Shetland
Islands Council

(d)

MINUTES

A&B - Public

Education and Families Committee
Council Chamber, Town Hall, Lerwick
Thursday 4 October 2018 at 10.00am

Present:
Councillors:

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

Religious Representatives:
M Tregonning

Apologies:

S Coutts	C Hughson
T Macintyre	H Rankine
T Smith	

In Attendance:
H Budge, Director – Children's Services
C Ferguson, Director – Corporate Services
K Fraser, Executive Manager – Shetland Library
M Nicolson, Executive Manager – Children and Families/Chief Social Work Officer
R Sinclair, Executive Manager – Capital Programme
S Thompson, Executive Manager - Schools
C Anderson, Senior Communications Officer
J Johnston, Quality Improvement Officer
K Johnston, Solicitor
M Thomson, Management Accountant
L Geddes, Committee Officer

Also:
D Morrish, Member – Scottish Youth Parliament (MSYP)
S Thomason, Member – Scottish Youth Parliament (MSYP)

Chairperson
Mr G Smith, Chair of the Committee, presided.

Circular
The circular calling the meeting was held as read.

The Chair advised that he wished to pass on his thanks to Council staff, volunteers and the young people involved in the "Big Takeover". He also thanked the partners involved – Shetland Arts Trust, Shetland Recreational Trust, Shetland Amenity Trust, Visit Scotland and Voluntary Action Shetland – and the media for their positive coverage of the event. It had been a very busy weekend, with over 70 events

organised and admissions in excess of ten thousand recorded, and he recorded his appreciation to those involved.

Declarations of Interest
None

Minutes
The Committee confirmed the minutes of the meeting held on 12 June 2018 on the motion of Mr Campbell, seconded by Mr Fraser.

23/18 – Proposed New Build Residential Children's Home
The Chair noted that it had been expected that a Strategic Outline Case would be presented to the Committee at today's meeting. Work on the project had started in January 2017, and there was a need to get the project moving as it involved some of the most vulnerable young people in Shetland.

The Executive Manager – Capital Programme advised that there were a number of Strategic Outline cases that should have been presented during this cycle of meetings. However none of them were yet at the stage where they could be presented, and they would now be considered during the December cycle of meetings.

The Committee confirmed the minutes of the meeting held on 27 August 2018 on the motion of Mr Campbell, seconded by Ms Wishart.

31/18 **Chief Social Work Officer Report**

The Committee considered the Annual Report from the Chief Social Work Officer (CS-34-18-F).

The Chief Social Work Officer summarised the main terms of the report, highlighting performance, key developments and priorities. In particular, she outlined how significant progress had been made in the recording and collation of information for the Child Plan document which had made the process much simpler. The recommendations that had arisen as a result of the review of youth justice were now underway, and a programme of training and a new assessment framework was being worked through with social workers. The appointment of an interim Depute Executive Manager in Children and Families Social Work had helped to ensure a more appropriate distance from direct decision making, and had helped create capacity to lead on improvement work. There had been fewer child protection referrals and fewer children placed on the child protection register, and work was ongoing to better integrate Children and Families Social Work and Children's Resources.

She went on to say that the priorities for the next year were to build capacity to support care leavers in Shetland, as there was demand on services for appropriate accommodation and support. Staff were also looking at standby duty allowances for social workers, and at programmes and career planning. One of the key activities would also be to embed the performance governance framework into practice, to ensure that there was more robust governance and accountability.

Responding to questions, the Chief Social Work Officer advised it had been necessary to use agency staff, particularly in Children and Families, and there had been a number of gaps in the management team. It had

been very challenging to attract people into senior posts and specialist posts, so agency staff had been used to ensure continuity of service. There was a balance between managing cost and managing risk and it was likely that agency staff would have to be used until the end of the financial year, with a view to having a more senior established management team in place thereafter. The agency staff used had been very experienced and had been of real benefit to the team. Work was taking place to develop the social work team and give them broader experience so that they could step up to management roles in future. Work was also taking place to better integrate Children's Resources and Children and Families, and a number of options were being considered.

Members thanked the Chief Social Work Officer for the positive report.

Decision:
The Education and Families Committee NOTED the report.

32/18 **Shetland Child Protection Committee Annual Report 2017/18**

The Committee considered the Annual Report from the Lead Officer for Adult and Child Protection (CS-38-18-F).

The Chief Social Work Officer summarised the main terms of the report, outlining the activity that had taken place over the last year, particularly in respect of prevention, awareness raising and education. She assured the Committee that when children were on the Child Protection Register for over one year, there would always be clear reasons as to why this was the case. Moving forward into 2018/19, the Shetland Child Protection Committee would be working to better align Adult Protection and Child Protection, and a Convener had been appointed to both Committees.

The Chief Social Work Officer then responded to questions, and the Committee noted the following:

- In child abuse cases, there was always an element of emotional abuse. When recording information, it was usually the main cause of abuse that was recorded rather than the details which would usually include emotional abuse.

- The reduction in numbers of children on the Child Protection Register over the last three years could be as a result of early intervention work that had been taking place, although there was not yet evidence to confirm this.

- When children who had been on the Child Protection Register moved into Shetland, staff would be aware of this, but it could sometimes be challenging to get all the information relating to them from other local authorities.

- Grandparents were considered as part of the wider family network, and were very often keen to support their family.

Decision:
The Education and Families Committee NOTED the report.

33/18 **Lerwick Library Refurbishment – Project Update**

The Committee considered a report by the Executive Manager – Capital Programme (CPS-09-18-F) presenting an update on the status of the Lerwick Library Refurbishment project, an updated business case in line with the Council's Gateway Process for the Management of Capital Projects, and a revised scope and programme for approval by the Council.

The Executive Manager – Capital Programme summarised the main terms of the report, advising that since the original decision to approve the refurbishment project in 2015, costs had risen in excess of the budget. The project had been significantly delayed due to the decant of Council staff into the building. Alternatives were now being explored to the original proposal to move staff from the Knab site to St Ringan's were now being explored, so the need for re-use of this building was now less clear. The revised business case proposed focused on maintenance to the outer fabric of the building only, but the covering report highlighted the option to revert to the scope in the original project that had been agreed in 2015.

The Chair said that he was disappointed that the report had been written from a landlord perspective rather than a service perspective, as there would be service implications depending on which proposal was agreed. He invited the Executive Manager – Shetland Library to speak to the meeting regarding the service implications, as it was important for the Committee to also hear that perspective. The original project had been a victim of circumstances and would have commenced by now if it had been possible to stick to the original plan.

The Executive Manager – Shetland Library advised that the service was currently delivered over three buildings, and this meant that a lot of time was spent managing these buildings and dealing with building issues such as fire alarms and risk assessments. As the three buildings were open to the public, they also required to be appropriately staffed. This made staff timetabling more complex and lone working issues had to be considered. Staff spent a lot of time moving things around the buildings and dealing with stock management, when their time could be used more productively. The staffing complement had been reduced by 25% in recent years, and efforts had been made to cut out inefficient working. It was also the case that the types of service delivered by the library had changed. Customers wanted to see more books on display, and there was a demand for more study space and a better children's area. Having to deliver the service from three buildings led to inefficient working, and impacted on the ability to deliver a better service.

Responding to questions, she said that proceeding with the original project would mean that staff were better able to maintain the service that was currently being provided. Budgets were under pressure, and it was getting more difficult to staff the library in the way it was currently done. It would be possible to have staff working on other tasks – such as outreach – if they were not having to fetch books for people so often. It was also the case that the services provided by the library had changed in recent years, and there was now more ICT and children and families usage. One of the biggest developments had been the introduction of

the “Bookbug” programme which was very popular. There were a lot of outreach activities that did take place outwith Lerwick in school libraries, and communities had access to some of these. However in other areas it had been difficult to justify the staff, as numbers had been low.

The Executive Manager – Capital Programme then responded to questions, and the Committee noted the following:

- Operational efficiencies for the library service did not form part of this report. The report had been written, and the recommendation arrived at, from an estates point of view.

- The Old Library building was at a stage where it was past the point of normal routine maintenance, and it required some major work.

- The reprioritisation of the Council’s maintenance programme had been discussed with the Executive Manager – Estate Operations who understood that the programme would need to be reprofiled. The impact on services would be mitigated by prioritising those projects with the most pressing need. However there would be a significant effect on the programme as it would effectively mean that £100,000 was being removed from it every year if the option to carry out the internal works was chosen.

- The original report had been written with the need to find alternative accommodation for the Bruce Family Centre in mind, but there were now other options. The decision to proceed with repairs to the Old Library did not preclude future use. The condition of the building was very poor and it was strongly recommended that at a minimum, maintenance works were undertaken. If the building was used for any purpose in future, it was likely that elements of the £1.541million anticipated refurbishment and adaption costs would have to be made available.

- The St Ringan’s building was owned by the Council, and information as to its listing status would be circulated to Members.

- The table at paragraph 4.9 in the report illustrated how the project costs had increased since 2015. A large proportion of these related to internal recharges and fees, which also included management of the contract and external consultants. It was not possible to say at the moment how much of the £900,000 budget would be left once fees, building warrants etc had been taken account of. The costs set out in paragraphs 4.6 and 4.7 of Appendix B to the report were the current estimates.

- The repair works to the Old Library were something that would have to be done. Proceeding with the original project would cost more and release the two buildings for other use, but their future use was unclear. The Council could choose to sell the properties and while it was unlikely that this would realise significant capital, the Council would no longer be responsible for maintenance.

- In principle, there would be no issue transferring any capital receipt from the sale of St Ringan's to the refurbishment of the Old Library building. However it was important to note that it tended to be the case that it could be difficult to sell this type of property, and buildings which had previously been residential realised higher capital receipts. The site had not been valued as a vacant site, but there was a healthy demand for town centre sites.

- The Old Library building had been designed for a particular purpose and the current layout was appropriate for a library. It had been considered whether it could be used for office accommodation, but the layout made it more challenging.

During the discussion that followed, Members commented that the report did not sufficiently equip them with the information they required in order to make a decision. It was questioned what the wider implications would be for the Council's overall asset and maintenance programmes, and commented that it was disappointing that the report did not take into account the service needs relating to the provision of the library service. This had formed part of the earlier business case that had been presented, and it was felt that it was disappointing that this had not been taken into account in the report being presented today as it would have given those who had not been on the Committee when the previous report was presented a much better understanding of the debate.

It was commented that the way the library service was delivered currently appeared to be quite adequate. However other Committee members were of the view that the service could be delivered much more efficiently if it was all on one site, and that the additional funding required for all the works should be approved rather than just carrying out temporary measures at the moment.

It was pointed out that all costs would just go up over time, and it was likely that more maintenance would be required in the future due if the external fabric only was dealt with at the moment. It was commented that refurbishment of the Old Library building would enable the St Ringan's building to be sold, and it may achieve a good price. However the report did not contain enough information about the costs relating to all the options, including resale of the site.

Mr Sandison said that given concerns about the lack of information provided in the report, and the information provided at the meeting regarding the importance of the service, he would move that a decision be deferred today pending the presentation of a refocused report which takes account of (a) the service needs overall of the library service and (b) how the refurbishment fits into the wider context of the SIC Asset Strategy and the knock-on effects on other Council users and services.

Mr Smith seconded, with the proviso that the report be presented to the next meeting of the Committee, and Mr Sandison agreed to incorporate this into his motion.

It was noted that the recommendation from the Committee would be presented to the Policy and Resources Committee.

Decision:
The Education and Families Committee RECOMMENDED to the Policy and Resources Committee that a decision be deferred pending the presentation of a refocused report to the next meeting of the Committee which takes account of (a) the service needs overall of the library service and (b) how the refurbishment fits into the wider context of the SIC Asset Strategy and the knock-on effects on other Council users and services.

34/18 **External Audit Report: Educational Psychology Service**

The Committee considered a report by the Principal Educational Psychologist (CS-35-18-F) presenting the validated self-evaluation of the Educational Psychology Service carried out by Education Scotland.

The Director of Children's Services summarised the main terms of the report, advising that the Principal Educational Psychologist had previously been the sole practitioner, but there was now another member of staff in place. The self-evaluation had been validated by HM Inspectorate of Education Scotland, and there was no action plan or return visit required.

Decision:
The Education and Families Committee NOTED the report.

35/18 **External Audit Reports: Education Scotland – Sandness and Cunningsburgh Primary Schools**

The Committee considered a report by the Director of Children's Services (CS-37-18-F) presenting two recent reports from HM Inspectorate of Education Scotland in relation to Sandness Primary School and Cunningsburgh Primary School.

The Director of Children's Services summarised the main terms of the report, advising that all areas for development in respect of Sandness Primary School were being taken forward within the school's normal improvement process. In respect of Cunningsburgh Primary School, a further inspection of the nursery class would be carried out within the next year, as it had been judged that additional support, resources and time was required to make improvements in some areas. Education Scotland would be carrying out the training pedagogy to ensure that what was delivered was up to date.

In response to a question regarding whether there were resourcing issues, the Director of Children's Services advised that resources were something that were being considered all the time and all relevant staff, not just those in Cunningsburgh Primary School, would be having the training.

The Chair commented that there had been some anxiety expressed at the Parent Council meeting regarding the role of teaching Head Teachers, and the expectations that were placed on them, particularly when they were responsible for primary, nursery and additional support needs provision. He was of the view that it was something that required to be reviewed, and he requested that Children's Services carry out a review relating to the deployment of teaching Head Teachers and non-

teaching Head Teachers, given that some teaching Head Teachers will have additional responsibilities in some schools.

It was commented that it should be recognised that teaching Head Teachers, particularly those who were also responsible for early years units, had a tremendous amount of responsibility and it may be that too much was being asked of these individuals.

The Committee passed on its thanks and appreciation to staff for the positive reports that had been received.

Decision:
The Education and Families Committee NOTED the report.

36/18 **Addendum to School Transport Policy**

The Committee considered a report by the Executive Manager - Schools (CS-33-18-F) that presented an addendum to the recently approved School Transport Policy 2018.

The Executive Manager - Schools summarised the main terms of the report, advising that the Council required to make a policy commitment in respect of those pupils who live on the remote isles and require transport by air to attend secondary school.

Mr McGregor moved that the recommendation in the report be approved, and Mr G Smith seconded.

Decision:
The Education and Families Committee RECOMMENDED that the Policy and Resources Committee RECOMMENDS that the Council approve the proposed addendum to the School Transport Policy 2018.

37/18 **National Improvement Framework**

The Committee considered a report by the Quality Improvement Officer (CS-36-18-F) presenting information on the National Improvement Framework.

The Quality Improvement Officer summarised the main terms of the report, advising that good progress was being made in the four areas that had been identified as key priorities for action, and it was worth noting that there had been particularly strong performance in secondary numeracy. Work had taken place in partnership with other local authority areas, and a number of Head Teacher training events had been held to support schools to revise their plans for Pupil Equity funding. The seven local authorities in the Northern Alliance had also worked in partnership to help ensure a consistency of approach in planning for the Pupil Equity Fund, and had developed a number of key improvement agendas linked to raising attainment. He also advised that some typographical and grammatical errors had been identified in the reports appended, and these would be corrected prior to final submission to the Scottish Government.

In response to a query regarding correlation with ACEL data, the Quality Improvement Officer said that there was an area of achievement based

on teacher judgement in the Curriculum for Excellence, and the data was lower for that. The reasons behind this would be explored.

Responding to a question relating to the use of free school meals uptake as a means of allocating funding, the Chair advised that he had again taken the opportunity to discuss this with the Cabinet Secretary – Education and Skills during his recent visit to Shetland. There was recognition that the data was not an ideal measure for rural local authorities, and the Cabinet Secretary was open to the Council coming forward with a better measure. The Northern Alliance would be looking at this issue, and work had also taken place with Community Planning which required to be pulled together.

He went on to say that during the budget-setting process, he also intended to ensure that the necessary resources were made available to the Committee to carry out its work. He was heartened to see that the Plan was rigorous, and set out clearly the way in which it was intended to carry out the work required.

Decision:
The Education and Families Committee

- NOTED the key steps being taken to address the national Excellence and Equity agenda

- NOTED the National Improvement Report 2017/18

- NOTED the National Improvement Framework Plan 2018/19

The meeting concluded at 12.05pm.

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Chair

Shetland Islands Council

Agenda Item **1**

Meeting(s):	**Education and Families Committee**	**18 December 2018**
Report Title:	**Children's Services Performance Report - 6 Months / 2nd Quarter 2018/19**	
Reference Number:	**CS-39-18-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 2018/19, the six months up to September 2018.

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:

4.1 The progress on projects and actions continues to be within timescales set for all projects.

Directorate Achievements in 2018/19

4.2 During the second quarter of 2018/19 the Directorate's achievements included:

- From July to September, Shetland Library ran 57 events in the Lerwick Library, including Big Takeover sessions. 1005 people attended. This is the Library's highest ever number of events for this quarter.
- The Library also ran 44 outreach events which 1553 people attended. This is the highest number of outreach events for Quarter 2 since 2014, and the highest number of attendees since we began recording figures.
- A constructive Education Scotland thematic inspection on the 30 and 31 October 2018 of the local authority on readiness for empowerment as part of the Scottish Government and COSLA's Joint Agreement on Education Reform.
  - The inspection involved Education Scotland Inspectors meeting with various groups in Shetland, including education officers, Head Teachers, teaching staff, parents and carers and representatives from the LNCT.
  - Education Scotland considered Shetland to have a suitable, sensitive, well-judged and balanced approach to empowerment in Shetland.
  - Education Scotland were impressed by the conversations with colleagues and parents in the various discussion groups and the level of understanding around Education Reform and the Scottish Government's Governance Review.
  - Education Scotland felt that all involved in the system in Shetland have a clear commitment to improving outcomes for young people.
  - The Local Authority has a very good understanding of its schools and individual contexts.
  - QIOs work very well with school staff. QIOs have been a lot more visible and approachable in schools in recent years.
  - There is a high level of trust and a positive ethos within the system in Shetland.
  - There will be no local report on the thematic visit.

- A national report on the readiness for empowerment inspection of Scottish Local Authorities, as a whole, will be published on Education Scotland's website before the end of the calendar year.
- Education Scotland will deliver two further focus reviews in 2018/19 looking at the following themes: curriculum leadership and parent and pupil participation.
- The October 2018 Inspection reinforced the direction of travel that Shetland is taking to meet the principles within the Joint Agreement, including the new Headteachers' Charter.

- Nine of our teaching staff recently received their certificates for completing our Developing Leadership Award. This programme has been developed and led locally with support form the UHI to support aspiring leaders within our local teaching profession as part of Children's Services Professional Learning Strategy

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.
6.2 Human Resources and Organisational Development:	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.
6.3 Equality, Diversity and Human Rights:	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.
6.4 Legal:	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.
6.5 Finance:	The 2018/19 annual revenue budget for Children's Services at the end of Quarter 2 was £42.273m and the projected outturn was £43.1373m. For capital, the annual budget was £3.192m with a projected outturn of £2.247m. The capital underspend is slippage which will require to be carried forward to 2019/20.
6.6 Assets and Property:	There are no asset or property implications arising from this report.

6.7 ICT and new technologies:	There are no ICT implications arising from this report.	
6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	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.	
6.10 Policy and Delegated Authority:	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; "Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring – (a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework. Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus."	
6.11 Previously considered by:	None	N/A

Contact Details:

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Report Finalised: 06 November 2018

Appendices:

Appendix A – Projects and Actions
Appendix B – Performance Indicators and Sickness Absences
Appendix C – Complaints
Appendix D – Risks Managed by Children's Services

Background Documents:
None

END

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

Shetland Islands Council

Generated on: 10 December 2018

Shetland Partnership Plan 2018-2028

.	Participation	People participate and influence decisions on services and use of resources

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP146 Participation Strategy for Shetland's Young People	We will ensure schools are involved in the development of the Participation Strategy for Shetland's young people.	The children and young people across Shetland's views will be heard.	Planned Start	01-Aug-2016		Participation Strategy has now been agreed and embedded in the Integrated Children's Service Plan. It is now an Action in the Plan which is monitored by the Children's Forum.
			Actual Start	01-Aug-2016	50%	
			Original Due Date	31-Aug-2017	Expected success	
Lead			Due Date	01-Apr-2020		
Children's Services Directorate			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP147 Consultation with Young People	Consultation with young people will be a priority in all areas of the Directorate.	All areas of the Directorate will engage appropriately with children and young people on their service area.	Planned Start	01-Sep-2016		Young people have been fully involved in the work being done to revise the anti-bullying policy. A group of young people have co-designed the programme for the Big Takeover and planning of this event is ongoing.
			Actual Start	17-Feb-2017	100%	
			Original Due Date	31-Jul-2017	Expected success	
Lead			Due Date	01-Apr-2018		
Children's Services Directorate			Completed Date	01-Apr-2018	Likely to meet target	

.	People	Individuals and families thrive and reach their full potential

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP138 Northern Alliance	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		Northern Alliance is now one of the six regional collaboratives. A new Regional Lead has been appointed. An Improvement Plan and Workforce Development Plan have been developed and consulted on in June.
			Actual Start	16-Aug-2016	50%	
			Original Due Date	01-Jul-2020	Expected success	
Lead			Due Date	01-Jul-2020		
Children's Services Directorate; Quality Improvement; Schools			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP139 Excellence and Equity in Scottish Education	Implement locally the key priorities from the Delivery Plan including the National Improvement Framework: • Parental Involvement • Youth Participation • National Improvement Framework • The Governance Review	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016		Guidance has now been issued on reporting to parents and forward planning. A new draft Parental Involvement Strategy has been prepared. The Education Reform - Joint Agreement was published in June 2018. This sets out the direction for implementing change in education.
			Actual Start	01-Jun-2016	75%	
			Original Due Date	01-Jul-2020	Expected success	
Lead			Due Date	01-Jul-2020		
Children's Services Directorate; Quality Improvement			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP140 Developing the Young Workforce (DYW)	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 Co-ordinator has been appointed. A successful Careers Event at the Anderson High School was held on 28 November, with over fifty employers participating.
			Actual Start	01-Dec-2015	40%	
			Original Due Date	31-Mar-2017	Expected success	
Lead			Due Date	31-Mar-2021		
Quality Improvement; Schools			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP141 Early Learning and Childcare	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.	Planned Start	01-Apr-2016		Early Learning and Childcare expansion continues in Whiteness Primary School, Dunrossness Primary School, Brae High School and in Burra Playgroup. The trial at Urafirth Primary School continues. Work on Happyhansel Primary School continues with an increase in hours due in April 2019. Funding allocation for 2018/19 has been granted on a needs basis.
			Actual Start	16-Aug-2016	35%	
			Original Due Date	31-Mar-2020	Expected success	
Lead			Due Date	31-Mar-2020		
Quality Improvement			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP142 Corporate Parenting Strategy	Monitor the implementation of the Corporate Parenting Strategy to help ensure that our looked after children have the same opportunities to succeed as their non-looked after peers.	Our looked after children and care leavers are supported by the corporate parent to achieve outcomes similar to the broader population of young people in Shetland.	Planned Start	01-May-2016		Shetland Islands Council adopted Shetland's Corporate Parenting Strategy on 30 August 2017. The inaugural meeting of the Shetland Corporate Parent Board took place on 01 March 2018. The Corporate Parent board includes local representatives from corporate parents named in the Children and Young People (Scotland) Act 2014, and relevant partners. The Corporate Parenting Strategy will be reviewed in conjunction with our partners to ensure we are addressing local issues. Council Officers also lead on the implementation of actions within the Strategy.
			Actual Start	01-May-2016	100%	
			Original Due Date	30-Sep-2017	Expected success	
Lead			Due Date	03-Sep-2018		
Children's Services Directorate			Completed Date	20-Aug-2018	Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP144 Permanency	Children in need of long term care do not experience unnecessary delay	Clear and timely decision making with regard to permanency.	Planned Start	01-Apr-2016		Work continues, in partnership with CELCIS and the Scottish Government, to achieve excellence in permanency. Systems and processes are being adapted to ensure that permanency is considered at an early stage.
			Actual Start	01-Apr-2016	50%	
			Original Due Date	01-May-2020	Expected success	
Lead			Due Date	01-May-2020		
Children's Services Directorate			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP145 Residential and Foster Care	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		A targeted recruitment campaign is underway to recruit foster carers, focusing on areas where we have a particular shortage of placements (e.g. teenagers, sibling groups etc.). A Strategic Outline Case has been developed, and will be presented to committee in December 2018 for consideration. .
			Actual Start	01-Nov-2015	40%	
			Original Due Date	30-Nov-2016	Expected success	
Lead			Due Date	01-Apr-2020		
Children's Services Directorate			Completed Date		Likely to meet target	

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP148 Emotional Wellbeing Project	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		A Project Officer has been recruited and will start in January 2019. Presentations have been delivered to key groups in the Shetland Partnership. Resilience film screenings were held and more are planned. Awareness and interest in this work is growing. Project is referred to in more partner organisation plans.
			Actual Start	01-Mar-2018	6%	
			Original Due Date	01-Jun-2022	Expected success	
Lead			Due Date	01-Jun-2022		
Children's Services Directorate			Completed Date		Likely to meet target	

. Place

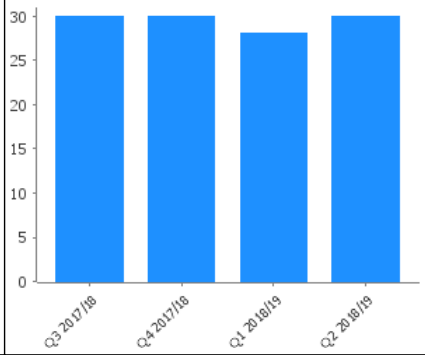
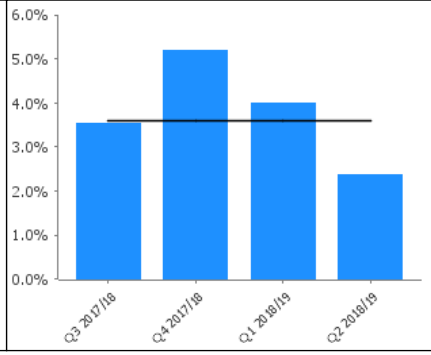
Shetland is an attractive place to live, work, study and invest

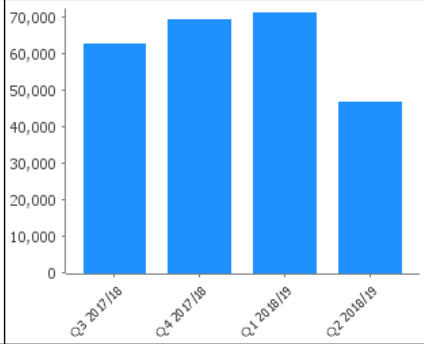
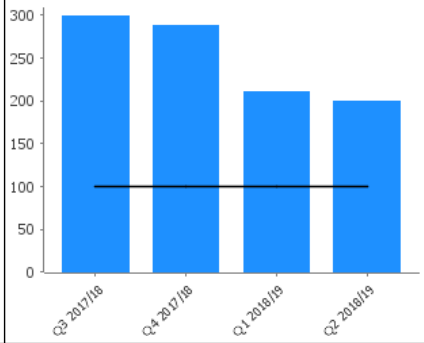
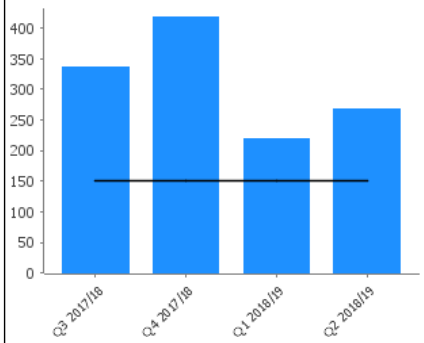
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP115 Active Shetland - A Strategy for Physical Activity and Sport	Undertake consultation and publish the new Active Shetland - A Strategy for Physical Activity and Sports Strategy for Shetland 2017 - 22.	Clear strategic direction and efficient use of resources agreed for sport and physical activity in Shetland through community and stakeholder consultation. Increased likelihood of individuals being more physically active and reaching their potential in sport.	Planned Start	01-Apr-2015		The Active Shetland Strategy 2018-2023 is now complete as a final draft. The next stage is to seek agrement by each of the partner organisations through their relevant committee and approval processes.
			Actual Start	18-May-2016	100%	
			Original Due Date	31-Mar-2017	Expected success	
Lead			Due Date	30-Nov-2018		
Children's Services Directorate			Completed Date	05-Dec-2018	Likely to meet target	

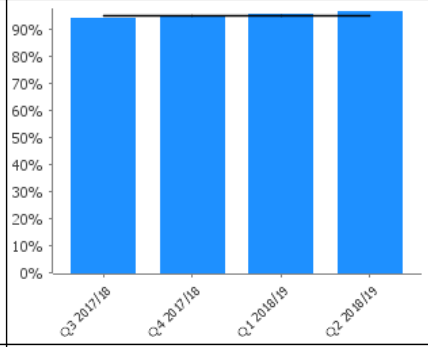
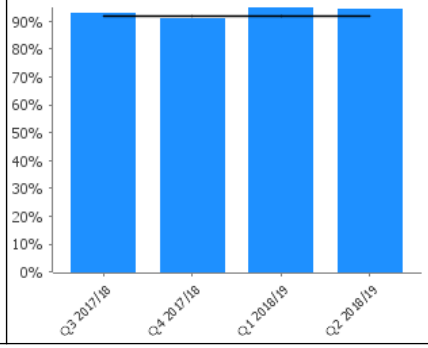
Appendix B PPMF Performance Indicators (Quarterly)- Children's Services Directorate

Shetland Islands Council

Generated on: 10 December 2018

Code & Short Name	Previous Years		Quarters					Graphs	Past performance & future improvement Statements
	2016/17	2017/18	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q2 2018/19		
	Value	Value	Value	Value	Value	Value	Target		
CF12 Number of Looked After Children (at end of reporting period)	32	30	30	30	28	30			For monitoring purposes only, no targets are set on the numbers of Looked After Children.
OPI-4C-B Sick %age - Children's Services Directorate	2.5%	3.5%	3.5%	5.2%	4.0%	2.4%	3.6%		Sickness levels have reduced over the summer months. Absence levels are continually monitored by Team Leaders and Executive Managers.

Code & Short Name	Previous Years		Quarters					Graphs	Past performance & future improvement Statements
	2016/17	2017/18	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q2 2018/19		
	Value	Value	Value	Value	Value	Value	Target		
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	293,882	254,850	62,562	69,133	71,151	46,722			Reduction in mileage claims over summer months. No target has been set for this measure.
SQ15 No. of Primary pupils with <90% attendance	170	287	299	287	211	199	100		Some schools are strategically targeting Pupil Equity Funding to close the attainment gap between the most and least disadvantaged children on improving pupil attendance and reducing late coming. Strategies include the development of Breakfast Club provision in school and further emphasis on nurture and 'soft starts' at the start of the day for vulnerable children.
SQ16 No. of Secondary pupils with <90% attendance	327	418	337	418	219	267	150		Some schools are strategically targeting Pupil Equity Funding to close the attainment gap between the most and least disadvantaged children on improving pupil attendance and reducing late coming. Strategies include the development of Breakfast Club provision in school and further emphasis on nurture and 'soft starts' at the start of the day for vulnerable children. QIO's will monitor attendance rates monthly.

