authority reports, the national summary reports, provide clear areas of strength, areas for development and recommendations for schools and the local authority to consider in establishing a fully empowered system. Children’s Services are referring to the reports carefully.

4.5 In session 2018-19, Children’s Services carried out extensive self-evaluation of empowerment, including the term three-school improvement visits, and during Head Teachers’ Development Day, to gauge where the local authority is at, as a whole, and what the next-steps are.

- 4.6 To facilitate an empowered system and support children and young people, school staff, school managers and parents and carers more generally, Children's Services self-evaluation activity has identified the need for:
- Developing local literacy and numeracy strategies within the established local working groups, including sign posting to endorsed progression frameworks, and examples of good practice in the learning and teaching of literacy and numeracy;
 - Developing professional learning opportunities at local authority level, including secondment opportunities that are open and transparent, and the involvement of school managers in local authority quality assurance;
 - Digital Learning and Teaching;
 - Continue to promote professional collaboration, including periodic, separate, primary and secondary school manager meetings to supplement the termly Head Teachers' Development Days, and similar sized primary school collaboration opportunities. The development of a Primary Teachers' Development Group, akin to Secondary and ASN Subject Development Groups, for moderation and sharing of practice purposes.
 - Streamline recruitment and selection paperwork and other forms of bureaucracy, recognising that schools will continue adhere to existing council policy frameworks.
- 4.7 In terms of the local reviews set out in 2.5, the Education and Families Committee will continue to be updated through further reports or briefing notes.
- 4.8 The review into the role of teaching Head Teachers has been expanded to include consideration of local Head Teacher recruitment and selection, in view of the new mandatory Into Headship Qualification for new Head Teachers from August 2020.

5.0 Exempt and/or confidential information:

5.1 None.

6.0 Implications :

6.1 Service Users, Patients and Communities:	There are direct implications for all stakeholders in the education system with the Education Reforms and Joint Agreement. This report sets out the local context, progress thus far, and next-steps.
6.2 Human Resources and Organisational Development:	The empowerment agenda and its commitment to developing the leadership roles in school, highlights the importance of high quality professional learning for teaching and school management staff. We are currently reviewing Shetland Islands Council's, Professional Learning Strategy for Teaching Staff with colleagues in Workforce Development, and this review is referring closely to the dimensions of empowerment. We will continue to work closely with schools to identify the appropriate training needs in digital learning and teaching and leadership to support our schools fully embrace and embed the empowerment agenda.
6.3 Equality, Diversity and Human Rights:	There are no direct Equality, Diversity and Human Rights implications arising from this report.

6.4 Legal:	No direct legal implications from this report. Legal advice will be obtained where appropriate, as Children's Services progress with the empowerment agenda.	
6.5 Finance:	Financial implications of the reviews that Children's Services are carrying out as part of the Joint Agreement, including reviewing the role of teaching Head Teachers and reviewing clerical staffing are being considered carefully. Children's Services is operating within a no growth budget, and this is an important context and consideration for the three local reviews.	
6.6 Assets and Property:	None.	
6.7 ICT and new technologies:	None.	
6.8 Environmental:	None arising directly from the report.	
6.9 Risk Management:	The Scottish Government's expectations in this area, highlights the need for the local authority to continue to progress the principles and themes within the Joint Agreement over the course of this academic session.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. This report is related to the function of an education authority. This report is for noting only.	
6.11 Previously considered by:	Education and Families Committee previously considered the report 'Education Scotland Reports – Thematic Inspection' which relates to the empowerment agenda referred to in this report.	6 May 2019

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Report Finalised: 7 November 2019

Appendices:

Appendix A: Education Reform – Joint Agreement: Update on Progress in Shetland Islands Council, October 2019

Background Documents:

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

END

Education Reform – Joint Agreement
Update on Progress in Shetland Islands Council
October 2019

1. Introduction and Context:

The Education Reform – Joint Agreement was published in June 2018, describing the principles and policy proposals to create empowered and collaborative schools.
<https://www.gov.scot/Resource/0053/00537386.pdf>

This document proceeded the consultation on the '*Empowering Schools, Education (Scotland) Bill*', following its publication on the 7 November 2017 as part of the Scottish Government's Governance Review.

The Joint Agreement proposed that collective efforts within the education system should focus on:

- The establishment of a Headteachers' Charter and associated guidance;
- The creation of a local authority self-evaluation framework to test school empowerment; and
- The development of an overarching strategy for empowerment.

At the time of the publication of the Joint Agreement in June 2018, the Scottish Government committed to monitoring the progress of empowerment over the academic session 2018-19; and introducing the Education (Scotland) Bill to the Scottish Parliament in 2019, if sufficient progress was not made in progressing the empowerment agenda.

