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Date: 26 August 2019

Dear Sir/Madam

You are invited to the following meeting:

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

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

Yours faithfully

Executive Manager – Governance and Law

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

## **AGENDA**

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Deputation - Eco Youth Shetland
- (d) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.

- (e) Confirm minutes of meetings held on 28 June 2019 (enclosed).

**ITEM**

*(Agenda items 1&2 relate to the giving of advice or the discharge of the Committee's function as an education authority)*

1. Children's Services Directorate Performance Report – Quarter 1:  
Period to 30 June 2019  
CS-27-19
2. Update: Northern Alliance  
CS-12-19
3. External Audit Reports – Care Inspectorate Reports on the  
Anderson High School Halls of Residence  
CS-26-19



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## MINUTES

## A&B - Public

**Education and Families Committee  
Council Chamber, Town Hall, Lerwick  
Friday 28 June 2019 at 10.00am**

**Present:**

Councillors:

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

Religious Representatives:

M Tregonning

**Apologies:**

S Coutts	J Fraser
H Rankine	T Macintyre

**In Attendance:**

H Budge, Director – Children’s Services  
R Calder, Acting Executive Manager – Quality Improvement  
W Lowrie, Interim Executive Manager – Children’s Social Work  
D Morgan, Executive Manager – Criminal Justice/Interim Chief Social Work Officer  
V Simpson, Executive Manager – Community Planning and Development  
R Sinclair, Executive Manager - Assets, Commissioning and Procurement  
B Leask, Team Leader – Youth Services and Employability  
J Porter, Team Leader – Community Development  
S Flaws, Quality Improvement Officer – Early Learning and Childcare (ELC)  
K Johnston, Solicitor  
T Langley, Operational Lead – Remote Teaching  
E Perring, Policy Manager  
M Thomson, Management Accountant  
L Geddes, Committee Officer

**Chairperson**

Mr G Smith, Chair of the Committee, presided.

**Circular**

The circular calling the meeting was held as read.

The Chair advised that the Cabinet Secretary for Education and Skills had now confirmed that he was satisfied with the progress that local authorities were making in terms of the empowerment agenda, and would not be legislating at this time. He paid tribute to those involved in helping put this argument forward to the Scottish Government - including COSLA, ADES, Northern Alliance and local authority staff themselves.

He went on to speak about the Eco Youth strike and march that had recently taken place, and advised he had made a commitment to the young people that they could come to the September meeting of the Committee and give a presentation about climate change. Further to his commitment to have the MSYPs at Committee meetings, he also intended to find a way of having a regular agenda item for young people as they had indicated that they did not feel that their voice was being heard.

### **Declarations of Interest**

None

### **Minutes**

The minutes of the meeting held on 6 May 2019 were confirmed on the motion of Mr Campbell, seconded by Ms Wishart.

#### **18/19 Shetland Community Learning and Development (CLD) Plan 2018-2021**

The Committee considered a report by the Team Leader – Community Development and the Team Leader – Youth Services and Employability (DV-17-19-F) presenting the CLD Plan 2018-21.

The Team Leader – Community Development summarised the main terms of the report, advising that there was a statutory duty to present the Plan every three years. It had been due for publication in September 2018, but this had been delayed in order to ensure that it aligned with the Shetland Partnership Plan delivery plans.

Responding to questions, she said that while capacity to deliver was an issue, there was optimism that all partners would come on board to deliver the key issues and actions. There were lead officers for each action, and they would be refined and developed in order to get measurable outcomes. It was hoped that as much as possible could be done within existing resources, but consideration would have to be given to realigning priorities and refocusing resources.

The Director of Children’s Services added that there were a number of plans relating to children and child poverty that referred to the Shetland Partnership Plan, and it was important that they were better integrated and connections were made between them.

The Chair commented that as project work tended to only be funded for the short-term, it was a challenge to mainstream these projects. Community Development was an area that had seen significant reductions, with little funding available beyond staffing budgets, so the Council should bear this in mind when considering its budgets. Youth services work sometimes had to be targeted towards early intervention and preventative work at the expense of universal services. It was important that outcomes could be demonstrated so that more resources could be directed there and capacity could be increased.

#### **Decision:**

The Committee APPROVED the Shetland Community Learning and Development Plan 2018-21.

#### **19/19 Annual Child Poverty Action Report**

The Committee considered a report by the Director of Children's Services (CS-18-19-F) presenting Shetland's first Annual Child Poverty Action Report (ACPAR).

The Director of Children's Services summarised the main terms of the report, advising that work was taking place with partners to ensure that statutory and interim targets could be met. The Scottish Government had given initial feedback on the delivery plan, and had highlighted the specific challenges related to the nature of the community and the importance of working together to reduce child poverty. It was recognised that child poverty levels in Shetland were low, but the high cost of living may mean that more children face financial hardship than indicated. While the Report illustrated a number of achievements, there was still a lot more to do to increase awareness and tackle child poverty.

It was suggested that more information could be added to the Report to explain what "living well" actually means, and that there could be reference to childcare as it could be a significant factor in child poverty.

The Policy Manager said that more information could be added to the Report to explain "living well", but it related to what was required to achieve an acceptable standard of living – to include minimum standards but also things like social activities. There were differences across regions in the United Kingdom.

The Director of Children's Services advised that ELC was currently being expanded, and there would be more settings and more hours delivered which would make a difference to people. However more reference could be included in the Report.

The Quality Improvement Officer – ELC added that through the work that had taken place with the expansion of ELC, Children's Services were very aware of the difficulties in relation to the bigger picture beyond statutory provision – particularly in relation to care for 0-3 year olds, after-school care, and school holiday care. The ELC project board would be considering the impact that the expansion of ELC would have locally, but this was an issue that was wider than the Council and there was a need for it to be looked at.

It was commented that factors affecting levels of child poverty often related to circumstances outwith the Council's control – such as electricity price increases. It was questioned if consideration had been given to the wider causes.

The Policy Officer said that Shetland was in a strong position in being able to carry out work locally within the resources available. The Council's Energy Unit was carrying out a programme of work to improve housing standards, and the Citizens Advice Bureau also offered fuel poverty advice.

The Chair added that the Council could do more to address issues with the Office of Gas and Electricity Markets (OFGEM), as the decision to set a maximum cost had had unintended consequences locally because many houses had "Total Heating with Total Control" (THTC) meters. Because of the low customer base, this tariff had not risen much in the

past, but the price had now gone up to the maximum that could be charged. He had had conversations with OFGEM on this issue, but it would require more political involvement.

It was questioned what had been used to measure impacts, particularly in relation to closing the attainment gap for children living in poverty.

The Director of Children's Services advised that a number of measures were used, including the "SHANARRI" wellbeing indicators, and an attainment advisor was working closely with the Council in developing the process.

It was commented that people living in Shetland's outer islands faced an even higher cost of living, and this was something the Council would have to look at and prioritise to help promote the islands.

**Decision:**

The Committee RECOMMENDED that the Policy and Resources Committee approve Shetland's first Annual Child Poverty Action Report for publication.

*(Ms Wishart left the meeting)*

20/19

**Social Work in Scotland Impact Report**

The Committee considered a report by the Executive Manager – Criminal Justice/Interim Chief Social Work Officer (CS-20-19-F) presenting the Social Work in Scotland Impact Report.

The Executive Manager – Criminal Justice/Interim Chief Social Work Officer (CSWO) summarised the main terms of the report, advising that the Impact Report was not Shetland-specific. It summarised the impact of the 2016 Report and examined progress with the recommendations, and the national picture reflected current progress in Shetland. As the activities underway were held within different Council and Integration Joint Board plans, she would be producing a local improvement plan which pulled together the different strands from across the social work functions and highlighted areas for development locally.

It was noted that there had been problems locally in relation to registration for the workforce, and the Executive Manager – Criminal Justice/Interim CSWO advised that she could report back on these issues. The CSWO from the three island areas met on a regular basis with Social Work Scotland and the Scottish Social Services Council attended these meetings.

It was commented that the number of 65+ year olds receiving home care was down, and questioned if this was reflected locally.

The Executive Manager – Criminal Justice/Interim CSWO referred to work that had been done to build resilience and self-care, so that people were looking after themselves better and only received home care at a later stage in their life. Home care services were provided locally, but there tended to be a reduction in the use of long-term beds and an increase in respite provision.

**Decision:**

The Committee NOTED the contents of the report.

21/19

**Shetland Islands Integrated Children's Plan: Annual Report 2018-19**

The Committee considered a report by the Director of Children's Services and the Director of Nursing and Acute Services, NHS Shetland (CS-19-19-F) presenting the second Annual Report on the Integrated Children's Plan.

The Director of Children's Services summarised the main terms of the report, advising that the report focused on four key themes. There were good outcomes for children locally, but it was recognised that there were some key social, economic and environmental factors that required to be tackled to help some people overcome issues and barriers. There were two specific projects being promoted to help understand how services and communities could best respond to meet needs, and all agencies were working together to ensure the variety of different work that was going on was reported.

In response to a question regarding the case study from Sound Primary School, she advised that this had been funded by Pupil Equity Funding (PEF), and there would require to be political conversations if the benefits from this project were to be rolled out across Shetland. The funding was available for two years, and Sound School hoped to embed the work carried out within existing resources.

With regard to the Healthy Weight Programme, she advised that this was something that was being monitored and health promotion staff were involved in giving advice. Schools were very much involved in promoting healthy eating messages and providing healthy food.