Code & Short Name	Previous Years		Quarters					Graphs	Past performance & future improvement Statements
	2016/17	2017/18	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q2 2018/19		
	Value	Value	Value	Value	Value	Value	Target		
SQ04 Attendance rates - primary school pupils	95.65%	95.13%	94.1%	94.7%	95.9%	96.9%	95.1%		**Performance**: Yearly government figures continually show Shetland to be performing above the national average. **Improvement**: To be monitored quarterly to maintain high levels.
SQ05 Attendance rates - secondary school pupils	92.92%	92.65%	92.7%	90.7%	94.7%	94.3%	91.9%		**Performance:** Yearly government figures continually show Shetland to be performing well above the national average. **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

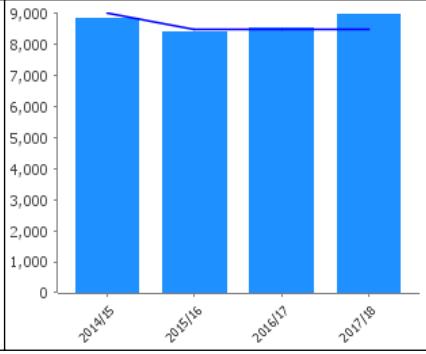
Generated on: 10 December 2018

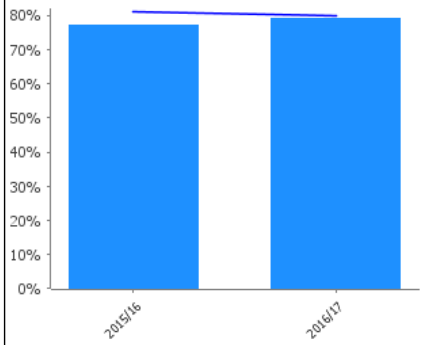
	Years				2 years ago	Last year	This year
Short Name	2014/15	2015/16	2016/17	2017/18	Q2 2016/17	Q2 2017/18	Q2 2018/19
	Value	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	4.2%	3.7%	3.1%	4.0%	2.6%	3.4%	3.5%
Sick %age - Chief Executive's "Directorate"	2.4%	3.5%	1.2%	2.9%	1.5%	2.2%	3.0%
Sick %age - Children's Services Directorate	3.7%	2.9%	2.5%	3.5%	1.8%	2.3%	2.4%
Sick %age - Community Health & Social Care Directorate	6.0%	5.6%	5.2%	6.3%	4.1%	5.6%	5.5%
Sick %age - Corporate Services Directorate	2.4%	1.8%	1.9%	2.6%	1.8%	3.4%	1.2%
Sick %age - Development Directorate	4.2%	3.5%	2.9%	2.8%	3.0%	3.1%	4.6%
Sick %age - Infrastructure Directorate	4.0%	3.8%	2.4%	3.3%	2.2%	2.9%	3.8%

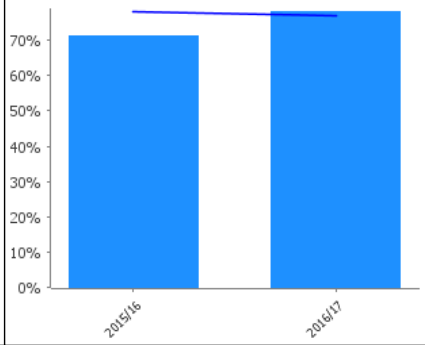
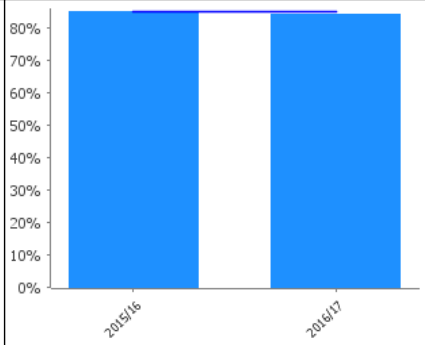
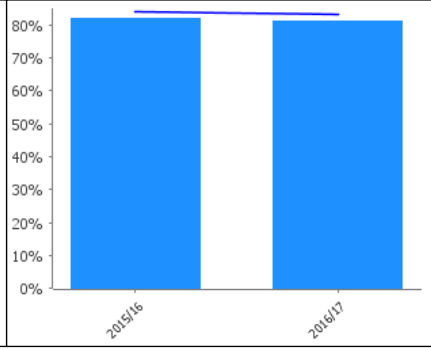
Appendix B (cont) - Performance Indicators (Annual)- Children's Services Directorate

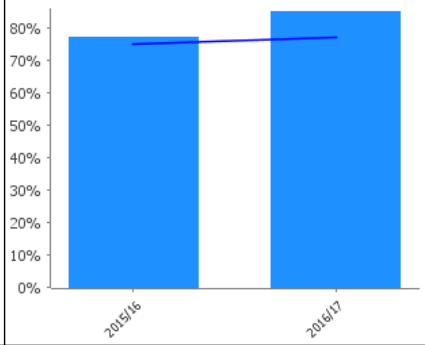
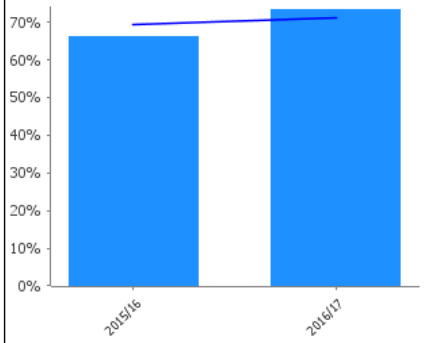
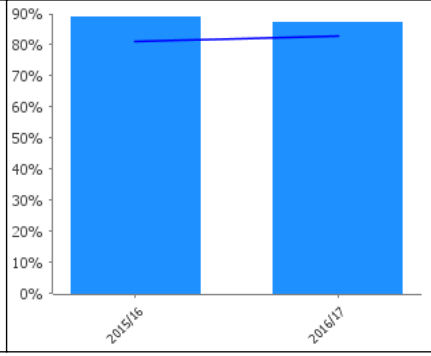
Shetland Islands Council

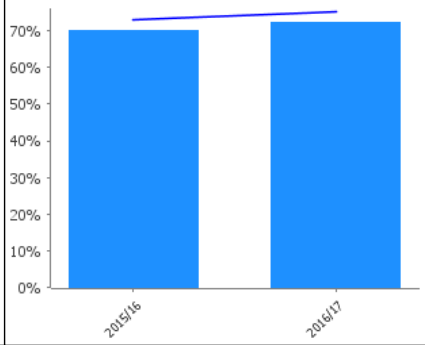
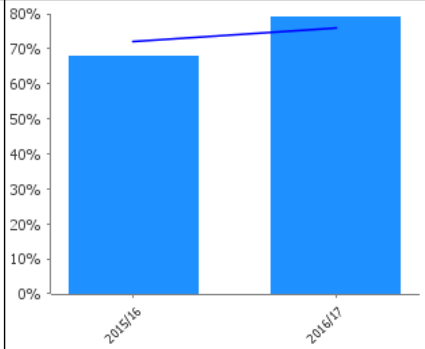
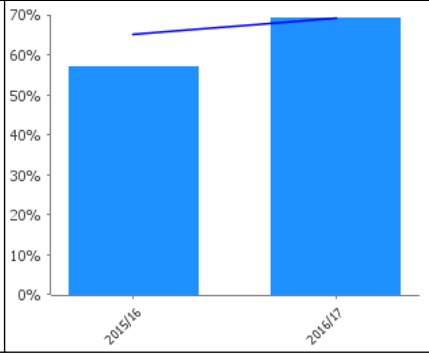
Generated on: 10 December 2018

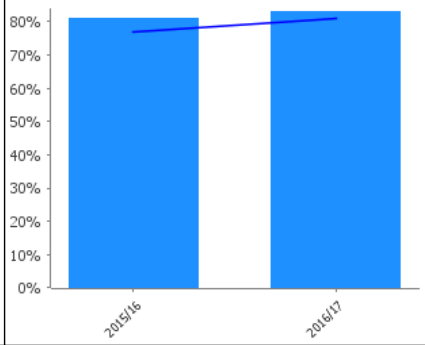
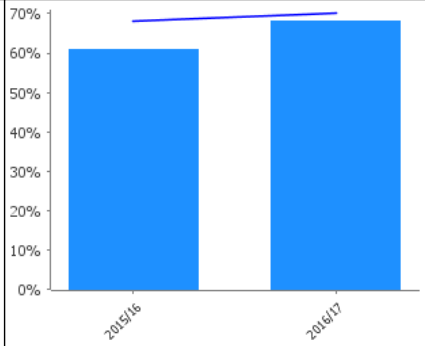
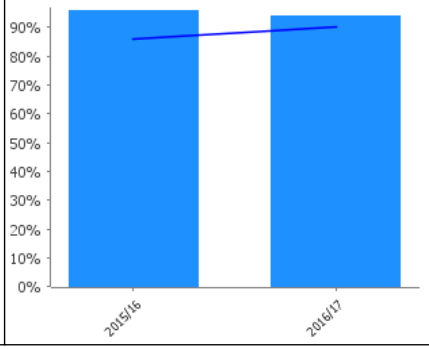
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
CR08 Looked After Children with permanence plan within 6 months of being accommodated							Permanence and Care Excellence (PACE) approach to cutting delays in making permanence decisions for Looked after Children. New indicator to monitor performance.
SPI12ai Number of Library visits per 1000 population	8,836	8,384	8,513	8,960	8,500		Visitor numbers are up from the previous year. Figure includes 'virtual' (website) visits which are down slightly. It is physical visits, including folk attending events which are up, which indicates high customer engagement.

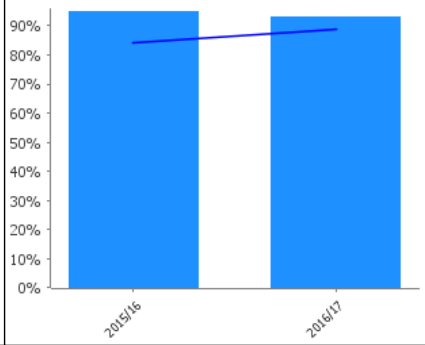
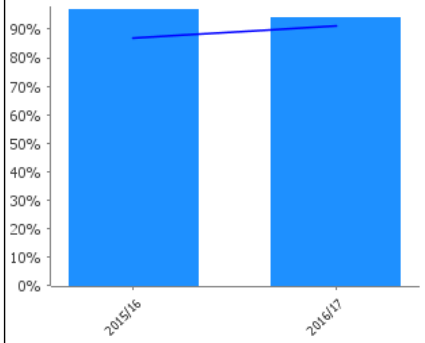
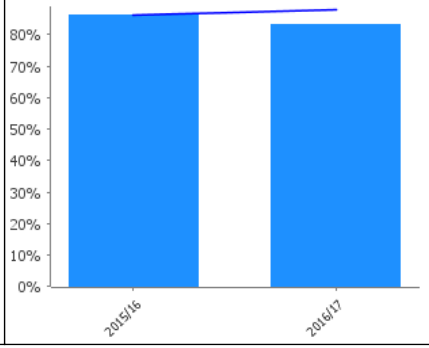
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF01 CFE - P1 pupils achieving expected levels - Reading		77%	79%		80%		Shetland Islands Council's annual National Improvement Framework Plan, presented to the Education and Families Committee on the 4 October 2018, sets out a range of planned activities to raise attainment locally in literacy and numeracy, following detailed analysis of annual, *Curriculum for Excellence Achievement of a Level data, and in discussion with Head* Teachers. Activities over the duration of 2018-19 will include: • Children's Services assessing and supporting schools' literacy and numeracy improvement plan priorities to ensure the appropriate outcomes and impact for children and young people. • Children's Services sharing good practice in primary seven writing and numeracy across the authority. • Children's Services encouraging schools' continued involvement in Northern Alliance Literacy and Numeracy projects to support improvement in the teaching of literacy and numeracy and teacher confidence in their professional judgements. • Children's Services supporting the ongoing implementation in our schools and clusters of the Shetland strategy for Tracking, Monitoring and Moderation Strategy in order to monitor and asses all pupils' progress over time, and implement and review additional targeted literacy and numeracy interventions and support for young people.

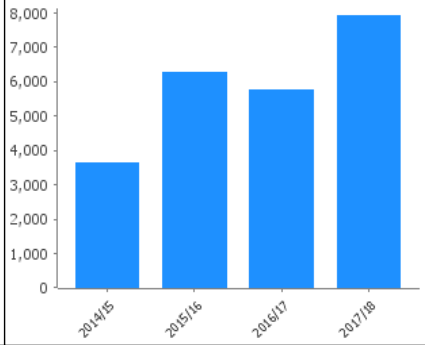
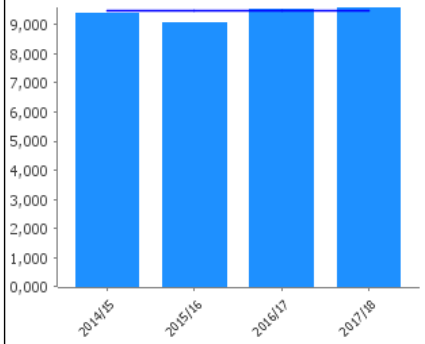
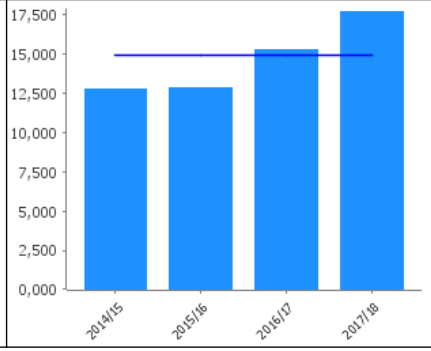
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF02 CFE - P1 pupils achieving expected levels - Writing		71%	78%		77%		See NIF01 statement
NIF03 CFE - P1 pupils achieving expected levels - Listening and talking		85%	84%		85%		See NIF01 statement
NIF04 CFE - P1 pupils achieving expected levels - Numeracy		82%	81%		83%		See NIF01 statement

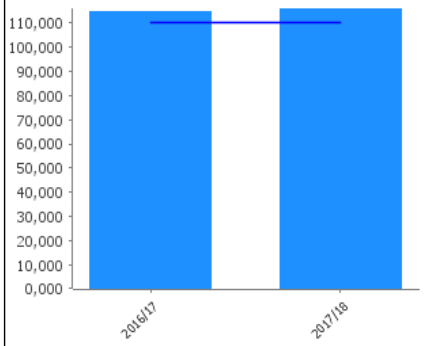
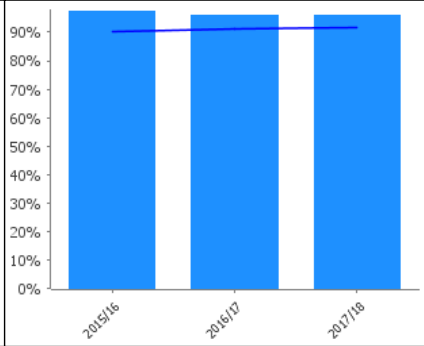
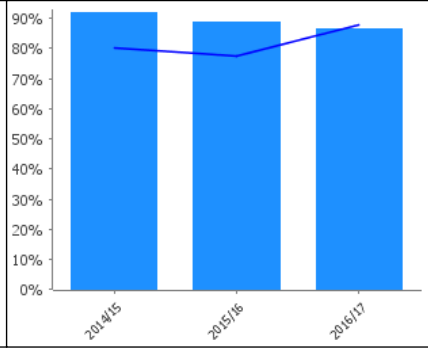
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF05 CFE - P4 pupils achieving expected levels - Reading		77%	85%		77%		See NIF01 statement
NIF06 CFE - P4 pupils achieving expected levels - Writing		66%	73%		71%		See NIF01 statement
NIF07 CFE - P4 pupils achieving expected levels - Listening and talking		89%	87%		83%		See NIF01 statement

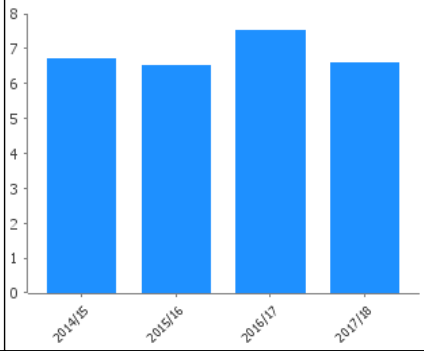
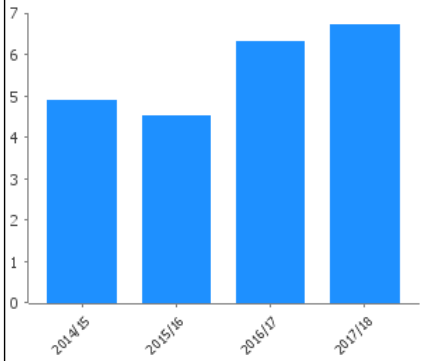
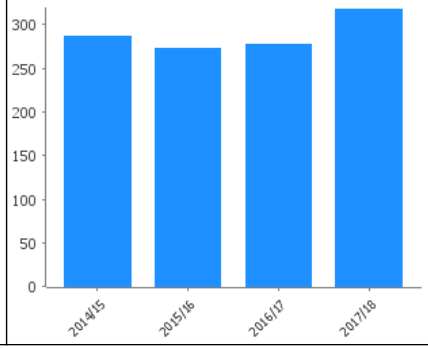
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF08 CFE - P4 pupils achieving expected levels - Numeracy		70%	72%		75%		See NIF01 statement
NIF09 CFE - P7 pupils achieving expected levels - Reading		68%	79%		76%		See NIF01 statement
NIF10 CFE - P7 pupils achieving expected levels - Writing		57%	69%		69%		See NIF01 statement

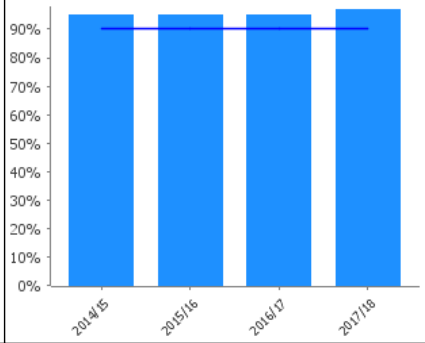
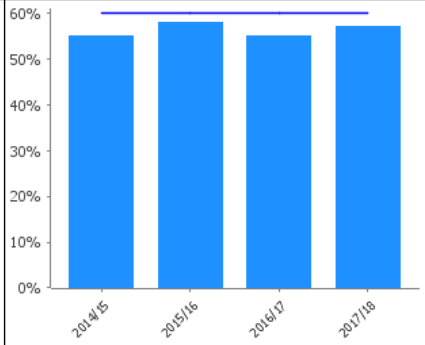
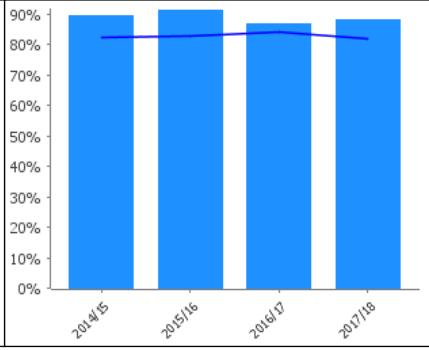
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF11 CFE - P7 pupils achieving expected levels - Listening and talking		81%	83%		81%		See NIF01 statement
NIF12 CFE - P7 pupils achieving expected levels - Numeracy		61%	68%		70%		See NIF01 statement
NIF13 CFE - S3 pupils achieving expected levels - Reading		96%	94%		90%		See NIF01 statement

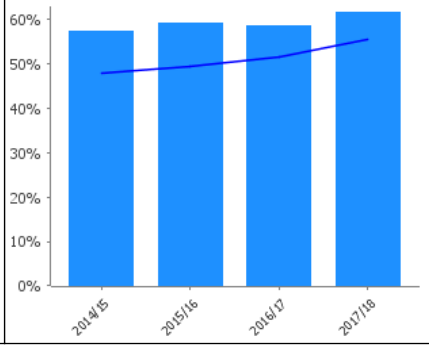
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
NIF14 CFE - S3 pupils achieving expected levels - Writing		95%	93%		89%		See NIF01 statement
NIF15 CFE - S3 pupils achieving expected levels - Listening and talking		97%	94%		91%		See NIF01 statement
NIF16 CFE - S3 pupils achieving expected levels - Numeracy		86%	83%		88%		See NIF01 statement

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
OPI-4E-B Overtime Hours - Children's Services Directorate	3,645	6,250	5,748	7,909			Overtime hours have increased over the last full year, however there has been a decrease over the last 3 quarters. No target has been set specific to the number of hours over the period.
SPI10b Number of attendances per 1,000 population to all pools	9,364	9,061	9,502	9,568	9,500		**Performance Statement** User figures have increased slightly, by 0.7%, from the previous year. This has been achieved through an overall increase in schools and community use of pools across Shetland although this was offset by North Mainland pool being closed due to storm damage. **Improvement Statement** We will continue to promote regular use of all leisure centres and swimming pools by school, clubs, community groups and individuals in Shetland.
SPI10d The number of attendances per 1,000 population for - other indoor sports and leisure facilities, excluding pools in a combined complex	12,707	12,814	15,295	17,646	14,900		**Performance Statement** Our usage figures have increased by over 15% since the previous year. This is particularly due to increased school usage of the Clickimin Centre on the opening of the new Anderson High School in October 2017. **Improvement Statement** We will continue to promote regular use of all leisure centres and games halls by schools, clubs, community groups and individuals in Shetland.

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
SPI10e The number of attendances at outdoor sport and leisure facilities			114,931	115,835	110,000		Performance Statement: Our usage figures have increased by nearly 1% since the previous year. This is due to an increase in pitch usage and use of SRT Outdoor facilities. Improvement Statement: We will continue to promote regular usage of outdoor facilities to encourage the public to become more physically active.
SQ08b Participation Measure for 16-19 year olds		97.4%	96.1%	95.9%	91.8%		**Performance**: Reporting started in 2015/16, consistently above national average. **Improvement**: The new opportunities offered through the Shetland Learning Partnership augment what opportunities schools have to offer Senior Phase pupils.
LB06 How satisfied are residents with local libraries? from My Local Council Survey	91.7%	88.7%	86.7%		88%		**Performance**: Local Government Benchmarking Framework statistic. Slightly under target but well above Scottish average of 74.7%. 93% of respondents to the Scottish Household Survey who had used the service in the previous 12 months were 'very' or 'fairly' satisfied. **Improvement**: Old Library refurbishment project plans.

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
SC01 Free School Meals - % of Primary pupils (P4-7) registered for Free School Meals	6.7	6.5	7.5	6.6			**Performance**: Lowest rate of take-up in Scotland, national average is 17.1%. **Improvement**: More advertising and communication with schools. Letters issued to previous applicants. No target has been set for Free School Meals take-up.
SC02 Free School Meals - % of Secondary pupils registered for Free School Meals	4.9	4.5	6.3	6.7			**Performance**: Increase from last year. Lowest rate of take-up in Scotland, national average is 14.4%. **Improvement**: More advertising and communication with schools. Letters issued to previous applicants. No target has been set for Free School Meals take-up.
SC03 Clothing grants	286	273	278	317			Continue advertising and communication with schools. Letters are issued to all previous applicants and pursued. No targets have been set for take up of Clothing Grants.

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
SL03 Islesburgh Hostel - Overall customer satifaction rate	95%	95%	95%	97%	90%		**Performance Statement**: Target met for 2017-18 as Islesburgh Hostel continues to have high customer satisfaction levels. **Improvement Statement:** To continue providing high quality services within existing budgets.
SL07 Percentage of pupils participating in Active Schools activities	55%	58%	55%	57%	60%		**Performance:** The percentage of pupils participating in Active Schools activities has increased by 2% on the previous year. **Improvement:** Continue to work with partners to offer a broad range of activities to encourage more children to participate in Active Schools Activities.
SQ02 Educational attainment - number of pupils achieving 5 or more qualitfications at SCQF Level 4 or higher at end of S4	89.5%	91.3%	87.1%	88.4%	82%		**Performance:** Consistently above national average. Comparator authority average is 82.0%. *(Source: Insight Data)* **Improvement:** Specific issues in individual schools were addressed by Quality Improvement Officers.

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2014/15	2015/16	2016/17	2017/18	2018/19		
	Value	Value	Value	Value	Target		
SQ03 Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 5 or higher.	57.3%	59.1%	58.5%	61.6%	55.6%		**Performance:** Consistently above national average. Comparator authority average is 55.6%. *(Source: Insight Data)* **Improvement:** Specific issues in individual schools addressed by Quality Improvement Officers.

Appendix C - Complaints - Children's Services Directorate

Shetland Islands Council

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: 10 December 2018

Failure to provide a service

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-18/19-838	Frontline	25-Sep-2018	Closed	01-Oct-2018	Schools	4	Partially Upheld

Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-18/19-821	Frontline	27-Aug-2018	Closed	03-Sep-2018	Schools	5	Not Upheld

Shetland Islands Council Date: **05/12/2018**

Appendix D Risk Register - Childrens Services

Risk & Details	Current Likelihood	Current Impact	Current Risk Profile	Current and Planned Control Measures	Target Probabilty	Target Impact	Target Risk Profile	Responsible Officer
Category	**Corporate**							
Corporate Plan	*A4. Young People - Protecting vulnerable children and young people*							
As per risk no 026, Children's Services on occasion require an off-island placement for a child. The cost of that placement would be met by Shetland Islands Council and the host local authority would provide appropriate educational access services as they would for any child in their catchment area. Some host local authorities have indicated that the additional cost of a school place or education provision, including meeting the possible additional support needs of a pupil placed off-island, will be recharged to the Shetland Islands Council. This is currently quantified, unanticipated and not in the revenue budget. Care Leavers need to be supported in moving on. Trigger : Child requires an off-island placement, and the destination local authority chooses to recharge for the education element of the placement. Consequences : Additional unanticipated revenue cost Risk type : Fees/Charges Loss	Possible	Minor	Medium	• From a resources perspective the risk is managed through the resource allocation panel 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.	Unlikely	Minor	Low	Helen Budge Childrens Services
Category	**Directorate**							
Corporate Plan	*F1. Our "20 by '20" - Leadership & Management*							
Children's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest. Trigger : Failure or lapse in professional standards / unforeseen incident Consequences : Injury or harm to staff in the course of their employment, Local press interest, impact on communities, litigation, liability Risk type : Accidents /Injuries - Staff/Pupils/ Clients/Others	Possible	Significant	Medium	• CMT to review PIN stats and policies. MAPA training (new CALM) for staffMay '16 update - MAPA training underway. PIN stats analysis requested	Possible	Minor	Medium	Helen Budge Childrens Services

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 Trigger : Breach of standards/ procedures/ risk assessment controls, investigation following incident, inspection Consequences : Statutory objectives not met, Care Inspectorate/ Health and Safety, Poor report, censure, HSE improvement/ prohibition notice or prosecution Risk type : Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etc	Rare	Significant	Low	• 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. • Safety Section to be asked to review schools risk assessments in order to identify gaps and support staff with trainingand other input as and when identified	Rare	Minor	Low	Helen Budge Childrens Services
Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA, adress complaints and be transparent and publicly accountable. Trigger : Failure to meet legislative timescales and provide information, e.g FOISA, Complaints procedure and annual reporting not on time Consequences : Vulnerable to external scrutiny and litigation. Risk type : Deadlines - failure to meet	Possible	Significant	Medium	• System and plan in place to ensure new complaints are recorded and managed consistently.	Unlikely	Significant	Medium	Helen Budge Childrens Services
Corporate Plan	*F5. Our "20 by '20" - Standards of Governance*							
Children's Services operates within the requirements of FOISA, confidentiality and public accountability. These different priorities can conflict. Communications and media misperception continues to be a challenge. A failure to share information/ mis-perception by media or incident can lead to negative media coverage & reputational damage Trigger : Failure to share information, mis-perception by media, Incident or comments on service or organisation Consequences : Negative media coverage, reputational damage Risk type : Publicity - bad	Possible	Significant	Medium	• Communications Policy/ Strategy is followed by staff, major projects have specific communications strategies as required under PRINCE2, e.g. Quality Improvement Framework.	Unlikely	Significant	Medium	Helen Budge Childrens Services

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 Trigger : Retirement, resignation Consequences : Recruitment costs, vacant posts, pressure on remaining staff. Risk type : Key staff - loss of	Possible	Major	High	• Recruitment and selection policy is being reviewed, transfer agreement in place to support the efficient use of resources.Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots. A further review of social work by the Chief Social worker in partnership with HR will also inform where further changes can be made.	Possible	Significant	Medium	Helen Budge Childrens Services
Corporate Plan	*F8. Our "20 by '20" - Efficient*							
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. Trigger : Savings project fails, delay, political change of direction, consultation proposal called in. Consequences : Failure to make the required savings, Organisation does not meet the requirements of the Medium Term Financial Plan. Risk type : Economic / Financial - Other	Almost Certain	Major	High	• Children's Services continues to work towards realising efficiency savings	Unlikely	Significant	Medium	Helen Budge Childrens Services
Category	**Operational**							
Corporate Plan	*F1. Our "20 by '20" - Leadership & Management*							

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. Trigger : 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. 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 Consequences : Legal and Financial Implications Service delivery disrupted or stopped Injury to person(s), staff absence, stress on colleagues, additional work, Reputational damage, Risk type : Health and safety - Statutory	Rare	Major	Medium	• 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 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	Rare	Significant	Low	Helen Budge Childrens Services

Shetland Islands Council

Agenda Item

2

Meeting(s):	Education and Families Committee	Date 10 December 2018
Report Title:	Management Accounts for Education and Families Committee: 2018/19 – Projected Outturn at Quarter 2	
Reference Number:	F-079-F	
Author / Job Title:	Jamie Manson, Executive Manager - Finance	

1.0 Decisions / Action required:

1.1 The Education and Families Committee RESOLVES to review the Management Accounts showing the projected outturn position at Quarter 2.

2.0 High Level Summary:

2.1 The purpose of this report is to enable the Education and Families Committee to monitor the financial performance of services within its remit to ensure that Members are aware of the forecast income and expenditure and the impact that this will have with regard to delivering the approved budget. This report shows the projected financial consequence of the service performance detailed in the Children's Services and Development Directorates' performance reports, and allows the Committee the opportunity to provide instruction to officers to address any forecast overspends in order that the budget is delivered by year-end.

2.2 On 14 February 2018 (SIC Min Ref: 5/18) the Council approved the 2018/19 revenue and capital budgets for the Council (including the General Fund, Harbour Account, Housing Revenue Account and Spend to Save) requiring a draw from reserves of £11.734m. It is vital to the economic wellbeing of the Council that the financial resources are managed effectively and expenditure and income is delivered in line with the budget, as any overspends will result in a further draw on reserves and would be evidence that the Council is living beyond its means.

2.3 This report forms part of the financial governance and stewardship framework which ensures that the financial position of the Council is acknowledged, understood and quantified on a regular basis. It provides assurance to the Corporate Management Team and the Committee that resources are being managed effectively and allows corrective action to be taken where necessary.

2.4 Since the approval of the 2018/19 budget, revisions to the budget have been incorporated for the Council's budget carry-forward scheme. Therefore this report refers to the revised budget that is now in place for each of the services.

3.0 Corporate Priorities and Joint Working:

3.1 There is a specific objective in the Corporate Plan that the Council will have excellent financial management arrangements to ensure that it continues to keep a balanced and sustainable budget, and is living within its means; and that the Council continues to pursue a range of measures which will enable effective and successful management of its finances over the medium to long term. This involves correct alignment of the Council's resources with its priorities and expected outcomes, and maintaining a strong and resilient balance sheet.

4.0 Key Issues:

4.1 This report presents the projected outturn position for 2018/19 as at the end of the second quarter for revenue and capital. The forecasts have been determined by Finance Services after consultation with the relevant budget responsible officers.

4.2 The projected revenue outturn position for the Education and Families Committee is an over spend of £860k, which means the services in this Committee area are collectively projected to spend more than their approved revenue budget.

4.3 The Director of Children's Services will address the projected overspend by ensuring that Children's Services Management Team closely monitor spend within the budgets allocated through discussion at weekly team meetings and continuing to look for efficiencies as they arise during the year to offset the overspends in certain areas. Work with Human Resources will continue to look at workforce planning for Children and Families Social Work to support recruiting to posts and reducing the use of agency staff. Children's Services will monitor the young people being accommodated off island and continue to commit to providing accommodation here in Shetland for our young people as appropriate. Where budget underspends arise, they will be utilised to cover the necessary expenditure on off island placements until some of our longer term strategies in the emotional wellbeing project and the Children's Resources review are implemented. Staffing across schools will be looked at to ensure we are as efficient as the national teacher pupil ratios allow. Sickness levels will continue to be monitored, implementing the maximising attendance policy and procedures for all staff.

4.4 The projected capital outturn position for the Education and Families Committee is an underspend of £945k in 2018/19, with a slippage requirement for 2019/20 of the full amount. This means the services in this Committee area are collectively projected to spend the Council approved capital budget in total.

4.5 See appendices 1 and 2 attached for detailed information on the revenue and capital outturn positions.

4.6 Provision was made in the Council's 2018/19 Budget for cost pressures and contingencies. It is held centrally by the Executive Manager - Finance.

4.7 Cost pressures are recurring in nature and increase the base cost of the service being delivered, eg apprenticeship levy, whereas contingency items are deemed non-recurring and likely to vary year on year, eg ferry breakdown costs.

4.8 This approach assists the Council to mitigate any spending risks. However, it is expected that services will endeavour, in the first instance, to meet any additional costs from within existing resources. 4.9 Contingency budget of £96k has been applied to Children Services Directorate's budgets in Quarter 2. This is to cover the increase in costs for sleep ins following a change in legislation on 1st September 2018, which requires that national minimum living wage is paid, instead of a sleep in allowance. A review will be carried out prior to Quarter 3 to meet cost pressures.	
5.0 Exempt and/or confidential information:	
5.1 None.	
6.0 Implications :	
6.1 Service Users, Patients and Communities:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.2 Human Resources and Organisational Development:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.3 Equality, Diversity and Human Rights:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.4 Legal:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.5 Finance:	The 2018/19 Council budget does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means. For every £1m of reserves spent in excess of a sustainable level will mean that the Council will have to make additional savings of £73k each year in the future as a result of not being able to invest that £1m with fund managers to make a return. It is therefore vital that the Council delivers its 2018/19 budget. This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend more than their Council approved budget.
6.6 Assets and Property:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.