On the 25 June 2019, the Deputy First Minister acknowledged that he was satisfied with the progress that had been made in creating an empowered education system, and confirmed the education reform programme can be progressed further without the need for legislation.

The purpose of this report is to update the Education and Families Committee on:

- National progress and developments in relation to empowerment since the May 2019 report, and the implications of this agenda locally.
- Learning points from the two Education Scotland, thematic inspections on Curriculum Leadership and Parent and Pupil Participation, which have taken place in 2019.
- Feedback from the term three school improvement visits to all schools on Education Reform and the Joint Agreement.
- Progress with the local actions that are being progressed within this agenda:
 - Reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers.
 - Reviewing Clerical Staffing.

- Reviewing Devolved School Management.

2. An Empowered System: The National Picture, October 2019

The Scottish Government's report, 'Empowering Schools, Education Reform: Progress Update', June 2019, sets out the progress made nationally over the session, and is summarised in the table below, along with implications and next-steps locally.

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/>

Moreover Education Scotland have developed resources designed to support an empowered system.

<https://education.gov.scot/improvement/learning-resources/an-empowered-system>

The table below sets out the areas of empowerment, national progress and updates and how Children's Services is taking the agenda forward, locally.

Area of Empowerment	Progress Nationally	Local Implications and Next-Steps
Headteachers' Charter	<p>A Headteachers' Charter and associated guidance was published in draft on the 7 February 2019.</p> <p>The charter clarifies that Head Teachers should lead learning communities to determine the most appropriate approach in:</p> <ul style="list-style-type: none"> • Leading learning and teaching. • Empowering the learning community. • Making the best use of the school's resources. <p>It is expected that the Charter will be formally agreed in June 2020.</p>	<p>As documented in Children's Services 2019-20 National Improvement Framework (NIF) Plan and Schools and Quality Improvement Service Plan, we will continue to engage with Head Teachers in relation to the Charter, and the empowerment agenda, more generally, at Head Teachers' Development Days, and through school improvement visits, building upon the self-evaluation we have gathered around empowerment during session 2018-19.</p> <p>Moreover, the Charter and its implications are central to the current local reviews we are embarking upon: reviewing teaching Head Teachers, reviewing clerical staffing, and reviewing Devolved School Management.</p>
Parental Engagement	The Learning Together National Action Plan 2018–2021 was published July 2018, and includes numerous actions covering parental involvement,	Within our 2019-20 National Improvement Framework Plan, we will develop a set of recommendations from the recent Parental Involvement and Engagement Census that we were

	parental engagement, communication, family learning	<p>involved in, and the evidence we gathered from the term two Head Teachers' Development Day in 2018-19.</p> <p>We will establish a working group to revise the Shetland Strategy for Parental Involvement and Engagement 2018 in line with the National Action Plan and the 'Engaging parents and Families - A toolkit for practitioners.'</p>
Learner Participation	The Learning Empowerment section of the School Empowerment guidance will be published later in 2019.	<p>We continue to engage with all our schools identifying and sharing practice and approaches around learner participation and pupil voice. We will refer to the feedback on this theme gathered at the November 2018 Head Teachers' Development Day, and encourage all our schools to use the 'Learner Participation in Educational Settings (3-18) and How Good is OUR School?'</p>
Regional Improvement Collaboratives	<p>An interim review of Regional Improvement Collaboratives (RICs), commissioned by the Scottish Government, was published in February 2019.</p> <p>https://education.gov.scot/Documents/RIC-Interim-Review-Nov-18.pdf</p>	<p>We will continue to work within the Northern Alliance and be fully involved in its second full regional improvement plan, which contains four core priorities:</p> <ul style="list-style-type: none"> • Raising attainment and closing the poverty related attainment gap. • Curriculum. • Leadership • Rural Sustainability.
Enhancing the Teaching Profession	<p>The final report of the independent Panel on Career Pathways for Teachers was published in May 2019, setting out ten recommendations for developing new career pathways for teachers:</p> <p>Recommendation 1: The Principles for Career Pathways should be adopted by the profession and all stakeholders.</p>	<p>In partnership with Workforce Development, we will shortly be embarking upon a review of our 2016 Teachers' Professional Learning Strategy, and the recommendations from the report will be considered carefully, alongside the SCEL Framework for Educational Leadership.</p>