It was suggested that given that a number of the reports on today's agenda included common themes, consideration could be given to producing one report which pulled all this information together.

The Director of Children's Services advised that there were conversations at a national level around this. There were statutory obligations to report on a number of areas, but it would be good if there could be one reporting mechanism for other areas. She would discuss the matter further with the Integrated Children and Young Peoples Service Planning Group to see if it would be possible to produce something which pulled together an executive summary with the main points from different areas.

It was commented that the report was very positive and that it was heartening that benefits were now being seen from a number of projects relating to early intervention. It was suggested that early intervention was something that the Council should be prioritising, even though the results would only be seen in the longer term.

**Decision:**

The Committee APPROVED the Shetland Islands Integrated Children's Plan: Annual Report 2018-19 for publication.

22/19

**External Audit Reports – Care Inspectorate Reports on Cunningsburgh and Fair Isle Primary School Early Years Services**

The Committee considered a report by the Director of Children’s Services (CS-17-19-F) presenting the Care Inspectorate reports on Cunningsburgh and Fair Isle Primary School Early Years Services.

The Director of Children’s Services summarised the main terms of the report, advising that there were no formal recommendations or requirements for improvement at either setting. An ELC team was now working in a central capacity, and the positive impacts of this could now be seen in the Care Inspectorate reports that were coming forward.

It was suggested that it should be relayed to the Care Inspectorate that it was not possible to inspect the quality of care, support and environment without also taking into account the quality of staffing, management and leadership. Therefore it was not appropriate to always state that this had not been assessed.

It was commented that it was commendable that Cunningsburgh had received such a good report given the difficult circumstances at the time due to the ongoing building.

**Decision:**

The Committee NOTED the content of the reports.

23/19

**Expansion of Early Learning and Childcare – Capital Spend Profile Update**

The Committee considered a report by the Quality Improvement Officer – ELC (CS-23-19-F) outlining the revised capital programme and spend profile.

The Quality Improvement Officer – ELC outlined the progress to date on the capital works and spend profile, and advised that contingency plans were in place in the event of any unforeseen delays.

Responding to questions, she advised that construction work currently taking place in four settings should be complete by 2 September, and there would be close communication regarding the timeline for the completion of the works.

She went on to confirm that it was correct that children who were not able to access their place due to the building works would not have their childcare costs covered by the Council. This is because when the children return to the setting they will be in receipt of an additional 540 hours before the entitlement comes in to effect in August 2020. Furthermore, it would be unfair to only fund some families as there would not be enough alternative childcare provision in Shetland for the 140 children who would be affected.

It was commented that this was a cost factor that should have been factored into the overall budget that had been rolled out nationally.

It was questioned if any consideration had been given to promoting Sandwick further up the programme, given the impact of the closure of the Central Nursery.

The Quality Improvement Officer – ELC advised that this had been considered and it would be monitored, but it had been decided not to move it up the programme. She went on to confirm that the works in Skeld and Urafirth did not need to take place in order for the expansion to happen, and they would take place at an appropriate time.

In response to a query as to whether there would be internal capacity issues in completing the projects that were scheduled to take place over the summer, the Executive Manager - Assets, Commissioning and Procurement advised that resources were attached to each of the projects scheduled to take place. He was working closely with the Schools Service and would feed back any issues that arose, and he was satisfied that the budget that had been set aside for the projects still to be developed was adequate.

**Decision:**

The Committee NOTED the revised Capital programme and spend profile.

24/19

**Update on Remote Teaching in Shetland**

The Committee considered a report by the Acting Executive Manager – Quality Improvement (CS-22-19-F) outlining the revised capital programme and spend profile.

The Acting Executive Manager – Quality Improvement summarised the main terms of the report, advising that a number of remote teaching pilot projects were taking place, and the progress that had been made in respect of the priorities within the action plan was outlined in the Appendix to the report. It was proposed to create a short-life Local Negotiating Committee for Teachers (LNCT) working group to formalise approaches to remote teaching, and an updated Position Statement and Protocols Paper would be presented to it by the end of the year. The pilot projects had been very positive and although initially sceptical, parents had been happy with the projects when they had been reviewed. There had been a number of challenges and practical difficulties relating to broadband and connectivity that had proved difficult to resolve. He reiterated that there was no agenda in place to replace teachers, but that remote teaching added choice and helped to overcome recruitment challenges.

Responding to questions, he confirmed that young people were given the chance to study two languages and it was hoped that it would be possible to continue Spanish into secondary school as an option. At the moment, it was being taught on a voluntary basis but this would not be sustainable in the long term, and management teams would continue to look into how to resource this as an option.

He also advised there the Western Isles had been very keen to engage with Shetland, and there was potential to use unused class time to deliver teaching to another school in a different area in the future.

In response to a question, the Director of Children’s Services advised that the Council was not currently looking to recruit a history teacher to Sandwick School, and there was no funding in the current budget to do

so. However there was an opportunity to use remote teaching to enhance the curriculum in situations like these. The Council was not looking to replace teachers with remote learning, but because there was a shortage of teachers nationally, there were benefits and potential for remote learning to pick up some of the spare capacity.

It was commented that it would not be possible to continue to use Change Fund money to support projects, and the Chair said that it would have to be considered as part of the strategy moving forward. Remote teaching provided an opportunity to help sustain rural education alongside classroom teaching, and it would need to be mainstreamed. The Western Isles had been successful in pursuing funding from the general fund, and funding should be mainstreamed to support rural education and sustain the school estate.

**Decision:**

The Committee NOTED the progress report and appendices on remote teaching in Shetland.

25/19

**Closing the Attainment Gap**

The Committee considered a report by the Quality Improvement Officer (CS-24-19-F) outlining the revised capital programme and spend profile.

The Acting Executive Manager – Quality Improvement summarised the main terms of the report, and outlined the positive developments that had taken place locally. Not all local schools had received Pupil Equity Funding, and the Council had provided additional funding for these schools to enable them to carry out work to close the attainment gap. The Schools Service was working closely with schools to ensure that they were making the most of the funding available.

It was noted that the Cabinet Secretary for Education and Skills had indicated he would be willing to look at alternative indicators for funding distribution, other than free school meals, and it was questioned if there had been any progress on this.

The Director of Children’s Services advised that, as noted earlier in the meeting, the Policy Manager had been carrying out broader work in relation to child poverty and minimum income standards. Work was taking place in relation to designing better measures and mechanisms, and this work should be completed by the end of the year.

The Chair commented that this would be an important piece of work, and Shetland could be doing so much more to close the attainment gap if it had received a bigger share of the resources available.

**Decision:**

The Committee NOTED the progress being made to Raise Attainment and Close the Poverty Related Attainment Gap in Shetland.

The meeting concluded at 12.25pm.

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Chair



<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>02 September 2019</b>
<b>Report Title:</b>	<b>Children’s Services Directorate Performance Report – Quarter 1, Period to 30 June 2019</b>	
<b>Reference Number:</b>	<b>CS-27-19-F</b>	
<b>Author / Job Title:</b>	<b>Helen Budge, Director of Children’s Services</b>	

### 1.0 Decisions / Action required:

- 1.1 That Education and Families Committee 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 first quarter of 2019/20, the three months up to June 2019.
- 2.2 The 2018/19 ‘Achievement of a Curriculum for Excellence Level’ data for the National Improvement Framework has not been published yet. Whilst Children’s Services has access to the raw data and is using it for 2019/20 planning purposes, the verified data is only published by Scottish Government in December 2019. Therefore NIF01-16 in Appendix B are blank for 2018/19.

### 3.0 Corporate Priorities and Joint Working:

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

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

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

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

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

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

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

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

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

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

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

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

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

## **4.0 Key Issues:**

### **4.1 Financial Performance**

- 4.1.1 The Directorate is expecting to spend £45.823m by the end of the year; an overspend of £302k (0.67%) compared to the Directorate’s approved revenue budget of £45.521m. This additional spend is due to unforeseen circumstances, including:
- The use of agency staff within Children’s Social Work in order to cover vacancies;
  - Additional staff resources in relation to Quality Improvement support and School Condition survey within the Schools Service;
  - Increased need within ASN;
- 4.1.2 The Director of Children’s Services will seek to mitigate the projected overspend through a combination of the following actions:
- Continuing to identify internal efficiencies throughout the rest of the financial year;
  - Close financial monitoring through monthly meetings with finance officers.
- 4.1.3 In relation to capital, the Directorate is expecting to spend £2.156m by the end of the year; an underspend of £580k compared to the Directorate’s approved capital budget of £2.736m.

4.1.4 Appendices E and F are attached for detailed information on the Revenue and Capital outturn position. Included in Appendix F is the Community Planning and Development (part) outturn position which falls under the remit of this committee.

