



# Learning Estate Strategy

2021-31



# Contents

1	Vision for education in Shetland	3
2	Partners	4
2.1	Northern Alliance	4
2.2	Shetland's Partnership Plan	5
2.3	Our Ambition	6
2.4	Learning Estate Investment Programme	8
2.5	National Improvement Framework (NIF)	9
2.6	Shetland's Children's Partnership Plan	10
2.7	Children's Services Department Plan	11
2.8	Strategy for Secondary Education in Shetland 2013	11
2.9	Shetland Islands Council – Early Learning and Childcare Service Delivery Plan 2017-2020	12
3	Legislative duties	13
4	Rationale for the Learning Estate Strategy	14
5	The importance of condition and suitability	15
5.1	Condition	15
5.2	Suitability	17
6	Corporate asset management	19
7	Current learning estate (September 2020)	19
8	Capacity	20
8.1	ELC capacity	20
8.2	Primary capacity	21
8.3	Secondary capacity	22
9	Projected school rolls	22
10	Design of the Learning Estate Strategy	24
10.1	Equity	24
	Contrasting accessibility	25
11	Excellence	27
12	Inclusion	30
13	Sustainability	32
14	Enhanced provision	33
15	Occupancy	34
16	Admissions and placing requests	35
17	Digital Learning and Teaching Strategy	35
18	Carbon footprint and targets	36
19	Remote isles	36
20	Play pedagogy	36
21	Outdoor learning	38
22	Priorities	39
23	Ongoing review	43
24	Stakeholder engagement	43
25	Learning Estate Liaison Group	43
Appendices:		
	Appendix A	45
	Appendix B	52
	Appendix C	53
	Appendix D	54
	Appendix E	55

# 1 Vision for education in Shetland

Scotland's Learning Estate Strategy: Connecting People, Places and Learning, was launched by the Scottish Government in autumn 2019, providing a platform for each local authority across Scotland to consider their strategic approach for managing their learning estates.

To realise each of these aspirations will require strategic vision and programmed changes across the learning estate. This approach means that decisions, in both the short and long term, accord with the long term vision, and monies must be spent strategically. It is important to have buildings which are flexible and meet modern learning requirements Shetland Islands Council's strategy will have four broad aspirations:

- Equity
- Excellence
- Inclusion
- Sustainability

Shetland's learning estate is diverse, covering a wide range in age, condition and geographic spread which all adds to its complexity. The aim of this strategy is to preserve the estate and rural education in a way which is equitable, strives for excellence, is inclusive for all, and sustainable in the longer term.



## 2 Partners

There are a wide range of partners both internal and external to Shetland Islands Council, who all play a key role in shaping the learning estate. The list below incorporates some of them but should not be viewed as exhaustive.

### Internal partners:

- Assets, Commissioning and Procurement
- Catering and Cleaning Services
- Community Health and Social Care
- Community Planning & Development
- Development
- Environment and Estate Operations
- Finance
- Housing
- Human Resources
- Legal
- Transport Planning
- Roads
- Planning
- Adult Services

### External partners:

- Parent councils
- Community councils
- Shetland Recreational Trust
- Hjaltland Housing Association
- NHS
- Northern Alliance
- Scottish Government
- Scottish Futures Trust

### 2.1 Northern Alliance

One of the four Northern Alliance work streams is concerned with: Sustaining Education in the Northern Alliance. Through our membership of, and connections within, the Northern Alliance, we have been able to access the knowledge and expertise of members of staff from Aberdeenshire Council's Learning Estates Team.

We have formed a close working relationship with those members of staff, and they have been instrumental in the progress we have made thus far with regards to our learning estate.

As part of the Shetland Islands Council's Service Redesign Programme, a work stream of Sustaining Education in Rural Communities is listed. This work will concentrate on the sustainability of islands and rural settings, with the long term outcomes of better use of



Northern  
Alliance

community space and the reduction of inequalities, whilst incorporating the provision of flexible, modern learning environments.

It is recognised that we need to work strategically with our partners locally and nationally in order to achieve all of our aspirations, and work collaboratively to this end.

## 2.2 Shetland's Partnership Plan

Shetland's Partnership Plan identifies priorities to improve the lives of everyone in Shetland. The focus is to reduce inequality in Shetland, through a range of partners and community bodies who work together to deliver the ambitions for the future. There are four priorities, and these are summarised in the diagram below.

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

Through the Learning Estate Strategy, consultation with and participation of staff, pupils, parents and other stakeholders such as Community Councils and other community led groups, is important in order to improve the learning estate collectively and strategically. This will ensure that communities are involved in the improvements to ensure better outcomes through the utilisation of spaces within and out with schools. It is important that reference is made to existing locality plans and community profiles.

**People** – Individuals and families thrive and reach their full potential.

A programmed plan of works for schools, and the annual review of the utilisation of space, will ensure that all schools are thriving and provide facilities for all learners to reach their full potential.

Enhanced provision and support for life skills will be provided to strategically meet all learning needs.

**Place** – Shetland is an attractive place to live, work study and invest.

It is a priority to enhance the learning estate, in order to ensure that Shetland offers high levels of education for all learners and that all schools are attractive places to work. By delivering on equality across the estate, it will equip staff and pupils with the best tools to teach and learn.

Reference will be made to the Place Standard consultation which was undertaken during 2016, and reported in March 2017.

**Money** – All households can afford to have a good standard of living. School buildings will be utilised for many uses for the community, and collectively this can support and provide networks for low income families, through childcare facilities, remote working, or training courses within their community.



## 2.3 Our Ambition

'Our Ambition' is the plan which provides strategic, political direction to help the Shetland Islands Council focus on the things that can help most to create opportunities and achieve long term sustainability.

Its aim is for more young people to remain in, or relocate to, Shetland to live, work, study and raise families, while our older people live active, independent and healthy lives for as long as possible.

Implementation of the Learning Estate Strategy contributes to a number of the ambitions within the plan, namely:

**Climate change** – the UK and Scottish Governments are prioritising climate change and refocusing resources to stimulate the drive to a net zero economy and society. We must ensure that our local projects are able to benefit from national funding that becomes available. Work on the learning estate will contribute to the council's net zero plan by ensuring that all of our schools are as energy efficient as possible.

**Skills and learning** – we must ensure that we have the right people with the required skills and experience to be able to take advantage of opportunities created through developments in the local economy. We will work to achieve an empowered school system with participation at all levels including parents, pupils and teachers.