	<p>Recommendation 2: A career pathway should be established for specialist roles in curricular, pedagogical and policy delivery through the creation of a new post of Lead Teacher.</p> <p>Recommendation 3: New and developing career pathways for Headteachers within and beyond Headship should be recognised including new opportunities in system leadership.</p> <p>Recommendation 4: Opportunities should be created that enable career progression both incrementally and laterally for all teachers.</p> <p>Recommendation 5: A national model for sabbaticals should be developed for all teachers, including Headteachers, which is both attractive and sustainable.</p> <p>Recommendation 6: High quality, systematic, coherent and accessible support for career development should be available for all teachers.</p> <p>Recommendation 7: Further steps should be taken to promote teaching as a Masters profession whilst recognising the importance of work-based professional learning and experience.</p> <p>Recommendation 8: Existing and developing national processes should ensure that opportunities for and access to career</p>	
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	<p>progression are coherent, fair and equitable.</p> <p>Recommendation 9: A mechanism should be established to ensure workforce planning is effective and coherent at all levels in the system.</p> <p>Recommendation 10: All recommendations from the Career Panel Pathways report to be implemented by August 2021.</p>	
Local Authority Self-Evaluation	<p>Two draft papers have been developed by Education Scotland for local authorities to evaluate the extent to which they have established empowered systems within their localities:</p> <p>'Improving school empowerment through self-evaluation: a framework for local authorities'</p> <p>https://education.gov.scot/improvement/Documents/ImprovingSchoolEmpowermentThroughSelfEvaluation.pdf</p> <p>'Creating an empowered system: an evaluation strategy'</p> <p>https://education.gov.scot/improvement/Documents/CreatingAnEmpoweredSystem.pdf</p>	We will integrate this guidance into our locally agreed School Improvement Framework, referring to the self-evaluation on empowerment carried out in term three of last session, referred to in more detail later in the report.

3. The Empowerment Agenda: Thematic Inspections by Education Scotland

The May 2019 report to the Education and Families Committee referred to Education Scotland's first of three thematic inspections in 2018-19, readiness for empowerment, which involved an inspection of the local authority in October 2018.

Two further thematic inspections have subsequently taken place in 2019.

The second of the three thematic inspections focused on empowerment for curriculum leadership, and Education Scotland visited Aith Junior High School on 12 February 2019 to focus on:

- rationale and design of the curriculum
- development of the curriculum
- leadership of learning

This thematic inspection went well with Education Scotland concluding that, at Aith Junior High School, the staff and pupils feel genuinely empowered and feel ownership of the school's values, aims, and curriculum rationale. Staff at all levels are encouraged to lead learning and pupils have many opportunities to lead learning. An area to develop is new ways to involve pupils and parents and carers in decisions about the school.

Education Scotland subsequently published a national report, summarising their inspections of all 32 local authorities.

<https://education.gov.scot/Documents/ThematicInspectionEmpowermentCurriculumLeadership.pdf>

Children's Services are considering the overall strengths, areas for improvement and recommendations identified in the report, ahead of informal visits to schools in term one of this session, focusing on the Curriculum.

The third of these thematic inspections concentrated on parent and pupil participation, and Education Scotland visited Anderson High School for one day on 28 March 2019 to explore:

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

Verbal feedback from the thematic inspection of Anderson High School on parent and pupil participation was that an excellent self-evaluation paper was prepared.

There was a warm, welcoming atmosphere in the school and excellent examples of partnerships with local employers, supporting the Developing Young Workforce agenda.

An area to develop was younger pupils' leadership opportunities in class and around the school.

Findings from the third set of national thematic inspections were recently published:

<https://education.gov.scot/Documents/ThematicInspectionParentPupilParticipation250619.pdf>

Children's Services will consider these findings as part of our commitment to develop parental engagement and learner participation, as set-out in section three of the report.

4. The Local Picture: Moving to an Empowered System in Shetland

(a) The School Improvement Visits on Education Reform and the Joint Agreement, January to March 2019.

During the term three School Improvement Visits on Education Reform and the Joint Agreement, QIOs discussed with school managers, staff and children and young people the Education Scotland national report on the Readiness for Empowerment thematic inspections of all 32 local authorities in December 2018, and specifically the recommendations for local authorities.

https://education.gov.scot/Documents/National-thematic-inspection_readiness-for-empowerment.pdf

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

The key findings from the school visits in respect of the above recommendations were collated and discussed at a Quality Improvement Officers' Away Day in May 2019, the School Managers' Training Day on the 12 June, as well as the local Education Reform Project Board Meeting on the 19 June.