**Directorate Achievements in 2019/20**

4.2 During the first quarter of 2019/20 the Directorate’s achievements included:

- Plans to refurbish the Shetland Library were approved by Shetland Islands Council;
- Shetland Library was shortlisted for “Library of the Year”
- The Shetland Library was awarded a Marketing Excellence Award by the Chartered Institute of Library and Information Professionals for ‘eServices on the Up;’
- The revised Shetland Interagency Child Protection Procedures were issued to partners;
- The Anchor Project has started direct engagement with families through the Sound Primary School;
- Shetland’s Public Protection Committee has been established, combining the work of the Child Protection and Adult Protection Committees;
- A Home and Belonging Project got underway, following a successful partnership bid to the Life Changes Trust. The Council is one of seven partner organisations supporting the project;
- The Emotional Wellbeing and Resilience project has established a Strategic Group to drive the project forward, which includes peer educators from the OPEN Peer Education Project;
- Islesburgh successfully hosted another Folk Festival, and the main entrance to the building has been replaced;
- The expansion of Early Learning and Childcare is progressing;
- The refurbishment of Stout’s Court Playground was completed;

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

5.1 None

**6.0 Implications:**

<p><b>6.1 Service Users, Patients and Communities:</b></p>	<p>There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.</p>
<p><b>6.2 Human Resources and Organisational Development:</b></p>	<p>There are no direct implications arising from this report, however, where reviews have the potential to impact on staff within Children’s Services, we will ensure that appropriate consultation and communication takes place with trade unions and employees in line with agreed Council policies and procedures. The ability to fill our hard to fill posts will make a significant positive impact on our workforce delivering Council services. This has resulted in the need to use agency staff in some parts of the directorate, which comes at additional cost.</p>

	The Scottish Trade Union Congress are hoping to offer a two day Mental Health Training Course for School Based Managers and School Based Representatives. This will be funded by EIS.
<b>6.3 Equality, Diversity and Human Rights:</b>	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.
<b>6.4 Legal:</b>	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.
<b>6.5 Finance:</b>	<p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend <b>more</b> than their Council approved revenue budget, which may require additional resources if the Director's mitigating actions outlined above are insufficient to remedy the overspend.</p> <p>This report demonstrates that the services under the remit of the Education and Families Committee are projecting to spend <b>less</b> than their Council approved capital budget. However any underspend will require to be carried forward in full to 2020/21.</p>
<b>6.6 Assets and Property:</b>	There are no asset or property implications arising from this report.
<b>6.7 ICT and new technologies:</b>	There are no ICT implications arising from this report.
<b>6.8 Environmental:</b>	There are no environmental implications arising from this report.
<b>6.9 Risk Management:</b>	<p>Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.</p> <p>The use of agency staff has been necessary to ensure the safe delivery of services.</p>
<b>6.10 Policy and Delegated Authority:</b>	The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;

	<p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p>	
<p><b>6.11 Previously considered by:</b></p>	<p>None</p>	<p>N/A</p>

**Contact Details:**

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Report Finalised: 26 August 2019

**Appendices:**

Appendix A – Projects and Actions

Appendix B – Performance Indicators and Sickness Absences

Appendix C – Complaints

Appendix D – Risks Managed by Children’s Services

Appendix E – Projected Capital Outturn Position

Appendix F – Projected Revenue Outturn Position

**Background Documents:**

None

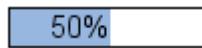
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# Appendix A - PPMF Projects and Actions - Children's Services Directorate

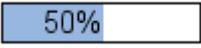
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## Shetland Partnership Plan 2018-2028

People		Individuals and families thrive and reach their full potential				
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP138 Northern Alliance			Planned Start	01-Sep-2015	 	<p>The Regional Improvement Plan 2018 has been confirmed, outlining how the Northern Alliance intends to reduce inequalities and target improvements in the four national priorities in the National Improvement Framework.</p> <p>There are 13 work-streams in the Northern Alliance, documented in the Regional Improvement Plan:</p> <p>Emerging Literacy;                      Numeracy;                      1 +2 Modern Languages;                      Community Learning and Development;                      Leadership Development;                      Systems Development;                      Early Learning and Childcare (ELC);                      Data Sharing and Performance;                      Equalities;                      Children's Services and Children's Services Planning;                      E-learning;                      Future Delivery Models;                      Rural Poverty.</p> <p>A grant of up to £1,086,067 has been allocated to the Northern Alliance from the Scottish Government to enhance the Regional Improvement Collaborative's activities and capacity building.</p>
			Actual Start	16-Aug-2016		
			Original Due Date	01-Jul-2020	Expected success	
			Due Date	01-Jul-2020		
Lead			Completed Date		Likely to meet target	
Children's Services Directorate; Quality Improvement; Schools	Collaborate effectively in the Northern Alliance to improve aspects of Children's Services delivery.	Progress made in closing the attainment gap. Closer working on education policy and wider Children's Services.				

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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: <ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Youth Participation</li> <li>• National Improvement Framework</li> <li>• The Governance Review</li> </ul> Children's Services Directorate; Quality Improvement	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016	 	Children's Services has identified, and are now progressing, next-steps to meet the aspirations and expectations of the Joint Agreement on Education Reform as part of the Excellence and Equity agenda, which are:  An additional school improvement visit this session in term three will focus on the Headteachers' charter and the empowerment agenda more generally. Review of the role of teaching Head Teachers. Proposed LNCT Agreement for management time for ELCC school managers. Review of Clerical Staffing. Review of the previous Devolved School Management Scheme. Updated training for school managers on budget management  Education officers are continuing to engage with school staff in respect of schools' Pupil Equity Funding programmes and initiatives, particularly around measuring the impact on children and young people.
			Actual Start	01-Jun-2016		
Original Due Date			01-Jul-2020	Expected success		
Lead			Due Date	01-Jul-2020	  Likely to meet target	
Completed Date						

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. Feedback from employers and participants has been evaluated.  Shetland DYW Group participated in Scotland's biggest Parents evening on 06 March 2019 as part of the Scottish Apprenticeship week. The DYW now engages with 43 new employers. A number of these are interested in and have since advertised for Modern Apprentices. The DYW is exploring the possibility of introducing new Foundation Apprenticeships.
			Actual Start	01-Dec-2015		
Original Due Date			31-Mar-2017	Expected success		
Lead			Due Date	31-Mar-2021	  Likely to meet target	
Completed Date						

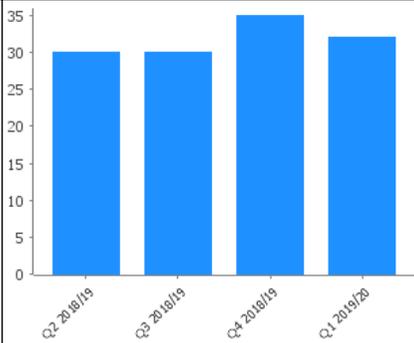
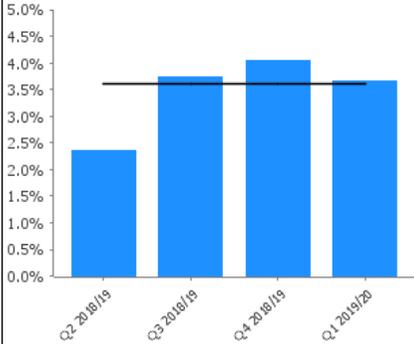
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP141 Early Learning and Childcare	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020 (Scottish Government policy target).	Planned Start	14-Feb-2018		All settings in Lerwick will be delivering 1140 hours from August 2019. This means that 50% of our settings, both local authority and funded providers, have now expanded. The next two settings to expand is Baltasound and Cunningsburgh in October and these are in the final planning stages.
			Actual Start	14-Feb-2018		
			Original Due Date	31-Mar-2020	Expected success	
			Due Date	21-Mar-2022		
Lead			Completed Date		Likely to meet target	
Quality Improvement						

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		Foster Carer Recruitment campaign continues, and there is sufficient capacity within Fostering to meet current demand.  A full Business Case for a new residential childcare facility was approved the Education and Families Committee, Policy and Resources Committee and SIC during February 2019. The project is progressing with submission of an application for a building warrant. Construction due to commence in September 2019.
			Actual Start	01-Nov-2015		
			Original Due Date	30-Nov-2016	Expected success	
			Due Date	01-Apr-2020		
Lead			Completed Date		Likely to meet target	
Children's Services Directorate						

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP148 Emotional Wellbeing Project			Planned Start	01-Jun-2016		The Emotional Wellbeing and Resilience Strategic Overview Group has been established. The membership includes the recruited young people and representatives of many agencies from the Shetland Partnership. The Group have developed, and will continue to work on, an overarching whole system view. This will inform the work streams which will be developed with front line staff.
			Actual Start	01-Mar-2018		
			Original Due Date	01-Jun-2022	Expected success	
			Due Date	01-Jun-2022		
Lead			Completed Date			
Children's Services Directorate	Improved emotional wellbeing and resilience for our children and young people.	Improved emotional resilience and intelligence for all children and young people. Sustain children in their families, when it is the right thing to do. Vulnerable children achieve equality in achievement of a positive destination.			Likely to meet target	<p>Resources are in place to support a front line service who will be carrying out tests of change in the new academic year.</p> <p>Awareness raising continues with screenings of the Resilience film and presentations to relevant local groups as well as engagement with national bodies.</p> <p>Initial discussions are taking place with NHS Shetland regarding the NHS NES Scottish Psychological Trauma Training Plan and Framework, and the subsequent roll out of the trauma informed practice training. In regard to this topic, our focus will be on children, young people, families and staff who work with them.</p> <p>Positive feedback has been received from the recruited young people regarding their engagement in the project to date. They have begun engagement exercises with other groups of young people and pro-actively share information about the project.</p>

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

Generated on: 26 August 2019

Code & Short Name	Previous Years		Quarters				Q1 2019/20	Q1 2019/20	Graphs	Past performance & future improvement Statements
	2017/18	2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20				
	Value	Value	Value	Value	Value	Value				
CF12 Number of Looked After Children (at end of reporting period)	30	35	30	30	35	32			For monitoring purposes only, no targets are set on the numbers of Looked After Children.	
OPI-4C-B Sick %age - Children's Services Directorate	3.5%	3.5%	2.4%	3.7%	4.0%	3.6%	3.6%		Sickness Levels have decreased and are in line with target. Monitored monthly.	