By having a learning estate that is fit for purpose, we will sustain the quality of learning and teaching in our schools to ensure learners maximise attainment, and are then able to access employment through Modern Apprenticeships, Foundation Apprenticeships and other Employability programmes.

**Digital connectivity** – Shetland's COVID-19 pandemic response experience has shown how critical digital connectivity is to these islands. The aspirations in this plan will link to those in the Digital Learning and Teaching Strategy for Shetland, due for publication by the end of 2021. Further information on this is included in Section 17 of the Learning Estate Strategy.



**Caring for our community** – we will deliver services to children and young people with additional support needs through our aspiration of having enhanced provision facilities appropriately positioned across the learning estate.

**Fairer Shetland** – we will continue to develop early learning and childcare to provide more opportunities for parents to access employment opportunities.

We will continue to support children and young people to thrive and reach their full potential by having modern, flexible, fit for purpose learning spaces – both indoors and outdoors.

**Transport** – we will work in partnership with relevant stakeholders as we develop our learning estate, to promote and encourage positive travel choices.



North Roe Primary School classroom

## 2.4 Learning Estate Investment Programme

In September 2019, the Deputy First Minister announced the publication of the new Learning Estate Strategy, which was co-produced with local government and other strategic partners. At the same time, the Deputy First Minister also announced the first phase of projects to be successful in being awarded funding from the new shared investment programme, worth £1bn.

This package of funding builds on the successes of the Scotland's Schools for the Future programme. The small, initial phase of projects would seek to demonstrate the principles of the Scottish Government's Strategy. These projects would also take forward the next stages of development activity to inform future phases of the investment programme.

The investment programme has been designed to deliver high quality, suitable, sustainable, low carbon, digitally enabled learning environments. This national investment programme is designed to augment, not replace, local authorities' own investment plans. Scottish Ministers anticipate that every local authority will continue to invest in its wider learning estate.

All local authorities will be eligible to benefit from the investment programme to sustain and improve the condition of their learning estate, or respond to demographic changes. Each local authority must provide a commitment to deliver a new/refurbished facility that will achieve and maintain 'A' good or 'B' satisfactory condition throughout a minimum of a 25 year period.

To support this investment the Scottish Government has developed, in collaboration with COSLA and local authority colleagues, an outcomes based funding model which will provide funding to local authorities on the achievement of agreed outcomes in relation to condition, energy efficiency, digital and economic growth. The premise of this funding will be on a 50:50 'like for like' basis to support the delivery of the specified outcomes.



Anderson High School classroom



## 2.5 National Improvement Framework (NIF)

Shetland Islands Council's National Improvement Framework sets out the local authority's commitments in pursuance of the four national priorities which are:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our National Improvement Framework plan challenges schools and partners to deliver some key educational benefits which are inextricably and directly linked to our aspirations for the learning estate. These educational benefits are:

- pupils experience the principles of curriculum for excellence within the context of Shetland
- pupils experience a progressive broad general education and senior phase system personalised to each individual learner
- pupils benefit from empowerment and leadership at all levels
- pupils benefit from parental and family involvement and engagement
- all pupils are supported to achieve their full potential
- pupils are gaining skills for life, learning and work

The information gathered from suitability and condition assessments have provided a holistic and strategic vision across the estate, which will inform decision making in order to realise these educational benefits. Furthermore, the design and configuration of the school estate will indirectly impact on the six key drivers for the National Improvement Framework Plan. Our learning estate will shape and influence how each of the drivers in Shetland which are:

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

We will provide educational benefits by managing our assets closely whilst developing a place based approach as illustrated in Figure 2:

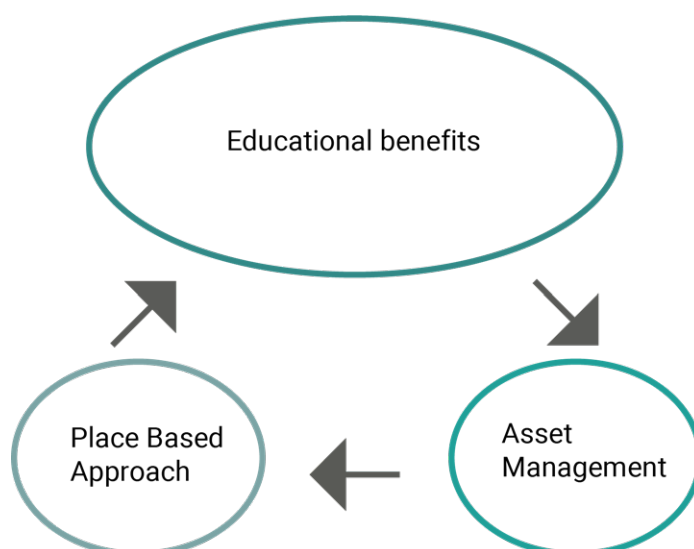


Figure 2

## 2.6 Shetland's Children's Partnership Plan

The **Shetland's Children's Partnership Plan**, formerly Shetland's Integrated Children's Services Plan, identifies three key priorities for improving lives of children and young people. These are: emotional wellbeing and resilience, strengthening families and tackling inequality.

Emotional Wellbeing and Resilience – through the approach of trauma informed and trauma responsive staff and settings, the Learning Estate Strategy emphasises the importance of reviewing the uses of spaces, to further meet children's needs. Where there are children that require different support, this can be accommodated within schools through proactive planning and delivery. Transitions, nurturing and progression through school years should be seamless. Staff, pupils and families, will be supported to take a Trauma Informed Lens to all aspects of their school including the 'environment' in the widest sense, indoors and outdoors.

Strengthening Families – through the Learning Estate Strategy, it is recognised that schools are at the centre of communities. The improvements and changes that take place will have children and families at the centre of decision making. Enhancements will improve children's experiences to ensure that outcomes are achieved for all learners effectively and efficiently.

Tackling Inequality – it is fully recognised that every aspect of school life contributes to closing the attainment gap. Holistic planning across the estate, will enable Shetland Islands Council to further improve every child's experience at school regardless of what school they attend.