6.7 **ICT and new technologies:**	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.8 **Environmental:**	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.9 **Risk Management:**	There are numerous risks involved in the delivery of services and the awareness of these risks is critical to successful financial management. From a financial perspective, risks are an integral part of planning for the future, as assumptions are required to be made. These assumptions can be affected by many internal and external factors, such as supply and demand, which may have a detrimental financial impact. The most significant financial risk for services reporting to this Committee are: • Need for supported accommodation may vary due to either demand or legislation. • Need for support in schools may vary due to either demand or legislation; and • Changes to school rolls resulting in additional teaching staff required. This report is part of the framework that provides assurance, or recognition of any deviation from the budget that may place the Council in a financially challenging position and requires remedial action. The Council makes provision within its budget for cost pressures and contingencies that may arise. This approach provides additional confidence for the Council to be able to mitigate any adverse financial circumstances. A strong balance sheet and the availability of usable reserves ensure that the Council is prepared for significant unforeseen events. Any draw on reserves beyond the Council's sustainable level would have an adverse impact on the level of returns from the Council's long-term investments. This situation would require to be addressed quickly to ensure no long term erosion of the investments.

6.10 Policy and Delegated Authority:	Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2018/19 financial year. This report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets. The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving committee(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this.	
6.11 Previously considered by:	*n/a*	*n/a*

Contact Details:
Laura Gray, Senior Assistant Accountant, laura.gray@shetland.gov.uk, 22 November 2018

Appendices:
Appendix 1 – Education and Families Committee Projected Revenue Outturn Position 2018/19
Appendix 2 – Education and Families Committee Projected Capital Outturn Position 2018/19

Background Documents:
SIC Budget Book 2018/19, SIC 14 February 2018
http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=22032

Education and Families Committee

1. Projected Revenue Outturn Position 2018/19

Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos	Service	2018/19 Revised Annual Budget at Q2	2018/19 Projected Outturn at Q2	2018/19 Budget v Proj. Outturn Variance at Q2 (Adv)/ Pos
£000		£000	£000	£000
27	Director of Children's Services	2,598	2,629	(31)
(157)	Children and Families	1,285	1,493	(207)
(289)	Children's Resources	4,712	4,883	(172)
0	Library	925	925	0
(286)	Quality Improvement/Schools	31,520	31,999	(478)
19	Sport and Leisure	1,233	1,208	25
(8)	Community Planning and Development	331	328	3
(695)	**Total Controllable Costs**	**42,604**	**43,464**	**(860)**

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

1.1 Children and Families - projected outturn overspend (£207k) (16%)

Within this service area there are a number of social worker vacancies, resulting in a projected underspend of £259k. However, due to the nature of these posts it has become necessary to utilise agency staff to cover some of these vacancies and to carry out specific work in relation to Youth Justice, which is projected to result in an overspend of £447k.

1.2 Children's Resources - projected outturn overspend (£172k) (4%)

This overspend is due to the cost of travel and accommodation in relation to young people being accommodated off island, including secure accommodation, and the cost of accommodating young people being looked after on island (£325k). There are a number of contributing factors to the additional cost of on-island residential care, namely the opening of an additional property, additional overtime being worked and the vacancy factor that was built into the estimates not being met. These overspends are partially offset by underspends due to vacancies within Short Breaks, Bruce Family Centre and Islesburgh Out of School Club £146k and the anticipated nil spend on the HUB project £90k.

1.3 Quality Improvement/Schools - projected outturn overspend (£478k) (1.5%)

This overspend includes five new primary teachers required due to increasing primary rolls (a review will be carried out prior to Quarter 3 to meet cost pressures) and sickness cover across the service (£300k), increased need in ASN (£142k), increased requirement for SRT facilities (£95k), and expenditure incurred on Scottish Government initiatives in relation to the provision of sanitary products (£8k) and 1+2 Languages (£14k).

Education and Families Committee

2. Projected Capital Outturn Position 2018/19

Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos	Service	Revised Annual Budget at Q2	Projected Outturn at Q2	Slippage required in 2019/20	Budget v Proj. Outturn Variance at Q2 (Adv)/ Pos
£000		£000	£000	£000	£000
670	Children Resources	670	0	(670)	0
275	Quality Improvement/Schools	2,522	2,247	(275)	0
945	**Total Controllable Costs**	**3,192**	**2,247**	**(945)**	**0**

An explanation for the main variances is set out below.

2.1 Children Resources - projected outturn underspend £670k (100%)

No expenditure anticipated this financial year as the project has been taken back to scoping stage. This underspend will require to be carried forward to 2019/20.

2.1 Quality Improvement/Schools - projected outturn underspend £275k (11%)

Due to late announcement of Early Learning and Childcare funding, it is not anticipated that we will fully spend this year's allocation. Any underspend will require to be carried forward to 2019/20.

Agenda Item

3

Shetland Islands Council

Meeting(s):	**Education and Families Committee**	**18 December 2018**
Report Title:	**External Audit Report – Care Inspectorate Report on Happyhansel Primary School Nursery**	
Reference Number:	**CS-41-18-F**	
Author / Job Title:	**Helen Budge, Director of Children's Services**	

1.0 Decisions / Action required:

1.1 That Education and Families Committee NOTE the content of the Care Inspectorate Report on Happyhansel 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 one such recent report from the Care Inspectorate (Appendix 1)

2.5 The Happyhansel Primary School Nursery was inspected by the Care Inspectorate on 5 September 2018.

2.6 The Inspection Grades for Happyhansel Primary School Nursery Care Service were as follows:

Quality of care and support:	good
Quality of environment:	not assessed
Quality of staffing	not assessed
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 Happyhansel Primary School Nursery:

- There were warm, friendly relationships between staff, children and their families.
- Staff knew children's health and care needs very well and were able to meet them.
- Children benefited from an environment that provided respect, equal opportunities, regular access to a stimulating outdoor area, and opportunities for imaginative and creative activities.
- Children moving between the nursery and primary one classes were very well supported because the teacher was shared between the two classes.
- The management team had led the staff successfully through a period of instability, was working to improve links in learning between nursery and home, and had the confidence of the parents.
- The nursery staff were working to establish updated approaches to planning the curriculum, and to build on children's observed progress effectively.

4.2 There were no recommendations for Happyhansel Primary School Nursery. However, the Care Inspectorate found that:

- There was scope to provide a richer indoor play environment with more accessible resources to promote children's choice and independence.
- The planned move to new premises would be a good time to review and refresh the nursery's aims, values and policies.
- Improvement plans would be better supported by rigorous formal monitoring and evaluation.

4.3 There were no required actions for Happyhansel 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	None.

2

Equality, Diversity and Human Rights:	
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:**	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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Report Finalised: 10 December 2018

Appendices:

Appendix 1: Care Inspectorate Report on Day Care at Happyhansel Primary School Nursery

Background Documents: None

END

care inspectorate

Happyhansel Primary School Nursery
Day Care of Children

Happyhansel Primary School
Walls
Shetland
ZE2 9PG

Telephone: 01595 807450

Type of inspection:
Unannounced

Completed on:
5 September 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2003016127

HAPPY TO TRANSLATE

About the service

Happyhansel Primary School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 20 children aged 3 years to those not yet attending primary school.

The nursery has exclusive use of the old school building; adjacent to the new primary school building in Walls, on the west coast of mainland Shetland. The accommodation comprises one classroom, kitchen and toilets and a garden area. The nursery also shared the general purpose area/gym hall within the main school building and the outside play area.

Included within the aims of the nursery were:

- To provide opportunities for discussing describing, questioning, listening and recalling thus enhancing and developing skills.

- To enable the child to develop as a happy, cheerful, well-balanced individual and to broaden his/her range of experiences.

We carried out an unannounced inspection of Happyhansel Nursery on 5 September 2018. During the inspection we spoke to the depute head teacher and staff, 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.

What people told us

During the inspection we observed and talked to the eight children as they played. They told us:

- 'I am the snack helper today; you have to wash your hands, clean the table and put the cups and plates out.'

- 'Look at my digger.'

-'I am three. I am making mommy you just need some glue and stick them on.'

We spoke to parents informally as they collected their children all were positive about the service. Three out of a sample of five parents returned completed questionnaires to us before the inspection. All strongly agreed that they were happy with the quality of care their child received in the service. Comments included:

- 'There had been quite a high turn over of staff in the nursery. It was hard to know who the teacher was and there was no consistency. Since the new teacher has arrived in the nursery things have started to change for the better. There is more information coming home and there is a lot more structure in the nursery. I wish they were more involved with the whole school, concert and prize giving, I feel the nursery is left out.'

- 'My child has settled in very well in their first year, enjoys going to nursery and has formed good relationships

with both staff and fellow pupils. My child's dietary requirements and medical needs have been met and monitored successfully.'

- 'The new blog is great! A super way to keep up to date with whats happening. We love the weekly planner too, and discuss this at home with our child. We find it prompts them to tell us what they have been doing that week and we tie it in with home activities.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plans and quality assurance processes as part of the inspection.

From this inspection we graded this service as:

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

What the service does well

Warm, friendly relationships were established between staff, children and their families. Effective communication with parents contributed to careful care planning enabling staff to meet children's health and medication needs. Staff demonstrated that they knew children's care needs very well and had the relevant knowledge and skills to meet them; contributing to keeping children safe and well.

Children's health and wellbeing was promoted through healthy snack choices and drinks. Children were being encouraged to try foods with new tastes and textures and use descriptive language. They were proud of their responsibility to help prepare snacks. Children's health was also promoted through regular access to the outdoors for fresh air and physical, energetic play. Improvements to the outdoor area; a mud kitchen and workbench stimulated children's imaginative play and the development of life skills.

Children were treated with respect by staff who routinely asked children about their needs and wishes throughout the session. Boys and girls had equal opportunities in free play and their choices were accepted by all. Children engaged in sustained imaginative role play and creative activities. We observed staff interacting well with children to extend their learning and social skills. Children moving from the nursery to the primary one class were being very well supported, because the teacher was shared between the two classes.

The management team had successfully supported the nursery though a period of instability and had now recruited a stable and motivated staff team. Ably led by the nursery teacher the team were now building relationships with each other and with parents. They had been working to establish updated approaches to planning the curriculum in a more responsive way and to build on children's observed progress effectively.

The management team had also been working to develop links in children's learning between nursery and home. They were reviewing methods of communication to ensure all families were included. Parents had confidence in the management and leadership of the service.

What the service could do better

In order to ensure all children were challenged appropriately to achieve their full potential there was scope to provide a richer indoor play environment where children had more opportunities to create, investigate, and problem-solve. Some areas were sparsely resourced and uninspiring, for example the home role play corner. More real objects from the home, natural foods, real environmental print would better support learning in play. Resources could be more accessible to offer children choice and independence, together with the responsibility of tidying away. Indoors and outdoors children had access to some natural materials and 'loose parts'; open-ended materials that encourage experimentation, creativity and imaginative play. The Loose Part Play Toolkit may help to develop this:

- https://www.inspiringscotland.org.uk/wp-content/uploads/2017/03/Loose-Parts-Play-web.pdf

The nursery was well led and the staff team knowledgeable and motivated. They were excited about a planned change of premises into the school building. As the new team comes together in the new environment this would be a good time to review and refresh the nursery's aims, values and polices. The management team recognised that improvement plans would be better supported by rigorous formal monitoring and evaluation. The nursery was well placed to improve.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings	
24 Sep 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

Date	Type	Gradings	
11 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
10 Jun 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
16 Jun 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good

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

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Shetland Islands Council

Agenda Item

4

Meeting(s):	**Education and Families Committee**	
Report Title:	**Expansion of Early Learning and Childcare – Phasing and Capital Programme Plan – Update 2018/19**	
Reference Number:	**CS-40-18-F**	
Author / Job Title:	**Quality Improvement Officer – Early Learning and Childcare**	

1.0 Decisions / Action required:

1.1 The Education and Families Committee is asked to:

- Consider and comment on the Expansion of Early Learning and Childcare Phasing Plan (Appendix A);
- Consider and comment of the Expansion of Early Learning and Childcare Capital Programme (Appendix B);
- Consider and comment on the work required to deliver the infrastructure requirements;
- Note that both the Phasing Plan and the Capital Programme may be subject to further revision as implementation progresses.

2.0 High Level Summary:

2.1 An update on the Strategic Delivery Plan for the Expansion of Early Learning and Childcare presented to the Education and Families Committee on 12 June 2018 (Minute Reference: 24/18). At that meeting, it was noted that any further changes to the Strategic Delivery Plan would be reported to the Committee and a further report would be presented to the Education and Families Committee regarding the work required to deliver on the infrastructure requirements.

2.2 A multi-year funding package was announced on 1 May 2018. This confirmed that Shetland Islands Council would receive ring-fenced capital funding of £3.49m to 2020/21 and recurring revenue funding (ring-fenced to 2021/22) of £3.14m in order to support the Expansion of Early Learning and Childcare.

2.3 The Scottish Government continues to be committed to ensuring all eligible children are able to access 1140 hours of funded provision by August 2020. Therefore, it has been necessary to revise the Phasing Plan for the expansion so that we can ensure we deliver on this target. This is set out in appendix A.

2.4 The Scottish Government has made clear that while the totality of the capital funding allocation is to be protected to support the expansion, local authorities have discretion over how they profile their spend against the allocation of funding over the expansion period, up to and including the 2021/22 financial year. They also acknowledge that some authorities will revise their Capital Programme for a variety of reasons. The spend profile for the capital programme is outlined in appendix B.

3.0 Corporate Priorities and Joint Working:

3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:

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

- The expansion of Early Learning and Childcare in Shetland will require the support of our existing funded providers, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.

4.0 Key Issues:

4.1 The Early Learning and Childcare Service Delivery Plan 2017 set out an initial phasing plan for the expansion of Early Learning and Childcare across Shetland. In May 2018, the Scottish Government announced multi-year revenue allocations for the expansion, with the final total recurring revenue funding provided by autumn 2021/22. All eligible children will be entitled to 1140 hours of funded Early Learning and Childcare by August 2020. We need to be in a position to deliver the entitlement before the full recurring revenue funding is provided in 2021/22.

4.2 A number of criteria has informed the order in which geographical areas are to be phased in. These include geographical spread, availability of a suitably qualified workforce, rural isolation / deprivation, infrastructure needs and affordability, within the year on year revenue funding allocation. The revised Phasing Plan is set out in Appendix A. The maximum number of hours that can be supplied each year is based on the physical capacity of settings. This demonstrates that by October 2019 there would be sufficient capacity to provide, if required, 1140 hours of provision to all entitled children in Shetland. This might not be in their first choice, or most local setting.

4.3 The staffing for each setting will be agreed on a setting by setting basis within an agreed set of principles. This will enable the individual needs of each local area to be met, will ensure that flexibility and choice for families remains a central principle and that the service is manageable and cost effective.

4.4 The majority of the revenue spend will be against staffing costs. Staggering the points throughout the year at which settings come on board has enabled the most effective use of the revenue allocation, and as such it is possible to expand all settings by August 2020. The exception to this are the outer islands of Fair Isle, Fetlar and Foula, where no specific date for expansion of these settings has been

identified, dialogue with parents will be ongoing and these settings will come on board as required.

4.5 A focus for revenue funding is on upskilling the existing workforce so that there are sufficient numbers of qualified staff to support each level of post within the new Early Learning and Childcare career pathway. Funding is currently being used to provide the next level of qualification for existing employees in early learning and childcare settings which includes partner/funded providders, supporting new employees who are on career grades and employing Modern Apprentices.

4.6 The expansion also requires increasing central support which has also been phased in year on year to support the expansion as it grows. A new Education Support Officer for Early Learning and Childcare should be in post by January 2019 and a Business Support Officer for Early Learning and Childcare by February 2019.

4.7 The Service Delivery Plan set out our initial plan in relation to the infrastructure works that would be required to ensure that there was enough capacity to deliver the entitlement. The Scottish Government has made it clear that we have discretion over how the capital spend is profiled over the expansion period, up to and including 2021/22. They also acknowledge that, after some scenario planning, authorities are likely to revise their initial capital programmes and that the final projects supported by the capital funding allocations may differ for those reflected in the initial submissions to the Scottish Government.

4.8 Since the submission of the Service Delivery Plan it has been necessary to review our Capital Programme to ensure that our infrastructure will provide the physical capacity required and be able to accommodate the change in operational model. The timescales and order of works have been amended to ensure large scale work relating to increasing physical capacity of some settings, which impact on our ability to provide the entitlement, is prioritised. The Capital Programme, along with the Spend Profile, is detailed in Appendix B.

4.9 Within the Project Construction Programmes we have scheduled key critical works taking place within the current ELC settings over the summer holiday period. Phased works for any additional outdoor play, covered sheltered area etc. can be programmed either side of the holiday period if necessary with minimal impact on service delivery. Decant options vary setting by setting.

4.10 A combination of early advertisement for interested Contractors, Central Mainland locations of projects and the Medium value/ non-complexity, we are confident this will attract interest from the Local Construction Industry. Recent tendering exercises support this.

4.11 Capital Programme Service in-house Design team are undertaking the Architectural/ Quantity Surveying and Project Management of the ELC projects as our main priority project. The team are working to programmes and key dates, of which we are confident of successful project delivery.

A number of risks have been identified:

- Timeframe for receiving Building Warrant approval
- Construction sector interest
- Returned tenders value for money
- Construction company performance/ delivery

4.12 A risk register is in place and managed by the Project Board. A clear contingency plan for each setting will be in place to ensure that there is minimal disruption for service users.	
5.0 Exempt and/or confidential information:	
5.1 None	
6.0 Implications:	
6.1 Service Users, Patients and Communities:	The expansion of Early Learning and Childcare provides the opportunity to improve the quality of our provision for children through increased investment in the workforce, upgrades to the physical environment of settings and a need to review pedagogy and practice as we move to a new way of working. The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.
6.2 Human Resources and Organisational Development:	The expansion of Early Learning and Childcare will result in additional staffing requirements for this sector. This will be as follows: • Increased hours for some existing posts; • Some new posts at Practitioner and Support Worker levels; • New posts supporting Early Learning and Childcare including Education Support Officers and Business Support. • The introduction of a new post of Senior Early Years Practitioner, providing a career progression in Early Years for the first time in Shetland. • Significant qualifications, training and development is being provided at all levels of staff to enable the successful implementation of the new model.
6.3 Equality, Diversity and Human Rights:	Successful expansion of Early Learning and Childcare will lead to improved outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage. An equalities impact statement has not been carried out yet.
6.4 Legal:	Implementation of the Early Learning and Childcare Strategic Delivery Plan will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.

6.5 Finance:	The Scottish Government are fully funding the expansion of Early Learning and Childcare and as such there will be no additional financial implications for Shetland Islands Council. Workforce Development are funding some additional professional learning opportunities and qualifications for career grade progression.	
6.6 Assets and Property:	The likely implications for our buildings identified at this stage are set out in the Expansion of Early Learning and Childcare Strategic Delivery Plan and are summarised in the Capital Programme (Appendix B). The detail of these projects will develop over time and will be reported appropriately.	
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.	
6.8 Environmental:	The expansion of Early Learning and Childcare is unlikely to present any environmental risks.	
6.9 Risk Management:	This is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Delivery Plan will need to help address that risk. The Project Board maintains a risk register for the Expansion of Early Learning and Childcare.	
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 children and families, pre-school and school education. This report relates to the functions of an Education Authority.	
6.11 Previously considered by:	Education and Families Committee Education and Families Committee Education and Families Committee	27 August 2017 5 February 2018 12 June 2018

Contact Details:
Samantha Flaws, Quality Improvement Officer for Early Learning and Childcare
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Report Finalised: 10 December 2018

Appendices:
Appendix A – Revised Phasing Plan and Spend Profile
Appendix B – Revised Capital Programme and Spend Profile

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

Action Plan 2017/18 - http://www.gov.scot/Publications/2017/10/9506/0
A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - http://www.gov.scot/Publications/2017/03/3681/0
A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - http://www.gov.scot/Publications/2018/03/1918/downloads

END

Appendix A – Revised Phasing Plan and Spend Profile

Year	Month	Setting	Physical Capacity in Setting – Child Places	Service model	Maximum number of hours that can be supplied each year*	Additional Full Year Cost of Providing 1140 hours of ELC £000 e - estimated	Spend Profile Additional Cost by Financial Year of Providing 1140 hours of ELC £000
2017-18	April	Urafirth	22	Standard: 8 hour day, term time	33440	65	Setting costs – 110
	August	Dunrossness	30	Standard: 8 hour day, term time	45600	53	Partner Providers/Childminders - 20
	August	Whiteness	20	Standard: 8 hour day, term time	30400	71	Central costs – 54
	October	Burra	30	Funded Provider	34200	52	Total cost - 184
2018-19	August	Brae	48	Standard: 8 hour day, term time**	72960	90	Setting costs – 223 Partner Providers/Childminders - 26 Central costs – 139 Total cost - 388
2019-20	April	Happyhansel	22	Standard: 8 hour day, term time	33440	103 (e)	Setting costs – 756
	April	Mossbank	28	Standard: 8 hour day, term time	42560	31 (e)	Partner Providers/Childminders - 166
	August	Bells Brae	56	Standard: 8 hour day, term time	85120	144 (e)	Central costs – 779
	August	Isleshaven	48	Hub: 8 hour day, year round	96000	85 (e)	Total cost – 1,701
	August	Lerwick Pre-school	34	Funded Provider	38760	63 (e)	
	August	Sound	40	Standard: 8 hour day, term time	60800	128 (e)	
	October	Baltasound	18	Standard: 8 hour day, term time	27360	91 (e)	
	October	Cunningsburgh	24	Standard: 8 hour day, term time	36480	95 (e)	
2020 - 21	April	Aith	32	Standard: 8 hour day, term time	48640	100 (e)	Setting costs – 1,336

	April	Whalsay	24	Standard: 8 hour day, term time	36480	78 (e)	Partner Providers/Childminders - 301 Central costs – 1,178 Total cost – 2,815
	August	Scalloway Prim	20	Standard: 8 hour day, term time	30400	102 (e)	
	August	Scalloway Pre	30	Funded Provider	34200	42 (e)	
	August	Little Tikes	32	Funded Provider	36480	40 (e)	
	August	Mid Yell	21	Standard: 8 hour day, term time	31920	98 (e)	
	August	Sandwick	32	Standard: 8 hour day, term time	36480	57 (e)	
	August	Skeld	8	Bespoke: 6 hour day, term-time	9120	30 (e)	
	August	Lunnasting	12	Bespoke: 6 hour day, term-time	13680	23 (e)	
Total			631				
2021-22							Setting costs – 1,483 Partner Providers/Childminders - 326 Central costs – 1,331 Total cost – 3,140

* Based on physical capacity in setting
** May move to 50 week a year model
*** Fair Isle, Fetlar, Foula will come on board as required.

Appendix B – Revised Capital Programme and Spend Profile

Year	Setting	'Live' Date	Project Type	Overview of Works	Completion Date	Current Status (Nov 2018)	Cost £000
2017-18	Whiteness	Live	Refurbishment	Remodelling of existing space plus increased floor areas. Sleep room, new kitchen, nappy change and additional storage.	August 2017	Complete	32 (a)
	Brae	Live	Refurbishment	Phase 1 - Rationalisation of existing space. Upgrade care facilities.	October 2017	Complete	54 (a)
	Dunrossness	Live	Refurbishment	Internal alterations and improvements. Toilets and nappy change access reconfigured.	August 2017	Complete	53 (a)
	Happyhansel	April 2019	Extension	Phase 1 - Preparatory works to enable ELC to be moved into school.	May 2017	Complete	20 (a)
2018-19	Dunrossness	Live	Refurbishment	Completion of works.	April 2018	Complete	11 (a)
	Happyhansel	April 2019	Extension	Extension to increase capacity, internal fixtures and fittings, outdoor space.	February 2019	On-site	240 (e)
	Urafirth	Live	Refurbishment	Upgrade outside space, furniture, fixtures and fittings.	March 2019	Planning in progress	30 (e)
	Dunrossness	Live	Refurbishment	Phase 2 - Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	Planning in progress	30 (e)
	Whiteness	Live	Refurbishment	Phase 2 - Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	Planning in progress	20 (e)
	Skeld	October 2020	Refurbishment	Upgrade outdoor space, furniture, fixtures and fittings.	March 2019	Planning in progress	15 (e)
2019-20	Bells Brae	August 2019	Refurbishment	Rationalise existing space – opening up two classrooms into one space. Improve outdoor space	August 2019	Floor plan to be agreed and signed off	140 (e)
	Sound	August 2019	Extension	Upgrade care facilities, rationalisation of existing space. Improve outdoor space. Fixed link to school.	August 2019	Floor plan to be agreed and signed off	270 (e)
	Baltasound	October 2019	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	September 2019	Floor plan to be agreed and signed off	140 (e)
	Cunningsburgh	October 2019	Extension	Expand existing setting to increase capacity. Improve outdoor access and space.	September 2019	Floor plan signed off – awaiting detailed drawings	270 (e)
	Aith	April 2020	Extension	Increased capacity in setting, improve outdoor space.	February 2020	Floor plan signed off – awaiting detailed drawings	330 (e)
	Whalsay	April 2020	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	March 2020	Floor plan to be developed	270 (e)
	Isleshaven/ Lerwick Pre	August 2019	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	March 2020	Floor plan to be agreed and signed off	150 (e)
2020 - 21	Little Tikes	August 2020	Refurbishment	Remodel existing setting to increase capacity. Improve access and toilet facilities.	August 2020	Floor plan to be developed	270 (e)

	Sandwick	August 2020	Refurbishment	Upgrade care facilities, rationalisation of existing space. Improve outdoor space.	August 2020	Floor plan to be developed	250 (e)
	Mid Yell	August 2020	Refurbishment	Reconfigure existing space. Improve kitchen area and outdoor access.	August 2020	Floor plan to be developed	140 (e)
	Mossbank	April 2019	Refurbishment	Reconfigure existing space. Improve kitchen area and care facilities.	October 2020	Floor plan to be developed	200 (e)
	Lunnasting	August 2020	Refurbishment	Reconfigure existing space and improve kitchen space. Upgrade nappy change facilities.	April 2020	Floor plan to be developed	140 (e)
	Brae	Live	Refurbishment	Phase 2 - Knock through into janitor's house, taking in some of the existing space. Redevelop ELC access and office space.	August 2020	Floor plan to be developed	160 (e)
	Skeld	August 2020	Refurbishment	Upgrade care facilities.	August 2020	Floor plan to be developed	30 (e)
	Funded Provider Capital Grants – Annual Allocation						150(e)

(a) – actual
(e) – estimated

Capital Spend Profile
£000

	2017/18	2018/19	2019/20	2020/21
Funding Allocation	188	1100	1300	900
Plus previous carry forward	-	1110	2064	1394
Planned capital expenditure including fees	178	346	1570	1340
Total to be carried forward	10	764	494	54

£54,000 provides an adequate contingency for the Capital Programme.

Shetland Islands Council

Agenda Item **5**

Meeting(s):	**Education and Families Committee**	**18 December 2018**
Report Title:	**Update: Northern Alliance Regional Improvement Plan**	
Reference Number:	**CS-42-18-F**	
Author / Job Title:	**Director of Children's Services**	

1.0 Decisions / Action required:

1.1 Education and Families Committee is asked to NOTE:

- the progress of the Northern Alliance Regional Improvement Plan (Phase 2);
- a grant of up to £1,086,067 has been allocated to the Northern Alliance to enhance the Regional Improvement Collaborative's activities and capacity building.

2.0 High Level Summary:

2.1 The Northern Alliance is a Regional Improvement Collaborative (RIC) between eight local authorities, across the north and west of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.

2.2 A Lead Officer has been appointed on a seconded basis to ensure that the Northern Alliance has clear strategic direction and to oversee collegiate working with clear expected outcomes. He is a member of the Scottish Education Council chaired by the Deputy First Minister. His role involves working with Scottish Government, Education Scotland, other RICs and other bodies in a variety of fora to represent the Northern Alliance at a national level. He has been active across the Northern Alliance authorities since his appointment and has regular discussions with Directors/Heads of Service and Chief Executives. His role has continued to build on communications across the Alliance and increasingly to create opportunities for staff at all levels to influence work which will impact on young people.

2.3 Further work to reflect on developments with empowerment and ensuring digital approaches support effective working and learning are also in development. In addition, a Quality Conference is being organised for May 2014 to celebrate positive outcomes from the work across the Northern Alliance. Further details will be provided in due course.

2.4 Each RIC was asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan (Appendix 1). The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework (NIF).

2.5 To date the Northern Alliance continues to make overall sound progress. The Lead Officer has met with all workstream leads to discuss progress and a mechanism for providing evidence of impact. The workstreams are:

- **Emerging Literacy workstream:**
  - 344 primary schools are involved in the workstream.
  - School support consists of initial whole-day training (for new schools) and six network sessions throughout the year (for all schools).
  - There is a skeleton school improvement plan insert for the 18/19 session which can be used by schools, following their self-evaluation, and linked to the whole-school Emerging Literacy audit.
  - Practitioners have access to online resources to support the observation/ assessment of and planning for learning in early literacy, language and communication.
  - Practitioners have access to and are signposted to online training resources which can be used as part of whole-school CPD.
  - There is an Early Level Literacy and English progression framework linked to the Benchmarks. This is being woven into the network sessions.
  - The Emerging Literacy workstream is in the process of working with early years, school, educational psychology and allied health professional teams at local level to plan for sustainability of the approach into the 19/20 session and beyond.

- **Numeracy workstream:**
  - NA Numeracy Progression completed and made available to schools July 18 (Early, First, Second Levels).
  - A lead officer for numeracy is working with colleagues across the Alliance to discuss approaches for learning and teaching in numeracy.
  - General agreement that each LA follows its own path, subsequently sharing what has worked.
  - Baseline data collected from P3 and P4s in Dec'17 using assessments.

- **1 +2 Modern Languages workstream:**
  - Developing 1+2 in secondary BGE – building on last year's Scotland wide languages roadshows and sharing and comparing models across authorities.
  - Started to share NA models and strategic documents to support schools.
  - Planning development of sustainable training to meet the varying needs of primary teachers.
  - Gathering of authority strategies to identify baseline of activity (using Government Survey responses and Insight data to establish current picture and measuring improvement).
  - Identification of key workstreams for 1+2 this session including P1-S3 entitlement, Developing Young Workforce/business links, Transition, Professional Learning.
  - Establishing collaboration and partnerships: Scottish Centre for Information on Language Teaching and Research, Education Scotland, University of Highlands and Islands, Initial Teacher Education and Aberdeen University.
  - Trialling development of smarter communication – using 'Teams' on Glow.

- **Community Learning and Development workstream:**
  - Across the workstream smaller groups are analysing data / information and measurements.
  - The group is identifying how they might target family learning within each of the Local Authorities.

- Link in with Emerging Literacy to explore interdependencies.

- **Leadership Development workstream:**
  - Development group established with all NA LAs represented.
  - 3 meetings (including 1 in Orkney).
  - Leadership frameworks discussed and developing.
  - Leadership development strategy for NA being developed.
  - Practical professional development tools and resources to be developed

- **Systems Development workstream:**
  - Group reconstituted with new members have met to discuss the school element of this workstream.
  - Have agreed in principal a way forward to support improvement by collaborating on a common approach to evaluative language and a means of developing a shared understanding and expectations of standards. How Good Is Our School 4 to be used as our supporting framework.
  - Discussion has taken place with our Education Scotland Regional Advisor to plan the delivery of this involving QIOs and HTs from across the Northern Alliance.
  - Discussion around sharing our different approaches and local agreements to classroom observations.
  - Yammer group set up for those involved in this workstream as a means to communicate quickly and share any documentation etc.
  - Aberdeenshire secondary school QIV planned for Nov with participation from colleagues across NA (Highland and *Aberdeen City)* as a means to begin to share approaches, practice and develop shared standards etc.

- **Early Learning and Childcare (ELC) workstream:**
  - Early Years Lead and Early Year Improvement Advisor in post from 1/10/18 until 31/03/2020. Both posts are 0.6FTE.
  - A NA brief for infrastructure projects has been delivered. All other improvement plan actions are ongoing.
  - Individual meetings with LAs to discuss progress/challenges with delivering the expansion.
  - Representing NA at National ELC Partnership Forum.