Code & Short Name	Previous Years		Quarters				Q1 2019/20 Target	Graphs	Past performance & future improvement Statements										
	2017/18	2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20													
	Value	Value	Value	Value	Value	Value													
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	254,850	233,361	46,722	64,150	51,338	45,815	<table border="1"> <caption>Employee Miles Claimed - Children's Services Directorate</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q2 2018/19</td> <td>46,722</td> </tr> <tr> <td>Q3 2018/19</td> <td>64,150</td> </tr> <tr> <td>Q4 2018/19</td> <td>51,338</td> </tr> <tr> <td>Q1 2019/20</td> <td>45,815</td> </tr> </tbody> </table>	Quarter	Value	Q2 2018/19	46,722	Q3 2018/19	64,150	Q4 2018/19	51,338	Q1 2019/20	45,815	No target has been set for this measure. For monitoring purposes. Pool cars are not yet as available as staff require.	
Quarter	Value																		
Q2 2018/19	46,722																		
Q3 2018/19	64,150																		
Q4 2018/19	51,338																		
Q1 2019/20	45,815																		
SQ15 No. of Primary pupils with <90% attendance	287	199	199	356	291	203	175	<table border="1"> <caption>No. of Primary pupils with &lt;90% attendance</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q2 2018/19</td> <td>203</td> </tr> <tr> <td>Q3 2018/19</td> <td>356</td> </tr> <tr> <td>Q4 2018/19</td> <td>291</td> </tr> <tr> <td>Q1 2019/20</td> <td>203</td> </tr> </tbody> </table>	Quarter	Value	Q2 2018/19	203	Q3 2018/19	356	Q4 2018/19	291	Q1 2019/20	203	Reduction from previous quarter. Quality Improvement Officers are monitoring this with their respective schools.
Quarter	Value																		
Q2 2018/19	203																		
Q3 2018/19	356																		
Q4 2018/19	291																		
Q1 2019/20	203																		
SQ16 No. of Secondary pupils with <90% attendance	418	369	267	345	369	223	250	<table border="1"> <caption>No. of Secondary pupils with &lt;90% attendance</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q2 2018/19</td> <td>223</td> </tr> <tr> <td>Q3 2018/19</td> <td>345</td> </tr> <tr> <td>Q4 2018/19</td> <td>369</td> </tr> <tr> <td>Q1 2019/20</td> <td>223</td> </tr> </tbody> </table>	Quarter	Value	Q2 2018/19	223	Q3 2018/19	345	Q4 2018/19	369	Q1 2019/20	223	Decrease from previous quarter. Within target. QIOs will continue to monitor attendance rates monthly.
Quarter	Value																		
Q2 2018/19	223																		
Q3 2018/19	345																		
Q4 2018/19	369																		
Q1 2019/20	223																		

Code & Short Name	Previous Years		Quarters				Q1 2019/20	Q1 2019/20	Graphs	Past performance & future improvement Statements	
	2017/18	2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20					Target
	Value	Value	Value	Value	Value	Value					Target
GD-04 Number of people moving into employment through Employability Pathway	27	8	5	0					Improvement is limited by the current Pathway structure and processes. Change process is complete, with a fully integrated team, based at Islesburgh and Managed by the Team Leader, Youth Services. This will lead to an improvement in performance.		
SQ04 Attendance rates - primary school pupils	95.13%	95.45%	96.9%	94.3%	94.7%	96%	95.1%		<b>Performance:</b> Yearly government figures continually show Shetland to be performing above the national average. <b>Improvement:</b> To be monitored quarterly to maintain high levels.		
SQ05 Attendance rates - secondary school pupils	92.65%	93.2%	94.3%	92.3%	91.5%	94.5%	91.9%		<b>Performance:</b> Yearly government figures continually show Shetland to be performing well above the national average. <b>Improvement:</b> :To be monitored quarterly to maintain high levels		

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

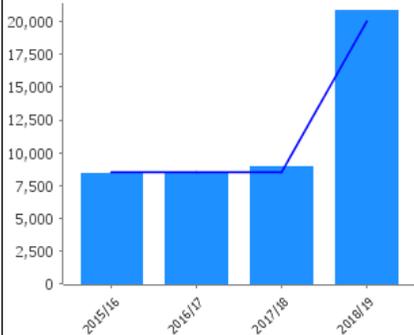
**NOTE:** Sickness absences are seasonal, therefore quarters are compared to the same quarters in previous years

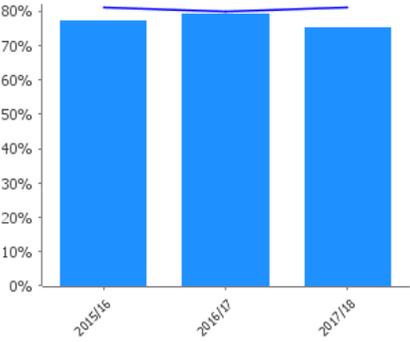
Generated on: 26 August 2019

Short Name	Years			2 years ago	Last year	This year
	2016/17	2017/18	2018/19	Q1 2017/18	Q1 2018/19	Q1 2019/20
	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	3.1%	4.0%	4.1%	4.0%	3.9%	3.7%
Sick %age - Chief Executive's "Directorate"	1.2%	2.9%	2.8%	1.1%	3.3%	0.4%
Sick %age - Children's Services Directorate	2.5%	3.5%	3.5%	3.2%	3.9%	3.6%
Sick %age - Community Health & Social Care Directorate	5.2%	6.3%	5.9%	7.6%	5.0%	4.8%
Sick %age - Corporate Services Directorate	1.9%	2.6%	1.6%	2.3%	1.6%	1.6%
Sick %age - Development Directorate	2.9%	2.8%	4.2%	2.1%	2.9%	3.9%
Sick %age - Infrastructure Directorate	2.5%	3.3%	3.9%	2.8%	3.9%	3.6%

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

Generated on: 26 August 2019

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
SPI12ai Number of Library visits per 1000 population	8,384	8,513	8,960	20,776	20,000		<p>This figure includes physical and online ('virtual') visits. Physical visits (155,064) have increased by 9.37%. Guidance on counting virtual visits now includes more types of online customer engagement, e.g. social media interaction, so our virtual visit figure has increased by almost 400% to 310,527. We have raised our target figure accordingly.</p>

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements								
	2015/16	2016/17	2017/18	2018/19	2019/20										
	Value	Value	Value	Value	Target										
NIF01 CFE - P1 pupils achieving expected levels - Reading	77%	79%	75%			 <table border="1"> <caption>Reading Achievement Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>77%</td> </tr> <tr> <td>2016/17</td> <td>79%</td> </tr> <tr> <td>2017/18</td> <td>75%</td> </tr> </tbody> </table>	Year	Value	2015/16	77%	2016/17	79%	2017/18	75%	<p>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, <i>Curriculum for Excellence Achievement of a Level data, and in discussion with Head Teachers.</i></p> <p>Activities over the duration of 2018-19 will include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Children's Services sharing good practice in primary seven writing and numeracy across the authority.</li> <li>• 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.</li> <li>• 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 assess all pupils' progress over time, and implement and review additional targeted literacy and numeracy interventions and support for young people.</li> </ul>
Year	Value														
2015/16	77%														
2016/17	79%														
2017/18	75%														

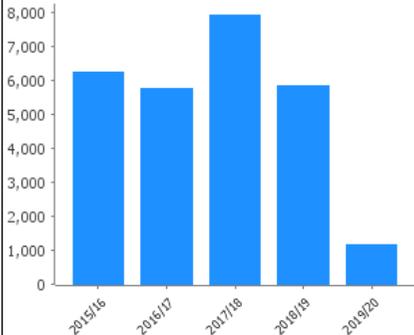
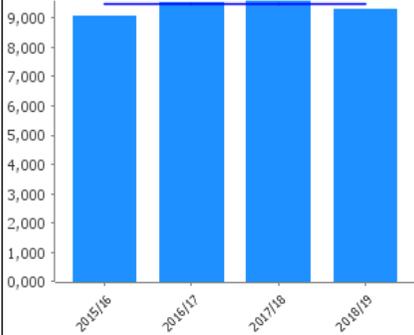
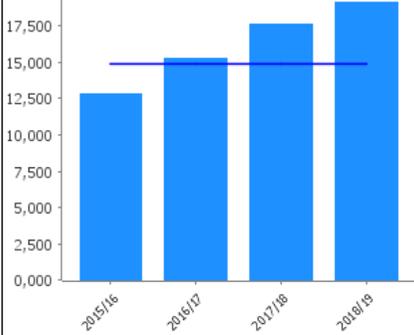
Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements								
	2015/16	2016/17	2017/18	2018/19	2019/20										
	Value	Value	Value	Value	Target										
NIF02 CFE - P1 pupils achieving expected levels - Writing	71%	78%	70%			<table border="1"> <caption>Writing Achievement Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>71%</td> </tr> <tr> <td>2016/17</td> <td>78%</td> </tr> <tr> <td>2017/18</td> <td>70%</td> </tr> </tbody> </table>	Year	Value	2015/16	71%	2016/17	78%	2017/18	70%	See NIF01 statement
Year	Value														
2015/16	71%														
2016/17	78%														
2017/18	70%														
NIF03 CFE - P1 pupils achieving expected levels - Listening and talking	85%	84%	80%			<table border="1"> <caption>Listening and Talking Achievement Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>85%</td> </tr> <tr> <td>2016/17</td> <td>84%</td> </tr> <tr> <td>2017/18</td> <td>80%</td> </tr> </tbody> </table>	Year	Value	2015/16	85%	2016/17	84%	2017/18	80%	See NIF01 statement
Year	Value														
2015/16	85%														
2016/17	84%														
2017/18	80%														
NIF04 CFE - P1 pupils achieving expected levels - Numeracy	82%	81%	79%			<table border="1"> <caption>Numeracy Achievement Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>82%</td> </tr> <tr> <td>2016/17</td> <td>81%</td> </tr> <tr> <td>2017/18</td> <td>79%</td> </tr> </tbody> </table>	Year	Value	2015/16	82%	2016/17	81%	2017/18	79%	See NIF01 statement
Year	Value														
2015/16	82%														
2016/17	81%														
2017/18	79%														