Following The Scottish Government's UNCRC Bill, the local authority, when considering learning estate, must make sure young people's engagement and participation in decision-making processes is further embedded in the community. Some of the developments to enhance this have included:

- A Shetland-wide Youth Voice Forum relaunched this session with a constitution embedding UNCRC principles. This will be coordinated by a Graduate, placed within the Youth and Employability team. Representatives for this forum sought across all parish communities in Shetland as well as other organisations representing young people who often struggle to have their voices heard.
- A programme of professional development to be developed across Shetland's public bodies (including SIC Children's Services) in order to upskill adults in engaging with young people in policy decisions
- Service Level Agreement renewal between SIC and UNICEF for Right Respecting Schools Programme
- Accreditation for pupils at secondary level in the form of Participative Democracy Certification (PDC)
- Young people were invited to be represented on the Public Protection Committee



Tingwall Primary School

## 2.7 Children's Services Department Plan

There are five priorities within the Children's Services Directorate Plan for 2021-22:

- Employability
- The Promise – the foundations for taking forward the independent care review in Scotland
- The ongoing expansion of Early Learning and Childcare
- Sustaining Education in Rural Communities
- Mental Health and Emotional Wellbeing

## 2.8 Strategy for Secondary Education in Shetland 2013

Shetland Islands Council carried out a review of the school estate in 2010, which then led to carrying out consultation for the closure of some primary schools and secondary departments. In 2012, Shetland Islands Council carried out a refresh of the Blueprint for Education, which had to take into account the following: the outcome of the Commission on the Delivery of Rural School Education; Curriculum for Excellence, the Senior Phase; the National Qualifications range and links with further education/other learning settings; the principles of Blueprint for Education – equality, quality and value for money, and also new technological learning methods.

As a result of this work, Shetland Islands Council's Statement for Education was:

*"We will ensure the best quality education for all our pupils to enable them to become successful learners, who are confident individuals, effective contributors and responsible citizens. We will achieve this through the highest standard of teaching and learning delivered in modern, well equipped school buildings which are financially sustainable." (Strategy for Education in Shetland, 2013.)*

The Learning Estate Strategy 2021 will build on this statement, and further contribute to delivering the best quality education for all pupils.



Aith Junior High School

## 2.9 Shetland Islands Council – Early Learning and Childcare Service Delivery Plan 2017 – 2020

The Scottish Government is committed to near doubling the entitlement of funded Early Learning and Childcare (ELC) for three and four year olds, and some two year olds, from 600 to 1140 hours. Indeed, the expansion of ELC is one of Children’s Services key priorities.

In order to implement the expansion of ELC, the Scottish Government developed a multi-year funding package. Part of this was capital funding, to enable local authorities to increase the physical capacity of ELC across the estate and make improvements to settings that supports high quality provision. Locally this has resulted in the implementation of an extensive capital programme for ELC which, on its conclusion, will have made improvements, in line with the design guidance for early learning and childcare, to sixteen ELC settings in Shetland.



### 3 Legislative duties

The Education (Scotland) Act 2016, introduces measures to improve Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs. It also streamlines the process of making a complaint to Scottish Ministers.

The Act makes amendments to The Standards in Scotland's Schools etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, the Education (Scotland) Act 1980 and the Welfare Reform Act 2007.

The Act also introduces the National Improvement Framework (NIF).

Specifically, in relation to school buildings, local authorities have a statutory duty to ensure the adequate and efficient provision of school education in their area. In that context, they may undertake reorganisation of their school estate at any time.

School closures (or rationalisations), amalgamations or altering catchment areas can be prompted by many factors. If a local authority proposes to change any part of the existing education provision in its area then it must engage in a formal consultation process under the Schools (Consultation) (Scotland) Act 2010. The Act also makes special provisions for rural schools, with a presumption against the closure of rural schools.

All changes which affect schools are subject to clear consultation with parents, pupils and communities.

GIRFEC (Getting it right for every child) underpins the delivery of services for children and young people in the Shetland Partnership.

Getting it right for every child (GIRFEC) provides a consistent framework and shared language for everyone who works with children, young people and parents. Having a common approach that spans all children's services enables everyone including children, young people and their parents, to work together to make a positive difference for individual children and young people.

The Equality Act 2010 protects children from discrimination by, amongst others, schools and education authorities. This Act means that since 2012, schools must make reasonable adjustments in order to avoid putting children with disabilities at a disadvantage or in a position where they are treated less favourably than others. Schools and local authorities also have a duty under this act not to discriminate against any child with protected characteristics.

The Education (Scotland) Act 2016 requires any strategic planning to consider socio- economic barriers to learning. It also extends the rights of children aged 12 and above with capacity under the Additional Support for Learning Act.

The UNCRC (Incorporation) Scotland Bill will make it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements, giving children, young people and their representatives the power to go to court to enforce their rights. While much of the authority's work is already compatible with these rights, this Bill was passed through the Scottish Government in 2019 and they expect it to be incorporated at local authority level in the next two to three years.

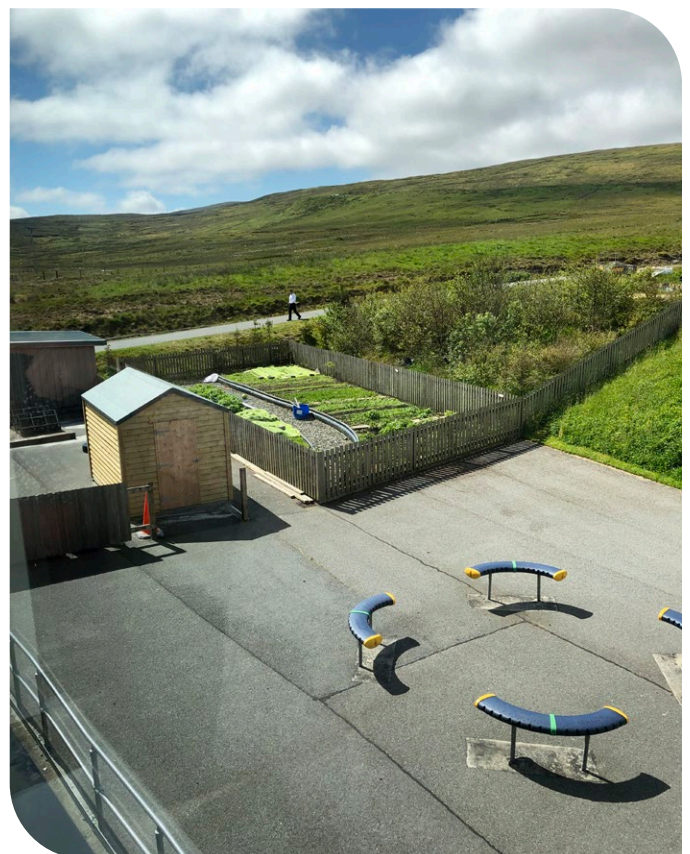
# 4 Rationale for the Learning Estate Strategy

Scotland's Learning Estate Strategy: Connecting People, Places and Learning, provides ten Guiding Principles which each local authority should strive to provide for, in setting out their strategic approach for managing their learning estates.