- **Data Sharing and Performance workstream:**
  - Continues to work constructively with Education Scotland to take forward a new process for sharing and interrogating data.

- **Equalities workstream:**
  - LGBTI group has presented at the Scottish Learning Festival.
  - It has been decided however to open out this group to make it a wider Equalities workstream. The young people themselves have asked that we have some way of identifying and supporting group practice in schools, so that this can be spread across the NA and are keen to work with us on a Charter Mark for equalities.

- **Children's Services and Children's Services Planning workstreams:**
  - The collaborative is also reviewing group membership and looking to identify a sponsor and lead for Children's Services and refreshing the agreed purpose of the aforementioned workstream.

- **E-learning workstream:**

- Shetland Islands' Council and Highland Regional Council have appointed staff to the e-Sgoil Management Team.
- The team is currently standardising polices, practices and procedures in order to avoid duplication of effort and ensure that inter-authority delivery is as efficient and streamlined as possible:
  QA procedures
  Internet Safety Policy e-Learning
  Pupil, School and e-Sgoil Contract
  E-Sgoil Handbook
  E-Sgoil Improvement Plan
- Working group to develop digital learning pedagogy.
- Working closely with the GTC and EIS to ensure that all practices and documentation comply with national guidelines and agreements.

- **Future Delivery Models**
  - The Sustaining Education in Communities Conference was held on 14th September in Inverness and brought a range of stakeholders together to try and better understand the challenges of teacher recruitment and retention, falling school rolls as well as new models that will enrich rural communities. This workstream is now named 'Sustaining Education In Our Communities' and will look to develop agreed principles, sharing good practice and identifying supportive collaboration opportunities.

- **Rural Poverty workstream:**
  - The Northern Alliance is working to identify a lead to take this important workstream forward. This area needs to build on previous work and ensure that research reflects the breadth of the Northern Alliance, including developing a practical metric approach for assessing poverty related issues.

2.6 In term of next steps, the Northern Alliance will use the allocated funding grant to strengthen resources and collaboration to support learning and teaching in order to improve outcomes for children and young people.

3.0 Corporate Priorities and Joint Working:

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

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

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

3.2 Shetland Islands Council's Corporate Plan 2016 – 2020 states:

"There will be opportunities for people with all levels of skills, and there will be a close match between the skills that businesses need and those that the trained workforce have"

3.3 The Regional Improvement Plan evidences the strengths of the Northern Alliance's collaboration and provides a meaningful starting point to further enhance and enrich the work of the Alliance.

3.4 Shetland Islands Council's Workforce Strategy highlights:

"In order to deliver excellent services employees must have the skills, competencies and experience required to meet current and future requirements. This must be a suitable and flexible skill mix including attracting a supply of professional or highly skilled people from the market."

4.0 Key Issues:

4.1 The Northern Alliance Regional Improvement Plan (Phase 2) was consulted on and taken to appropriate committees in each local authority. The Plan was submitted to Education Scotland on the 3rd September 2018 and signed off by the HM Chief Inspector of Education/Chief Executive of Education Scotland on the 17th October 2018.

4.2 In support of the delivery of the Regional Improvement Plan (Phase 2) the collaborative produced a workforce plan/resource bid, which identified the resources required to ensure workstreams are effectively resourced and supported. The workforce plan/bid was submitted on the 3rd September 2018 to Education Scotland. The Scottish Government on 2nd November 2018 made a grant of up to £1,086,067 to support RIC activity and capacity building over the current school year (01/08/2018 to 31/07/2019).

4.3 The Scottish Government has requested an update from the RIC in December 2018/January 2019 on progress towards securing additional staffing and networks as identified in the workforce plan/resource bid.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	Successful implementation of the Northern Alliance Regional Improvement Plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families particularly those experiencing poverty.
6.2 Human Resources and Organisational Development:	There are several work streams with outcomes on knowledge and skills for teaching staff including leadership.
6.3 Equality, Diversity and Human Rights:	There will be a positive impact on children, young people and families including those with protected characteristics.
6.4 Legal:	There may be legal implications arising from the introduction of the Education Scotland Bill.

6.5 **Finance:**	The grant of £1,086,067 made by the Scottish Government to the Northern Alliance is to be used for the purposes of the Programme and for no other purpose. The funding will be drawn down in March 2019. Moray Council hold the grant. Shetland Islands Council Finance Officer, Zoe Anderson, has a role to play in auditing the spend and ensuring proper processes are in place.
6.6 **Assets and Property:**	There are no asset or property implications arising from this report.
6.7 **ICT and new technologies:**	There are no ICT implications arising from this report.
6.8 **Environmental:**	There are no environmental implications arising from this report.
6.9 **Risk Management:**	

	Risk	**Low (L), Medium (M), High (H)**	**Mitigation**
Financial	The grant offer and associated arrangements may make it challenge to provide a progress update before the end of the year given it was early November that the Northern Alliance has been notified of the allocation from the Scottish Government.	M	The Regional Improvement Lead is writing to Scottish Government to clarify expectations.
Legal	Legislative changes such as the introduction of the Education (Scotland) Bill may have implications for	L	Monitor the national direction of travel. The Regional Improvement Plan is open and flexible document, which has the potential to

	the RICs current practice and working arrangements.		accommodate new or additional expectations that maybe placed on the RIC.
Employee	Lack of capacity to deliver the Regional Improvement Plan.	M	The collaborative has sought to ensure equitable resource allocation across the region. The workforce /resource bid, which was submitted to Education Scotland, resulting in a grant of over £1million (approx.) will enhance the capacity of the RIC to deliver outcomes. The RIC will also develop joint working protocols and continuously review the workforce allocation.
Customer	The Northern Alliance is committed to ensuring staff have access to the practical improvement support they require. A risk is this message is not clearly communicated to staff and there is a lack of understanding amongst schools	L	The collaborative is redeveloping the website to ensure it is user friendly and profiles the work of the Northern Alliance. The collaborative has also devised a communications strategy to engage schools, Head Teachers, Teachers and other key stakeholders, including young people and their

		regarding the role of the RIC.		parents /guardians/carers.
	Environment	Challenging geography of the Northern Alliance region.	L	The Northern Alliance is committed to using digital technologies to facilitate meetings (v/c and a/c), which reduces costs and the collaborative's carbon footprint.
	Technology	The collaborative covers a vast area and utilises IT and digital technologies to overcome distance and reduce travel costs. There is a risk if the IT infrastructure is not effective it could hinder progress.	L	The Northern Alliance is utilising a range of platforms to enable collaboration across borders and boundaries. Many of the workstreams are adopting, Glow, Google as well as using Vscene for video conferencing and sharing documents.
	Reputational	Not supporting the Northern Alliance's work outlined in the Regional Improvement Plan could create a negative reputational risk. The Northern Alliance Regional Improvement Plan supports the delivery of local priorities.	L	Adopt a collaborative approach to improvement based on consensus building and stakeholder engagement.
6.10	In accordance with Section 2.3.1 of Shetland Islands Council's Scheme of Administration and Delegations, the Education and			

Policy and Delegated Authority:	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.	
6.11 Previously considered by:	Education and Families Committee	12 June 2018

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Report Finalised: 7 December 2018

Appendices:
Appendix 1: Northern Alliance Regional Improvement Regional Improvement Plan

Background Documents:

END

The Northern Alliance

Regional Improvement Plan 2018

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1. Introduction

The Northern Alliance is a collaboration between eight local authorities, across the North and West of Scotland**:** Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Our shared vision is to improve the educational and life chances of our children and young people. To remove the barriers to learning and improve children's outcomes**,** the collaborative seeks to build on the strengths of shared service development, create professional networks and deliver continuous professional development. The Northern Alliance exists to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. The reach of the Northern Alliance is vast**,** covering 58.4% of the landmass of Scotland, yet it represents a small percentage of the Scottish population. This area has amongst the highest levels of rurality and the lowest levels of population density within a context of economic fragility and poverty. It also includes two of Scotland's cities. The geography and common challenges experienced across the region moved the Alliance to identify new ways of working and adopt a shared approach to the communities it represents in the north of Scotland and in the islands.

In response to the Governance Review of Scottish Education, the Alliance has sought to further develop its culture of collaboration. This has resulted in the sharing of expertise in a range of areas: curriculum development, school estates, early years and Integrated Children's Services development, as well as establishment of local and regional networks. Partnership working has enabled the Northern Alliance to deliver programmes such as Emerging Literacy and Leadership Development, which are already benefiting schools and teachers across the region. The Raising Attainment in Literacy, Language and Communication workstream is currently providing direct support to practitioners in 47% of primary schools across the Northern Alliance.

A key strength of the Northern Alliance is found in its commitment to distributed leadership at all levels. This approach allows flexible and organic partnerships to emerge, which cross professional and geographic boundaries. This 'bottom up' approach is reflected in the origins of a number of the Alliance's workstreams such as the Equalities group and more generally, in the practitioner informed approach that shapes all our activities.

By building on our collective experiences as a regional improvement collaborative we are confident we can make a meaningful difference to the lives of children and young people. To measure our impact the Alliance is committed to evaluating performance data through the use of pupil data. Alongside the use of quantitative data, we draw on qualitative data to capture information from teachers and practitioners, which is collated into the formal evaluation of programmes. Our commitment to ongoing evaluation across all of the programmes allows the Alliance to measure impact and target improvement. We aim to grow and develop this approach with other partners – such as NHS, universities and national agencies.

Central to the work of the Alliance is the Scottish Attainment Challenge and the shared aim to achieve equity in educational outcomes, with a focus on closing the poverty related attainment gap. This is of particular interest to the Northern Alliance given the aforementioned challenges experienced by the region. To

this end, the high-level priorities outlined in the Northern Alliance Regional Improvement Plan are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework [NIF hereafter].

The Northern Alliance seeks to deliver on the following priorities:

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structures which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities we are committed to improving outcomes and closing the gap, which exists across our wide and varied communities and crucially, keeping the child and family at the centre of all that we do. Schools, teachers and headteachers have a clear role to play, but for too many young people and families, this is not enough. Some of our young people and their families require family support workers, social workers, school nurses and many others besides. While the priorities outlined in the Regional Improvement Plan support the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement.

To realise our vision, we work in a multi-layered way. Some programmes are directed, such as those which support the above-mentioned priorities. The Emerging Literacy, Numeracy, Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of our workstreams have cross cutting themes and are reflective of the leadership ethos which we have promoted over the last three years. These workstreams not only reflect the wider imperative to improve all services but have come about by middle managers and leaders recognising the benefits of collaboration to improve services more quickly and sustainably. However, not all schools will be involved in all improvement activities at any given time.

The Northern Alliance is a committed learning collaborative and as such will continue to learn as programmes embed and develop, we are committed to working in partnership nationally, regionally and locally and welcome wider collaborations and learning which develop impact and drive improvement across the country. During the drafting of the second phase of the plan, the Northern Alliance has sought to engage with all stakeholders, consulting with teachers, head teachers, children and young people, parents and guardians and elected members from across the region. The Northern Alliance will continue to learn from what works well, where change is needed and importantly react to feedback and requests from schools and teachers to aid their work with children and young people.

2. Northern Alliance Workstreams

Regional Coordination
Programme Lead

Reporting

Website development | **Communications** | **School to School Networking**

Emerging Literacy Programme	Maths Attainment & Numeracy Programme	Systems Improvement and Leadership Development	Early Years and Child Care Programme	Performance/ Data Sharing Programme	Children's Services Planning Group	Children's Services	MFL Development Group	Poverty / Closing the Gap Development	Future Delivery Models / Estates	IT transformation [E-Learning]	Equalities	Community Learning & Development
Programme Sponsor: Regional Improvement Lead	*Programme Sponsor:* Regional Improvement Lead	*Programme Sponsor:* Laurence Findlay	*Programme Sponsor*: Anne Paterson	*Programme Sponsor*: Dave Gregory	*Programme Sponsor:* TBC	*Programme Sponsor*: TBC	*Programme Sponsor:* Laurence Findlay	*Programme Sponsor:* Helen Budge	*Programme Sponsor:* Wilf Weir	*Programme Sponsor:* Bernard Chisholm	*Programme Sponsor:* Regional Improvement Lead	*Programme Sponsor:* Anne Paterson
Programme Lead: James Cook	*Programme Lead:* David Clark & Margaret Rule	*Programme Lead:* Vincent Docherty	*Programme Lead:* Craig Clement	*Programme Lead:* Reyna Stewart	*Programme Lead:* Ian Kyle	*Programme Lead*: TBC	*Programme Lead:* Sylvia Georgin	*Programme Lead:* Shetland QIO	*Programme Lead:* Peter Diamond	*Programme Lead:* Angus MacLennan	*Programme Lead:* Bernadette Cairns	*Programme Lead:* Avril Nicol
Focus: Raising Attainment in literacy	Focus: Review of attainment in mathematics, T&L approaches	Focus: Develop high quality leadership & systematic improvement across the NA at all levels	Focus: Delivering 1140 hours EYCC policy	Focus: Create shared data set for NA work	Focus: To ensure alignment and coherence across NA ICS plans and workstreams	Focus: To support improvement in children's services	Focus: To develop 1+2 languages, embed teacher subject knowledge	Focus: To explore rural poverty and its impact on attainment	Focus: To develop and implement a framework to facilitate transformation and change in our communities	Focus: To explore development and impact of Esgoil model across the region	Focus: To champion equalities and children's rights across the NA	Focus: To develop shared approaches to community learning & development
Outcome: Impact on closing the gaps, teacher subject knowledge and attainment	Outcome: Impact on closing the gaps, teacher subject knowledge and attainment from primary 1 to S4	Outcome: Improve the quality of leadership through promoting and developing systemic approaches to improving outcomes, quality & meeting LA's statutory obligations.	Outcome: Improving access, quality and closing economic / attainment gap	Outcome: Shared agreement data to help drive performance of NA programmes	Outcome: Work towards shared improvemen t across the NA, sharing of best practice, innovation in approach across the region	Outcome: Better outcomes for vulnerable children and improved practice	Outcome: Increase teacher subject knowledge, extend qualified teacher numbers, raise attainment	Outcome: Identify key indicators of rural poverty: reduce impact on attainment	Outcome: Reduce costs: share best practice, create innovative plans for future services	Outcome: Wider access to full curriculum, cost reduction, transformation of T&L	Outcome: Improve the health & wellbeing of children & young people	Outcome: Improving employability skills for young people, improve family learning & parental engagement

3. Northern Alliance Priorities

High Level Priorities

Priority 1	Priority 2	Priority 3	Priority 4
Improvement in attainment, particularly literacy and numeracy	Closing the poverty related attainment gap between most and least disadvantaged children	Improving the structures which help children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people
❖ Improve the leadership of the raising attainment agenda at school, ASG, authority level and across the Northern Alliance ❖ Develop shared approaches to assessment and moderation ❖ Develop literacy and numeracy strategies to improve attainment	❖ Identify appropriate poverty related attainment gaps across the Northern Alliance ❖ Improve learning and teaching to raise attainment across the region	❖ Reduce the impact of adverse childhood experiences and chronic neglect	❖ Increase the number of young people reaching a positive and sustained destination

Workstreams With Cross Cutting Themes			
Performance and Data Sharing	Rural Poverty	Systems Improvement and Leadership Development	
Equalities	Community Learning and Development	IT Transformation (E-Learning)	
Children's Services Planning Group	Early Learning and Childcare	Children's Services	Future Delivery Models/Estates

4. The Northern Alliance Regional Improvement Plan – How This Will Be Achieved

PRIORITY AREAS	KEY DRIVERS
1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the poverty related attainment gap between most and least disadvantaged children 3 Improving the structures which help children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people	SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information

Priority 1: Improvement in attainment, particularly literacy and numeracy					
Improvement Activity	**This Is How We Will Do It**	**When**	**Leads**	**Improvement Outcomes**	
				What We Will Measure (Evidence of Impact)	What Is Success?
Literacy Equipping education practitioners with the knowledge, understanding and skills to support children's early literacy, language and communication development.	• A group of Lead Practitioners will be trained to support sustainability of the approach at local level using a suite of professional learning resources.	June 2019	Leads: James Cook	Qualitative feedback from: Lead Practitioners; Local Networks led by the Lead Practitioners; Practitioners involved from educational psychology and allied health professionals.	By June 2019, programme will be self-sustaining.

Key Drivers: ACP SL TP PI	• Case studies will be captured and shared, detailing the impact on practice and the outcomes for children.			Quantitative data analysis on 'Achievement of CfE Levels' data: -Y1: 2016/2017; comparison of those involved and those not involved in the workstream -Y2: 2017/2018; comparison of those involved and those not involved in the workstream. Qualitative data from practitioners within each of the local networks. Qualitative feedback from case studies in supporting school improvement	In 2018/2019, 300 schools and ELCCs in the local authorities who are part of the Northern Alliance Emerging Literacy workstream will be supported in taking a developmental approach to Emerging Literacy. Practitioners will report an increase in knowledge, understanding and confidence in children's early literacy, language and communication skills. Schools will have case studies to reflect on to support their own school improvement. **Scottish Government Stretch Aim: By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.**
<u>Numeracy and Maths Attainment</u> Develop teacher confidence, professional understanding and leadership in relation to numeracy and secondary maths attainment **Key Drivers:** SL PI TP	• Upskilling of ELCC workforce to support numeracy • Improving the learning and teaching of 'hard to teach' areas in numeracy • Developing networks of education practitioners, including linking to Ed Psychologists, University of Aberdeen and allied health professionals. • Improve ELCC practitioner and teacher confidence • Utilise digital platforms (glow and website) to enhance and	From August 2018 onwards	Leads: Dave Clark; Margaret Rule; Head Teachers Education Scotland Support	Qualitative: Capture attendance at networking events and follow up survey from events Evaluation reports to assess the development of a culture of learning and impact on practice Longitudinal study of maths teachers Annual Survey Quantitative:	**By 2021 in the 60 identified schools, the poverty related attainment gap (including aspects of rural poverty) will close by 10%** Feedback from schools and ELCCs indicate improved quality of professional learning for staff. Clear, coherent and rigorous learning pathways established from the BGE to Senior Phase. A range of interventions created that develop mathematical thinking in "difficult" areas especially for students in SIMD 1-4.

	develop networking • Create virtual communities/ communities of practice • Ensure leadership development programme in place for head teachers, senior leaders, subject and curriculum leaders • Review of presentation policies and maths attainment in Northern Alliance • Twinning of Schools • Transition for primary to secondary			Assessment of link between attainment data and professional learning to identify impact of leadership development programme (3-year programme S1-S4) SNSA Numeracy – CfE level of judgement (primary 4)	Alliance – wide framework for effective maths faculty leadership with change leadership and learning at its core.
To improve the numeracy levels of pupils and improve attainment in S4 maths. **Key Drivers:** TP SL PI	• Effective leadership of change and of learning within maths faculties. • Effective planning of learning, teaching and assessment.	From August 2018-onwards	Leads: Dave Clark; Margaret Rule	Insight data set BGE benchmarks	Increasing the number of maths faculties across the Alliance meeting or exceeding their VC. Levels of numeracy at L4 and L5 improve for pupils in SIMD 1-4. SNSA scores show incremental improvement year on year. N5 attainment in maths rises across the Alliance by _ % by 20_. Increase in teachers' judgement for primaries 1, 4 and 7. Increase in % of young people entering preschool with appropriate numeracy milestones.

					Increase uptake of Higher Maths.
Develop shared approaches to assessment and moderation for literacy and numeracy. **Key Drivers:** SL PI PE TP ACP	• Establish a QAMSO group across Alliance • Teachers to develop a greater shared understanding of standards (improved standardisation) by facilitating opportunities for professional networking • Create virtual communities of practice to develop teacher judgement Introduce 'critical friend' approach to moderation	Throughout school session 2018/19	Leads: Regional Improvement Lead; QAMSO lead, Karen Lees.	Teacher confidence survey: sampling across the Northern Alliance Use of web analytics to track use of online communities and resources QAMSOs to assess teacher judgement Collectively tracking teacher judgement across the Northern Alliance Review of embedding standardisation in assessment and moderation	80% of assessment figures as checked by QIOs to be accurate (Y1). Take sample across Aberdeen and work from youngster; across the NA.
Ensure all teachers across the Northern Alliance see themselves as teachers of language **Key Drivers:** SL PI PE TP ACP	• Develop moderation work in and across primary and secondary • Focus on tracking and monitoring of languages across the BGE	From August 2018 onwards	Leads: Sylvia Georgin	Insight data set Annual 1+2 survey of primary languages	_% increase in uptake in Modern Languages in the Senior Phase by 2021. _% increase in passes at A to C at National 5 Level in Modern Languages by 2021.
Develop strong connections and synergy between emerging literacy and language	• Align progression frameworks for languages across the Northern Alliance	June 2019	Leads: Sylvia Georgin; James Cook; Regional Improvement	CfE and Insight data	School inspection data showing positive progress with implementation of 1+2 by 2021.

learning ensuring a connected curriculum and a more integrated approach to raising attainment in literacy **Key Drivers:** SL PI PE TP ACP	• Develop links between emerging literacy approaches to phonics with 1+2		Lead		
Increase and improve parental engagement on literacy and numeracy. **Key Drivers:** PE	• Audit current engagement activity in schools and ELCCs • Identify areas for improvement and agree where collaboration can support effective programme development	From August 2018 onwards	Lead: Avril Nicol Education Scotland support	Measure consistent understanding of Family Learning to support application of agreed measures Introduce and embed Adult Achievement Award	Increase in number of parents / carers engaged with children's learning (in and out of school/ELCC). Increase in (number/time) parents engaged in supporting children's learning/attainment.

Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children.

Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
Review of attainment across the Northern Alliance with a specific focus on our most disadvantaged children in order to identify 'the gap' (linked to Maths project outlined under Priority 1) **Key Drivers:** SL PI PE TP ACP	• Group review attainment in maths across the Northern Alliance (stats review) • Establish statistical milestones, which identify effective practice e.g. S4 scores • Gap between SIMD levels is analysed and described, and common themes identified • Review of Presentation policies • Review of Inspection outcomes for best practice/key themes • Work with Education Scotland on maths support and development from national thematic programme	June 2019	Leads: Dave Clark, HT, DHT, PT (Maths) Reyna Stewart, Performance workstream	Insight	Clear articulation of the attainment gap in numeracy. Increased attainment in SIMD 1 & 2.
Ensure all young people receive their entitlement to languages learning given the wider attainment benefits this brings for all learners regardless of background or ability **Key Drivers:** SL	• Provide clear consistent guidance for schools in relation to timetabling and presentation in Modern Languages to ensure a common approach across all our schools • Involvement of key practitioners in developing T&L tools to support learning	By 2020 in line with the Government 1+2 strategy	Lead: Sylvia Georgin	Insight analytical data set Use of rural deprivation measure [once developed]	XX% increase in National 5 passes of A to C in Modern Languages in SIMD 1—3 and SIMD 9-10 by 2021. Almost all learners receiving their entitlements to L2 and L3 as per national 1+2 policy by 2021.

Improve attainment of Care Experienced Young People **Key Drivers:** ACP SL TP PI	• Shared initiatives being developed in each of our authorities • Explore opportunities provided by eLearning • Develop tracking and monitoring processes alongside other recording and performance activities • Explore shared approaches to out of authority placements • Share best practice, including through the ASN network	By June 2020	Lead: TBC	Absence, Attendance, Exclusion data Qualitative the views of our Looked After Children e.g. champions board	5% increase in numeracy and literacy attainment in Care Experienced Young People by 2020.
Ensure young people have access to wider achievement opportunities and accreditation **Key Drivers:** PI	• Accredited learning • Menu of accreditation opportunities available across the Northern Alliance– DofE; Youth Achievement and Dynamic Youth Awards; Saltire; John Muir Trust; Princes Trust; Sports Leader • Reduction in the barriers to access	By June 2019	Lead: Avril Nicol	Participation and achievement measures – DofE; Youth Achievement; Saltire; John Muir	Increase in uptake of DYA and YAA and DofE – 3% uplift across NA. Particular focus on increased uptake from SIMD 1-3 5% uplift across NA.
Development of learning pathways to improve outcomes for children and young people. **Key Drivers:** PE ACP PI	• Establish primary and secondary curriculum. Head teacher groups • Individualised / flexible learning pathways – including element of family learning • Increased collaborative working with Further and Higher education to support curriculum delivery • Sharing curricular models across the NA • Mechanisms for school leaders to share best practice in use of PEF funding • Youth work in schools	From August 2018	Lead: Avril Nicol	SDS data Participation measures	95% young people have positive and sustained destination by 2020. Increased attainment in the lowest 20% of cohort placements. Reduction of Out of Authority Placements. Increased attendance across the NA. Decrease exclusion across the NA.

Priority 3: Improving the structures which help children and young people's health and wellbeing					
Improvement Activity	**This Is How We Will Do It**	**When**	**Leads**	**Improvement Outcomes**	
				What We Will Measure (Evidence of Impact)	What Is Success?
Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect **Key Drivers:** PI PE TP	• Promoting understanding of ACEs and their impact • Earlier identification and assessment of chronic neglect • Responding to chronic neglect • Strategies to promote resilience • Training in resilience-building for staff	From August 2018	Lead: TBC	Health and Social Work data on adverse childhood experiences and chronic neglect Qualitative data from focus groups to discuss adverse childhood experienced	Staff being upskilled. Improvement children's health and wellbeing. % decrease in children in adverse childhood experiences. % decrease in children experiencing chronic neglect. Children and young people explain approaches to be resilient.

Develop an effective partnership across the different NHS boards and the Northern Alliance focused on improvement of young people's health and wellbeing **Key Drivers:** PI ACP	• Mapping exercise of current health related services for children and young people across the Northern Alliance • Consider collective arrangements for the commission and decommissioning of health-related services	June 2019	Lead: Regional Improvement Lead	Audit exercise Individual Children's Services Plans SALSUS data on health behaviours	Improvement of health and wellbeing of children and young people across the Northern Alliance. More joined up working across the services.
Enabling Youth Voice (Youth Democracy) **Key Drivers:** TP SI SL	• CLD staff across the Northern Alliance to promote youth led participatory groups and volunteering opportunities for CYP	June 2019	Leads: Bernadette Cairns, Equalities leads; Avril Nicol, CLD Group	Qualitative and quantitative data on the number of youth led groups and their function Quantitative data on the number of Children and Young People attaining wider achievement awards AVCO data	5% increase in the number of CYP achieving wider achievement wards such as Saltire May 2018 to May 2019.
Deliver financial awareness to measure financial literacy **Key Drivers:** PE	• Develop professional understandings of financial literacy • Establish networks of practice between LAs and at locality level (Youthbanks; Credit Unions, links to Welfare Reform – benefits uptake rates) • Financial awareness training delivered in all 8 LAs	June 2020	Leads: Avril Nicol; Education Scotland support	Qualitative feedback	Increase in parents / families feeling confident/upskilled to make informed choices. Development of agreed Financial Literacy Measures.

Support the development of effective equalities and diversity policies across the Northern Alliance **Key Drivers:** TP SI SL	• Establish a baseline for number of schools/ELCCs with diversity policies • Working group to create a skeleton statement/policy	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Quantitative data on the number of schools/ELCCs with policies / statements in handbooks.	By 2019 there will be 100% increase from the baseline.
Equality, Diversity and Children's Rights – Training and Curriculum Resources **Key Drivers:** TP SI SL	• Establish an Equalities Working Group (EWG), including young people, across the Northern Alliance • Share current resources across the EWG • Agree the core programmes and linked materials	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Qualitative feedback received during the testing of materials across the Northern Alliance to inform ongoing development.	By 2019 a core training programme, with links to curriculum resources, will be created for use across LAs in the Northern Alliance.
Championing Equality and Diversity through the Rights Respecting Schools (RRS) programme (Unicef) **Key Drivers:** SL PI PE TP	• Identify a lead within each local authority, named within the Service Level Agreement (SLA), will promote the RRS programme. • Identify 'champions' across the Northern Alliance partners / Las to support the engagement with and assessment of the RRSA • Training provided for the 'champions' by Unicef	By June 2019	Leads: Bernadette Cairns with support from Unicef	Quantitative data on the number of schools registered and progressing towards RRSA at the various levels.	In the LAs with the SLA across the Northern Alliance at least 30% of schools will be registered and progressing towards the RRSA by 2019.
Increase the number of LGBT+ children and young people in school who feel safe	• Development of LGBT+/Alliance (or Gender and Sexual Orientation Alliance, GSA) groups in secondary schools to support children and young people who identify as LGBT+ and their allies.	By June 2019	Leads: Bernadette Cairns in partnership	Quantitative GREC data and SEEMIS data. Qualitative local / regional data gathered through a	10% increase in the number of LGBT+/Alliance groups by May 2019 – ambitious. Long term aim view of 100%.

Key Drivers: SL PI PE TP	• Awareness training in schools for staff and pupils • Sharing of National Guidance (GSA) • Sharing of best practice – what works locally • Protecting children and adults against abuse through effective professional learning • Capture current picture of relevant available CPD – across Northern Alliance members • Work collaboratively to agree measures – e.g. linked back to Bounce Back programmes		with LA Leads	random survey of schools across the Alliance, repeated annually	10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019.

Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people					
Improvement Activity	**This Is How We Will Do It**	**When**	**Leads**	**Improvement Outcomes**	
				What We Will Measure (Evidence of Impact)	What Is Success?
Add value to DYW agenda by ensuring languages are within DYW agenda across the Northern Alliance **Key Drivers:** SL PI TP	Link languages experiences in schools to the wider DYW agenda and skills agenda/provide an employment context for learners: • Agree common expectations and principles for a languages approach to DYW in the Northern Alliance • Provide CLPL for teachers linked to languages and DYW and further ensure DYW CLPL has an integrated languages component as required • Ensure all our schools, primary and secondary have access to business champions who can bring relevance to languages learning • Greater connectivity and synergy across languages and DYW policy areas Embed languages across the curriculum (5-15) with a clear focus on skills development: • Develop contexts for learning linked to DYW/languages • Further develop partnerships with SCILT with regards Business Champions and Business Brunches	June 2020	Lead: Sylvia Georgin	Insight data	Every secondary school Modern Languages department to have at least one business / employer link by 2021 XX% increase in update of SQA Language in Work units from 33 onwards by 2021

Review all Northern Alliance employability strategies/ plans and consider areas of common interest where we could add greatest value **Key Drivers:** SL PI	Wider achievement: • Review plans • Arrange for DYW leads to meet to identify share skills pathways • Share best practices • Engage key stakeholders e.g. better linking with colleges and Adult Learning staff • Increase engagement of primary schools with DYW, and develop improvement plans to raise aspirations in CYP from primary stage • Youth Aspiration Survey: Roll out across a small cohort (primary and secondary) Employability – senior phase, essential skills: • Support pupils into the 'Career Ready' programme • Linking curriculum areas of CfE to employment opportunities and skills • 16-18 named person role implementation/improvement pre-16 activity agreements Internship opportunities and skills for work development: • Have flexible arrangements for Activity Agreements to take place across the LAs • 16+key worker role • Retaining contact with those who are known, embed in each targeted school with consistent approach managing a gap	Phase one data gathering by end of Sept 2018 Phase two reporting end June 2019	Lead: Avril Nicol	Participation measures in place across the Northern Alliance. SDS extract Improved data available e.g. Northern Alliance data sets	Clearer picture from Youth Aspiration Surveyroll out across a small cohort (primary and secondary). Increased numbers of senior phase pupils mentored to develop skills for work.

Cross Cutting Themes

The cross-cutting themes support the delivery of the priorities yet some of these activities do not necessarily have tangible measures. This reflects the Northern Alliance's wider outlook and activities as a collaborative, some of which pre-dates the Northern Alliance's collaborative working with Education Scotland.

Cross Cutting Themes: activities which support the delivery of the Regional Improvement Plan					
Improvement Activity	**This Is How We Will Do It**	**When**	**Leads**	**Process Measures that support the Regional Improvement Plan**	
				What We Will Measure (Evidence of Impact)	What is The Impact Over Time?
Improve the use of data and data sharing across the Northern Alliance. **Key Driver:** PI	• Data sharing agreement by 3rd September 2018 • Data review • Establish a national protocol for data sharing within and outwith the collaborative • Support teacher data literacy	Sept 2018 June 2019	Leads: Reyna Stewart, Education Scotland and Regional Improvement Lead	SEEMIS Insight Feedback from teachers Evaluation of improvement and impact for workstream leads and teachers	Establishment of Data Sharing Agreement Across the Northern Alliance 2018. Identification of baseline data for individual workstream. Improved use of data by workstream leads, teachers etc for improvement.
Ensure school improvement teams are working collaboratively and effectively across the Northern Alliance **Key Drivers:** ACP	• Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce) • Review reporting arrangements – once plan approved and enacted and report to quarterly to improvement advisory forum • Identify as an alliance schools with greater need of targeted support e.g. cluster work / buddying activities	Ongoing	Leads: Regional Improvement; Vincent Docherty	NIF return External inspections Qualitative data: feedback from staff	Increased confidence in self-evaluation over 18-21-month period. Greater alignment of self-evaluation processes across the NA. %_increase in stay reporting they are confident in the use of self-evaluation.