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements								
	2015/16	2016/17	2017/18	2018/19	2019/20										
	Value	Value	Value	Value	Target										
NIF05 CFE - P4 pupils achieving expected levels - Reading	77%	85%	86%			<table border="1"> <caption>Reading Performance Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>77%</td> </tr> <tr> <td>2016/17</td> <td>85%</td> </tr> <tr> <td>2017/18</td> <td>86%</td> </tr> </tbody> </table>	Year	Value	2015/16	77%	2016/17	85%	2017/18	86%	See NIF01 statement
Year	Value														
2015/16	77%														
2016/17	85%														
2017/18	86%														
NIF06 CFE - P4 pupils achieving expected levels - Writing	66%	73%	77%			<table border="1"> <caption>Writing Performance Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>66%</td> </tr> <tr> <td>2016/17</td> <td>73%</td> </tr> <tr> <td>2017/18</td> <td>77%</td> </tr> </tbody> </table>	Year	Value	2015/16	66%	2016/17	73%	2017/18	77%	See NIF01 statement
Year	Value														
2015/16	66%														
2016/17	73%														
2017/18	77%														
NIF07 CFE - P4 pupils achieving expected levels - Listening and talking	89%	87%	88%			<table border="1"> <caption>Listening and talking Performance Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>89%</td> </tr> <tr> <td>2016/17</td> <td>87%</td> </tr> <tr> <td>2017/18</td> <td>88%</td> </tr> </tbody> </table>	Year	Value	2015/16	89%	2016/17	87%	2017/18	88%	See NIF01 statement
Year	Value														
2015/16	89%														
2016/17	87%														
2017/18	88%														

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
NIF08 CFE - P4 pupils achieving expected levels - Numeracy	70%	72%	79%				See NIF01 statement
NIF09 CFE - P7 pupils achieving expected levels - Reading	68%	79%	87%				See NIF01 statement
NIF10 CFE - P7 pupils achieving expected levels - Writing	57%	69%	81%				See NIF01 statement

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
NIF11 CFE - P7 pupils achieving expected levels - Listening and talking	81%	83%	92%				See NIF01 statement
NIF12 CFE - P7 pupils achieving expected levels - Numeracy	61%	68%	80%				See NIF01 statement
NIF13 CFE - S3 pupils achieving expected levels - Reading	96%	94%	91%				See NIF01 statement

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
NIF14 CFE - S3 pupils achieving expected levels - Writing	95%	93%	91%				See NIF01 statement
NIF15 CFE - S3 pupils achieving expected levels - Listening and talking	97%	94%	93%				See NIF01 statement
NIF16 CFE - S3 pupils achieving expected levels - Numeracy	86%	83%	95%				See NIF01 statement

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
OPI-4E-B Overtime Hours - Children's Services Directorate	6,250	5,748	7,909	5,824			Overtime hours have reduced over the last year. The use of flexi-time instead of overtime is encouraged through management team meetings.
SPI10b Number of attendances per 1,000 population to all pools	9,061	9,502	9,568	9,313	9,500		<p><b>Performance Statement</b> User figures have decreased slightly, by 3.0% from the previous year. North Mainland pool was closed for 7 months during this period due to storm damage.</p> <p><b>Improvement Statement</b> We will continue to promote regular use of all leisure centres and swimming pools by school, clubs, community groups and individuals in Shetland.</p>
SPI10d The number of attendances per 1,000 population for - other indoor sports and leisure facilities, excluding pools in a combined complex	12,814	15,295	17,646	19,138	14,900		<p><b>Performance:</b> The increase in usage on the previous year is due to the first full year of schools usage of Clickimin facilities with the new AHS opening in October 2017.</p> <p><b>Improvement:</b> Continue to promote regular use of all leisure centres and games halls by schools, clubs, community groups and individuals in Shetland.</p>

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
SPI10e The number of attendances at outdoor sport and leisure facilities		114,931	115,835	119,058	110,000		<p><b>Performance Statement:</b></p> <p>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.</p> <p><b>Improvement Statement:</b></p> <p>We will continue to promote regular usage of outdoor facilities to encourage the public to become more physically active.</p>
SQ08b Participation Measure for 16-19 year olds	97.4%	96.1%	95.9%				<p><b>Performance:</b> Reporting started in 2015/16, consistently above national average.</p> <p><b>Improvement:</b> The new opportunities offered through the Shetland Learning Partnership augment what opportunities schools have to offer Senior Phase pupils.</p>
LB06 How satisfied are residents with local libraries? from My Local Council Survey	88.7%	86.7%	83%				<p><b>Performance:</b> Local Government Benchmarking Framework statistic. Slightly under target but well above Scottish average of 73%.</p> <p><b>Improvement:</b> Old Library refurbishment project plans.</p>

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements										
	2015/16	2016/17	2017/18	2018/19	2019/20												
	Value	Value	Value	Value	Target												
SC01 Free School Meals - % of Primary pupils (P4-7) registered for Free School Meals	6.5	7.5	6.6			<table border="1"> <caption>Free School Meals - % of Primary pupils (P4-7)</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>6.5</td> </tr> <tr> <td>2016/17</td> <td>7.5</td> </tr> <tr> <td>2017/18</td> <td>6.6</td> </tr> </tbody> </table>	Year	Value	2015/16	6.5	2016/17	7.5	2017/18	6.6	<p><b>Performance:</b> Lowest rate of take-up in Scotland, national average is 17.1%.</p> <p><b>Improvement:</b> More advertising and communication with schools. Letters issued to previous applicants. No target has been set for Free School Meals take-up.</p>		
Year	Value																
2015/16	6.5																
2016/17	7.5																
2017/18	6.6																
SC02 Free School Meals - % of Secondary pupils registered for Free School Meals	4.5	6.3	6.7			<table border="1"> <caption>Free School Meals - % of Secondary pupils</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>4.5</td> </tr> <tr> <td>2016/17</td> <td>6.3</td> </tr> <tr> <td>2017/18</td> <td>6.7</td> </tr> </tbody> </table>	Year	Value	2015/16	4.5	2016/17	6.3	2017/18	6.7	<p><b>Performance:</b> Increase from last year. Lowest rate of take-up in Scotland, national average is 14.4%.</p> <p><b>Improvement:</b> More advertising and communication with schools. Letters issued to previous applicants. No target has been set for Free School Meals take-up.</p>		
Year	Value																
2015/16	4.5																
2016/17	6.3																
2017/18	6.7																
SC03 Clothing grants	273	278	317	322		<table border="1"> <caption>Clothing grants</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>273</td> </tr> <tr> <td>2016/17</td> <td>278</td> </tr> <tr> <td>2017/18</td> <td>317</td> </tr> <tr> <td>2018/19</td> <td>322</td> </tr> </tbody> </table>	Year	Value	2015/16	273	2016/17	278	2017/18	317	2018/19	322	<p>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.</p>
Year	Value																
2015/16	273																
2016/17	278																
2017/18	317																
2018/19	322																

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
SL03 Islesburgh Hostel - Overall customer satisfaction rate	95%	95%	97%	96%	90%		<p><b>Performance Statement</b></p> <p>Target exceeded for 2018-19 as Islesburgh Hostel continues to have high levels of customer satisfaction.</p> <p><b>Improvement Statement</b></p> <p>To continue providing high quality services within existing budgets.</p>
SL07 Percentage of pupils participating in Active Schools activities	58%	55%	57%	53%			<p><b>Performance Statement</b></p> <p>The percentage of pupils participating in Active Schools sessions has slightly decreased on the previous year but is still significantly above the national average.</p> <p><b>Improvement Statement</b></p> <p>Continue to work with a range of partners to offer a broad range of activities to encourage more children to participate in Active School activities.</p>
SQ02 Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 4 or higher at end of S4	91.3%	87.1%	89.2%				<p><b>Performance:</b></p> <p>Consistently above national average. Comparator authority average is 83.2%. (Source: Insight Data)</p> <p><b>Improvement:</b></p> <p>Specific issues in individual schools were addressed by Quality Improvement Officers.</p>