The Scottish Government's ten Guiding Principles will apply across our Learning Estate:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners
3. The learning estate should be well managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value
4. The condition and suitability of learning environments should support and enhance their function
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled
7. Outdoor learning and the use of outdoor learning environments should be maximised
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth

**Shetland Islands Council's current position in respect of each of these Guiding Principles is attached as Appendix A.**



Mid Yell Junior High School

# 5 The importance of condition and suitability

As part of the Scottish Government's response to inquiries, and subsequent reports, relating to the condition of public buildings, the School Infrastructure Unit undertook a review of existing methodologies adopted by local authorities and have subsequently published refreshed guidance for its Core Facts, which includes both condition and suitability assessments.

## 5.1 Condition

*“Condition is concerned with the current state of the fabric of the school and with safety and security. Condition has a direct impact on what goes on in the school. Appropriate forward planning and prudent, timely decisions on ongoing maintenance will best enable authorities to sustain the quality and asset value of their school buildings over the long term.”<sup>1</sup>*

Revised condition assessment methodology builds upon previous Condition Core Fact Guidance which set out an elemental approach/methodology to undertaking assessments. This elemental approach remains however this is enhanced with a supporting, weighted, workbook for authorities to use to ensure consistency in establishing condition and reporting.

In addition, revised Condition Core Fact Guidance has been prepared to:

- Strengthen the risk-based approach to condition surveys through a raised awareness of the importance of effective risk management as an integral part of the facilities management regime
- Ensure greater uniformity in the scope and methodology applied to each school, by every authority, to minimise variations in assessment methods and criteria
- Reduce the inconsistencies arising from different property officers or external contractors exercising varying but equally valid professional views, by setting out the framework within which judgements should be made

Condition will continue to be established by assessing the performance of individual elements from A – D scoring, where:

**A: Good** – Performing well and operating efficiently;

**B: Satisfactory** – Performing adequately but showing minor deterioration;

**C: Poor** – Showing major defects and/or not operating adequately;

**D: Bad** – Economic life expired and/or risk of failure.

In addition to bringing clarity and consistency to the condition survey process, the refreshed Condition Core Fact Guidance also stipulates that a full condition survey of the school estate should be carried out at least every five years and, that between the full condition surveys, the condition data should be reviewed at least on an annual basis, using a risk based assessment. Dates are also to be recorded to demonstrate when full surveys and annual intermediate surveys have been undertaken, with these to be provided to Scottish Government when requested as part of the Annual Core Fact Return.

<sup>1</sup> The Condition Core Fact Building better schools: Investing in Scotland's future

The refreshed Condition Core Fact Guidance also puts an onus upon local authorities to demonstrate that key statutory, and non-statutory, property compliance matters are addressed to demonstrate compliance as part of a greater emphasis on safer buildings. As part of future Core Fact Returns, local authorities are to provide inspection dates for the undernoted items with physical, electronic, copies to be provided upon request:

- Asbestos
- Electrical
- Fire Safety Risk Assessment
- Gas Appliances
- Health and Safety File
- Water Hygiene and Safety



Left: Fair Isle Primary School



Right: Foula Primary School



## 5.2 Suitability

**“Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. That is whether the design and layout enhance its function and use, whether there is space and scope to accommodate all the pre-school, day-school and after-school demands and services and whether it is ‘inclusive’ and accessible.”<sup>2</sup>**

The assessment covers five key areas for primary schools with an additional key area included in the secondary assessment. These are: General Learning and Teaching, Practical Learning and Teaching (Secondary only), Internal Social, Internal Facilities, External Social and External Facilities. These key areas are then broken down by relevant subjects/areas that impact the title area. Subjects/areas are then scored on the following criteria:

- Functionality
- Accessibility
- Environmental conditions
- Safety and Security
- Fixed furniture and fittings

Each individual aspect covered is graded as follows:

Grade	Definition
A	Performing well and operating efficiently
B	Performing well but with minor problems
C	Showing major problems and/or not performing optimally
D	Does not support delivery of service, seriously impedes delivery of activities

Assessing the condition and suitability of schools across our school estate allows the various services involved to monitor and potentially enhance current facilities.

The final School Condition Ratings 2019 are attached at Appendix B.

The final School Suitability Ratings 2019 are attached at Appendix C.

Where works, or improvements, are carried out in a school, those elements should be reassessed.



Sandwick Junior High School



Sound Primary School – general purpose area before and after refurbishment

## 6 Corporate asset management

The Learning Estate Strategy is an essential component of the council's Property Asset Management Strategy (PAMS). The PAMS provides a set of guiding principles and a decision making process that effectively and efficiently channels decisions from Members, informed by officers, into action – providing informed, accountable, governance of the corporate estate. The overarching model that utilises PAMS for decision making is the 'Corporate Landlord'. The Corporate Landlord will refer to the Learning Estate Strategy to inform decisions pertaining to the council's learning estate, ensuring a collaborative approach in delivering an estate fit for the future needs of Shetland's young people.

## 7 Current learning estate (September 2020)

	Number
<b>Total number of pupils</b>	3,801
<b>Early Years pupils</b>	502
<b>Primary pupils</b>	1,869
<b>Secondary pupils</b>	1,430
<b>Primary schools</b>	24 (2 mothballed)
<b>High schools</b>	1
<b>High schools (3-18)</b>	1
<b>Junior high schools</b>	5
<b>Shared headships</b>	2
<b>Teaching heads</b>	15

# 8 Capacity

## 8.1 ELC capacity

'Space to Grow' – design guidance for early learning and childcare and out of school care settings sets out the format for calculating capacity in ELC settings. The current Care Inspectorate expectations are:

- For children under two years – a minimum of 3.7 square meters, per child
- For children aged two years to under three years – a minimum of 2.8 square meters, per child
- For children aged three years and over – a minimum of 2.3 square meters, per child

The document outlines all the considerations for space, including the number of toilets.