TP PI	• Focus on self-evaluation for improvement				
Work towards reducing impact of child poverty [including rural poverty] in line with the provisions set out in the Child Poverty Act 2017 **Key Drivers:** SI PI	• Develop an overall deprivation measure describing rural settings and the unique challenges rural communities face • Work collaboratively to define and identify indicators to describe rural poverty • Enable staff to continue career long professional learning about child poverty regardless of area – utilise eLearning and online communities	June 2020	Leads: Helen Budge	Develop rural poverty measures Use said measure to evidence impact PEF Work with ADES Work with SG	Run small tests of change to demonstrate impact and change over time. Longer term aim implementation of measure and reduction in the impact of child poverty on attainment.
Develop shared approaches to children's services planning, building on best practice across the Northern Alliance. **Key Drivers:** ACP TP PI	• Agree common approaches to children's services planning • Agree common formats to children's services plans	June 2019	Leads: Ian Kyle	Children's Services Planning Evaluation Reports from individual LAs	Common approaches leading to more consistent support for children and young people.
Sharing best practice in quality assurance in Children's Services **Key Drivers:** ACP TP PI	• Shared approaches to QA across the Northern Alliance • Peer review • Linking across self-evaluation activities • Preparing for Children's Services Inspection 3 • Supporting an outward looking and a coordinated approach across the 8 authorities	Ongoing	Leads: Susan MacLaren and subgroup; Ian Kyle [tbc]	Children's Services Reports from individual LAs Qualitative data: feedback from staff	Staff reporting improved confidence in self-evaluation across the NA.

Supporting activity across social work and children's services **Key Drivers:** PI	• Consolidating and coordinating the Children's Services Network • Supporting and developing Social Work leadership • Ensuring peer support networks for practitioners across the Northern Alliance • Identifying, sharing and responding to new challenges	Ongoing	Leads: Heads of Services across eight local authorities	ACORN	
Leadership Development in Schools across the Northern Alliance led by sector leading Head teachers / teachers **Key Drivers:** SL TP SI	• Identifying sector HT and teachers to champion educational improvement across the Northern Alliance to a school led system • Establishment of NA strategic group to lead this initiative • Representation from all LA's expected and when appropriate teachers and middle leaders will be invited to engage in the group's work • A draft template for a leadership development framework to be created • A scoping exercise to be carried out to ascertain what existing effective practice and approaches to leadership development are currently in place • Liaison with SCEL will support this • A rationalisation of the current position and commissioning of work to address potential gaps will lead to the creation of a NA Leadership Development Framework for Schools. This framework to be endorsed and validated by SCEL	Jan 2018 – onwards June 2019	Leads: Vincent Docherty supported by focus group; headteachers leadership group – SCEL fellows NA group CPL leads to be consulted. Sub-group to pursue NA group assisted by Yvonne McCraken and SCEL NA group in liaison with PCL leads	Qualitative data: feedback from survey Participation measures	Increased self-identification as leaders by staff at all levels in schools. Access by all staff in schools to a clear leadership development programme supported by high quality professional learning. 50% increase of staff in schools engaged in leadership training. Leadership positions in schools filled with appropriately prepared leaders. As a result of the leadership development programme and other influences all HMI inspections will see the QI 1.3. evaluated as Good or Better.

	• A co-ordinated professional learning plan will be confirmed to support leadership development at all levels				
Develop approaches in management of Estates for using education assets and resources for future delivery **Key Drivers:** TP SI	Launch of Sustaining Education in our Communities Summit: • Build a conversation with island/rural communities around sustainability and learning futures • Map community assets and barriers to sustainable community participation • Develop staff models and training	Sept 2018 - onwards Jan 2020	Leads: Wilf Weir / Bernard Chisholm	Use of the BB standard Survey use of community facilities	Improve school estates. % children across the NA meet the BB standard. Evidence community facilities are better used.
Develop a digital culture to improve learning provision **Key Drivers:** TP SI	• Grow a digital culture in places of need • Develop training and management models • Explore how e-learning / virtual classroom approaches can used to support the training and CPD of early years practitioners and support workers	Ongoing June 2019	Leads: Bernard Chisholm NA Early Years Lead		
Survival and sustainability of island and rural settings - **Key Drivers:** SI TP	• Identify existing infrastructure and identify future options • Explore existing solutions used in rural/island areas and build on/adapt these to rural/island settings	Ongoing	Leads: Wilf Weir		Improved opportunities to 'learn at/from home.' Better use of community spaces / building as learning centres. Sharing the cost of the cost of provision with a wider range of interest groups.
Staffing curriculum for STEM - move to the curriculum	• Review of staffing requirements • Identify gaps in timetabling • Identify improvements to teaching training and pedagogy	Ongoing	Leads: Regional Improvement Lead	Staffing formula	Increase staff compliment for STEM.

one. **Key Drivers:** SL PI TP SI	• Explore further the Orkney Model				
Identify opportunities for shared approaches to the delivery of early learning and childcare expansion **Key Drivers:** SL PI TP SI	• Establish a common approach to Programme Management and Assurance • Establish a NA dataset for the ELC expansion programme • Agree a NA brief for infrastructure projects (new builds and extensions) • Undertake scenario planning on a locality to ensure resources are being used effectively and priority given to 'high risk' areas • A shared understanding of ELC workforce requirements and staffing models (including development of ELC Academy) • A coordinated approach to outdoor learning development and staff training • Establish a shared approach to engaging with partners (including partners rates) • A shared approach to quality improvement across early learning and childcare	Dec 2018 Dec 2018 Sept 2018 Dec 2018 April 2019 June 2019 August 2020	Leads: NA Early Years Lead	ELC expansion programme management reporting	Successful delivery of 1140 hours by August 2020 across all 8 local authorities.
Workforce development – developing staffing and curriculum to provide an agile qualified and responsive workforce **Key Drivers:** SL PI TP SI	• Continue to work with ITE providers, Scottish Government and other partners to ensure appropriate training and support provision is in place for ITE, early teacher education and career long professional learning across the Northern Alliance	Ongoing	Leads: Regional Improvement Lead and 8 LAs / ITE and other partners		

Shetland Islands Council

Agenda Item **6**

Meeting(s):	Education and Families Committee	18 December 2018
Report Title:	External Audit – Care Inspectorate Reports	
Reference Number:	CS-43-18-F	
Author / Job Title:	Jordan Sutherland, Deputy Executive Manager – Children's Social Work	

1.0 Decisions / Action required:

1.1 Education and Families Committee are asked to NOTE the content of this report, following inspections carried out by the Care Inspectorate on the following services:

- Adoption
- Fostering
- Children's Residential Services (Grodians)
- Islesburgh Out of School Care Service

2.0 High Level Summary:

2.1 In August 2014, a policy and procedure was approved by Policy and Resources Committee, requiring that all reports from external advisors be directed to, and considered by, the relevant committee (Min Ref: P&R 28/14)

2.2 The purpose of this report is to highlight the findings of four inspections carried out by the Care Inspectorate. The full inspection reports are included as appendices, and the grading history is contained within each report. The quality grades awarded during these inspections are summarised below.

2.3 **Adoption Service**

Quality of Care and Support	4 – Good
Quality of Environment	Not applicable
Quality of Staffing	Not assessed
Quality of Management and Leadership	4 – Good

Fostering Service

Quality of Care and Support	4 – Good
Quality of Environment	Not applicable
Quality of Staffing	Not assessed
Quality of Management and Leadership	4 – Good

Children's Residential Services (Grodians)

Quality of Care and Support	4 – Good
Quality of Environment	Not applicable
Quality of Staffing	Not assessed
Quality of Management and Leadership	4 – Good

Islesburgh Out of School Care Service

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

3.0 Corporate Priorities and Joint Working:

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

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

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

4.0 Key Issues:

4.1 All services must submit an action plan to the Care Inspectorate within 28 days to receiving the final inspection report, detailing how any requirements or recommendations will be take forward by the service. Where required, action plans have been submitted to the Care Inspectorate.

4.2 The Adoption and Fostering Services are delivered by the same team, and were inspected together. The areas of strength highlighted for both services were:

- Post adoption support and training for adopters
- Foster carers reported feeling well supported by the Council
- Significant improvement in permanence planning and monitoring for children and young people
- Child centred values
- Child focussed planning and review
- Good policies and procedures for staff
- Good levels of staff supervision
- Quality assurance processes and learning from adverse events

4.3 The Adoption and Fostering services each received one recommendation in relation to the fostering and adoption panel. Work is underway to support development of the panel, and the service will ensure the recommendations are taken forward.

4.4 During the Children's Residential Services (Grodians) inspection, the Care Inspectorate highlighted the following areas where the service performs well:

- Support plans identifying individual needs and strategies of support
- Monthly letters highlighting achievements of young people
- A focus on health and wellbeing of young people
- Close links between the service and education
- Good opportunities for professional development of staff

4.5 Children's Residential Services received one recommendation in relation to the frequency of staff supervision. The service has submitted an action plan to the Care Inspectorate and will ensure that this is taken forward.

4.5 The Islesburgh Out of School Care Service was inspected across all four quality themes, following a grade of ‘adequate’ for management and leadership at their last inspection in November 2017. During inspection, the services was found to perform well in the following areas:

- Happy, welcoming atmosphere
- Children’s health and wellbeing were well supported
- Good use of outdoor space and community resources
- Use of research and evidence to support practice
- Significant improvement in management arrangements

4.6 The Islesburgh Out of School Care Service received no requirements or recommendations during this inspection. The service will, however, ensure continuous improvement through their annual service development plan.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	There are no significant impacts on service users arising from these Care Inspectorate reports. The reports are publically available via the Care Inspectorate website, and service user’s views were sought during the inspection process. The reports highlight areas of strong performance in the delivery of care services.
6.2 Human Resources and Organisational Development:	None
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	None

Risk Management:		
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, preschool and lifelong learning.	
6.11 Previously considered by:	None.	

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Report Finalised: 5 December 2018

Appendices:

i. Care Inspectorate Report – Adoption Service
ii. Care Inspectorate Report – Fostering Service
iii. Care Inspectorate Report – Children's Residential Services (Grodians)
iv. Care Inspectorate Report – Islesburgh Out of School Care Service

Background Documents:
NONE

END

care inspectorate

Shetland Islands Council - Adoption Service
Adoption Service

Children's Services
Hayfield House
Hayfield Lane
Lerwick
ZE1 0QD

Telephone: 015957 44400

Type of inspection:
Announced (short notice)

Completed on:
1 October 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2004083758

HAPPY TO TRANSLATE

About the service

Shetland Island Council - Adoption Agency has been registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. It was previously registered with the Care Commission.

Shetland Island Council - Adoption Agency provides a service for children and young people, aged from birth to 18 years, and their families who are assessed as in need of this service. The agency recruits and supports adoptive parents to provide families for those children who cannot live with their birth parents or extended family members and whose needs have been assessed.

During 2017 no adopters had been approved and no children had been registered as in need of adoption. Post adoption support services continued to be offered.

The agency aims to provide 'an adoption service that seeks to meet the needs of children who have been or may be adopted, of birth parents and guardians of such children, and of those who have adopted, or might adopt a child. The primary aim of adoption is to meet the needs of children.'

At the time of the inspection, the local authority were in the process of restructuring and aimed to align workers more closely in their work. The aim of this was to ensure good quality communication between professionals working with children and their families. This report should be read in the context of those changes.

As the findings in this inspection are based on a sample of children and young people, we cannot assure the quality of experience for every single child receiving a service. An inspection of the fostering service took place at the same time as this inspection.

What people told us

As an island adoption agency we saw that children approved for adoption by Shetland Island Council were usually placed with adopters outwith the island. Adoptive families assessed by Shetland Island Council usually were matched with children who had been assessed by other local authorities.

We spoke with four adopters comprising three adoptive families in total. Two of these families had been assessed by Shetland Island Council - Adoption Agency and one family had been assessed by another agency. We observed one child who had been assessed by another agency with their adoptive parent.

Adopters who had been approved by Shetland Island Council told us that the recruitment process had been thorough and inclusive. Post approval they had continued to be well supported by their supervising social worker and told us about post adoption support in relation to; individual visits, training, access to resources and fun days. Some comments included:

'We have spoken about life story work and my worker has suggested some reading to help me with this.'

'I go to the fun days - I think this contact will be particularly important for future support.'

'The whole process was informative and made us feel at ease. We were kept up-to-date with what was happening and communication was good.'

Post placement support was seen to be of a good quality where children had been placed with adoptive families with regular visits to children. One adopter commented:

'I feel Shetland staff went above and beyond what they needed to do and were actively supported by their manager to do this. It was very helpful to us during the transition and made this a smooth process. We felt listened to throughout.'

We met one child with their adoptive family. Whilst this child was too young to express a view, we observed a positive and nurturing relationship with their adoptive parents.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service development plan and spoke with the management team about the agency. This demonstrated their priorities for development and how they were monitoring the quality of the provision within the agency.

From this inspection we graded this service as:

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

What the service does well

Children were protected from harm, neglect and abuse in their adoptive placements. Full assessments including; criminal records checks, health and finance supported the agency to make decisions about the capacity of the adopter to meet the child's needs throughout their lifetime. Good quality preparation courses helped prospective adopters learn about children and the impact of early trauma throughout children's lives. Child-centred coordination plans and regular visits to children, post placement, ensured children had access to responsible adults who continued to safeguard children.

Children enjoyed good access to primary healthcare services ensuring regular monitoring and review of their health needs. Developmentally adopters were aware of age appropriate resources to stimulate learning and child development. The agency engaged with local schools to raise issues of attachment and consider practical steps to support children with their education. Secure, nurturing relationships, stable living situations and healthy active lifestyles, supported children to grow in confidence and develop age appropriate resilience.

Staff had been trained in life story work and supported adopters to create a narrative around their child's history. This alongside access to memory boxes and assessment reports meant children were supported in developing their sense of identity throughout their lives.

Permanence planning and monitoring had significantly improved, and we saw that staff within the wider agency were focussed on achieving permanent living situations for children and young people, in order to promote stability in their lives.

The agency continued to actively recruit a range of adoptive parents for children and made good use of Scotland's Adoption Register, to support children to find their adoptive parents and for adoptive parents to find their child. The agency recognised the need for ongoing support to adoptive families. Opportunities to attend training and fun days supported adopters to develop their knowledge and skills, whilst building-up formal and informal support networks.

We looked at child/adult protection procedures and practice and spoke to staff about their role in child/adult protection. We were satisfied that appropriate safeguards were in place to ensure service users were protected.

The values of the management team in terms of being child-centred, resonated throughout the agency. Good access to key policies and procedures and good levels of staff supervision, ensured safe, consistent staff practice. Staff felt well supported and noted access to opportunities for professional development. This supported them to contribute to the overall improvement of the agency.

Quality assurance systems provided some overview of key practice and we could see where the service learned from adverse events such as placement breakdown and complaints. An adoption panel with a good independent focus and a well-defined agency decision maker role, monitored the work of the service and provided appropriate challenge.

What the service could do better

Whilst adopters welcomed the post placement support on offer, some adopters told us they would find it helpful if these could be arranged at more regular intervals, with dates agreed well in advance. This would support attendance.

There were clear challenges when preparing to match children with adoptive families who may live at a distance to Shetland. However, the agency should give some thought as to how prospective adopters are supported to meet face to face with foster carers, nurseries/schools, and the agency medical advisor following being linked with a child and prior to formal matching.

The agency should further develop the functioning and membership of the adoption panel. Clear panel policies and procedures should be developed in terms of recruitment, induction, training, supervision and appraisal in-line with best practice. In addition, further discussion should take place with the agency medical advisor to support her regular attendance at panels being tasked with approving children for permanence and matching children with permanent families. Deputising arrangements should be agreed for the role of chair and agency decision maker to ensure that panels take place and decisions are signed off within statutory timescales. **(See recommendation 1)**

The agency should ensure they feedback the results of surveys so that adopters can see how their views influence how the service develops.

In conclusion, there were a number of important strengths in this agency which, when taken together outweighed the areas identified for improvement. However, the agency should take action in respect of the areas identified for improvement in order to consistently achieve positive experiences for people who use the service. This has informed the grade of good.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The agency should develop appropriate policies and procedures governing the adoption panel including regular reviews of panel members. Practical arrangements should support the attendance of the Agency Medical Advisor at key panel meetings. Appropriate levels of membership and deputising arrangements for chairing and decision-making should be in place.

This is to ensure that the quality of management and leadership is consistent with the Health and Social Care Standards (HSCS) which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14) and,

"As a child or young person needing permanent alternative care, I experience this without unnecessary delay." (HSCS 1.16).

Complaints

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

Inspection and grading history

Date	Type	Gradings	
30 May 2016	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good Not assessed
10 Jul 2015	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good 5 - Very good
27 Jun 2014	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good 4 - Good
18 Oct 2013	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good 4 - Good
27 Aug 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
21 Aug 2009	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good 3 - Adequate
20 Aug 2008	Announced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed 3 - Adequate 3 - Adequate

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

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care inspectorate

Shetland Islands Council - Fostering Service
Fostering Service

Children's Services
Hayfield House
Hayfield Lane
Lerwick
Shetland
ZE1 0QD

Telephone: 01595 744000

Type of inspection:
Announced (short notice)

Completed on:
1 October 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2004083756

HAPPY TO TRANSLATE

About the service

Shetland Islands Council - Fostering Service has been registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. It was previously registered with the Care Commission.

Shetland Island Council - Fostering Service provides a fostering and family placement service for children and young people aged from 0 to 18 years who are assessed as in need of alternative family care. The agency recruits and supports carer families to provide a range of fostering placements to children including; permanent, long-term, interim and short break. The service operates from a base in Lerwick.

During 2017, the service recruited two new fostering families resulting in an increase in fostering capacity. In total 13 fostering families were registered in Shetland. As at 31 December 2017, 12 children and young people were being looked after by foster carers meaning there was capacity within the fostering service to meet demand. The service continued to consider ongoing demand and targeted recruitment of foster carers to meet the needs of children. (Information has been taken from the Annual Return completed by the service for 2017)

The service aims to ensure that 'every child will have a stable, loving and nurturing home, where they feel connected and supported to achieve their potential.'

At the time of the inspection, the local authority were in the process of restructuring and aimed to align workers more closely in their work. The aim of this was to ensure good quality communication between professionals working with children and their families. This report should be read in the context of those changes.

As the findings of this inspection are based on a sample of children and young people, inspectors cannot assure the quality of experience for every service user.

What people told us

We spoke individually with two foster carers and we attended a support group where we spoke with a further six fostering families. Two fostering families provided written feedback of their views. We spoke with one young person and spent time, informally, with another younger child and their foster carer and two babies who attended the support group with their carer.

Foster carers spoke highly about the support they received from the fostering agency which included therapeutic work to support children moving on to their permanent family situations. Most adopters spoke very highly about the attachment focussed work happening in schools in Shetland; although this was not a factor for all. Foster carers told us they were encouraged to form enduring relationships with children and young people to support positive outcomes for care experienced young people.

Some comments from foster carers included:

'The service really make us feel valued. Regardless of the circumstances there is never any judgement.'

'Training opportunities are really good - we have an individual development plan based on our experience and the children we look after.'

'Planning for children is very child centred'.

'I'm really happy with all the team - they work well together and are very responsive to any requests.'

A number of foster carers raised the lack of contact with children's social workers as an issue.

We formed the view, based on speaking with one young person, observing others, and visiting foster carers homes, that children and young people enjoyed positive relationships with their foster carers who were responsive to their needs. We saw photographs of family life within fostering homes which indicated children enjoyed different family activities, appropriate to their age. Foster carers spoke proudly of children's and young people's achievements and advocated well for them.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service development plan and spoke with the management team about the agency. This demonstrated their priorities for development and how they were monitoring the quality of the provision within the agency.

From this inspection we graded this service as:

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

What the service does well

We noted a positive culture within the agency with good working relationships between staff and a supportive management team. Foster carers were committed to the children in their care and strived to build positive, enduring relationships with children and their families to support positive outcomes for children and young people. Children were protected from harm and abuse and good advocacy arrangements were in place through a commissioning agreement with Who Cares? Scotland. We saw the benefits of this arrangement in practice where children and young people were supported to communicate their wishes, particularly in difficult, emotionally charged situations.

The agency were focussed on achieving positive outcomes for children and young people and worked hard to ensure that children thrived in their day-to-day lives, for example, in staying healthy, achieving and enjoying stable, nurturing living situations. Monitoring outcomes for young people leaving care informed the work of the agency. For example, the issue of debt being a stress factor for young people who had left care, informed the steps foster carers could take to support children and young people to build skills needed to budget and manage money.

Permanence planning and monitoring had significantly improved and we saw that staff within the wider agency were focussed on achieving permanent living situations for children and young people, in order to promote stability in their lives. However, there continued to be some children where historical drift and delay had adversely impacted on their lives and the service were now addressing this.

Agency planning was child focussed and regularly reviewed. Children's views were recorded at reviews as were those of their family. We saw respectful relationships between staff, foster carers and children's families and this supported children to enjoy positive relationships with their foster carers and their family.

Foster carers felt supported by the agency individually through the good relationships they experienced with their supervising social worker and more widely through support groups, fun days and training. They felt the agency listened to their views and was responsive to their needs.

We looked at child/adult protection procedures and practice and spoke to staff and foster carers about their role in child/adult protection. We were satisfied that appropriate safeguards were in place to ensure service users were protected.

The values of the management team in terms of being child-centred, resonated throughout the agency. Good access to key policies and procedures and good levels of staff supervision, ensured safe, consistent staff practice. Staff felt well supported and noted access to opportunities for professional development. This supported them to contribute to the overall improvement of the agency.

Quality assurance systems provided some overview of key practice and we could see where the service learned from adverse events such as placement breakdown and complaints. A fostering panel with a good independent focus and a well-defined agency decision maker (ADM) role, monitored the work of the service and provided appropriate challenge.

What the service could do better

The agency could better assess the care and support needs of children and young people and how these should be met. In order to support children and young people understand the reasons why decisions were made about their care, the service should record matching information currently discussed but not captured.

It is important that key information is available quickly and in a format that supports staff to be fully informed about children's and carer's histories and any impact this has had. Chronologies can provide a short key history of events to support this. Although children's chronologies were in place, these did not always contain key information so were less helpful in mapping historical information. We spoke with the service about this and about developing carer chronologies to record a timeline of key challenges, placements and achievements.

Home visits to children are important to assess the quality of care being afforded to children by their carers. We noted significant gaps in visits to the placement by the child's social worker, in some instances.

The agency should ensure they feedback the results of surveys so that foster cares can see how their views influence how the service develops. They should also give thought to developing information for children and young people coming into foster care and looking at how their views can influence how the service develops.

Clarification was needed around how carer finances were agreed.

The agency would benefit from continuing to develop Management Information Systems to inform their performance at a service level. For example, they could have an overview of incidents, accidents and child protection referrals. This would support notifications reporting of key events to the Care Inspectorate.

The agency should further develop the functioning and membership of the fostering panel. Clear panel policies and procedures should be developed in terms of recruitment, induction, training, supervision and appraisal in line with best practice. In addition, further discussion should take place with the agency medical advisor to support her regular attendance at panels being tasked with approving children for permanence and matching children with permanent families. Deputising arrangements should be agreed for the role of chair and agency decision

maker to ensure that panels take place and decisions are signed off within statutory timescales. **(See recommendation 1)**

In conclusion, there were a number of important strengths in this agency which, when taken together outweighed the areas identified for improvement. However, the agency should take action in respect of the areas identified for improvement in order to consistently achieve positive experiences for people who use the service. This has informed the grade of good.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The agency should develop appropriate policies and procedures governing the adoption panel including regular reviews of panel members. Practical arrangements should support the attendance of the Agency Medical Advisor at key panel meetings. Appropriate levels of membership and deputising arrangements for chairing and decision making should be in place.

This is to ensure that the quality of management and leadership is consistent with the Health and Social Care Standards (HSCS) which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and,

"As child or young person needing permanent alternative care, I experience this without unnecessary delay" (HSCS 1.16).

Complaints

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

Inspection and grading history

Date	Type	Gradings	
30 May 2016	Announced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed

Date	Type	Gradings	
10 Jul 2015	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 5 - Very good 5 - Very good
27 Jun 2014	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good 4 - Good
18 Oct 2013	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good 4 - Good
27 Aug 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
21 Aug 2009	Announced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good 3 - Adequate
5 Aug 2008	Announced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed 3 - Adequate 3 - Adequate

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care inspectorate

Children's Residential Services
Care Home Service

23 Grodians
Lerwick
Shetland
ZE1 0WT

Telephone: 01595 745305

Type of inspection:
Unannounced

Completed on:
7 September 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2003009603

HAPPY TO TRANSLATE

About the service

Children's Residential Services provides residential care to a maximum of 4 young people in Lerwick, Shetland. The service forms part of Shetland Island Councils social work services for children and young people.

The service is provided from two separate houses. Both are close to local amenities, including schools and sports facilities.

The service state their aims and objectives as the provision of "a safe, homely environment for young people enabling choice, independence and supporting the physical, spiritual, emotional and cultural needs of service users.

This service has been registered since 1 April 2002.

What people told us

At the time of the inspection three young people were living in two houses. The inspector spent time with two of the young people and spoke to the third by telephone. They also returned questionnaires to the Care Inspectorate prior to the inspection.

Most of the comments from young people were very positive. They described their own progress and how they had spent the recent school holidays. The inspector observed the young people being involved in cooking and activities with staff and a generally very warm rapport with the staff caring for them.

Self assessment

The Care Inspectorate did not request a self assessment in the inspection year 2018/19. The service/local authority had a range of improvement and development plans to ensure they continued to meet the needs of children in Shetland.

From this inspection we graded this service as:

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

What the service does well

Young people generally lived in a nurturing environment, supported by staff who knew them well and wanted them to achieve. Staff were knowledgeable about young people's interests and support needs and what was important to them.

Support plans used the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to identify individual needs and strategies of support. There were clear links to decisions made at review meetings and in the Child's Plan. Young people had identified their hopes and dreams for the

future and what was important to them and staff knew these well. A new electronic system of recording which had been recently introduced, once established, will provide and collate information in a very useful way to monitor progress and positive outcomes (amongst other things).

Keyworkers compiled monthly letters for young people which included photographs and key achievements and which would be collated to an annual book documenting important events and achievements. These were a very encouraging way of creating positive memories for young people.

A high level of importance was given to young people's health and wellbeing, with all young people accessing a range of services to ensure they were as healthy as possible. Support plans included information and guidance about any medical needs and how each young person would be supported with these, whilst ensuring that there were no barriers to full involvement in all their individual interests.

Healthy lifestyles were encouraged with young people involved in menu planning and cooking, and physical activity. Self care skills were encouraged at age appropriate levels with an increased focus on ensuring young people would learn important skills for their future.

Young people were doing well in education. Care staff had close contact with relevant staff at the local academy to ensure that the right support was in place to help young people achieve.

Structured changeovers, regular team meetings and formal and informal staff supervision provided opportunities for reflective practice and ongoing support. There had been some good focussed discussion on what works/ doesn't work, though there could be greater evidence of the impact of this discussion. Staff had good opportunities for professional development, with some good examples of staff being able to use skills and learning from 'Aspiring Leaders' training.

The service had robust child protection procedures and training for staff. Staff were aware of their responsibilities to safeguard children, with some young people having additional safety plans to ensure their safety in a variety of situations. All young people were aware of the Children's Rights service and how they could access their support.

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

What the service could do better

The care and support provided to young people was of a high standard, however, some recent challenges had led to the overall environment in one of the services to be fraught. While staff did their very best to meet the conflicting support needs of young people, there was no doubt that it had been a difficult environment for some young people to experience.

New recording systems had been developed within the new electronic system (which itself was new). It was too early to assess all of the benefits of this system, with the inevitable 'tweeks' required to make the system fully meet the need of the service. This will be fully implemented by the next inspection and will be examined then.

Unforseen events had resulted in changes to managerial arrangements. Some staff reflected the need for role clarity within the management team (including managers of other services and external managers who were

involved in decision-making) and a more consistent approach. Development days had been planned for senior staff to consider roles, therefore it is hoped that any decisions will be cascaded to staff.

Not all staff received regular supportive supervision. The previous inspection action plan described the introduction of tools for a more reflective supervision session, however, staff did not reflect this. There had been some challenging events which had an impact on the staff team, and on the support the young people needed. Supervision should, as a minimum, be provided to staff at the frequency identified by the organisation - more frequently if required. **(See recommendation 1.)**

The organisation continued to research the theoretical model they intended to introduce to staff in residential services. At the previous inspection (a year ago) a decision had almost been reached, however, the senior team were now interested in an alternative model and continued to research this. It is positive that the decision will be thoroughly considered, however, this has extended the timescales of implementation of this plan.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. All staff should receive formal supervision at the frequency required by the organisation.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14)

Complaints

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

Inspection and grading history

Date	Type	Gradings	
2 Nov 2017	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed

Date	Type	Gradings	
9 Aug 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good Not assessed Not assessed
27 Jun 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
9 Apr 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good
16 Apr 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
30 Jul 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
15 Feb 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
30 Aug 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
2 Dec 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed

Date	Type	Gradings	
28 Jul 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
25 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
2 Nov 2009	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
15 Jul 2008	Announced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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care inspectorate

Islesburgh Out of School Care Service
Day Care of Children

Islesburgh Community Centre
King Harald Street
Lerwick
Shetland
ZE1 0EQ

Telephone: 01595 745115

Type of inspection:
Unannounced

Completed on:
3 September 2018

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2006128813

HAPPY TO TRANSLATE

About the service

Islesburgh Out of School Care Service is registered to provide a care service to a maximum of 42 children aged four and a half to 14 years. When using the radio room and drama room together, the maximum number will be 38. The service has been registered since 2006.

The service operates from Islesburgh Community Centre in the centre of Lerwick, on the east coast of Shetland. The centre is a large three-storey building with car parking and a garden at the rear. During the operating times the service has exclusive use of the general purpose room, multipurpose hall, occasional use of room 16, the radio room, the drama room, and has shared use of the 'techno booth', the lounge area, toilets within the centre and the outdoor garden. They may also use rooms 5, 6 and 7, and shared use of kitchen and toilets in Islesburgh House.

At the time of inspection the service operated between the times of 15:00 - 17:30 during term time. During the school holidays and in-service days the service operated part or full day sessions from 08:30 - 17:30.

Registration conditions require the peripatetic manager to be in the facility for a minimum of one session per week and to be supernumerary to the staff ratios.

The main aim of the Islesburgh Out of School Care service is to provide a safe, stimulating environment for children aged 4 up to 14 years of age.

Objectives to meet this aim included:

- All children and young people and their families will be treated with dignity and respect.
- Information will be kept in the strictest confidence.
- Displays and communication will inform the children and families about what is happening.
- Activities will be child led according to the diverse range of age and abilities.
- Children will be encouraged to plan participate and evaluate their own activities.
- No child will be excluded from activity unless they choose not to take part.
- Healthy snacks will be available daily taking account of dietary needs and cultural preference.
- The staff team will strive to deliver care that reflects good practice; in line with the SSSC (Scottish Social Services Council) codes of practice and the National Care Standards.

Our observations were that the service was meeting their aims and objectives.

Included within the aims and objectives of the service was:

> 'The main aim of the Islesburgh Out of School Club is to provide a safe, stimulating environment'.

We carried out an unannounced inspection of Islesburgh Out of School Care Service on the 3 September 2018. During the inspection we observed and talked to the children as they played. We spoke to two parents and carers, 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.

What people told us

There were 11 children present at the time of the inspection. We observed the children and talked to them as they played, they told us:

- "We always have good snacks and lots of fruit, that is good for you."
- "We can choose what we want to play with."
- "I didn't come in the holidays but I enjoy coming after school."
- "Come and have a look at the back of our house, we have put all the flowers around; it's such a pretty sight."

Prior to the inspection, we asked the service to distribute 15 care standard questionnaires to service users; 8 were returned directly to us. All parents were happy with the quality of care their child received and felt the service involved them in developing the service.

Written comments included:

- "I am very happy with the support and care my child receives at OOSC."
- "My child loves 'out of school club' and attends when necessary. My child finds everybody very helpful and friendly and always finds plenty of suitable activities during the session."
- "The staff are always friendly and very welcoming. Islesburgh OOSC provides a fantastic service which my child looks forward to every week".