Code & Short Name	Previous Years				This Year	Graphs	Past performance & future improvement Statements
	2015/16	2016/17	2017/18	2018/19	2019/20		
	Value	Value	Value	Value	Target		
SQ03 Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 5 or higher.	59.1%	58.5%	61.6%			<p>The chart displays three blue bars representing the percentage of pupils achieving 5 or more qualifications at SCQF Level 5 or higher for the years 2015/16, 2016/17, and 2017/18. The y-axis ranges from 0% to 60% in 10% increments. A blue trend line connects the tops of the bars, showing a steady increase from 59.1% in 2015/16 to 61.6% in 2017/18.</p>	<p><b>Performance:</b> Consistently above national average. Comparator authority average is 55.6%. (Source: <i>Insight Data</i>)</p> <p><b>Improvement:</b> Specific issues in individual schools addressed by Quality Improvement Officers.</p>

## Appendix C - Complaints - Children's Services Directorate

This shows all complaints that were open during the Quarter.  
 Frontline complaints should be closed within 5 working days  
 Investigations should be closed within 20 working days

Generated on: 26 August 2019

### Standard of service received

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-18/19-898	Investigation	20-Mar-2019	Closed	17-Apr-2019	Schools	27	Partially Upheld
COM-18/19-903	Investigation	12-Mar-2019	Closed	12-Apr-2019	Schools	23	Not Upheld
COM-18/19-904	Investigation	04-Mar-2019	Closed	08-Apr-2019	Schools	25	Not Upheld
COM-18/19-905	Investigation	19-Mar-2019	Closed	08-May-2019	Schools	35	Partially Upheld
COM-18/19-909	Frontline	29-Mar-2019	Closed	04-Apr-2019	Schools	4	Not Upheld
COM-18/19-941	Frontline	03-Jun-2019	Closed	10-Jun-2019	Schools	5	Not Upheld
COM-18/19-944	Investigation	10-Jun-2019	Closed	12-Jul-2019	Schools	24	Partially Upheld
COM-18/19-948	Frontline	18-Jun-2019	Closed	25-Jun-2019	Schools	10	Partially Upheld

### Behaviour/Attitude of staff

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

### Disagreement with decision made

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-18/19-917	Investigation	25-Apr-2019	Closed	28-May-2019	Schools	23	Not Upheld



CS-27-19 Appendix D

Risk Register for Children's Services Department

Risk & Details	Current			Current and Planned Control Measures	Target			Responsible Officer	Business Unit
	Likelihood	Impact	Risk Profile		Probability	Impact	Risk Profile		
<b>Category Corporate</b>									
<i>Corporate Plan A4. Young People - Protecting vulnerable children and young people</i>									
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 Reference - EC0027	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	Childrens Services
<b>Category Directorate</b>									

<p>Children's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforeseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest.                  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                  Reference - EC0016</p>	Possible	Significant	Medium	<p>• CSMT to review PIN stats at the Directorate Safety Forum. Staff across the directorate participate in health and safety training relevant to their roles, including emergency first aid, risk assessment, Managing Actual and Potential Aggression (MAPA), We will explore, with Human Resources, the need for a Safety Officer within Children's Services.</p>	Possible	Minor	Medium	Helen Budge Childrens Services	Childrens Services
<p>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                  Reference - EC0018</p>	Rare	Significant	Low	<p>• Wide-ranging GIRFEC training delivered and rolled out by CS staff inc to ASN service. implement of DPA training,Comply with PDP policy to ensure training needs are met. FOISA training being provided for staff. All to be reviewed and redone.                  □RiskSection has implemented new risk assessment system, trained staff to use, all risk assessments now carried out, current, reviewed and shared.</p>	Rare	Minor	Low	Helen Budge Childrens Services	Childrens Services

<p>Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA, address 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  Reference - EC0020</p>	Possible	Significant	Medium	<ul style="list-style-type: none"> <li>• System and plan in place to ensure new complaints and FOI requests are recorded and managed consistently.</li> </ul>	Unlikely	Significant	Medium	Helen Budge Childrens Services	Childrens Services
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Corporate Plan

F5. Our "20 by '20" - Standards of Governance

<p>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 &amp; 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  Reference - EC0019</p>	Possible	Significant	Medium	<ul style="list-style-type: none"> <li>• A new communications strategy is being developed by a cross-service working group. The new intranet and council website will support the sharing of information. The replacement of SWIFT (electronic records system) with a new system will support the management of information.</li> </ul>	Unlikely	Significant	Medium	Helen Budge Childrens Services	Childrens Services
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<p>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  Potential issues with competency can result in further staffing challenges.  Consequences : Recruitment costs, vacant posts, pressure on remaining staff. Gaps in education, some pupils can't access their subject choices.  Risk type : Key staff - loss of  Reference - EC0020</p>	Possible	Major	High	<ul style="list-style-type: none"> <li>• Recruitment and selection policy is being reviewed, transfer agreement for 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 in terms of no staff. However there are other challenges re supply and lack of qualified available supply.</li> </ul>	Possible	Significant	Medium	Helen Budge Childrens Services	Childrens Services
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Corporate Plan

F8. Our "20 by '20" - Efficient

<p>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                  Reference - EC0017</p>	<p>Almost Certain</p>	<p>Major</p>	<p>Very High</p>	<p>• Children's Services continues to work towards realising efficiency savings. Off-island residential childcare and secure placements continue to be a budgetary pressure. The directorate is actively working on service redesign projects to mitigate against future financial pressure. A recent (and significant) pay award has increased the overall payroll budget. Budgets are closely monitored by managers on a monthly basis.</p>	<p>Unlikely</p>	<p>Significant</p>	<p>Medium</p>	<p>Helen Budge Childrens Services</p>	<p>Childrens Services</p>
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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.

Rare

Major

Medium

• All statutory requirements are in place and checked. Regular Safety Checks, Business Continuity Plan in place, Building Services - PAT testing - annual  
 Fire Risk Assessment and Plan reviewed annually  
 Weekly fire alarm checks  
 Yearly fire evacuation drills, risk assessments are carried out, up to date and shared.  
 Annual check of fire fighting equipment  
 Building checklist emailed to management team - 11 Oct 2016  
 Monthly safety checks including emergency lighting etc  
 Mandatory manager H & S training

Rare

Significant

Low

Helen Budge  
 Childrens Services  
 Childrens Services

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 inspections  
 Reference - EC0011

Report Selection Criteria

Status Flag=ACTIVE - Business Unit Code=EC - ISNULL(Project Code)



## Education and Families Committee

## 2. Projected Capital Outturn Position 2019/20

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

An explanation for the main variances is set out below.

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

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



## Education and Families Committee

## 1. Projected Revenue Outturn Position 2019/20

Service	2019/20 Annual Budget at Q1	2019/20 Projected Outturn at Q1	2019/20 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos
	£000	£000	£000
Director of Children's Services	2,374	2,389	(15)
Children and Families	1,334	1,412	(77)
Children's Resources	5,030	4,970	60
Library	951	938	13
Quality Improvement/Schools	34,614	34,891	(277)
Sport and Leisure	1,218	1,223	(5)
<b>Children's Services Directorate total</b>	<b>45,521</b>	<b>45,823</b>	<b>(302)</b>
Community Planning and Development	356	330	26
<b>Total Controllable Costs</b>	<b>45,877</b>	<b>46,153</b>	<b>(276)</b>

An explanation for the main variances by service at quarter 1 is set out below.

### 1.1 Children and Families - projected outturn overspend (£77k)

Within this service area there are a number of social worker vacancies, resulting in a projected underspend of £156k. However, due to the nature of these posts it has become necessary to utilise agency staff to cover some of these vacancies, which is projected to result in an overspend of (£198k). There is also additional spend of (£23k) due to specialist family support.

### 1.2 Children Resources - projected outturn underspend £60k

When the 2019/20 budget was approved, there was an additional residential property being utilised and it was projected this would be required through 2019/20, however, this property is currently no longer required resulting in a projected underspend.

### 1.3 Quality Improvement/Schools - projected outturn overspend (£277k)

This overspend is due to additional Quality Improvement support and additional staff resources in relation to the School condition survey (£174k); and increased ASN provision (£76k).





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>2 September 2019</b>
<b>Report Title:</b>	<b>Update: Northern Alliance</b>	
<b>Reference Number:</b>	<b>CS-12-19-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children’s Services</b>	

**1.1 Decisions / Action required:**

1.1 Education and Families Committee is asked to NOTE the progress of the Northern Alliance Regional Improvement Collaborative.

**2.0 High Level Summary:**

2.1 The Northern Alliance is a Regional Improvement Collaborative 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 Each Regional Improvement Collaborative was tasked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan, this plan for 2018 was reported to Education and Families in December 2018 [Min.Ref 43/18].

2.3 The joint Steering Group requested the Northern Alliance to complete an End of Year Evidence template, this was completed and returned to the Scottish Government on 30 July 2019 (Appendix 1).

2.4 The Northern Alliance are working towards their 2019 Regional Improvement Plan and the key work streams for the plan have been identified (Appendix 2).