## 8.2 Primary capacity

Determining Primary School Capacity – Scottish Government Guidance – 24 October 2014, provides the format for calculating primary school capacity.

The planning capacity of a primary school is calculated by taking the area (wall to wall measurements) of each space deemed to be a teaching area and dividing it by 1.7. This gives the maximum children that could be taught in that space. Cognisance must then be taken of the current class size maxima which as at April 2020 is in accordance with Regulation 2 of the Education (Lower Class Sizes) (Scotland) Amendment Regulations 2010, inserted an amendment into Section 3 of the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 which set the new maximum class sizes.<sup>3</sup>

Primary class	Number of pupils
1	25
2-3	30
4-7	33
Composite	25

Taking this into account gives the planning capacity of the school. Each class size will be capped at either the maximum children that can be accommodated in that room or the class size maxima whichever is the least.

Team teaching can also be taken into account and this allows for 33 pupils per class.

There should be sufficient general purpose spaces for the number of classrooms:

Number of classrooms	Number of general purpose spaces
1-7	1
8-14	2
15-21	3
22+	4

General purpose can include but is not limited to:

- Libraries
- Art rooms
- Gym halls
- Music rooms
- Drama rooms
- I.C.T. suites
- Break out areas
- Teaching spaces not used as a class base

<sup>3</sup> Determining Primary School Capacity - Scottish Government Guidance – 24 October 2014 provides the format for calculating Primary School capacity.

When calculating planning capacity The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 must be adhered to. They may introduce other limiting factors such as sanitary provision, Health and Safety Regulations, dining facilities and the provision of security. The contents of these regulations may further restrict the planning capacity of the school.

It should be noted that planning capacity cannot always be attained due to the distribution and ages of a particular cohort.

Capacities for our primary schools are attached as Appendix D.

### **8.3 Secondary capacity**

At the moment there are no set guidelines as to how secondary capacity should be measured. Anderson High School was built for a capacity of 1,180 giving a total of 11<sup>2</sup> metres per pupil. Further guidelines are expected and once published, will be issued as an addendum to this document.

## **9 Projected school rolls**

School roll projections should be calculated taking into account:

- The number of births within the catchment area
- The average number of placing requests
- A calculation of 0.3 children for every new dwelling in the catchment area
- The number of pupils leaving

The rurality of Shetland and the local knowledge that the schools have will mean that these calculations need not be strictly adhered to if using local knowledge will result in a more accurate forecast than would ordinarily be produced by strictly applying the formula.

In the larger schools and where there are scheduled larger housing developments, the tools should be used. The calculation of 0.3 takes into account:

- Some families will be moving from one house to another in the same catchment area
- Many people live in dwellings on their own (there are not always children within a household)
- Dual parenting often sees children spending part of their time in two separate dwellings

Children's Services Department has been part of the Call for Sites planning consultation process in order that school capacity is considered before any future developments are authorised.



**Equity**

# 10 Design of the Learning Estate Strategy

## 10.1 Equity

Promoting equity as an aspiration is hugely important in many ways; crucially to transform education in Scotland. The Scottish Government has a clear vision:

*“Achieving equity: ensuring every child has the same opportunity to succeed with a particular focus on closing the poverty –related attainment gap.”<sup>4</sup>*

The Learning Estate Strategy will support and further this work in Shetland by:

- Every child should be given the same opportunity to succeed; by establishing enhanced provision schools. We will ensure that every child has access to the learning environment and facilities that they need to succeed.
- Every school will have access within their cluster to the facilities required to deliver the curriculum
- Ensuring the environment in every ELC setting supports the delivery of high quality early learning and childcare that achieves the best possible outcomes for all children, in line with national practice guidance
- Every child will have access to a choice of healthy school meals. These meals will be freshly cooked each day, making use of as much local produce as possible, and will be delivered either on site, or transported from a canteen in an alternative school.
- By 2030, no child will attend a school which does not attain an “A” for Suitability. This will give all pupils access to a learning environment that is not only fit for purpose but one which is equal to that of their peers.
- The suitability and condition assessments provide a base of information to ensure that equity of provision is being provided. Areas where improvements are required will be taken forward by the Children’s Services Learning Estate Liaison Group.



Photo above: Bell’s Brae Primary School

<sup>4</sup> Scottish Government, Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland, 2016



# Contrasting accessibility



Photo above: Bell's Brae Primary School and right: Dunrossness Primary School – limited access





**Excellence**

# 11 Excellence

Together with equity, promoting excellence is crucial and coincides with achieving the best outcomes for our young people. The vision promoted by the Scottish Government is:

*“Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.”<sup>5</sup>*

The Learning Estate Strategy will support and further this work in Shetland by:

- The age of the learning estate, and the rigours of the climate, will preclude Shetland from having a learning estate with a blanket condition rating of A. A rating of A or B will be considered acceptable, with the majority of the sub divisions attaining the same. The current estate has one school with a condition rating of A, 31 schools with a condition rating of B and one school with a condition rating of C. The C rated school is a mothballed school and would not be prioritised.
- The suitability of the learning estate is not governed by age but is, in certain areas, restricted by the configuration of the learning spaces. Priority will be given to enhancing those schools which fall below an A for suitability. The current estate has 18 schools with a rating of A, 16 schools with a rating of B and two schools with a rating of C. One of the C rated schools is currently mothballed so would not be prioritised.
- Excellence will be achieved by all stakeholders working collaboratively and making joint decisions with regards to all future investment in the learning estate. The aforementioned Children’s Services Learning Estate Liaison Group will ensure that a proactive approach is taken with regard to all investment with the only exception being emergency repairs and replacements. This will enable a holistic, informed view to be taken which incorporates all aspects of the learning estate.
- Future investment will be focused around achieving the best possible experience for all young people, and the communities within which they live.
- An integrated approach will be taken with communities and other service providers, such as the NHS, being consulted prior to any major changes taking place.
- The Scottish Government’s Climate Change Legislation sets a target of net-zero emissions of all greenhouse gases by 2045. This will need to be considered and planned for in all future works, to improve the performance of all our buildings, to make them well heated and ventilated and therefore comfortable spaces to be in.
- Providing digitally enabled (where appropriate) flexible learning spaces will empower both learners and teachers; there will be fewer designated spaces for specific tasks/subjects, and outside learning will become more prevalent. Space should meet the needs of the current cohort and be reviewed annually to ensure that those needs are being met.