- "The OOSC and holiday club provide an essential service for us as we work full-time. The children are very happy and settled and have a good relationship with the staff. The staff know the children well and make us aware of any issues. It is a really good place and provides a really important service."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development 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	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

The quality of care and support provided for children was evaluated as very good.

Children were cared for in a happy and welcoming atmosphere. They were clearly relaxed and enjoying their time there. Children showed close, warm attachments to staff and gave them spontaneous hugs. These trusting relationships meant children were confident in talking to staff and putting forward their ideas. Specific work could be carried out with children to promote understanding of their rights.

The manager and play practitioner knew the children very well as individuals. Staff successfully worked in partnership with families and other agencies; sharing appropriate information to ensure that children were well supported, safe and protected. Appropriate procedures were in place for administering medication, if required. Care plans were well presented, regularly reviewed and up-to-date ensuring that children had the right care and support in the service. They could more clearly reflect the wellbeing indicators.

Children's health and wellbeing was well supported with a particular focus on their mental health. Children were supported well to develop resilience and self-esteem. A buddy system helped existing children take responsibility and new children to settle in well. Children could lead their own play and participate in their own choice of activities.

Children benefitted from free flow access to the spacious walled garden which meant most children chose to be outdoors in the fresh air. They used the space for energetic physical activity in a variety of games, football and imaginative play.

Children were encouraged in healthy eating when choosing snack menus. Snacks consisted of a variety of appropriate choices and children ate well. They were learning about the value of food and reducing waste because the club participated in a supermarket fair share initiative.

Staff had begun to introduce children to loose parts play; open-ended found resources that children can use in their own ways. Indoors, children used Jenga blocks imaginatively for construction when playing small world army games.

Children developed their own creative opportunities using natural materials, for example; decorating shells with paint pens and a play house outdoors with flowers. Staff recognised that building on this concept and introducing more loose parts outdoors would be of further benefit to challenge children's problem solving and technology skills.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The quality of environment provided for children was evaluated as very good.

There were separate rooms within the accommodation; allowing the children plenty of space for the number of children usually attending. Staff had thought through the use of space well. This provided children with a choice of a variety of quiet, creative and physical activities. All children were very engaged in activities of their choice alone or in small friendship groups. Children were able to study and concentrate on completing their homework or relax reading books in a comfy corner. Furniture and seating was appropriate for their age.

Children benefitted from the spacious walled garden as their outdoor play area. This provided them with a natural environment with plenty of interest. They had grown herbs, flowers and strawberries. Children enjoyed being outdoors and took other activities out; for example marking shells with their own complex designs, benefitting from being out in the sunshine and fresh air. Children took the initiative for noticing that some outdoor resources needed cleaning and happily took responsibility for doing this practical task, learning skills for life.

During school holidays children had varied opportunities to get to know their wider community visiting other towns, places of interest, local beaches and natural environments. They were involved in learning about recycling.

The accommodation was clean and well maintained. Staff maintained hygiene well in food preparation contributing to keeping children safe and well. Children understood the importance of good hygiene and washed their hands thoroughly prior to eating snack without supervision.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

The quality of staffing supporting children was evaluated as very good.

The staff consisted of a long serving experienced practitioner and newly recruited staff contributing a balance of qualifications, skills and experience. Recruitment procedures were appropriate in protecting children and minimising risks. Induction procedures had helped staff to settle into the team and understand their role. All demonstrated interest in their work and in pursing their career.

The experienced practitioner was enthusiastic and motivated. Research was helping her to keep up-to-date with new theories and practice. As a result the experiences for the children were meaningful and their voice respected. All staff understood the importance of children's participation and involvement. Their attention was focussed on what the children were doing at all times, without constraining their independence and choices. They were responsive to the children's lead in play.

All staff had completed core training in elementary food hygiene, first aid and child protection and demonstrated good practice. They were clear about their responsibilities which meant children were kept safe and well.

The experienced lead practitioner was a good role model to the other staff and ensured the session ran smoothly for the children. All communicated well with parents at collection time; supporting positive relationships and information sharing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The quality of management and leadership was evaluated as very good.

There had been significant improvements to the management arrangements for the service. The manager of the service, although peripatetic, ensured that she was in the service briefly on a daily basis and during two full sessions per week. During the school holiday programme visits included a briefing for staff to ensure plans were well organised and children were safe. An effective system had been implemented to ensure that staff, children and their families were now well supported in the absence of the manager by a weekly visit from her line manager.

The manager was well-known to families and to the children who greeted her with affection. Children and families were formally involved in evaluating the quality of the service and their ideas and suggestions were valued.

The manager led the service with enthusiasm and drive creating a positive ethos for all. A member of staff had been promoted to lead practitioner and shared the leadership role. Within the rooms the practitioner provided very good role modelling and support to other staff. Staff felt well informed and supported through regular monthly staff meetings and increased supervision. Staff always received copies of their supervision and appraisal notes.

The service development plan was purposeful and had been progressed to ensure children consistently received high quality care and support and achieved positive outcomes. Policy making and record keeping was well organised and provided a clear framework for staff to work to. New legislation, for example: 'Duty of Candour', had been taken account of and staff informed. Staff were aware of the new Health and Social Care Standards (HSCS); the service now needed to embed these across all aspects of their work.

The service was well placed to continue to improve.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very 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 make suitable arrangements for when the peripatetic manager was not is post. They must ensure the acting peripatetic manager is present in the service for one session per week as detailed within the conditions of registration noted on the certificate of registration.

This is in order to comply with Regulation 4(1)(a) and Regulation 7 (1)(2)(c)(d) of SSI 2011/210 - Fitness of managers.

Reference: National Care Standards, early education and childcare up to the age of 16 years. Standard 3: health and wellbeing; standard 12, confidence in staff; standard 14; well-managed service.

This requirement was made on 3 January 2018.

Action taken on previous requirement
A suitable management tree was now in place with clear responsibilities.
This was working effectively.

Met - within timescales

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

Previous recommendations

Recommendation 1

It is recommended that all staff receive a copy of the written notes from their annual review. Reviews must take place annually in line with the Shetland Islands Council's procedures.

**National Care Standards, early education and childcare up to the age of 16.
Standard 12: confidence in staff; standard 13: improving the service.**

This recommendation was made on 3 January 2018.

Action taken on previous recommendation
Staff all received copies of their last annual review and reviews are planned for this year.

The recommendation was met.

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	
21 Nov 2017	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 3 - Adequate
22 Aug 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
11 Nov 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
5 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
14 Jan 2010	Unannounced	Care and support Environment Staffing	5 - Very good 4 - Good 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
29 Aug 2008	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 3 - Adequate 4 - Good

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

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Shetland Islands Council

Agenda Item **7**

Meeting(s):	**Education and Families Committee** **Policy and Resources Committee** **Shetland Islands Council**	**18 December 2018** **19 December 2018** **19 December 2018**
Report Title:	**Asset Investment Plan – Business Case – Residential Childcare**	
Reference Number:	**CPS-11-18-F**	
Author/ Job Title:	**Robert Sinclair, Executive Manager – Capital Programme**	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

1.1.1 NOTES the information set out in this report and its Appendix;

1.1.2 CONSIDERS the impact on the services and functions reporting to the Education and Families Committee; and,

1.1.3 Makes a recommendation to Policy and Resources Committee as to how the proposal described in Appendix A to this report should be taken forward.

1.2 That the Policy and Resources Committee:

1.2.1 Considers the recommendation from Education and Families Committee; and,

1.2.2 RECOMMENDS that the Council RESOLVES to instruct the Director of Children's Services to develop a Full Business Case in relation to Residential Childcare for Looked After Children, as described in Appendix A to this report for consideration at the next available committee cycle.

2.0 High Level Summary:

2.1 This report presents an asset investment proposal for approval, which has been considered by the Council's Asset Investment Group (AIG) based on the submission of a Strategic Outline Case. The AIG has assessed the submission for completeness and confirmed that due to reporting timescales and the deadline for decision making relating to the preferred option set out in Appendix A, a Full Business Case should now be developed in line with the Council's Gateway Process for the Management of Capital Projects.

2.2 This proposal is provisionally funded within the Council's Asset Investment Plan (AIP) 2018-23, which was approved by the Council on 14 February 2018 (Min Ref: 4/18).

2.3 The Strategic Outline Case is provided as Appendix A to this report.

3.0 Corporate Priorities and Joint Working:

3.1 The Gateway Process for the Management of Capital Projects supports our Financial Strategy, Reserves Policy and Budget Strategy. 'Our Plan 2016 to 2020' states that "Excellent financial-management arrangements will make sure we are

continuing to keep to a balanced and sustainable budget, and are living within our means" and that "We will have prioritised spending on building and maintaining assets and be clear on the whole-of-life costs of those activities, to make sure funding is being targeted in the best way to help achieve the outcomes set out in this plan and the community plan".

4.0 Key Issues:

4.1 On 29 June 2016 the Council adopted a new Gateway Process for the Management of Capital Projects, drawing on national and best practice guidance, to ensure the robustness of all capital projects.

4.2 This revised process is based on the process developed by the Office of Government Commerce (OGC) and is in common use throughout the public sector. It applies 'Prince 2' principles to the process and is aligned with the '5-Case Model' that has been promoted to both Officers and Members through recent 'Building Better Business Case' training. A key principle in that procedure is that the Council's AIP is re-prioritised on an annual basis, however business cases can be processed at any time. By approving a Full Business Case or Business Justification Case, Members are agreeing that the project should progress to the implementation stage, subject to being prioritised and included in the Council's Asset Investment Plan.

4.3 A summary of the business case documents referred to in this report are set out below, along with recommendations from the AIG:

4.3.1 <u>Appendix A – Strategic Outline Case – Residential Childcare for Looked After Children</u>

- New build residential childcare service to meet the needs of Looked After Children;
- Responds to the increase in demand for residential care arising from legislative changes;
- Will reduce the need for out of authority placements
- Capital costs estimated at £870k between 2019/20 and 2020/21;
- To be progressed as a Spend to Save project;
- Preferred option has the potential for early delivery by procuring in partnership with Hjaltland Housing Association, subject to Council decision to proceed by March 2019;
- AIG recommended approval.

5.0 Exempt and/ or confidential information:

5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	Upon completion, the proposals described in the appendix to this report would enhance the quality and condition of the assets used by the Council in its delivery of services.
6.2 Human Resources and Organisational Development:	No implications arising directly from this report.

6.3 Equality, Diversity and Human Rights:	No implications arising directly from this report.	
6.4 Legal:	Governance and Law provide advice and assistance on the full range of Council services, duties and functions including those included in this report.	
6.5 Finance:	The capital project proposal in this report has been budgeted in the 2018-23 Asset Investment Plan pending approval of a Full Business Case. There are no direct financial implications resulting from approval of this report.	
6.6 Assets and Property:	On completion, the proposals described in the appendix to this report would enhance the quality of the Council's asset base and improve the efficiency and cost of operation.	
6.7 ICT and new technologies:	No implications arising directly from this report.	
6.8 Environmental:	All maintenance and new-build projects seek to address climate change and carbon management, for example by embedding energy saving measures and environmentally friendly materials in their design. The projects described in the appendix to this report would contribute directly to that objective.	
6.9 Risk Management:	Failure to make adequate provision for Looked After Children creates the risk that more children and young people will be placed outwith Shetland due to a shortage of appropriate residential care places locally, and/or that needs will not be met, leading to poorer outcomes for some of the most vulnerable people in our community.	
6.10 Policy and Delegated Authority:	Matters relating to children and families are delegated to Education and Families Committee. Approval of the financial strategy and budget framework is a matter reserved for the Council having taken advice from Policy and Resources Committee.	
6.11 Previously considered by:	N/A	

Contact Details:
Robert Sinclair, Executive Manager – Capital Programme
robert.sinclair@shetland.gov.uk
18 December 2018

Appendices:
Appendix A – Strategic Outline Case – Residential Childcare for Looked After Children

Background Documents: None
END

STRATEGIC OUTLINE CASE (SOC)

Project Title:

Children's Resources, Residential Childcare for Looked After Children (Spend to Save)

CONTENTS – STRATEGIC OUTLINE CASE TEMPLATE AND SUPPORTING GUIDANCE

1. Executive summary
2. Strategic case
3. Economic case
4. Commercial case
5. Financial case
6. Management case

APPENDICES

- Strategic plans

1. Executive Summary

1.1 Introduction

This SOC seeks approval to invest an estimated **£870k** in 2019/20 and 2020/21 to increase residential childcare capacity for Looked After Children (LAC) and young people, including those leaving care, up to the age of 26 who continue to be supported by the Council.

1.2 Strategic case

1.2.1 The Strategic Context

The Council has a statutory duty to provide care and support for children and young people in need. Key **legislation** in this regard includes:

- Social Work (Scotland) Act 1968
- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Children & Young People (Scotland) Act 2014

Children and young people in need of care and support from the Council is a priority theme in the Council's Corporate Plan, "**Our Plan 2016-2020**".

Support and protection for vulnerable people of all ages are priorities in the **Shetland Partnership Plan**. The Shetland Partnership Plan has a key focus on prevention, early intervention and tackling inequalities.

Shetland's **Strategic Housing Investment Plan** (SHIP) identifies the need for more affordable/social housing and this is a priority in Our Plan 2016-2020 and in the LOIP.

A target outcome from the **Children's Services Directorate Plan** is that:
"We have improved the life chances for children, young people and families at risk".

The target outcomes of the **Children's Resources Service** are to strengthen families and improve capacity within families to care for children and young people and where this is not possible, as corporate parent, to provide high quality nurturing out of family care and support.

Long Term Strategic Goal

The ultimate target outcome would be that there are no children or young people in Shetland in need of care, support or protection from the Council. This would require a generational change that would see prevention and early intervention achieving the priorities and outcomes of Shetland's strategic planning partners.

At this point in time, we are a long way from achieving our goal and we need to address issues with the existing local residential care services for looked after children if we are to avoid increasing the numbers of residential care placements outwith Shetland and poorer outcomes for some individuals.

For children and young people who are looked after by the local authority, our aim is to provide stable, secure, and permanent accommodation with the minimum disruption to the young person's life.

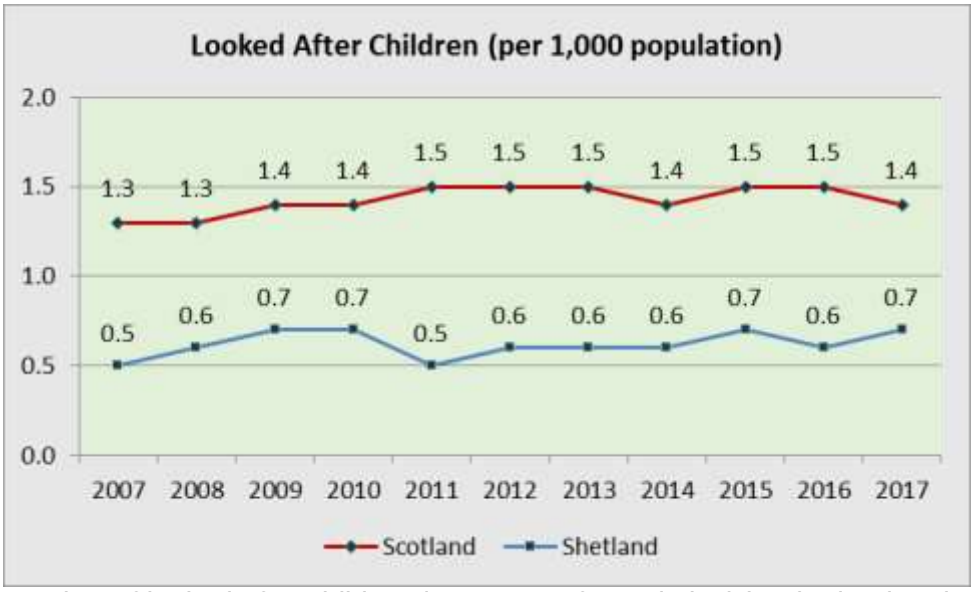
1.2.2 The case for change

Current Situation

The numbers of vulnerable children looked after by the Council have been fairly constant for over 20 years. There are, at any one time, around 30 looked after children, most of whom are supported at home, in kinship care or foster care with a small number in residential care. Residential care provision on Shetland has changed during that time with smaller, more homely residential care facilities developed at Grodians and Windybrae.

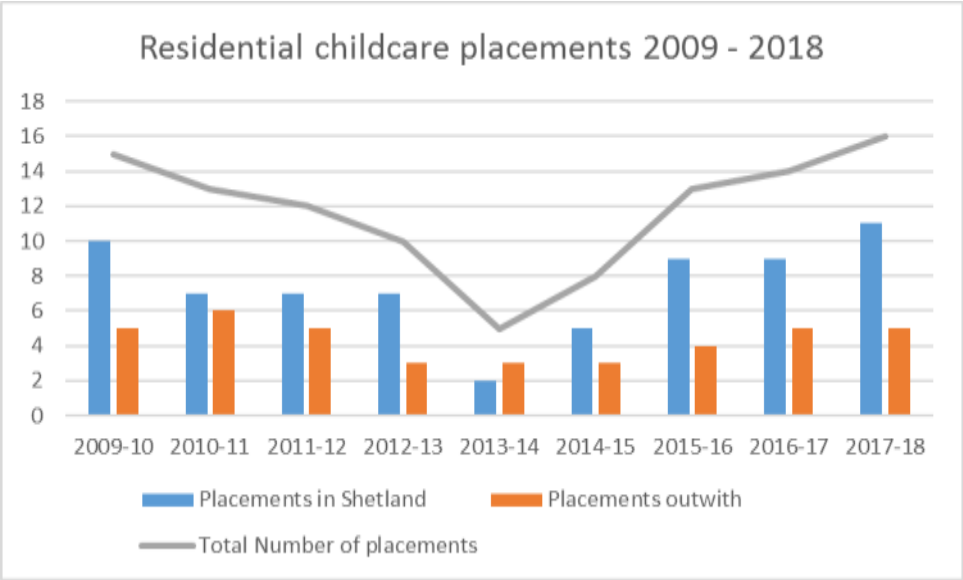
There are a range of non-residential support services including services provided by Family Support Workers and the Bruce Family Centre.

The graphs and tables below summarise the numbers of looked after children over the last 10 years showing the type of placement, and the numbers in residential childcare for the same period. The above statistics are reported to the Scottish Government based on a snapshot on 31st July each year. As such, these figures do not represent the total number of young people who require residential childcare each year.



Total number of looked after children (per 1,000 of population) in Shetland and Scotland

Number of young people in residential accommodation in Scotland and Shetland (on 31st July of each year)



The above graph shows the total number of residential childcare placements provided each year, including short term/emergency care.

The numbers of young people accommodated in residential care has increased since 2013-14, and we anticipate that this increase in demand will continue in the short to medium term following the implementation of the Children and Young People (Scotland) Act 2014, in particular the Continuing Care duty, which gives young people the right to remain in their care placement until the age of 21.

The numbers of secure placements commissioned by the Council are included in the figures above, so the table below is included to show the number of secure placements commissioned each year:

Table 1. Number of Secure Placements commissioned by Shetland Islands Council

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
No .Secure Placements	0	0	1	1	1	0	1	0	0	0	0	1

The need for secure care is infrequent. There are only four providers of secure care in Scotland, and it may therefore be necessary to commission placements outwith Shetland where a young person requires this type of specialist support. However, increasing quality residential childcare capacity locally, may mitigate against the need for secure care in the future.

In the longer term, our work in relation to prevention, early intervention and tackling inequalities will focus on working with families so that the number of children and young people in the care system is reduced. In the meantime, however, existing residential care provision will be insufficient to meet the level of need anticipated.

Business needs

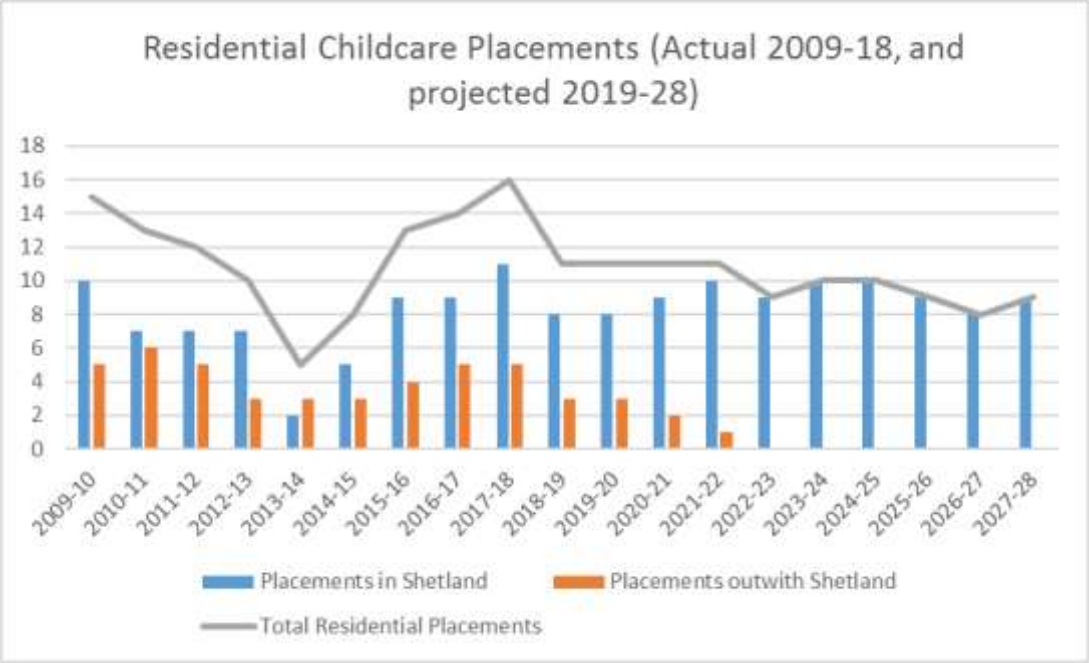
Currently, there is a shortage of placements in Shetland for young people who require residential childcare placements. This was highlighted during the Joint Inspection of Children's Services in 2015, and despite reopening Windybrae during 2016, there remains a shortfall in placements in Shetland.

There is a risk that more children and young people will be placed outwith Shetland due to a shortage of appropriate residential care places locally, and/or that needs will not be met, leading to poorer outcomes for some of the most vulnerable people in our community.

In the longer term, developing and strengthening early intervention and preventative approaches is a key part of the bigger picture along with the development of more coordinated family support services.

The graph below shows the actual number of residential childcare placements over the past ten years, and gives a projection of the anticipated number of children and young people requiring residential care over the next 10 years. These projections are built on a number of assumptions, including:

- An increase in capacity in Shetland to provide residential childcare
- Consolidating our existing single placements services into a larger service, reducing the unit cost of current provision
- By operating from three units, we will have greater flexibility in our on-island residential childcare services to match young people into homely settings suited to their individual needs
- We will reduce reliance on out of authority placements where needs could be met in Shetland, and off island provision will only be required where specialist input, such as secure care, is required



Scope for this Scheme

On the basis of this analysis, the potential scope for the scheme is as follows:

- Expanding residential care services for looked after and accommodated children in Shetland, to reduce reliance on out of authority placements

A separate linked project is being undertaken to consider options for:

- Family support services provision as part of a whole systems approach focussing on prevention, early intervention and tackling inequalities

1.3 Economic case

1.3.1 The long list

Within the potential scope of reconfiguring residential care services for looked after children, the following options were considered using the options framework (note that respite and Short Breaks for children with complex additional support needs is not in scope for this project).

Table 2. Long List of Options

	Long List Option	Reason not to Progress
Option 1	**Do nothing** The Council retains and operates all the existing properties used for residential childcare in Shetland and purchases additional places outwith Shetland as required to meet increasing numbers, and to meet specialist requirements e.g. secure accommodation. Building maintenance would be the minimum required to meet standards required for residential care.	The do nothing option is required to be considered further by the Building Better Business Cases methodology adopted by the Council. This option would mean continuing the current arrangement of commissioning additional residential childcare places on the Scottish mainland which is not the best value option for the Council. SHORTLISTED
Option 2	**Modernise/Refurbish all current facilities** As Option 1 however, all facilities would be improved through a comprehensive programme of refurbishment, adaptation and expansion where possible to create additional places.	This would result in disruption to existing services, and there are limitations in what could be achieved within the existing buildings, so cannot provide sufficient capacity to meet demand. SHORTLISTED
Option 3	**New Build residential care facility for looked after children and young people** Build a new facility to meet the placement needs of children at risk of harm/neglect. Retain and refurbish all other children's residential care provision locally for looked after children. All local services continue to be operated by the Council.	Some off island places may be needed for peaks in demand, and for specialist care (e.g. secure care) which are not provided locally due to the low numbers of individuals requiring this type of care. SHORTLISTED
Option 4	**New Build residential care facility for children and young people operated by the independent sector** As Option 3 however, the new service would be outsourced. All other local services would continue to be operated by the Council.	High employment in the local labour market mean an outsourced service would need to be competitive with the Council's existing services in order to attract staff, and it is unlikely this option would be cost effective. DISCOUNTED
Option 5	**New Build residential care facility for children and young people and general needs housing allocations for longer term/permanent placements**	Not dissimilar to the current model although there would be no dedicated housing provision for looked after children as such.

	Build a new facility to meet the placement needs of looked after children requiring short term or emergency care. Develop a housing allocations programme to use existing and new housing stock as required to meet the need for longer term and potentially permanent accommodation options for vulnerable children and young people. Retain and refurbish other children's residential care provision locally where this can fit with the new model and dispose of other properties. All local services continue to be operated by the Council.	This option would be challenging for housing allocations systems in terms of the priority that would be needed for this client group. The short term care aspect of this proposal is not in keeping with Continuing Care statutory guidance, and best practice guidance in securing permanency and minimising placement moves for young people. DISCOUNTED
Option 6	**New Build Short Stay residential care facility for children and young people and general needs housing allocations for longer term/permanent placements. Support/care services provided by the independent sector** As Option 5 however, the care and support services in the new service model would be outsourced. All local services for children and young people with disabilities would continue to be operated by the Council.	As for option 5, plus risk of market failure/potential high cost for outsourcing. Staffing issues including TUPE. DISCOUNTED
Option 7	**New build residential children's home which incorporates self-contained flats to enable young people to have a graduated transition out of care and develop independent living skills before moving on to their own accommodation** This option would provide additional long term residential childcare capacity and two more independent self-contained flats within the building footprint, to allow young people to experience greater independence as they prepare to leave care.	The inclusion of self-contained flats would work well for those progressing to independence from the service, but this would perhaps be underutilised at times and there would be a degree of inflexibility with this design. SHORTLISTED
Option 8	**Refurbish an existing building provide a residential school for looked after and accommodated children in Shetland** Refurbish an existing building (e.g. Quarff School and school house or Janet Courtney Hostel) to provide a residential care and education facility for looked after children.	The Council is committed to inclusive mainstream education locally, so the numbers of young people who require this sort of provision are low, and consequently such a service may be underutilised leading to unsustainable operating costs.

	All other local services would continue to be operated by the Council.	DISCOUNTED
Option 9	**New Build residential school for looked after and accommodated children** Design and build a new residential school facility to provide residential care and education for looked after and accommodated children and young people. All other local services would continue to be operated by the Council.	The numbers of young people who require this sort of provision are low, and consequently such a service may be underutilised leading to increased operating costs DISCOUNTED
Option 10	**New build residential school facilities for looked after and accommodated children and young people run by the independent sector.** As option 8, but the running of the facility would be outsourced to a All other services would continue to be operated by the Council.	As for option 9, plus risk of market failure DISCOUNTED
Option 11	**New build residential care service, plus refurbish an existing building to provide a residential school for those who required specialist education** A combination of options 3 and 9. New build residential care service plus refurbish an existing building to provide residential school for children and young people who require specialist care education.	Risk of under use due to low numbers of young people requiring residential school. Does not reduce the number of buildings, and may be challenging to staff. DISCOUNTED
Option 12	**Close all current facilities and outsource all children's residential care** Dispose of all properties currently in use. Undertake a market facilitation exercise. Invite tenders for the provision of new, modern facilities and services to meet the projected needs of looked after children in the longer term.	Radical change to Shetland's approach to service needs. Currently there are no independent sector providers of residential care for children in Shetland. Risks would include market failure, high costs and workforce issues including TUPE. DISCOUNTED

Option 13	**Develop specialist residential care services for children locally including options for secure accommodation** This option could be considered alongside and in addition to any of the 12 long list options.	The numbers of individuals requiring this sort of care are so small that it has not viable in terms of recruiting and retaining suitably qualified staff, or cost effective due to potential down time and diseconomies of scale. DISCOUNTED

1.3.2 The short list

On the basis that the preferred way forward is agreed, we recommend the following options for further, more detailed evaluation within the Outline Business Case (OBC). Consequently, the preferred option will be identified and recommended for approval within the OBC.

- **Option 1 – Status quo,**
- **Option 2 – Refurbish/modernise existing facilities**
- **Option 3 – New Build residential care facility for looked after children and young people, including learning room and bedsit, consolidating current singleton placements into a larger facility.**
- **Option 7 – New build residential childcare facility for looked after children and young people, including learning room and up to six beds incorporating self-contained flats to support young people to develop independent living skills and prepare for leaving care.**

All options that would see local services outsourced are considered to be high risk as there are no local suppliers and therefore a risk of market failure; there are also issues of continuity and management overheads/costs.

1.3.3 The preferred way forward

On the basis of the above analysis, the preferred and recommended way forward is **Option 3 – a new build residential care facility for looked after children and young people incorporating bedsit and learning room.**

This would provide modern accommodation, supporting us to achieve our aim of providing settled, secure, and permanent places to live for looked after children quickly, and with minimum disruption in their lives.

The main benefits to stakeholders, customers/ users are as follows:

- Ability to meet the increase in needs anticipated in the short and medium term including the new statutory duties from the Children and Young People (Scotland) Act 2014.

- The accommodation would be flexible and responsive to peaks in demand whilst maintaining permanent and stable accommodation as the norm for those young people requiring longer term care and support
- There will be a presumption against residential placements outwith in Shetland unless specialist services which are not available on island are required e.g. for complex medical needs, secure care.
- Service provision would be retained in house ensuring continuity of service with existing residential childcare provision and reducing the risk of market failure

1.4 Commercial case

1.4.1 Procurement strategy

Subject to further analysis at FBC stage, we would envisage procuring this scheme as follows in accordance with the Government Procurement Agreement (WTO) and the EU Consolidated Public Sector Procurement Directive (2004).

- Explore partnership options with local housing providers
- Open tender process for new build care facility

1.4.2 Required services

The required products and services in relation to the preferred way forward are briefly as follows:

- New build facilities in the central Shetland, ideally in Lerwick to be near full range of support services and local amenities
- Project resources to develop detailed plans and take the scheme forward

1.4.3 Potential for risk transfer and potential payment mechanisms

There are no unusual risks to consider at this stage in the process, and the detail of potential risk transfer will be developed further and could potentially be tied down contractually within the deal when the procurements strategy is further developed during the OBC stage.

1.5 Financial case

1.5.2 Overall affordability and balance sheet implications

The proposed capital cost of the project is £870k over the 2 year construction period. The approved Asset Investment Plan 2018-2023 includes a potential project budget for Children's Supported Accommodation New Build of £670k for this project subject to approval of the Full Business Case, however revised plans indicate a higher budget of £870k will be required.

Table 3. Financial Case

				Ongoing per year from
	2018/19	2019/20	2020/21	2021/22
	£000	£000	£000	£000
Capital Expenditure	0	435	435	0
Net Revenue Cost	846	1041	1041	630
Total Expenditure	**846**	**1476**	**1476**	**630**
Funded by:				
Spend to Save	0	435	435	0
Total Funding	**0**	**435**	**435**	**0**
Overall Net Total	**846**	**1041**	**1041**	**630**

The reduction in ongoing revenue costs which could be realised from the implementation of this project, indicates that it would meet the criteria for 'Spend to Save' funding. However, depending on the progress of other projects in the Asset Investment Plan, it may be advantageous to fund from other means e.g. General Capital Grant.

Once the capital project is complete, the impact on the Income and Expenditure Account will be a reduction in revenue costs for Children's Services of £411k per annum.

There will be an increase in the value of Long Term Assets on the Balance Sheet of approximately £870k.

The organisation's commissioners/ stakeholders have expressed their support as follows:

- Multi-agency stakeholder event - June 2016
- Children's Services Management - June 2016
- Education and Families Committee - January 2017
- Education and Families Committee – June 2018

1.6 Management case

1.6.1 Project management arrangements

The scheme is an integral part of the Children's Services Directorate Plan 2017-2020 which comprises a portfolio of projects for the delivery of a whole systems approach to prevention, early intervention and tackling inequalities in through children's social work and social care services.