**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 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 workstreams from the 2018 Regional Improvement Plan were:

- Emerging Literacy
- Maths Attainment & Numeracy
- Systems Improvement and Leadership Development
- Early Years and Child Care
- Performance/ Data Sharing
- Children’s Services Planning
- Children’s Services
- Modern Foreign Languages Development
- Poverty/ Closing the Gap
- Future Delivery Models/ Estates
- IT Transformation (E-Learning)

4.2 These workstreams have been reviewed for the new plan, in line with the National Improvement Framework priorities. The workstreams for the new plan will be:

- Curriculum
- Raising Attainment and Closing the Poverty Gap
- Sustaining Education in Our Communities
- Leadership

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

5.1 None

**6.0 Implications:**

<p><b>6.1 Service Users, Patients and Communities:</b></p>	<p>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.</p>
<p><b>6.2 Human Resources and Organisational Development:</b></p>	<p>Within the workstream ‘Leadership’ for the new plan there is an action to develop and share succession planning approaches. As the pressure from recruitment challenges in to teaching continue to grow, this work is a measure that should help to reduce the risk of recruitment.</p>

<b>6.3 Equality, Diversity and Human Rights:</b>	There will be a positive impact on children, young people and families including those with protected characteristics.	
<b>6.4 Legal:</b>	There are no legal implications arising from this report.	
<b>6.5 Finance:</b>	<p>The grant of £1,086,067 made by the Scottish Government to the Northern Alliance has been used for the purposes of the Programme and for no other purpose.</p> <p>Aberdeenshire Council hold the grant. Shetland Islands Council has arrangements in place for auditing the spend and ensuring proper processes are in place.</p>	
<b>6.6 Assets and Property:</b>	There are no asset or property implications arising from this report.	
<b>6.7 ICT and new technologies:</b>	There are no ICT implications arising from this report.	
<b>6.8 Environmental:</b>	There are no environmental implications arising from this report.	
<b>6.9 Risk Management:</b>	There are no risks arising from this report.	
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of Shetland Islands 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.	
<b>6.11 Previously considered by:</b>	Education and Families Committee Education and Families Committee	12 June 2018 18 December 2018

**Contact Details:**

Helen Budge, Director of Children's Services  
[helen.budge@shetland.gov.uk](mailto:helen.budge@shetland.gov.uk)

Draft Report Finalised: 23 August 2019

**Appendices:**

NONE

**Background Documents:**

NONE

END



<b>Regional Improvement Collaborative</b>	<b>Northern Alliance Regional Improvement Collaborative</b>
<b>Contact name / RIC Lead</b>	<b>Laurence Findlay</b>
<b>Position</b>	<b>Director of Education &amp; Children's Services</b>
<b>Local Authority</b>	<b>Aberdeenshire Council</b>

Please provide details for the following:

<b>1</b>	<b>What progress has been made in meeting the following objectives as outlined in grant offer letter of 11<sup>th</sup> November 2018 (para 2.6) and expected impacts of what it has helped to deliver.</b>
<b>1a</b>	<b>Northern Alliance - Infrastructure</b>
	<p>The grant for the Infrastructure of the Northern Alliance has been used for salary costs as above providing effective leadership and co-ordination of the Regional Improvement Collaborative including (since Feb 19) the additional resource of the Research Assistant who has been assisting the Workstream Leads with research and data analysis.</p> <p>The operational budget has been used for travel expenses associated with the Lead, Project Officer and Research Assistant and additional costs associated with the Conference held on 20<sup>th</sup> May 2019.</p>
<b>1b</b>	<b>Emerging Literacy</b>
	<p>The grant for the Emerging Literacy workstream has been used for salary costs of the Lead Officer as above. The Lead has continued the extensive work of the workstream, creating an Early Learning and Childcare professional learning toolkit (launched June 2019) and the development of a Whole-School literacy, language and communication toolkit.</p>
<b>1c</b>	<b>Maths Attainment and Numeracy</b>
	<p>The grant for the Maths Attainment and Numeracy workstream has been used for salary costs of the Lead Officer, and since Feb 2019 the additional salary cost of a Secondary Maths Lead Officer (0.2 FTE) focussing on raising attainment in National 5 maths.</p> <p>The Numeracy workstream is developing an online diagnostic training resource in Highland Council for future roll out across the Regional Collaborative. Communication networks amongst the Northern Alliance authorities in relation to secondary maths have been established. A conference on National 5 Improvement is planned for Sept 2019.</p>
<b>1d</b>	<b>Modern Foreign Languages</b>
	<p>The workstream Lead has established a workstream of colleagues across the region who have developed tailored authority strategies to 1+2. Online training/CLPL courses are in the development stage and once complete will respond to identified need.</p> <p>Evidence of improved engagement with languages is shown in the Government</p>

	survey responses authority wide with more Primary engagement with both L2 and L3.
<b>1e</b>	<b>Poverty/Closing the Gap</b>
	<p>The grant for the Poverty/Closing the Gap workstream has been used to cover the salary costs of a joint secondment of two Lead Officers (since Feb 2019). Leads have been engaging with authorities across the region to identify barriers created by rural poverty, highlight good practice to tackling barriers of rural poverty across the Northern Alliance and to inform development of a metric to determine rural poverty.</p> <p>Leads are developing workshops as an offer support to local authorities in removing barrier created by poverty.</p> <p>The grant has been used for the salary of a Project Worker as part of Moray Foodbank Plus ((£24,670) from July 2019). The Project Worker will develop a best practice template to roll out across the Northern Alliance based on existing projects Nourish, Holibub and Resilience Club work in terms of working with schools to highlight pupils in poverty and then collect data regarding raising attainment. The Project Worker will monitor the longer-term difference these projects have on a child's behaviour, resilience and attainment by building up a longer-term relationship with the child, family and professionals around them.</p>
<b>1f</b>	<b>Sustaining Education in Northern Alliance</b>
	<p>The grant for the Sustaining Education workstream has been used for salary cost of the Lead Officer (since Feb 2019). The Lead has been engaging with local authorities and carrying out a Learning Estates audit; visiting authorities to evaluate the capacity of schools; and facilitating training and workshops. Development of a Learning Estates strategy and toolkit is ongoing.</p>
<b>1g</b>	<b>eLearning</b>
	<p>The grant for the e-Learning workstream has been used to develop the e-Sgoil model from the Western Isles and develop the digital culture to improve learning provision across the Northern Alliance. E-Sgoil is now delivering 28 certificated courses from Western Isles, Highland and Shetland as well as music lessons.</p>
<b>1h</b>	<b>Equalities</b>
	<p>The operational budget has been used to support the development of a general Equalities training session to develop to be used freely across the Northern Alliance. Authorities signed up to Stonewall to be equalities champions.</p> <p>The budget has also been used to support a session to develop an Equalities Strategy and Charter Mark for pupils to use in schools across the Northern Alliance. The session directly involving pupils from Nairn Academy (Highland) will help maximise pupil voice.</p>
<b>1i</b>	<b>Community Learning and Development</b>
	<p>The operational budget has supported the development of a leadership pack in collaboration with the University of Aberdeen and a Family Learning pack issued</p>

	across the Northern Alliance. The budget has also supported the facilitation of Family Learning sessions in each authority.
<b>1j</b>	<b>Leadership Development</b>
	<p>The operational budget has supported a funding top-up to for increased uptake on a Middle Leadership course run by the University of Aberdeen.</p> <p>The grant has supported a Northern Alliance Secondary Head Teacher Panel meeting to discuss specific areas of secondary leadership and areas for improvement, including the development of aspiring middle leaders.</p>
<b>1k</b>	<b>Systems Improvement</b>
	Funding used for the development of a Northern Alliance Learning Hub in collaboration with the University of Aberdeen (to be launched in new session).



## KEY THEMES, NIF PRIORITIES AND WORKSTREAMS

The Northern Alliance Regional Improvement Plan was previously developed with 13 workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.

KEY THEMES FOR COLLABORATION			
Attainment Gap	Empowerment	Excellence & Equity	Improvement
Digital	Leadership	Parental Engagement	Place
NIF PRIORITIES			
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's mental health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
WORKSTREAMS			
Curriculum	Raising Attainment and Closing the Poverty Gap	Sustaining Education in Our Communities	Leadership
<ul style="list-style-type: none"> <li>- Develop curriculum-specific supports and CLPL for key curricular areas;</li> <li>- Develop specific supports for Head Teachers in developing their curriculum rationales for the BGE and Senior Phase;</li> <li>- Develop and share practice in relation to the development of skills for learning, life and work, linked to DYW;</li> <li>- Develop digital approaches to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>- Improve attainment in literacy and numeracy across all schools – starting with BGE levels and SCQF levels in Senior Phase;</li> <li>- Explore the cause, effects and impact of rural poverty;</li> <li>- Develop a metric for measuring rural poverty and put supports in place;</li> <li>- Support schools in tackling the cost of the school day;</li> <li>- Develop and support collaborative approaches to family learning.</li> <li>- Share practice and learning in relation to use of Pupil Equity Funding.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a Learning Estates Strategy for the whole RIC area;</li> <li>- Develop a toolkit for use by individual authorities</li> <li>- Exploring framework to facilitate change in our communities:</li> <li>- Develop the e-Sgoil model across the Northern Alliance, widening access to curriculum;</li> <li>- Improve the digital CLPL offer for staff;</li> <li>- Improve environments for learning across the Northern Alliance.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop leadership at all levels;</li> <li>- Develop RIC wide leadership development programmes for classroom, middle, senior and system leaders;</li> <li>- Develop and share succession planning approaches across the RIC;</li> <li>- Champion school empowerment and self-improving schools approaches across the RIC.</li> </ul>





<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>02 September 2019</b>
<b>Report Title:</b>	<b>External Audit Reports – Care Inspectorate Reports on the Anderson High School Halls of Residence</b>	
<b>Reference Number:</b>	<b>CS-26-19-F</b>	
<b>Author / Job Title:</b>	<b>Robin Calder, Executive Manager, Quality Improvement</b>	

<b>1.0</b>	<b>Decisions / Action required:</b>
1.1	That Education and Families Committee NOTE the content of the Care Inspectorate Report on the Anderson High School Halls of Residence.
<b>2.0</b>	<b>High Level Summary:</b>
2.1	On 20 August 2014 a new policy and procedure for Audit Scotland and other external adviser's reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R28/14).
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 reports from the Care Inspectorate (Appendix 1).
2.5	The Anderson High School Halls of Residence was inspected by the Care Inspectorate on Wednesday 29 May 2019. The Care Inspectorate then returned to complete the inspection on Monday 17 June 2019
2.6	The Inspection Grades for Anderson High School Halls of Residence were: <ul style="list-style-type: none"> <li>Quality of care and support: good</li> <li>Quality of environment: not assessed</li> <li>Quality of staffing good</li> <li>Quality of management and leadership: not assessed</li> </ul>
2.7	There were no formal recommendations or requirements for improvement in the settings, but the Care Inspectorate identified things that could be improved.