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5 Scottish Government, Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland, 2016

- There will be a design brief for each of: early learning and childcare settings; primary schools, junior high schools, high schools, remote isles and mothballed schools in which there will be instruction and guidance for any refurbishment, redecoration, extensions or new builds detailing specifications and choice in order that informed decisions can be taken on how to provide 'Excellence' across the learning estate.
- The whole learning estate, and all of the individual components thereof, will become centres of excellence, embedded in their local communities and digitally enabled to ensure that partnerships can not only be forged locally but nationally and internationally too.





**Inclusion**

# 12 Inclusion

Inclusion is an important strand in achieving excellence and equity.

*“The diversity of learners challenges policy makers, teachers, and others to provide education that is able to flexibly respond to that diversity. We need to respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high quality education for all is developed and sustained.”<sup>6</sup>*

Inclusion shall be promoted and encouraged through various means as detailed in the list below:

- Inclusion will be at the forefront of future improvements to schools across the learning estate. The suitability and condition of spaces contribute to the extent areas can be utilised within schools. The use of areas will be reviewed regularly to ensure the changing needs of pupils are met. Flexible furniture options will enhance pupils’ experiences and further promotes inclusion.
- The implementation of nurture areas will reflect the needs of the pupils and may be required to be flexible.
- There will be enhanced provision in all High Schools, Junior High Schools, and Scalloway, Bells Brae and Sound Primary Schools. This will ensure that within each cluster, there will be a school that is fully equipped to meet varying additional support needs, both within buildings and outside spaces.
- As detailed at Appendix E, an enhanced provision brief will provide a consistent approach to all works. This will enable the Children’s Services Learning Estate Liaison Group to strategically and proactively plan building works across the estate, and therefore meet the needs of all pupils.
- There is also a need to provide alternative education provision, for some pupils, to ensure that they can continue within education and achieve the best possible outcome. There should be planning strategies in place to ensure that settings can deliver life skills and skills for work, in addition to classroom based learning.
- There will be sufficient provision of space for the storage of specialist equipment within school buildings. Together with the equipment, flexible spaces should be designed in accordance with delivering specialist services such as speech, and occupational therapies and accommodate those who deliver these services.
- Within our ELC settings, there is a need to continually evaluate and review the impact the environment has on each child to ensure the needs of each individual child are supported.
- Irrespective of the setting, there are four main elements to inclusion as illustrated in Figure 3 below.



Figure 3



**Sustainability**

# 13 Sustainability

Sustainability is an important element of Curriculum for Excellence, and promotes a school and community approach by amalgamating global citizenship, sustainable development education and outdoor learning.

This is effectively described by Education Scotland:

*“Learning for Sustainability is a cross-curricular approach to creating coherent, rewarding and transformative learning experiences. It’s all about learners, educators, schools and their wider communities building a socially-just, sustainable and equitable society.”*<sup>7</sup>

The statements below describe how this will be achieved in Shetland:

- Sustaining education in rural areas comes with many challenges not least in recruiting the right staff, particularly in specialist subjects. It is also important that this strategy is read in conjunction with the Digital Learning and Teaching Strategy. We will work in collaboration with E-sgoil to deliver education remotely where necessary.
- Sustaining education on the remote islands where the schools are either mothballed or will become so in the future (no school age children on an island) is problematic in a small community. The model already in existence in Foula and to an extent Fair Isle, where, the community and the school share the same building should be followed. Sustaining both education and a community space will therefore become symbiotic.
- In order to sustain our schools and local communities, we will work collaboratively to create areas within our schools which can be accessed by communities; this may be when the school is not open to children but may also be during the school day. The inclusion of work hubs, for example, will reduce travel time for parents and others within communities. It would also assist in reducing the carbon foot print of Shetland as a whole. The inclusion of medical rooms available for use by the NHS, opticians, physiotherapists etc. and community libraries, are some other ideas for consideration.
- Children’s Services Department will maintain their Food for Life accreditation and through the use of dynamic purchasing, will enhance and sustain economic growth locally.
- The creation of a sustainable learning estate where the capacity is influenced by the school roll will ensure best use of the resources available.





# 14 Enhanced provision

As a result of the objective information derived from Suitability Assessments carried out in 2019, Shetland Islands Council's learning estate has a range of different ASN facilities to meet the specific needs of young people within the school which they attend. The extent of alterations to buildings is dependent on a number of factors, and may be restricted due to the configuration of aged buildings.

As previously described, this strategy aims to achieve specific aspirations, and in order to meet all young peoples' needs - to ensure that equity, excellence, inclusion and sustainability is truly achieved - it is important to strategically plan and invest to provide that enhanced provision model in each cluster, along with some larger primary schools. This will mean that certain school buildings will be fully equipped in terms of the types of spaces required to carry out specific activities and learning, a range of sensory provision, and the appropriate hoists/changing facilities. This will attract the need for specialist staff who will be able to concentrate their expertise in one place, rather than having their time split between sites. Enhanced provision schools would offer young people equity and inclusion, due to internal and external spaces being totally accessible, and in turn would provide opportunities for all children to achieve their full potential.

Appendix E summarises the requirements for enhanced provision. These facilities will promote independence and learning for life skills. In conjunction with this, other community facilities will be used such as leisure centres.

Enhanced provision will be provided in the following schools:

- Aith Junior High School
- Anderson High School
- Baltasound Junior High School
- Bell's Brae Primary School
- Brae High School
- Mid Yell Junior High School
- Sandwick Junior High School
- Scalloway Primary School
- Sound Primary School
- Whalsay School