PRINCE 2 project management arrangements will be put in place to ensure the successful development of the scheme and production of the OBC.

1.6.2 Gateway reviews arrangements

A Gate 0 (strategic fit) has been undertaken on the programme in that the scheme sits within the Children's Services Directorate Plan, which has been approved by the Council.

A Gate 1 (business justification) will be undertaken on the project, in conjunction with the submission of this SOC.

1.7 Recommendation

The preferred way forward, as outlined at 1.3.3 above, is option 3 – a new build residential care facility for looked after children and young people, including learning room and bedsit, consolidating current singleton placements into a larger facility.

It is recommended that the project proceed to the Outline Business Case stage, for further detailed analysis of the possible and preferred options.

2. The Strategic Case

2.1 Introduction

This Strategic Outline Case (SOC) is for investment of £870k on a new build residential childcare service to meet the needs of looked after children.

The aim is to ensure a sustainable model for the provision of services in Shetland for looked after children who require residential childcare. The main benefits are to relinquish smaller properties leased from the Council's housing stock for the provision of single placements, and replace with a larger service, reducing unit costs and reducing reliance on out of authority placements.

The strategic outline case has been prepared using the agreed standards and format for business cases, which is a Five Case Model comprising the following key elements:

- The **strategic case** section. This sets out the strategic context and the case for change, together with supporting investment objectives.
- The **economic case** section. This demonstrates that the organisation has selected a preferred way forward, which best meets the existing and future needs of the service and is likely to optimise value for money (VFM)
- The **commercial case** section. This outlines what any potential deal might look like.
- The **financial case** section. This highlights the likely funding and affordability issues and the potential balance sheet treatment of the scheme.
- The **management case** section. This demonstrates that the scheme is achievable and can be successfully delivered in accordance with accepted best practice.

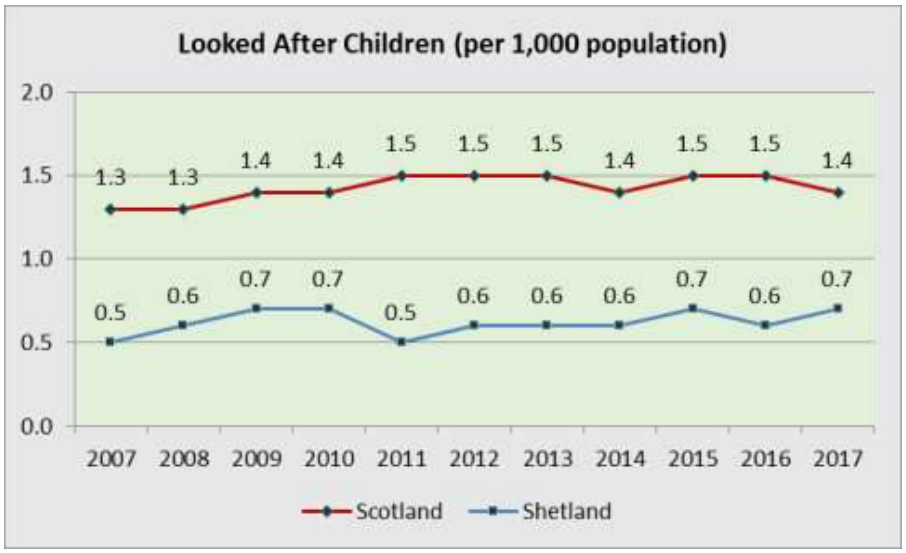
Part A: The strategic context

2.2 Organisational overview

Under the Children (Scotland) Act 1995, the Council has responsibility for the provision of services to 'looked after children.' A child or young person may be looked after at home, or away from home in a kinship care, foster care, or residential childcare setting, and it is the responsibility of the Social Work service to determine which placement will best meet the needs of each 'Looked After Child' (LAC) or young person.

The Council currently has capacity to provide eight residential childcare placements in Shetland, and we commission additional placements on mainland Scotland through the Scotland Excel framework for Residential Childcare.

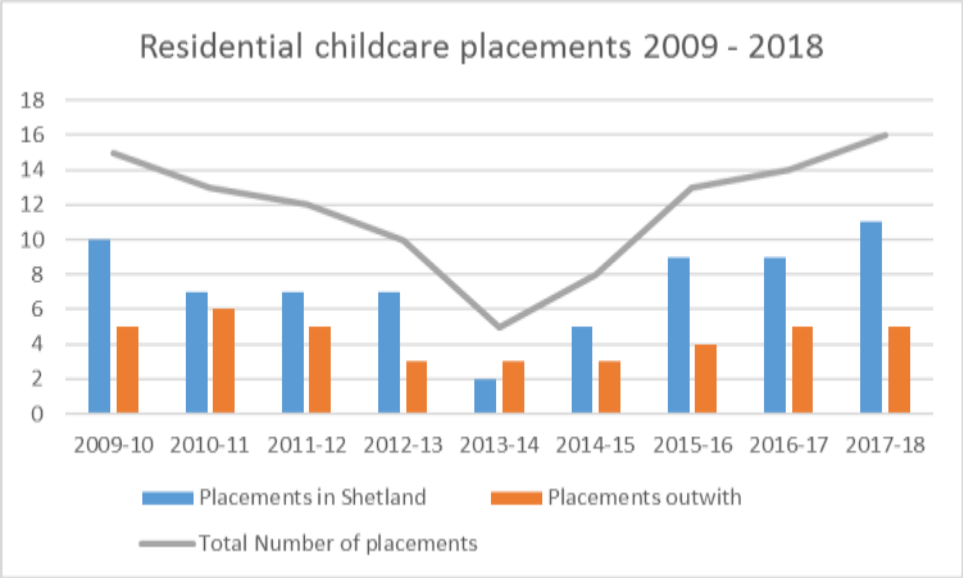
Shetland's numbers of looked after and accommodated children has remained fairly consistent over the last ten years. This data is reported annually to the Scottish Government – see below graphs:



Total number of looked after children (per 1,000 of population) in Shetland and Scotland (snapshot taken on 31 July each year)

Total number of children accommodated in residential care settings

Note – these figures are based on a snapshot taken on 31st July of each year, and does not represent all the children and young people who may be placed in a residential care setting during any given year. See graph below for the total number of residential placements over the same period.



The above graph shows the total number of residential childcare placements provided from 2009-10 until 2017-18, including short term/emergency care. The graph includes a breakdown of placements within and outwith Shetland.

The numbers of young people accommodated in residential care has increased since 2013-14, and we anticipate that this increase in demand will continue in the short to medium term following the implementation of the Children and Young People (Scotland) Act 2014, in particular the Continuing Care duty, which gives young people the right to remain in their care placement until the age of 21.

The numbers of secure placements commissioned by the Council are included in the figures above, so the table below is included to show the actual number of secure placements commissioned each year:

Table 4. Number of Secure Placements commissioned by Shetland Islands Council

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
No. Secure Placements	0	0	1	1	1	0	1	0	0	0	0	1

The need for secure care is infrequent. There are only four providers of secure care in Scotland, and it may therefore be necessary to commission placements outwith Shetland where a young person requires this type of specialist support. However, increasing quality residential childcare capacity locally, may mitigate against the need for secure care in the future.

In the longer term, our work in relation to prevention, early intervention and tackling inequalities will focus on working with families so that the number of children and young people in the care system is reduced. In the meantime, however, existing residential care provision will be insufficient to meet the level of need anticipated.

2.3 Business strategies

The Children's Resources Service plan highlights a lack of capacity in the current residential childcare provision in Shetland, which was a finding of the Joint Inspection of Children's Services carried out by the Care Inspectorate in 2015.

The Children and Young People (Scotland) Act 2014 introduced the concept of 'Continuing Care' into legislation, giving young people a statutory right to remain in their placement until the age of 21. This has been viewed as good practice nationally, and locally, for a number of years, but places increased pressure on the small number of placements we have available locally. The act also places a duty on local authorities to provide Aftercare services for young people leaving care, until their 26th birthday.

This project links to the following corporate priorities:

Children and young people in need of care and support from the Council is a priority theme in the Council's Corporate Plan, "**Our Plan 2016-2020**".

Support and protection for vulnerable people of all ages are priorities in the **Shetland Partnership Plan**. The Shetland Partnership Plan has a key focus on prevention, early intervention and tackling inequalities.

Shetland's **Strategic Housing Investment Plan** (SHIP) identifies the need for more affordable/social housing and this is a priority in Our Plan 2016-2020 and in the LOIP.
A target outcome from the **Children's Services Directorate Plan** is that:
"We have improved the life chances for children, young people and families at risk".

The target outcomes of the **Children's Resources Service** are to strengthen families and improve capacity within families to care for children and young people and where this is not possible, as corporate parent, to provide high quality nurturing out of family care and support.

2.4. Other organisational strategies

There are a number of linked projects and strategies, which address the need to develop and strengthen preventative services and other options for looked after children, including:

- Foster Care Recruitment Strategy
- Emotional Wellbeing and Resilience 'Spend to Save' project
- Anchor Early Action and Systems Change Project

Strengthening our approach to early intervention will support our overall aim to reduce the need for young people to be accommodated away from home.

Part B: The case for change

The current residential childcare provision is delivered from:

- Grodians, which is a three bed service in Lerwick
- Windybrae, which is a three bed service in Dunrossness
- Lochside, which is a single placement for one young person in Lerwick, and
- Brae, another single placement supporting one young person.

The table below shows the actual spend for the provision of local residential childcare services over the past 10 years:

Table 5. Actual Spend on Residential Childcare (provided by SIC)

Employee Costs	2009/ '10	2010/ '11	2011/ '12	2012/ '13	2013/ '14	2014/ '15	2015/ '16	2016/ '17	2017/ '18	2018/ '19	**Total**
	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	**£000**
Employee Costs	641	766	895	921	789	763	785	1008	1097	1321	**8,986**
Operating Costs	166	180	133	153	101	141	212	353	231	228	**1,898**
Total	**807**	**946**	**1,028**	**1,074**	**890**	**904**	**997**	**1,361**	**1,328**	**1,549**	**10,884**

Since 2007, the Council has consistently used out of authority placements to meet need for residential childcare, including spend on specialist services such as secure care. The annual spend is summarised in the table below.

Table 6. Spend on out of authority placements 2007-2018

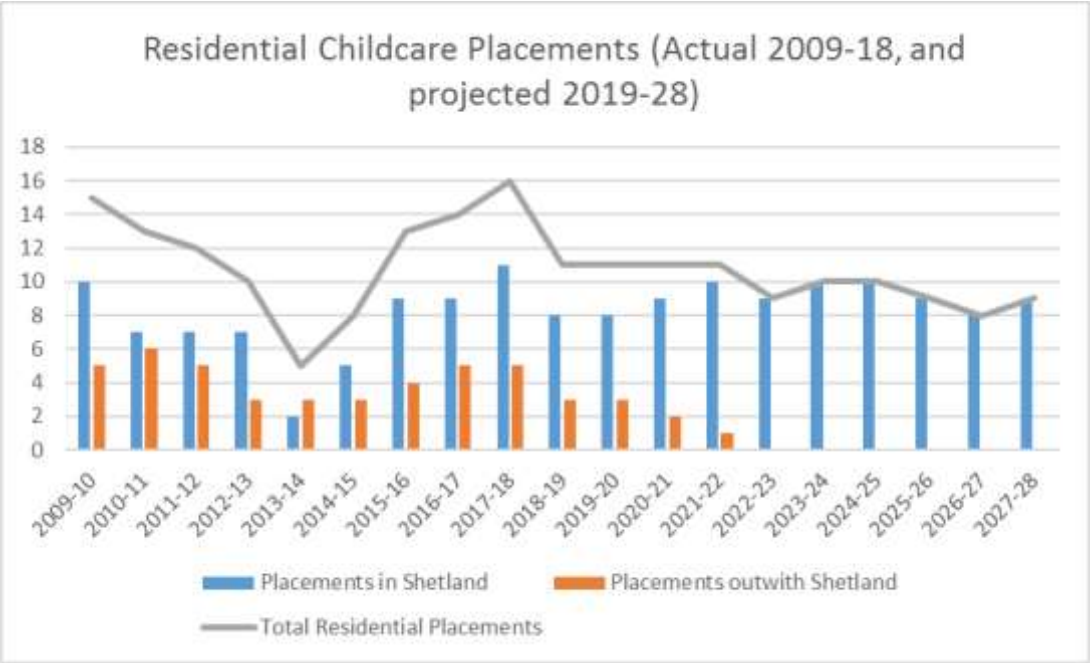
Year	**Total Spend on Out of Authority Placements £'000**	**Comments**
2007-08	306	
2008=09	449	
2009-10	817	Includes: Travel £31k
2010-11	956	Includes: Travel £23k
2011-12	510	Includes: Travel £12k
2012-13	481	Includes: Travel £22k
2013-14	486	Includes: Travel £26k
2014-15	550	Includes: Travel £21k
2015-16	506	Includes: Travel £24k
2016-17	520	Includes: Travel £23k
2017-18	775	Includes Travel £32k

The above does not account for the cost of staff time travelling to the mainland to support these young people, as Social Workers and Reviewing Officers must visit to conduct regular reviews of the care and support provided. From 01 April – 31 August 2018, including time spend travelling, this equated to 26 working days.

The graph bellow shows the number of residential childcare placements over the last ten years, and gives a prediction of the number of placements required over the next 10 years. These projections are built on a number of assumptions, including:

- By 2022, we will have additional residential childcare capacity in Shetland to meet need, reducing our use of out of authority placements to zero by 2022.

- Early intervention and prevention will be well established by 2023-24, which will counteract an anticipated increase in demand for residential childcare placements



On the basis of this analysis, the potential scope for the scheme is as follows:

- To increase capacity in Shetland to provide residential childcare
- To consolidate our existing single placements services into a larger service, reducing the unit cost of current provision
- By operating from three units, we will have greater flexibility in our on-island residential childcare services to match young people into homely settings suited to their individual needs
- We will reduce reliance on out of authority placements where needs could be met in Shetland, and off island provision will only be required where specialist input, such as secure care, is required

2.5 Investment objectives

The investment objectives for this project are as follows:

- IO1 – We will reduce the number of buildings we currently occupy by consolidating single placement services into one larger service by 2021
- IO2 – We will reduce the unit cost of delivering residential childcare placements
- IO3 – By increasing capacity of in local residential childcare, the service will have greater flexibility to meet the needs of young people in Shetland
- IO4 – Modern, energy efficient building, which supports the Council in reducing its carbon emissions
- IO5 – Future proof the service for change in demand/need

2.6 Existing arrangements

This section describes the existing situation with regard to the investment – the status quo. The existing arrangements are as follows:

Shetland currently has provision for up to eight residential childcare placements across four buildings, including two buildings providing single placements for young people.

The authority also commissions places on the Scottish mainland through the Scotland Excel framework for residential childcare on an ad hoc basis. There are currently two young people in such placements on the Scottish mainland. The Council also commissions specialist provision for young people such as secure care, where necessary, on the Scottish mainland.

2.7 Business needs

The Council has insufficient residential childcare capacity to meet the needs of young people who require this provision. The Council has therefore been reliant on commissioning out of authority placements to meet need, with spend consistently above £480k per annum over the last 10 years (see table 6).

The Children and Young People (Scotland) Act 2014 introduced the concept of 'Continuing Care' into legislation, giving young people a statutory right to remain in their placement until the age of 21. This has been viewed as good practice nationally, and locally, for a number of years, but the new duty places increased pressure on the small number of placements we have available locally. It is therefore necessary to grow the number of placements available locally.

It is proposed that the Council consolidate our smaller residential services (currently provided in Brae and Lochside) into one larger 4 or 5 bed facility that would provide sufficient capacity to meet current demand for placements within Shetland. This makes best use of our current staffing and will result in an overall reduction in revenue spend on residential childcare.

It is important to note, however, that the Council may still be reliant on out of authority placements for specialist services, such as secure care, or specialist medical care (in conjunction with NHS).

2.8 Potential business scope and key service requirements

This section describes the potential business scope and key service requirements for the project in relation to the above business needs.

The scope for this project is to address the shortage of residential childcare placements for Looked After Children (LAC) who require this provision, as assessed by Social Work. Some LAC young people may also be placed in foster care, however those other types of provision are not within the scope of this project.

The Council also provides residential childcare for children and young people who have complex additional support needs (e.g. learning and physical disabilities or autism). The legislative context for the provision of these services is different, and as such is not within the scope of this project.

Key service requirements:

The project needs to ensure:

- We have capacity to meet the needs of young people now and into the future
- Needs to be within a reasonable distance of Lerwick

- Needs to have space to allow young people to develop their independent living skills (e.g. a bedsit to allow more autonomy from care staff for those in Continuing Care placements)

The options within these ranges are considered within the economic case.

Minimum scope
Provide an additional residential childcare facility in Shetland

Intermediate Scope
A residential children's home which incorporates a learning room for young people who cannot attend mainstream education, and a bedsit to support young people prepare for independent living

Maximum Scope
A residential school and provision of additional residential care capacity in Shetland, and incorporates supported accommodation to support young people leaving care.

2.9 Main benefits criteria

This section describes the main outcomes and benefits associated with the implementation of the potential scope in relation to business needs.

The main benefits of placing children locally include that they maintain some continuity in their lives. This would enable them to continue attending the same school, and to maintain contact with their wider support network of family, friends, clubs etc.

Local placements would also ensure better use of social worker time and reduce spend on travel.

2.10 Main risks

The main business and service risks associated with the potential scope for this project are shown below, together with their counter measures.

Table 7: Risks and Counter Measures

Main Risk	Counter Measures
Design	Look at best practice models in other areas to inform the design of a new build service Ensure we recruit an architect who has designed this sort of building before. Alternatively we could base the local design on a similar service elsewhere.
Development • supplier • specification • timescale	The detailed specification for the build will be developed during the OBC and FBC stages. This work will be done internally within the Council, and there is sufficient knowledge, skills and capacity to deliver the requirements for this project.

Operational risks • supplier • availability • performance • operating cost • project management	The Council has adopted the PRINCE2 project management methodology, which will be utilised to run the project. Once completed, the overall operating costs for residential childcare should reduce, however there is a risk that we may require specialist placements which are not covered in this scheme and the costs would need to be met within existing budgets. The directorate is underway with projects to strengthen our approaches to early action and preventative work, which should mitigate against these risks in the longer term, and ultimately reduce demand for long term residential childcare.

2.11 Constraints
The project is subject to the following constraints:

The project must be completed as soon as possible to ensure the Council has sufficient resources on island to prevent the continued use of out of authority placements.

We need to ensure the Council has sufficient resources internally to design and build the project

2.12 Dependencies

The project is subject to the following dependencies that will be carefully monitored and managed throughout the lifespan of the scheme.

- Decommissioning of properties at Brae and Lochside to release staff to run the new service, and result in more efficient operation of the service.

- Staffing is a risk, and we need to ensure that we have sufficient numbers of trained staff. The Scottish Social Services Council has indicated that the qualification requirement for residential care staff may change, and we must also factor this in to workforce planning.

- The Scottish Government is underway with a review of the care system, and we must therefore be cognisant of any learning from the review as it progresses.

3. The Economic Case

3.1 Introduction

In accordance with the Capital Investment Manual and requirements of HM Treasury's Green Book (A Guide to Investment Appraisal in the Public Sector), this section of the SOC documents the wide range of options that have been considered in response to the potential scope identified within the strategic case.

3.2 Critical Success Factors (CSFs)

The key CSFs for the project were initially developed following a stakeholder workshop held in June 2016, and were subsequently reviewed by the project team who developed this strategic outline case in September 2018.

- **CSF1** - The Council is able to accommodate increase in demand for residential care services arising from legislative change, ensuring we provide sufficient residential childcare capacity in Shetland for all young people who require this provision now, and in the future
- **CSF2** - The project will reduce the overall revenue spend on the provision of residential childcare services, by reducing our reliance on expensive out of authority placements (excluding some specialist provision, which used infrequently and will continue to be commissioned when required)
- **CSF3** - Must be aligned with the Council's objectives as set out in Our Plan, in particular:
    - "We will have prioritised spending on building and maintaining assets and be clear on the whole-of life costs of those activities, to make sure funding is being targeted in the best way to help achieve the outcomes set out in this plan and the community plan"; and,
    - "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 outcomes".
- **CSF4** - The project supports the Council in delivering its Corporate Parenting aspirations by providing a modern homely environment to meet the needs of our young people

These CSFs have been used alongside the investment objectives for the project to evaluate the long list of possible options.

3.3 The long-listed options

The long list of options was generated by the workshop and project team in accordance with best practice contained in the Capital Investment Manual.

Table 8. Long List of Options

	Long List Option	Reason not to Progress
Option 1	**Do nothing** The Council retains and operates all the existing properties used for residential childcare in Shetland and purchases additional places outwith Shetland as required to meet increasing numbers, and to meet specialist	The do nothing option is required to be considered further by the Building Better Business Cases methodology adopted by the Council.

	requirements e.g. secure accommodation. Building maintenance would be the minimum required to meet standards required for residential care.	This option would mean continuing the current arrangement of commissioning additional residential childcare places on the Scottish mainland which is not the best value option for the Council. SHORTLISTED
Option 2	**Modernise/Refurbish all current facilities** As Option 1 however, all facilities would be improved through a comprehensive programme of refurbishment, adaptation and expansion where possible to create additional places.	This would result in disruption to existing services, and there are limitations in what could be achieved within the existing buildings, so cannot provide sufficient capacity to meet demand. SHORTLISTED
Option 3	**New Build residential care facility for looked after children and young people** Build a new facility to meet the placement needs of children at risk of harm/neglect. Retain and refurbish all other children's residential care provision locally for looked after children. All local services continue to be operated by the Council.	Some off island places may be needed for peaks in demand, and for specialist care (e.g. secure care) which are not provided locally due to the low numbers of individuals requiring this type of care. SHORTLISTED
Option 4	**New Build residential care facility for children and young people operated by the independent sector** As Option 3 however, the new service would be outsourced. All other local services would continue to be operated by the Council.	High employment in the local labour market mean an outsourced service would need to be competitive with the Council's existing services in order to attract staff, and it is unlikely this option would be cost effective. DISCOUNTED
Option 5	**New Build residential care facility for children and young people and general needs housing allocations for longer term/permanent placements** Build a new facility to meet the placement needs of looked after children requiring short term or emergency care. Develop a housing allocations programme to use existing and new housing stock as required to meet the need for longer term and potentially permanent accommodation options for vulnerable children and young	Not dissimilar to the current model although there would be no dedicated housing provision for looked after children as such. This option would be challenging for housing allocations systems in terms of the priority that would be needed for this client group. The short term care aspect of this proposal is not in keeping with Continuing Care statutory guidance, and best practice guidance in securing

	people. Retain and refurbish other children's residential care provision locally where this can fit with the new model and dispose of other properties. All local services continue to be operated by the Council.	permanency and minimising placement moves for young people. DISCOUNTED
Option 6	**New Build Short Stay residential care facility for children and young people and general needs housing allocations for longer term/permanent placements. Support/care services provided by the independent sector** As Option 5 however, the care and support services in the new service model would be outsourced. All local services for children and young people with disabilities would continue to be operated by the Council.	As for option 5, plus risk of market failure/potential high cost for outsourcing. Staffing issues including TUPE. DISCOUNTED
Option 7	**New build residential children's home which incorporates self-contained flats to enable young people to have a graduated transition out of care and develop independent living skills before moving on to their own accommodation** This option would provide additional long term residential childcare capacity and two more independent self-contained flats within the building footprint, to allow young people to experience greater independence as they prepare to leave care.	The inclusion of self-contained flats would work well for those progressing to independence from the service, but this would perhaps be underutilised at times and there would be a degree of inflexibility with this design. SHORTLISTED
Option 8	**Refurbish an existing building provide a residential school for looked after and accommodated children in Shetland** Refurbish an existing building (e.g. Quarff School and school house or Janet Courtney Hostel) to provide a residential care and education facility for looked after children. All other local services would continue to be operated by the Council.	The Council is committed to inclusive mainstream education locally, so the numbers of young people who require this sort of provision are low, and consequently such a service may be underutilised leading to unsustainable operating costs. DISCOUNTED
Option 9	**New Build residential school for looked after and accommodated children** Design and build a new residential school facility to provide residential care and edu-	The numbers of young people who require this sort of provision are low, and consequently such a service may be underutilised leading to increased operating costs

	cation for looked after and accommodated children and young people. All other local services would continue to be operated by the Council.	DISCOUNTED
Option 10	**New build residential school facilities for looked after and accommodated children and young people run by the independent sector.** As option 8, but the running of the facility would be outsourced to a All other services would continue to be operated by the Council.	As for option 9, plus risk of market failure DISCOUNTED
Option 11	**New build residential care service, plus refurbish an existing building to provide a residential school for those who required specialist education** A combination of options 3 and 9. New build residential care service plus refurbish an existing building to provide residential school for children and young people who require specialist care education.	Risk of under use due to low numbers of young people requiring residential school. Does not reduce the number of buildings, and may be challenging to staff. DISCOUNTED
Option 12	**Close all current facilities and outsource all children's residential care** Dispose of all properties currently in use. Undertake a market facilitation exercise. Invite tenders for the provision of new, modern facilities and services to meet the projected needs of looked after children in the longer term.	Radical change to Shetland's approach to service needs. Currently there are no independent sector providers of residential care for children in Shetland. Risks would include market failure, high costs and workforce issues including TUPE. DISCOUNTED
Option 13	**Develop specialist residential care services for children locally including options for secure accommodation** This option could be considered alongside and in addition to any of the 12 long list options.	The numbers of individuals requiring this sort of care are so small that it has not viable in terms of recruiting and retaining suitably qualified staff, or cost effective due to potential down time and diseconomies of scale.

		DISCOUNTED

The evaluation was undertaken in accordance with how well each option met the investment objectives and CSFs.

3.4 Analysis of Shortlisted Options

3.4.1 Introduction

In accordance with the Treasury Green Book and Capital Investment Manual, the status quo has been considered as a benchmark for potential VFM.

An infinite number of options and permutations are possible; however, within the broad scope outlined in the strategic case the following options have been shortlisted for detailed consideration:

- Option 1 – status quo. The Council continues to operate its existing services, and use external providers to provide additional services on an ad hoc basis.
- Option 2 – Some improvements. Existing buildings are refurbished and modernised, and we seek to create additional capacity within the existing building footprint.
- Option 3 – Intermediate improvement. New build residential children's home, providing 4 or 5 additional beds, incorporating a bedsit to support young people developing independent living skills within the residential setting as they prepare for adulthood.
- Option 7 – Maximum improvement. New build residential children's home, providing six additional beds, incorporating self-contained flats for young people preparing for independent living.

Option 1: status quo

Description:
This option maintains the status quo, which means we continue to provide some residential childcare placements in Shetland, and commission any additional placements on the Scottish mainland using via the Scotland Excel framework for Residential Childcare. This option is required by the Building Better Business cases framework, and determines value for money (VFM)

Advantages:
This option describes the current situation, so there are no additional benefits which arise from this option.

Disadvantages:
This option does not support the investment objectives and critical success factors for the project. The cost of operating the current model could be reduced if the Council consolidated single placement services in one larger service. The consistent use of out of authority placements over the last 10 years are higher than providing residential childcare 'in house.'

Option 2: do minimum – marginal improvements.

Description:
This option suggests refurbishing existing buildings and seeking to create additional capacity within the existing buildings.

Advantages:
This would result in improvements to the environment within our existing buildings, and may create some additional capacity within the constraints of the existing footprint.

Disadvantages:
There is limited work that could be done to create capacity, and any proposal would have to be approved by the Care Inspectorate, as all services are registered with them and must comply with their standards. This option does not make best use of our staffing resources, nor does it effectively address the high unit costs of single placements.

Option 3: intermediate scope for improvements

Description
This option proposes a purpose built facility increasing residential capacity, and disposing of single placement services by consolidating them into one larger service which makes more efficient use of staffing. The design of the new build would include a bedsit to allow young people who are preparing to leave care, to begin developing their independent living skills within the residential setting before moving on.

Advantages
This option would reduce the unit cost of residential childcare, and would provide additional capacity in Shetland, reducing reliance on out of authority placements. The inclusion of a bedsit environment is in line with the Continuing Care duty.

Disadvantages
If our approach to early intervention is not effective, we could create additional on island capacity, as we do currently. The main disadvantages are that there may still be a need to commission some placements (e.g. secure care) on the Scottish mainland, however improvements in early intervention and prevention and the provision of more responsive, quality residential care provision in Shetland, will mitigate against this risk.

Option 7: maximum scope for improvements

Description
This option provides increased residential childcare capacity and the scheme would include self-contained flats within the overall building footprint, allowing young people who are preparing to leave care to begin developing their skills and preparing for adulthood before moving on.

Advantages
This option provides additional residential capacity and is in keeping with the Continuing Care duty.

Disadvantages

The provision of self-contained flats within the accommodation would reduce the flexibility of the space, and may lead to it being underutilised. There may be challenges in staffing larger service like this, and there may also be difficulties in matching young people who could live together in such a scheme. A building of this size would need to be carefully designed to ensure if retains a homely feel, and does not feel like and institutional environment.

3.4.2 Funding Options

The project will be publically funded.

3.5 Overall conclusion: Shortlisted options

The table below summarises the assessment of each option against the investment objectives and CSFs. These shortlisted options will be carried forward to the outline business case stage, and more detailed analysis carried out to assess the suitability of each option.

Table 9: Summary Assessment of Shortlisted Options

Shortlisted option:	Option 1	Option 2	Option 3	Option 7
Investment objectives				
IO1	X	X	✓	✓
IO2	X	X	✓	X
IO3	X	✓	✓	X
IO4	X	X	✓	✓
IO5	X	X	✓	✓
Critical success factors				
CSF1	X	✓	✓	✓
CSF3	X	X	✓	X
CSF3	X	X	✓	✓
CSF4	✓	✓	✓	X
Summary	**(Discounted)**	**(Discounted)**	**Preferred**	**Possible**

4. The Commercial Case

4.1 Introduction

This section of the SOC outlines the proposed deal in relation to the preferred option, as outlined in the economic case. The commercial case will be considered in detail at the Full Business Case stage.

The Council has the option to procure this from Hjaltland Housing Association, as part of an ongoing development. If this option is not pursued, or is no longer available, the Council will need to identify its own site and the project timeline will need to factor in additional time for this.

4.2 Required services

This is a relatively straightforward domestic scale building project, and the services required are readily available locally.

4.3 Potential for risk transfer

There are no unusual risks to consider. A detailed analysis of risk transfer will be undertaken at the FBC stage.

4.4 Proposed contract lengths

It is anticipated that the project will commence during 2019-20 and conclude during 2020-21. The detail of this will be developed during the FBC stage.

4.5 Procurement strategy and implementation timescales

Subject to agreement of the SOC, it is anticipated that the implementation milestones to be agreed for the scheme with the service provider. It is anticipated that the build will commence during 2019-20, and the project will be completed during 2020-21.

4.6 FRS 5 accountancy treatment

The preferred option detailed above would result in the completed asset being held on the Council's Balance Sheet as a non-current asset under International Accounting Standard (IAS) 16 – Property, Plant & Equipment and International Public Sector Accounting Standards Board (IPSAS) 17 – Property, Plant & Equipment.

5.0 The Financial Case

5.1 Introduction

The financial implications of the preferred option are as follows:

Table 10. Financial Case

				Ongoing per year from
	2018/19	2019/20	2020/21	2021/22
	£000	£000	£000	£000
Capital Expenditure	0	435	435	0
Net Revenue Cost	846	1041	1041	630
Total Expenditure	**846**	**1476**	**1476**	**630**
Funded by:				
Spend to Save	0	435	435	0
Total Funding	**0**	**435**	**435**	**0**
Overall Net Total	**846**	**1041**	**1041**	**630**

5.2 Revenue Implications

The revenue savings which would be realised are due to:

- ending the requirement for costly out of authority placements (except where specialist services were required e.g. secure accommodation);
- ending the requirement for costly singleton placements;
- efficient use of staff in a fit for purpose building;
- efficiencies in relation to energy and other property costs of a new fit for purpose building;
- More efficient use of Social Worker time due to not having to travel to the mainland to support young people being accommodated out of authority.

5.3 Capital Implications and Cost Breakdown

It is anticipated that the overall project cost will be £870k, currently there is a proposed project budget in the Asset Investment Plan of £670k.

It is likely that the works will be done over a 2-year period with £435k spent in each year. A detailed analysis of the capital implications and cost breakdown will be provided in the Full Business Case.

5.5 Balance Sheet Implications

There will be an increase in the value of Long Term Assets of approximately £870k on the Council's Balance Sheet.