<b>3.0 Corporate Priorities and Joint Working:</b>	
3.1	This report links to the Corporate Plan objective “Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.”
<b>4.0 Key Issues:</b>	
4.1	<p>The Care Inspectorate commented on the following strengths in the Anderson High School Halls of Residence:</p> <ul style="list-style-type: none"> <li>• All young people had personal plans, which are reviewed on a termly basis.</li> <li>• There are regular one-to-one sessions with key workers and the young people; these sessions are well received by the young people.</li> <li>• The service enables young people to lead active lives and enabled them to have full attendance at school.</li> <li>• Well established, and effective, transitions for junior high school children into the Halls of Residence are in place, including the opportunity for them to stay and visit the Anderson High School prior to them starting. This all helps to foster a sense of belonging for the young people before they start.</li> <li>• All young people had access a great range of facilities within the service, which enable them to have fun. Many young people were encouraged and supported to attend clubs and interests in the community. The service also has regular activities throughout the year which are planned by them, such as Comic relief, themed nights, and planned physical activities.</li> </ul>
4.2	<p>The Care Inspectorate found that the following could be done better in the Anderson High School Halls of Residence:</p> <ul style="list-style-type: none"> <li>• Develop care plans to incorporate the wellbeing indicators as key components to monitor and record the young people's care, and consider SMART (specific measurable, achievable, realistic, and time-bound) goals within the care plans.</li> <li>• Ensure regular full team meetings, with the catering staff, as well as regular care team meetings, take place to strengthen team work amongst staff in the setting.</li> <li>• Ensure all staff have supervision in accordance with the local authority's policy on support and supervision.</li> <li>• Consider re-establishing the peer mentoring service to enable the older residents the opportunity to support younger peers.</li> </ul>
<b>5.0 Exempt and/or confidential information:</b>	
5.1	None.
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	These reports are available to the general public through the Care Inspectorate website, and parents and carers of children and young people in the settings have been made aware of the contents.
<b>6.2</b>	The Care Inspectorate Report recommends developing team work

<b>Human Resources and Organisational Development:</b>	within the Halls of Residence, including an increase in staff meetings. It is hoped that this will have positive implications for all staff working in the setting.
<b>6.3 Equality, Diversity and Human Rights:</b>	None.
<b>6.4 Legal:</b>	None.
<b>6.5 Finance:</b>	None.
<b>6.6 Assets and Property:</b>	None.
<b>6.7 ICT and new technologies:</b>	None.
<b>6.8 Environmental:</b>	None.
<b>6.9 Risk Management:</b>	None.
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.
<b>6.11 Previously considered by:</b>	N/A

**Contact Details:**

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**Report Finalised:** 22 August 2019

**Appendices:** Appendix 1: Care Inspectorate Report on the Anderson High School Halls of Residence

**Background Documents:** NONE

**END**



# The Anderson High School Halls of Residence School Care Accommodation Service

The Anderson High School Halls of Residence  
North Loch Drive  
Lerwick  
Shetland  
ZE1 0GR

Telephone: 01595 745920

**Type of inspection:**

Unannounced

**Completed on:**

17 June 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2005112118

## About the service

The Anderson High School Halls of Residence provides co-educational accommodation for pupils aged 12 to 18 years, who attend Anderson High School. The agreed maximum roll for boarding is 91.

This service has been registered since 1 April 2005.

## What people told us

We were able to interview all five young people who were staying in the hostel during the inspection. Most indicated satisfaction with the service. All indicated that they felt safe and indicated that most staff were approachable and that they had a staff member that they could raise any issues or complaints with.

One young person indicated that they had ongoing issues regarding bullying at school. This was passed on to the management team who were aware of this issue and were working hard at resolving this situation.

We issued an electronic questionnaire and 28 young people completed it. The majority of young people were satisfied with the service. We shared the outcome of this questionnaire with the service as it gave a very good insight into some aspects of care which will be taken forward by the service.

## Self assessment

We did not request a self assessment prior to the inspection. However, we were able to examine a service development plan with some aspects which have been identified for improvement.

## From this inspection we graded this service as:

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

## What the service does well

We examined the quality of care and support and the quality of staff at this inspection; both were graded as good.

All young people had personal plans which were reviewed on a termly basis. There were regular one-to-one sessions with key workers; these were well received by young people. These help young people feel cared for and nurtured by their individual key workers. We were told by young people that there was fun and compassion with many staff.

The service enabled young people to lead active lives and enabled them to have full attendance at school. All young people were supported to have frequent contact and connection with family on the isles and on the mainland. The service had an excellent resourced flat where parents from the outer isles could visit to attend parents' meetings and to visit their children.

The service had well established transitions for all junior high school children. They had an opportunity to stay and visit the secondary school prior to them starting. There were very good networks with the outer isles schools, with young people visiting and staying at the hostel from an early age. This fosters a sense of belonging and welcome long before the young people use the service.

All young people had access a great range of facilities within the service which enable them to have fun. Many young people were encouraged and supported to attend clubs and interests in the community. The service also has regular activities throughout the year which are planned by them, such as Comic relief, themed nights, and planned physical activities. All of these contribute to young people having positive memories of their time in the residences.

Young people's well being was promoted throughout the service. There were health notices and staff promoted pupils to be active and hydrated with access to numerous water fountains. It would be beneficial for health education to coordinate and mirror the PSE (personal and social education) programme that occurs at the Anderson High School. It would also be valuable for the staff to support and enable young people to fully develop moving on skills, such as washing and cooking.

All staff were aware of national guidance on child protection and had an annual updates on this. Staff were found to be knowledgeable, ensuring young people were safe and protected. Young people all had access to a residence handbook which had accessible information on the service and gave them clear information on how to make a complaint. There were no formal complaints registered with the service since the last inspection.

We found that food was nutritious and that many young people indicated that they were satisfied with the food. There were several young people, though, who indicated dissatisfaction with the quality of the food. There had been the re-establishment of the residence food committee, which will assist giving young people an increased voice with respect to food.

Most staff had access to regular supervision and staff who have this regarded it an essential tool for their support and to enable them to be reflective practitioners. There had been a reduction to the number of team meetings, there is a need for these key elements to increase as this is a successful tool to bring about better communication and be a functioning component of an effective team.

Although we didn't examine or grade the environment during this inspection. We did a full walk round of the new residence. The new environment was outstanding, it was of an extremely high standard and was comfortable, warm, and attractive. The finishing throughout the building was of a high standard and it was an attractive place to spend time in.

Most staff were found to have formed trusting and genuine relationships with the young people that they care for. It was evident that staff were committed to ensuring that young people had a good service.

## What the service could do better

There was a need for the service to develop their care planning to incorporate the wellbeing indicators as key components to monitor and record the young people's care. There was a need for young people to be able to have SMART (specific, measurable, achievable, realistic, and time-bound) goals, so they can identify areas that they wish to improve.

There was a need for the service to have regular full team meetings, with the catering staff as well as regular care team meetings. These are essential elements in establishing an effective team.

All staff should have supervision in accordance with the local authority's policy on support and supervision. This is an essential element in developing staff to be reflective practitioners.

It was regrettable that the service no longer had its mentoring service. This was a fantastic programme which trained young people and gave them volunteering opportunities while doing a vital support service for younger pupils. This type of venture is a key component to ensure young people are safe and free from bullying. Consideration should be given to re-establishing this programme.

There was a need for the service to have a record of staff levels and deployment over a 4 week period in accordance with 'Records that all registered care services (except childminding) must keep and guidance on notification recording' guidance.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

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

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

There are no outstanding recommendations.

### Inspection and grading history

Date	Type	Gradings
22 Jun 2016	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good Not assessed Not assessed
21 Apr 2015	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 4 - Good 5 - Very good 5 - Very good
17 Apr 2014	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 5 - Very good 4 - Good
30 Oct 2013	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 5 - Very good 5 - Very good 4 - Good
26 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 5 - Very good 5 - Very good 5 - Very good
17 Nov 2011	Unannounced	Care and support Environment Staffing
		5 - Very good 5 - Very good Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
21 Jun 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
6 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good Not assessed Not assessed
18 Sep 2008	Announced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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