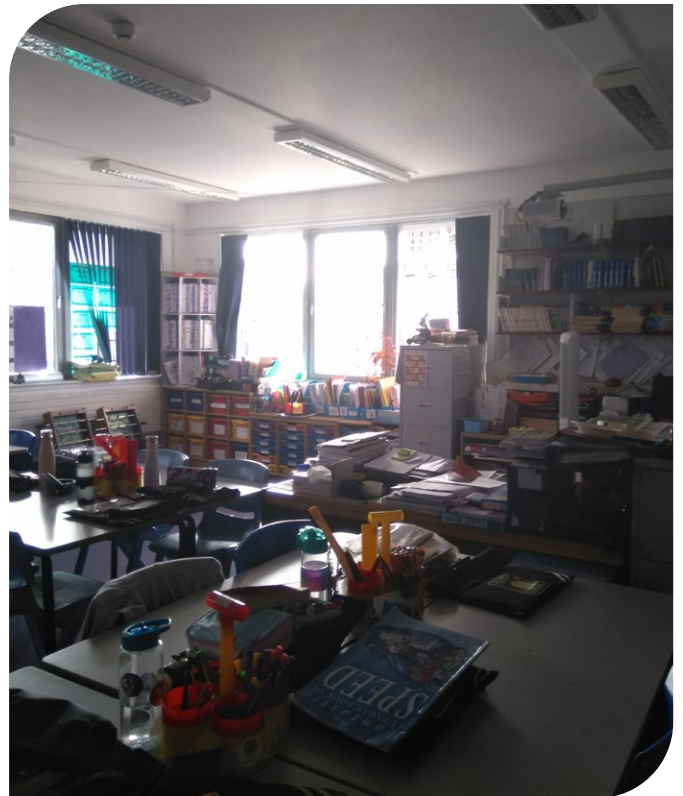


Fully accessible toilet and changing facilities at Bell's Brae Primary School

# 15 Occupancy

Occupancy levels in schools must be continually monitored, tracked and forecast, as accurately as possible given the information available at the time. This information is monitored by Audit Scotland; it also provides information with regards to affordability and how best we can sustain rural education.

Low occupancy levels are difficult to sustain and rarely offer best value in terms of service or financial expenditure. Conversely, extremely high levels of occupancy can lead to overcrowding and therefore fail to meet the expectations of the learners or staff. We should aspire for occupancy levels to fall between 75% and 90% with 85% being the optimum. As at October 2020, only seven of our primary schools fall within these parameters, the remaining 21 falling below.



Examples of differing capacity levels within classrooms – Nesting Primary School and Scalloway Primary School

# 16 Admissions and placing requests

Shetland Islands Council's Admissions Policy sets out the admission arrangements for primary and secondary schools, and details how placing requests will be considered.

All such requests are considered by the Director of Children's Services; requests may be refused if they fall within one of the categories laid down in law.

Pupils who do not attend their catchment school are not entitled to free school transport, however, they can apply for a vacant seat, should there be one available; notification of when and how to do so is sent out each year. It should be noted that seats are not guaranteed and must be applied for every year. Details of transport arrangements can be found in the School Transport Policy.

There are no catchment areas for ELC. Parents/carers can choose the setting or settings that best suits their needs. There is no transport provided for children attending early learning centres.

# 17 Digital Learning and Teaching Strategy

The Digital Learning and Teaching Strategy for Shetland, due for publication by the end of 2021, will acknowledge the opportunities and challenges associated with learning in an increasingly digital world. The strategy will set out a vision and steps to create digital learners and digital educators who will have the digital infrastructure and support to deliver learning opportunities in this way. This will require changes to the digital, and core physical, learning environments to ensure pupils have equitable access to these opportunities.

The strategic themes emerging for the Digital Learning and Teaching Strategy for Shetland include:

- Digital Learners
- Digital Educators
- Digital Leaders
- Digital Security
- Digital Access
- Digital Divide

Each of these themes will support the aspirations of Excellence, Equity, Inclusion and Sustainability.

## 18 Carbon footprint and targets

The Scottish Government has set an ambitious target within the Climate Change Policy to ensure all buildings in Scotland have net-zero emissions by 2045.

Investment in the learning estate will mean that any new development, or refurbishment, is completed taking cognisance of this by working closely with our Infrastructure Services Department to ensure that we are working within the necessary parameters to achieve these targets.

Robust procurement will necessitate goods and services to be purchased responsibly and with longevity in mind.

In Shetland, some schools have joined The Eco Schools Programme which is an internationally recognised achievement for schools and early learning settings committed to Learning for Sustainability.

## 19 Remote isles

Shetland Islands Council is committed to providing education in the remote islands. Future provision should be based on the model already used in Foula, whereby the school is a shared resource with the community. The sharing of one resource makes both the education and rural community more sustainable. The necessity to mothball buildings when there are no children would be negated and the facility would be readily available should it be required.

## 20 Play pedagogy

'Realising the Ambition; Being Me' is the national practice guidance for early years in Scotland. It provides advice on achieving the highest quality of ELC and early primary provision that will enable young children to experience and to play their own part in Scotland being the best place in the world to grow up. It identifies play as being the main vehicle for early learning in ELC, primary 1 and beyond.

Locally, all primary schools are committed to providing play pedagogy in early primary school. However, 59% of staff in primary settings identified that physical space was a significant barrier to fully achieving this. Moving forward, this is something that would need to be considered as part of future capital works. This includes the need for easy access from the classroom space to the outdoors.



Whiteness Primary School



Whalsay School

# 21 Outdoor learning

The outdoor environment has huge potential for learning, and can provide a positive learning experience in a variety of different settings.

*“The transformational changes taking place in the curriculum offer our children and young people real opportunities for outdoor learning.”*

Curriculum for Excellence

Examples from the Curriculum for Excellence Principles and Practice papers relating to the outdoors include:

- ‘encouraging and capitalising on the potential to experience learning and new challenges in the outdoor environment’ – Health and Wellbeing
- ‘as children and young people progress in their learning of the sciences, teachers can take advantage of opportunities for study in the local, natural and built environments’ – Sciences
- ‘learning outdoors, field trips, visits and input by external contributors’ – Social Studies.<sup>8</sup>

Outdoor learning is one of the guiding principles in the Scottish Government’s Learning Estate Strategy 2018, where it states:

*“7. Outdoor learning and the use of outdoor learning environments should be maximised;”*

The grounds of schools can be another learning environment, for example external open-air classrooms, polycrubs, environmental/wild gardens etc.

We will continue to promote global citizenship and learning for sustainability in our schools.

Learning for Sustainability (LfS) has been developed and informed by work of the ‘One Planet Schools Working Group’ and the ‘Learning for Sustainability National Implementation Group’. This culminated in a ‘Vision 2030+’ report in 2016.<sup>9</sup>

This strategy fully endorses and will facilitate the recommendations made for 2016 onwards:

- “All learners should have an entitlement to learning for sustainability
- In line with GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice
- Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels
- All school buildings, grounds and policies should support learning for sustainability
- A strategic national approach to supporting learning for sustainability should be established”<sup>10</sup>

8 Education Scotland

9 Education Scotland

10 Education Scotland

## 22 Priorities

The investment that has gone into the learning estate in recent years has been mainly in relation to emergency repairs, ongoing maintenance and testing, and reactive works to meet the needs of learners as they occur. Compared to many local authority areas, our estate is in a reasonable condition however, as with suitability, we are faced with factors within schools which do fall into the 'C' category, and recognise that these have to be addressed, along with areas graded a low 'B' in order that they do not deteriorate to a 'C'.