5.6 Overall Affordability

The proposed capital cost of the project is £870k over the 2-year construction period. The approved Asset Investment Plan 2018-2023 includes a potential project budget for Children's Supported Accommodation New Build of £670k for this project subject to approval of the Full Business Case, however revised plans indicate a higher budget of £870k will be required.

The reduction in ongoing revenue costs which could be realised from the implementation of this project, indicates that it would meet the criteria for 'Spend to Save' funding. However, depending on the progress of other projects in the Asset Investment Plan, it may be advantageous to fund from other means e.g. General Capital Grant.

Once the capital project is complete, the impact on the Income and Expenditure Account will be a reduction in revenue costs for Children's Services of £411k per annum.

6. The Management Case

6.1 Introduction

This section of the SOC addresses the 'achievability' of the scheme. Its purpose is to set out the actions that will be required to ensure the successful delivery of the scheme in accordance with best practice.

6.2 Programme management arrangements

The scheme is an integral part of the Children's Resources service plan and Children's Services Directorate Plan, which comprises a portfolio of projects for the delivery of services for Shetland's vulnerable children, young people and their families.

6.3 Project management arrangements

The project will be managed in accordance with PRINCE 2 methodology, which has been adopted by the Council.

6.3.1 Outline project reporting structure

The Senior Responsible Owner for the project is the Director of Children's Services. A project team will be established to develop the outline and full business cases.

6.3.2 Outline project plan

Table 11: Milestones

Milestone activity	Week no.
Final draft of SOC to be completed	By End November 2018
Present to Education and Families and Policy and Resources committees	By 18 December 2018
Development of FBC	By End February 2019

6.4 Gateway review arrangements

A Gate 0 (strategic fit) has been undertaken on the programme in that the scheme sits within the Children's Services Directorate Plan, which has been approved by the Council.

A Gate 1 (business justification) will be undertaken on the project, in conjunction with the submission of this SOC.

Signed:
Date:

Senior Responsible Owner
Project Team

Shetland Islands Council

Agenda Item **8**

Meeting(s):	**Education and Families Committee** **Policy and Resources Committee** **Shetland Islands Council**	**18th December 2018** **19th December 2018** **19th December 2018**
Report Title:	**Active Shetland Strategy – 2018 -2023**	
Reference Number:	**CS-44-18-F**	
Author / Job Title:	**Executive Manager – Sport and Leisure**	

1. Decisions / Action required:

1.1 That the Education and Families Committee RECOMMENDS that the Policy and Resources Committee RECOMMENDS that the Council approve the proposed Active Shetland Strategy 2018-2023, and agrees that it replaces the Sports and Physical Activity Strategy within Part A of the Council's Constitution and Policy Framework, to be managed by the Education and Families Committee.

2. High Level Summary:

2.1 The purpose of this report is to present the Active Shetland Strategy 2018-2023, and seek approval of its contents from Shetland Islands Council. The strategy is attached as Appendix A to this report.

2.2 If approved this strategy will supersede the previous Shetland Sports Strategy 2012-2017 and the Active Lives Strategy 2012-2022 referred to as the Sports and Physical Activity Strategy within the Council's policy framework.

3. Corporate Priorities and Joint Working:

3.1 The vision, priorities for action and outcomes to be achieved through the Active Shetland Strategy will 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

3.2 The Active Shetland Strategy partners will come together regularly as a Forum to agree on projects and focus areas, and assemble appropriate working groups tasked with achieving desired outcomes. These working groups will consist of partner members and wider members of the community where appropriate.

4. Key Issues:

4.1 The Active Shetland Strategy has been created by a partnership of local and national organisations including Shetland Islands Council, NHS Shetland, Shetland Recreational Trust, ZetTrans, **sport**scotland, and Scottish Natural Heritage. The over-arching purpose of the Strategy is to create a positive vision for the future in Shetland, where all partners and the community are working well together to "make Shetland the most active community in Scotland".

4.2 For many years evidence has been growing about the positive contribution that physical activity and sport can have on an individual physical health and mental wellbeing.

4.3 This strategy therefore seeks to ensure that all partners and the wider community work effectively together to ensure that barriers to participation are identified and reduced in order to ensure that more people in Shetland become physically active and gain from the benefits identified above.

4.4 The strategy sets out the vision, strategic context, and priorities for actions and outcome indicators that will be monitored over the lifetime of the strategy.

5. Exempt and/or confidential information.

5.1 There are no issues concerning exempt or confidential information in this report.

6.0 Implications:

6.1	**Service Users, Patients and Communities:**	In order to develop the Active Shetland Strategy a public consultation exercise was undertaken, which included reviewing the previous Shetland Sports Strategy and identifying the priorities for the new Active Shetland Strategy. The finding of this review and proposed priorities for action were initially presented to the Shetland Partnership Board and a Shetland Sports Forum to ensure that they were consistent with the wider agenda in Shetland. The agreement of this strategy should support positive outcomes for individuals and communities in Shetland by helping individuals to thrive and reach their full potential and supporting communities to become attractive places to live, work, study and invest.

6.2	**Human Resources and Organisational Development:**	The management and monitoring of the Active Shetland Strategy will not require any additional staffing.
6.3	**Equality, Diversity and Human Rights:**	An Equalities Impact Assessment has been carried out on the Active Shetland Strategy and no negative impacts have been identified. Alternatively the Assessment identifies significant positive impacts in a range of factors including: Health, Economy Environment and those vulnerable to fall into poverty. Part of the vision of the Active Shetland Strategy is to tackle inequalities and make long-lasting changes that enable everyone in Shetland to access physical activity and sporting opportunities.
6.4	**Legal:**	There are no legal implications arising from this report.
6.5	**Finance:**	There are no financial implication arising from this report.
6.6	**Assets and Property:**	There are no assets or property implications arising from this report.
6.7	**ICT and new technologies:**	There are no ICT implications arising from this report.
6.8	**Environmental:**	There are no environmental implications arising from this report and an environmental impact assessment is not required.
6.9	**Risk Management:**	Failure to agree this strategy and implement the actions could lead to a number or risks for Shetland, which may not be immediately evident but could lead to major difficulties in the future. For example, these include a general reduction in opportunities for young people to get involved in healthy activities and develop confidence, thus potentially leading to increased levels of obesity and reduced volunteering. Another potential consequence is an increase in criminal activities because of a lack of more productive alternatives, and a decline in Shetland population because of dissatisfaction with the opportunities available locally.
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. Functional Committees also have the responsibility of advising the Policy and Resources Committee in the development of new strategies, policies and plans concerned with service delivery.

	The Active Shetland Strategy 2018-23 will be a specific plan contained within the Council's Policy Framework set out in the Council's constitution (Part A – 3(2)) to be prepared and performance managed by the Education and Families Committee, replacing the current Sports and Physical Activity Strategy. Approving, adapting or amending any plan within the policy framework is reserved to the Council (Part A – 3(1)), taking advice from the Policy and Resources Committee, in accordance with Section 2.2.1 of the Council's Scheme of Administration and Delegations. The Council has reserved authority for the determination of new or variations to existing strategies and policies.
6.11 Previously considered by:	None

For further information please contact:

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Report Finalised: 06 December 2018

List of Appendices

Appendix A – Active Shetland Strategy 2018-2023

Background Documents:

None

END

ACTIVE SHETLAND STRATEGY

2018 - 2023

Shetland Islands Council

NHS Shetland

ZeTrans
SHETLAND'S TRANSPORT PARTNERSHIP

shetland recreational trust
Scottish Charity SC002179

sportscotland
the national agency for sport

Scottish Natural Heritage
Dualchas Nàdair na h-Alba
nature.scot

FOREWORD

'If a medication existed which had a similar effect to physical activity, it would be regarded as a 'wonder drug' or a 'miracle cure'.

Chief Medical Officer, England 2010

Our quality of life in Shetland is regarded as among the best in the United Kingdom. Lots of things add together to make for a good quality of life, and for us, our wonderful outdoor environment is certainly a major factor.

Physical activity, whatever form it takes – from light leisure activity, to active travel, to community sport, to representative sport at Shetland level and beyond - is massively important for a great number of reasons.

The evidence

Physical activity is an important tool for improving mental health and wellbeing, developing strong communities, increasing participation amongst disadvantaged and hard to reach groups, increasing attainment in schools, providing diversionary activities for people with chaotic lifestyles, promoting sustainable forms of transport, increasing volunteering and stimulating the local economy and tourist industry.

To make the most of these potential benefits it is important to have a strategy to help Shetland to be more active, and to give those involved in physical activity and sport the opportunity to meet their potential, excel and be involved to whatever level they can.

The biggest gain we can make is to help the least active to get more active, to give the couch potatoes amongst us a helping hand to start moving, to get us all on the path to health, wellbeing and productivity. That way we will see benefits at a personal level, and for the whole community of Shetland.

Being active is everyone's business – me, you, our families, neighbours and friends. The challenge is how we can help ourselves and other people we care about to get active – whether that's through our jobs, volunteering with a formal sports club for football or netball, or an informal group for working or jogging, taking up golf or swimming, dancing or 'keep fit', or taking a few more steps ourselves with the dog, the neighbour, the kids.

Shetland's Partnership Plan 2018 – 2028

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"***

The Community Empowerment Act 2015 Act requires each Community Planning Partnership to produce and publish a Local Outcomes Improvement Plan (LOIP). The LOIP is a high level action plan agreed between agencies and their communities and provides a unifying document based on agreed local priorities. The LOIP seeks to ensure community planning partners are delivering impact for communities, developing new and improved methods of delivering services and making sure the right people are working together under strong governance and accountability.

The key focus of the plan is to reduce inequality of outcome in Shetland, and moderate demand for future crisis services. Physical activity and sport can play a vital role in this: see page 5 for more detail.

The Active Shetland Strategy 2018-2023 contributes to the following Shetland Partnership Plan priorities:

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

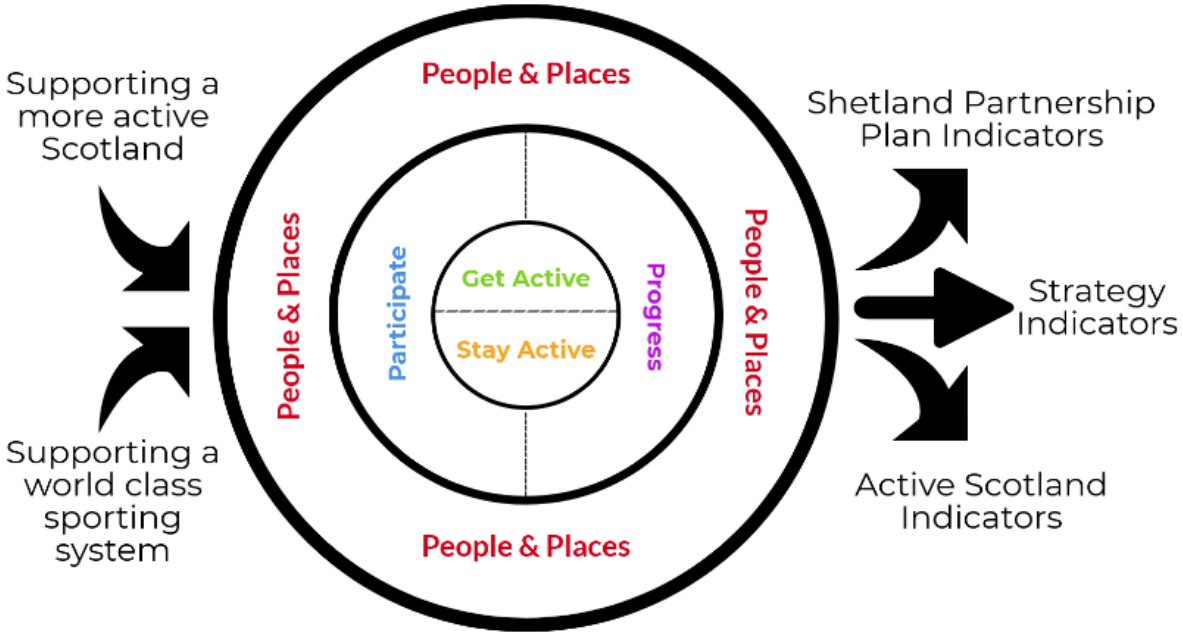
Vision:

We aim to make Shetland the most Active Community in Scotland

We want people to be active from an early age and remain active throughout their lifetime. People will be active in a number of different ways and we recognise the power of community and culture in shaping people's lifestyles – seeing others be active, hearing about sporting success, and seeing activity and sporting events happening locally all have an influence on people's behaviour.

To achieve such wide reaching benefit and change requires more than a single approach, we must work effectively together as professionals and as communities to meet these challenging targets. Working to help people be more active, providing leisure, activity and sporting facilities and opportunities is not new, but we must be rigorous in monitoring our work to ensure our strategic approach is working, and that we are making progress in the right areas.

With this in mind, the strategy incorporates Active Scotland Indicators, Shetland Partnership Plan Indicators and Shetland physical activity and sport indicators as determined by the Active Shetland Strategic Group.



To make long-lasting changes that work for Shetland we must be aware of the wider needs of our communities, tackle inequalities and build community capacity. We must not lose sight of the bigger picture, recognising the massive impact physical activity and sport can have on raising attainment and improving wider academic achievement, population productivity, employability and the attractiveness of Shetland as a place to live, work and visit.

Our "People & Places" are integral to this strategy. In a time of limited resources we must work ever more closely together to maximise resources and efficiencies AND capitalise on the existing built and natural physical activity and sport environments.

Foundations of the Strategy

Tackling Inequalities
We must increase people's understanding of the inequality challenge in Shetland and work together to target resources. We will use good quality data to identify those most in need, and work to address their needs first. This will shift resources towards prevention of poorer outcomes.

Community wellbeing and resilience
Physical activity and sport can be a means to develop wider social outcomes in communities. We will harness the power of physical activity and sport to enhance education, develop employability skills, improve resilience in communities and offer alternatives to crime and anti-social behaviour.

Early intervention and Prevention
We will identify negative trends and problems before they become deep rooted. We will achieve this by working collaboratively with communities to help them find solutions to their own challenges, investing in community leaders and delivering bespoke services based on community needs.

Attainment and Achievement
We will demonstrate the role physical activity and sport can play in raising attainment and wider academic achievement. We will work to ensure that everyone can fulfil their potential and achieve their aspirations in being physically active.

Priorities for Action

Get Active

Increase physical activity levels in Shetland, particularly supporting the least active to get active

Stay Active

Make physical activity and sport part of the daily lives of everyone who lives in Shetland

Participate

Support children and young people to develop physical competence and confidence from the earliest age and encourage lifelong involvement. Support people who find it difficult to be physically active or access sport to overcome these challenges.

Progress

Improve opportunities for anyone to progress and achieve in physical activity and sport, meeting their potential and overcoming any barriers to progress.

Places

Provide the people of Shetland with the best facilities and infrastructure possible to let them lead active lives.

People

Develop the volunteer and professional education pathway that is essential to continue to develop and enhance quality physical activity and sporting opportunities in Shetland.

Keys to Success

Collaboration and Partnership
We will need to work together ever more closely and share expertise, information and resources to deliver the best services to Shetland's communities. The partners are committed to these principles and hold them as essential cornerstones of how we will deliver the strategy.

Building Collaboration
We will build strong partnerships by linking physical activity and sport outcomes to organisational goals. We will achieve this by developing clear roles and remits, a shared understanding of organisational needs and demonstrating passion and commitment to the strategy and each other.

Organising Resources
We will do this by bringing the right people together to share knowledge and expertise and deliver shared outcomes. We will streamline digital and physical communication and make sure we reach those who need it most.

Understanding, Using and Sharing Data
We will put data at the centre of everything we do. This will enable us to identify needs and gaps, recognise trends and produce robust and reliable data which tells the story of people's engagement with physical activity and sport in Shetland. We will use this information to ensure decision makers can see the benefits of being active and engaged in sport.

Get Active

To increase physical activity levels in Shetland, particularly supporting the least active to get moving

We know that many people in Shetland are active but we also know that we have high levels of inactivity. This inactivity contributes to adult and childhood obesity and other preventable diseases such as Type II Diabetes. The risk of being inactive is not evenly spread across all groups in the population. The groups who are more at risk of being physically inactive are those with a disability and/or long-standing poor health; older age groups; women and teenagers.

Evidence around why people are inactive points to a range of factors at individual, social and environmental levels. Some reasons are common across different inactive groups: lack of confidence, time or interest; transport; cost of some leisure activities; lack of suitable activities.

Active Scotland Outcome	We encourage and enable the inactive to be more active
World Class Sporting System	We want to increase participation through improving physical activity and sport to ensure that we are providing equal opportunities and an inclusive programme in the aim of building a world class sporting system in Scotland
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Make physical activity interventions and conversations throughout health and social care the norm, in order to increase the number of people being supported to become active
- Ensure that increasing physical activity is a priority in partner strategies and development plans, reflecting the great benefits to be gained
- Utilise data and research across services, to ensure that there is a consistent and coordinated approach to tackling inactivity
- Develop targeted programmes of support and engagement for recognised inactive groups and people who are socially or economically isolated
- Co-ordinate and deliver public education, including media campaigns that raise awareness of the benefits of increased physical activity and living a healthy, active lifestyle

Stay Active

Make physical activity and sport part of the daily lives of everyone who lives in Shetland

We know that the amount of physical activity we do varies greatly across our life course. This outcome is about sustaining physical activity habits through key transitions in life and encouraging those who do some physical activity to do more activity, more often. We need to focus on people moving through transitions such as changes in employment status, education to work or work to retirement, where people live, family relationships, physical health status and social networks, as we know these changes can make people more vulnerable and it is common for physical activity to decrease.

Active Scotland Outcome	We encourage and enable the inactive to be more active
World Class Sporting System	We want to ensure that a clear pathway exists from schools to communities in the provision of sporting opportunities to ensure that people continue to participate in sport at whatever level and are part of a world class sporting system in Scotland
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Support families in becoming physically active and maintaining physical activity throughout their lives
- Implement guidelines for obesity management in children, including appropriate physical activity interventions
- Ensure every child receives at least 2 hours (Primary) or 2 periods (Secondary) of quality P.E. per week
- Encourage and support every school in Shetland to self evaluate and implement a plan to increase physical activity opportunities and improve their provision of PE & Sport
- Support every child to be able to swim by the time they leave primary school.
- Develop programmes which reduce the fall in participation at key transition points throughout an individual's life
- Investigate the barriers to participation such as cost and transport and develop solutions to maintain participation
- Maintain the range of sports and physical activity opportunities across Shetland
- Support public participation events which encourage people to get back in to sport or to get active
- Ensure that physical activity and sport is included in the development of locality planning in Shetland, building on the work of Community Sport Hubs and Health Improvement links with communities
- Target programmes that promote active living for older people, including falls prevention programmes, in order to maintain activity and independence

Participation:

Support children and young people to develop physical competence and confidence from the earliest age and encourage lifelong involvement. Support people who find it difficult to be physically active or access sport to overcome these challenges.

We want our children and young people to experience the joy of movement and develop positive attitudes to active living and sport. We want to ensure all Shetland's children and young people develop the physical confidence and competence required as a foundation for lifelong participation in physical activity and sport.

We want our children to move from school to community sport and benefit from the social, emotional and physical benefits of sports clubs who need to be well organised, connected and high profile in their local community. They should have high quality people supporting the club and be operating out of quality facilities.

School and community sport should be equal and inclusive for everyone. Likewise, we want adults to participate in sport for longer and to continue an involvement in sport as volunteers who feel valued for their contribution.

Active Scotland Outcome	**We develop physical confidence and competence from the earliest age**
World Class Sporting System	We want to encourage and enable participation in sport within the each environment of the world class sporting system in Scotland
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Ensure that children have access to more and higher quality physical activity and sport opportunities in and out of school wherever they live in Shetland
- Encourage children and adults to connect with their natural environment and provide opportunities to participate in outdoor activity
- Develop programmes aimed at developing the physical literacy of young children
- Support clubs to increase the number of children, young people and adults who are active members
- Assist clubs to be well organised, connected, promoted, inclusive, and sustainable and provide safe and welcoming environments for people to participate
- Develop physical activity pathways in Shetland for people with a physical, sensory or learning disability
- Ensure that those who face multiple barriers, discrimination or inequalities are supported to participate in physical activity and sport

Progression:

Improve opportunities for anyone to progress and achieve in sport, to meet their potential and overcome any barriers to progress.

This objective is about developing and supporting a world class sporting system at all levels, motivating more organisations and individuals to get involved, and enabling the broadest range possible of people to participate, progress and achieve in sport.

Active Scotland Outcome	We improve opportunities to participate, progress and achieve in sport
World Class Sporting System	We want to ensure that people within the sporting system are able to progress to a level that is solely determined by their ability
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Participation** People can participate and influence decisions on services and use of resources **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Link school and community sport opportunities to provide better connections between young people progressing from school participation to club participation
- Ensure that there are opportunities, training and support for athletes, coaches and officials to allow them to reach their full potential at local, national and international competition
- Provide support to clubs and associations to host on Island competitions and events
- In partnership with Shetland Island Games Association, support a bid to host the International Island Games in 2027 or as soon as possible thereafter.

Places (Active Infrastructure)

Provide the people of Shetland with the best facilities and infrastructure possible to let them lead active lives.

Over the lifetime of this strategy there may be changes to the type of and access to facilities in Shetland and the ways that these facilities are funded. Local and national research shows that people feel that facilities are well used, respected and valued by the community, however they are not being used to their maximum potential and more work needs to be done to address facility gaps.

Shetland has an abundance of natural active spaces and there are exciting opportunities ahead if we can work collaboratively with partners to promote existing areas and engineer new spaces to facilitate more active travel opportunities, encouraging walking and cycling to be part of people's daily lives. Maximising the use of the built and natural environments in Shetland and smarter use of facilities underpin the four priority areas within the strategy.

Active Scotland Outcome	We will improve our Active Infrastructure – People & Places
World Class Sporting System	We see People & Places as key enablers in the aim of building a world class sporting system in Scotland
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Participation** People can participate and influence decisions on services and use of resources **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Ensure that our built spaces such as leisure centres, games halls, golf courses, parks, play areas and multi-courts are maintained and continue to be safe, attractive places to visit, play sport and be active
- Improve outdoor access by promoting the development of paths and outdoor amenity areas /greenspace
- Engage with decision makers including community councils to prioritise active living/active travel through the design of roads, footpaths and transport policies that promote walking, cycling and public transport

People (Workforce Development)

Develop the volunteer and professional education pathway that is essential to continue to develop and enhance quality physical activity and sporting opportunities in Shetland.

Much of Shetland's strength is in the people who live and work here and make up our communities. Workforce Development is about harnessing this to drive our strategy forward. Developing people is central to our success. This includes teachers, coaches, volunteers, professional staff, referees, umpires and officials. Our workforce also includes young people and wider health professionals. Managing and developing our people resource from the public, private and third sectors will create the platform for developing a more active population where physical activity and sport are central to our community, culture and identity.

Active Scotland Outcome	We will improve our Active Infrastructure – People & Places
World Class Sporting System	We see People & Places as key enablers in the aim of building a world class sporting system in Scotland
Shetland's Partnership Plan	**People** Individuals and families can thrive and reach their full potential **Participation** People can participate and influence decisions on services and use of resources **Place** Shetland is an attractive place to live, work, study and invest

Commitments:

We Will:

- Ensure that our volunteer and paid workforces in Shetland are trained, knowledgeable and confident in:
  - understanding the importance of physical activity
  - supporting people who are currently inactive in becoming active
  - supporting people to maintain and increase physical activity levels
- Ensure that our clubs have the appropriate number of coaches, officials and volunteers with the correct skills
- Support coaches and volunteers to develop and ensure they are valued and recognised for their contribution
- Create opportunities for young people to be actively involved as leaders and decision makers in local and national sport
- Develop links with Further Education around the opportunity to progress learning in sport and exercise beyond the school environment in Shetland

Delivering the Strategy

The Active Shetland Strategic Partnership will provide overall strategic direction and report to the Shetland Partnership Board on an annual basis. Short or longer term operational groups will be established as necessary to deliver elements of the strategy. An Active Shetland Forum will be established to enable all interested partners and stakeholders to engage with the process of implementing the strategy.

Active Shetland Indicators

Active Shetland	Sub Heading	Data Source	Shetland
Active Infrastructure	**Walking as recreational activity**	Scottish Household Survey (legacy indicator)	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Walking in Shetland (at least 30 Minutes) - 76%** **National: 70%**
Active Infrastructure	**Active travel to school**	Sustrans – Hands Up Survey	https://www.sustrans.org.uk/scotland/schools/hands-scotland **Active Travel to School in Shetland (Walk/Cycle/Scooter/Skate/Park & Stride) – 21.8%** **National: 48.8%**
Active Infrastructure	**Accessibility to the Outdoors**	Scottish Household Survey	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Frequency of visits to Outdoors in Shetland (One or more times a week) – 62%** **National: 52%**
Workforce Development	**Volunteering in Sport & Exercise**	Scottish Household Survey	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Percentage providing unpaid help to groups/organisations involved with sport & Exercise in Shetland – 23%** **National: 17%**
Workforce Development	**Volunteering in Active Schools**	Active Schools Monitoring	Shetland Islands Council – Sport & Leisure **Number of Volunteer Deliverers within Active Schools in Shetland - 226** **Nationally: 20,018** **1.13% contribution from 0.4% of the population**
Get Active	**Distinct Participants (Children)**	Active Schools Monitoring	Shetland Islands Council – Sport & Leisure **Number of children taking part in Active Schools Activity in Shetland – 57%** **National: 45%**

Get Active	**Frequency of active participation (sport & walking)**	Scottish Household Survey	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Participation in Shetland within the past 4 weeks – 84%** **National: 81%**
Get Active	**Children Weight**	NHS Shetland	http://www.isdscotland.org/Health-Topics/Child-Health/Publications/data-tables2017.asp (Primary 1 Statistics for BMI: Epidemiological Categories -Table B1) **Number of Overweight/Obese Children in Shetland - Primary 1 – 26.1% in 2016/17** **National: 22.9% in 2016/17**
Stay Active	**Active recreation in older people (sport & walking)**	Scottish Household Survey	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Participation by adults 60+ in Shetland - 74%** **National: 67%**
Stay Active	**Attendance at leisure facilities**	Shetland Recreational Trust	Shetland Recreational Trust **Attendance Numbers in 2017-18 – 773,629**
Stay Active	**PE provision**	Healthy Living Survey	**https://www.gov.scot/publications/summary-statistics-attainment-leaver-destinations-healthy-living-8-2018-edition/pages/7/** **2 Hours of PE in Primary Schools – 100%** **2 Periods of PE in Secondary Schools – 86%** **National: 99% Primary, 94% Secondary**
Participation	**Sports participation (sport only, no walking)**	Scottish Household Survey	https://www2.gov.scot/Topics/Statistics/16002/LATables2017/Shetland2017 **Percentage of adults participating in sport (excludes walking) in Shetland – 52%** **National: 53%**
Participation	**Active School Participation**	Active Schools Monitoring	Shetland Islands Council – Sport & Leisure **Number of Active Schools participant sessions in Shetland – 48,157 participant sessions** **Nationally: 7.25 Million participant sessions** **0.67% contribution from 0.4% of the population**
Participation	**Club Membership**	Shetland Islands Council	Shetland Islands Council **Membership Numbers of Sports Clubs in Shetland 2017/18 - 1400**
Progression	**Team Scotland performance**	Commonwealth Games records (legacy indicator)	**https://www.teamscotland.scot/gold-coast-2018-facts/** **Number of Team Scotland Commonwealth Games Members born or living in Shetland in Commonwealth Games – Gold Coast 2018 - 0**
Progression	**Team Shetland**	Island Games Records	http://islandgames2017results.com/medal.aspx **Number of medals won by Team Shetland at the International Island Games - 14 (4 Gold, 5 Silver, 5 Bronze)**

Active Scotland Outcomes Framework

Vision: A More Active Scotland

Physical activity is about getting people moving. Daily walking, playing in a park, going to a gym, training with a team or aspiring to win a gold medal- it doesn't really matter how people get active, it just matters that we do.

Being physically active contributes to our personal, community and national wellbeing.

Our vision is of a Scotland where more people are more active, more often.

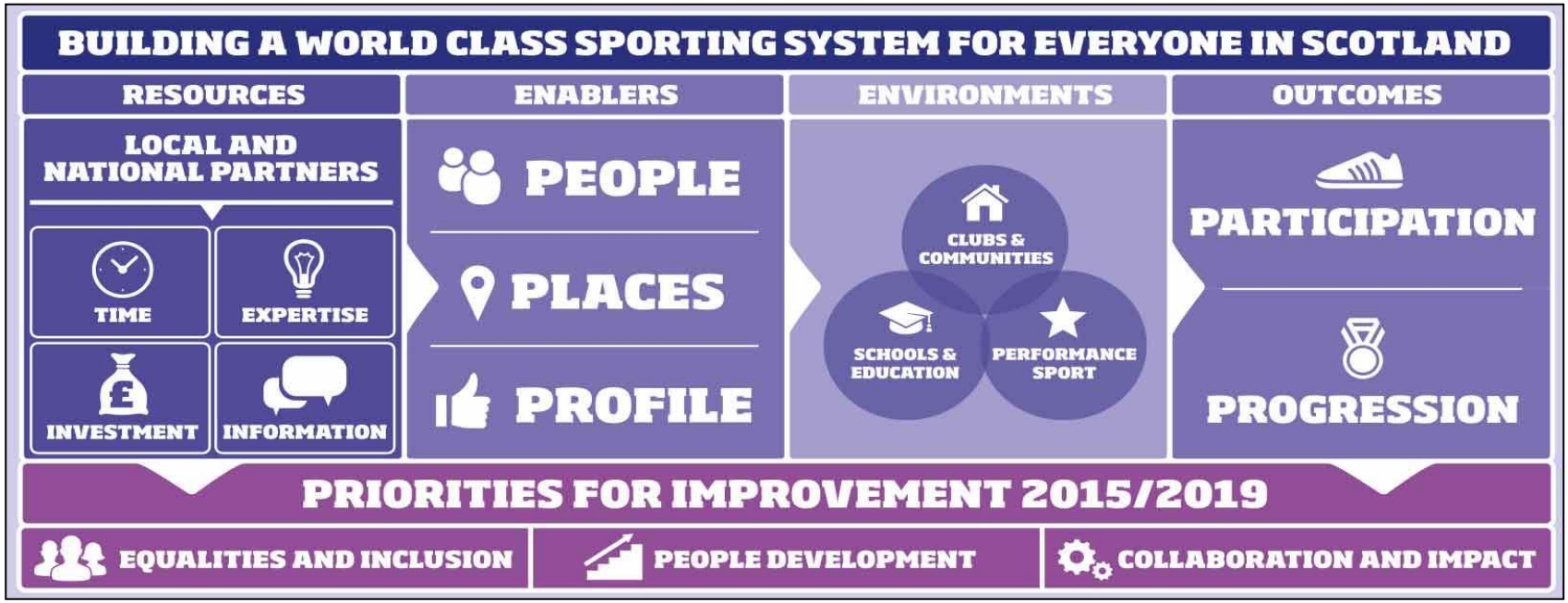
National Outcomes

Business	Employment	Research and Innovation	Young People	Early Years	Healthier	Inequalities Tackled	Life Chances
Safe from Crime	Sustainable Places	Resilient Communities	Environment Valued	National Identity	Impact on Environment	Older People Supported	Public Services

Active Scotland Outcomes

We encourage and enable the inactive to be more active	We encourage and enable the active to stay active throughout life	We develop physical confidence and competence from the earliest age
We improve our active infrastructure – people and places	We support wellbeing and resilience in communities through physical activity and sport	We improve opportunities to participate, progress and achieve in sport

Equality – Our commitment to equality underpins everything we do

This Framework describes Scotland's ambitions for physical activity and sport. Active Scotland Outcomes contribute to the delivery of National Outcomes and ultimately to the Scottish Government's overarching purpose of creating a more successful country, with opportunities for all to flourish. The framework has been developed collectively with partners through the National Strategic Group for Sport and Physical Activity (NSG), chaired by the Cabinet Secretary for Health, Wellbeing and Sport.

While **sport**scotland's focus is on the development of sport, the national agency work alongside those who have a greater focus on other types of physical activity to ensure people in Scotland find it easy to lead an active life. In particular they recognise that people have sporting lives, throughout which they may stay involved in or dip in and out of sport and sports, whether they participate recreationally or competitively, volunteer or spectate. They want to ensure everyone in Scotland has positive experiences at all stages of their sporting lives, whether they are being introduced to sport for the first time, developing, progressing, or achieving success.