The main areas of development for the local authority from this self-evaluation exercise were found to be:

- Developing local literacy and numeracy strategies within the established working groups, including sign positing to endorsed progression frameworks, and examples of good practice in the learning and teaching of literacy and numeracy;
- Developing professional learning opportunities at local authority level, including secondment opportunities that are open and transparent in terms of recruitment, and the involvement of school managers in local authority quality assurance;
- Digital Learning and Teaching;
- Continue to promote professional collaboration, including periodic, separate, primary and secondary school manager meetings to supplement the termly Head Teachers' Development Days, and similar sized primary school collaboration opportunities. The development of a Primary Teachers' Development Group, akin to Secondary and ASN Subject Development Groups, for moderation and sharing of practice purposes.
- Streamline recruitment and selection paperwork and other forms of bureaucracy.
- Address perceptions around a lack of transparency in relation to how schools are funded by the local authority.

These areas will be taken forward by the Quality Improvement Team in our work plan for 2019-20.

(b) Part Two: Progress against our local actions

- Reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers.
- Reviewing Clerical Staffing.
- Reviewing Devolved School Management.

Reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care school managers:

A local working group has been set-up and four meetings have taken place so far.

The terms of reference for this review are to:

- Explore the current local model of teaching Head Teachers.
- More specifically, explore existing management time provision for teaching Head Teachers – the 2008 local agreement.

- Explore current principal teacher arrangements in shared management arrangements – the 2006 local agreement.
- Explore the implications of the expansion of Early Learning and Child Care for teaching Head Teachers in terms of management time.
- Explore the feedback from the term three-school improvement visits on the theme of the Joint Agreement. These visits have provided the opportunity for school managers and staff to comment on the role of teaching Head Teachers moving forward in light of the empowerment agenda.
- Consider the findings from the previous review of promoted posts and management structures in 2015-16 through the Quality Improvement Framework. Whilst the focus of that particular review centred on the secondary estate and the number of principal teacher posts, the concept of Shared Headships was discussed with stakeholders at that time.
- Consider Shared Headship models in comparable local authorities - Orkney and the Western Isles. This will include the development of 'Executive Head Teachers' in the Western Isles, who are non-teaching, but responsible for up to three primary settings with principal teachers in place in primary schools with the Executive Head Teachers provision.
- Assess arrangements across local authorities in Scotland in terms of teaching Head Teachers and management time.
- Consider this piece of work within the wider context of developments within the Northern Alliance, including the work-stream on future delivery models and the sustainability of island and rural settings.

Findings so far:

- Strong support for maintaining the teaching Head Teacher role as a means of leading and modelling learning and teaching, and meeting the requirements of the Headteachers' Charter, but there are concerns about current levels of workload for teaching Head Teachers.
- Little support for adopting across the school estate a shared or executive Headship model (Head Teacher of more than two schools).
- Shared Headships have succeeded in Orkney as Head Teachers were supportive of the plan from the outset and engaged with parents and communities.

What happens next?

- Progress the fact-finding on the aforementioned terms of reference actions.
- Develop draft recommendations for the working group's comment and consideration within the budget parameters available to Children's Services.
- Share recommendations with the local Education Reform Project Board.
- Discussion at LNCT.
- Report to the Education and Families Committee in early 2020.
- Further dialogue and negotiation within the LNCT with a view to any changes being in place for August 2020.
- The working group is also supporting a local review of Head Teacher Recruitment and Selection, which will ultimately be presented at LNCT for

agreement. This has been precipitated by the requirement of all new Head Teachers in Scotland in state schools to hold the master's-level Intro Headship qualification by August 2020, although temporary Head Teachers will be able to be appointed for a 20 month period to provide time to obtain the qualification.

Reviewing Clerical Staffing:

- The clerical review will determine how clerical provision will need to be adjusted, taking into account any changes to be made as a result of the Joint Agreement, new Devolved School Management Scheme and the expansion of Early Learning and Child Care provision.
- A local working group has been set-up.
- The working group is considering the impact of ELCC expansion and where tasks sit between Clerical Staff and Early Learning and Child Care Staff.
- The working group is looking at creating a Clerical Handbook and scoping what exists elsewhere at the moment.
- The group is also looking at the existing job specification for clerical assistants.
- A survey for clerical staff was issued last term and the findings are being considered. The survey will hopefully have addressed concerns about the review that have been expressed in some areas of the estate.

Review of Devolved School Management (DSM)

- New national DSM guidelines have been published in June 2019.
- Guidelines can be implemented by local authorities from April 2020 or 2021 date is the intended date for implementation in Shetland.
- The new DSM local working group will consider the guidelines and have carried out a self-evaluation exercise against the draft documentation.
- The guidelines represent no real changes from current practice – suggested areas to devolve to schools from the local authority are included in the guidelines as opposed to mandatory requirements and the local authority retains control of the overall education budget and long-term absence cover and maternity cover will not be devolved to schools, as per the draft national guidelines.
- The working group are considering what budgets we will devolve to schools in Shetland.