The implementation of this strategy will mean that for the first time, the learning estate will be looked at holistically by all stakeholders and the decisions taken as to how available budget may be spent will be taken in accordance with our aspirations of:

- Equity
- Excellence
- Inclusion
- Sustainability

Having a comprehensive set of data will enable us to have an unbiased strategy, ensuring equitable treatment of all schools irrespective of their location, size or school roll.

In doing this we cannot lose sight of our legal obligations and the safety and security of our learners, staff and communities. With this in mind we have to prioritise our proposed works.



No work required – Nesting Primary School



Urgent work required – Dunrossness Primary School

1. We will ensure that we have a register of all works required across the estate, irrespective of the size of the job. This will then be used to formulate the priorities under the headings below. It will be on going and continuous and all but emergency works will be carried out following approval and agreement by the Learning Estate Liaison Group.
2. We will ensure that our whole learning estate complies with the Health and Safety at Work Act 1974, and the related regulations, which require every employee to take reasonable care for the health and safety of themselves and other persons – pupils and visitors – who may be affected by their acts or omissions whilst at work.
3. We will ensure that we are compliant with current Fire Safety Regulations pertinent to our buildings.
4. We will ensure that our whole estate is compliant with the Equality Act 2010.
5. We will ensure compliance with the School Premises (General Requirements and Standards) (Scotland) Regulations 1967. This will be particularly, but not wholly, in regard to sanitary provision.
6. We will ensure that all statutory testing of equipment and plant is up to date and compliant.
7. We will ensure the safety and security of our buildings and agree a specification which should be applied to the whole learning estate with regards to access systems.
8. We will ensure that with the exclusion of mothballed schools, all 'C' grades in both Suitability and Condition are elevated to at least a 'B' and preferably an 'A'.
9. We will ensure that all Condition and Suitability ratings which fall into the lower 'B' category are elevated before they deteriorate to a 'C'.
10. We will ensure that our enhanced provision schools are fully equipped for both indoor and outdoor learning and are able to meet the needs of all learners.

Having satisfied points 1-10, we will develop an ongoing programme of works to ensure that the learning estate is fully maintained and does not fall below a 'B' for either condition or suitability, and which achieves sustained enhancements to the learning estate.

In addition to a programme of works to keep the estate at an acceptable, safe, compliant level, we will have a programme of investment which will enable sustainable improvements to be made to the estate, giving Shetland's learners an ever improving learning environment thus increasing their opportunities to attain positive outcomes.

The table below summarises how our aspirations of:

- Equity
- Excellence
- Inclusion and
- Sustainability

will be met in the short, medium and long terms. The data was derived from analysing all of the information attained from Suitability, Condition and Access Audits, together with information already held on remedial works required in various settings. The information was compiled during 2019/20. The start date for all but the most urgent works were delayed due to the outbreak of COVID-19.



## Aspirations

1-2 years	3-5 years	5-10 years
<p>All items identified as Health and Safety to be addressed across learning estate. List compiled as a result of Suitability and Accessibility audits carried out in 2019/20, and currently held with the Learning Estate Team. Children's Services Learning Estate Liaison Group will consult and report on works so that there is a more proactive approach to ensuring all Health and Safety matters are dealt with as soon as possible.</p>	<p>All Enhanced Provision Schools fully equipped and accessible.</p>	<p>All schools will be compliant with the school brief which comprises of room specifications for all areas of schools. Children's Services Learning Estate Liaison Group will implement consistent changes through a programme of works over 10 years, resulting in all schools delivering education in similar ways ensuring equality across the learning estate. Stakeholders will be consulted throughout programme of works.</p>
	<p>All children requiring the facilities in Enhanced Provision Schools should now have been given the opportunity to attend.</p>	<p>All toilets across estate to meet The School Premises (General Requirements and Standards) (Scotland) Regulations 1967.</p>
<p>Development of a primary and secondary brief, comprising of detailed room specifications for all areas of schools, along with external areas. Strategic and consistent approach to all refurbishments promotes excellence, equality, inclusion and sustainability throughout the learning estate.</p>	<p>All early primary classrooms will support high quality play pedagogy.</p>	<p>All schools will be compliant with the Accessibility Strategy. Children's Services Learning Estate Liaison Group will implement consistent changes through a programme of works over 10 years, resulting in all schools being much more inclusive to all learners/ staff/visitors. Stakeholders will be consulted throughout programme of works.</p>
		<p>All schools to attain A for suitability and condition.</p>
<p>Through consultation with stakeholders, two schools will be chosen to open the library space for public use. This will further utilise a useful resource within a school for the whole community. After the pilot has taken place, there will be a full evaluation, to inform future usage.</p>	<p>Through the development of the Digital Learning and Teaching Strategy, all schools to be equipped to receive and deliver remote teaching should it be required.</p>	<p>A programme of refurbishment for all schools will be underway through the Children's Services Learning Estate Liaison Group. This will provide strategic and consistent decision making across the learning estate. Stakeholders will be consulted throughout programme of works.</p>

1-2 years	3-5 years	5-10 years
As stipulated by the Scottish Government, condition and suitability assessments should take place every 5 years, and due to the size and geographical spread of the learning estate within Shetland, a 5 yearly rolling plan for these assessments will be implemented.	The provision of Work Hubs in schools across the learning estate will be explored in conjunction with relevant partners and stakeholders.	Community learning space for all remote isles. A space within an existing community building to be fully utilised, serving multiple benefits to the whole community, through remote teaching/courses/distance learning.
Children's Services Learning Estate Liaison Group will be re-formed with new Terms of Reference agreed and will meet at regular intervals.	The Management Teams of each school will be undertaking at least annual appraisals of how the space in their schools is used, and change as necessary.	All troughs/urinals removed from boys toilets. Gender Neutral toilets to be provided in every setting.
		Scottish Government Climate Change Targets will be met where possible.
		Collaborative working with NHS and other organisations will be established.

## 23 Ongoing review

As per the table above, priorities within the Learning Estate Strategy will be organised into options to be implemented in the short term (1-2 years), medium term (3-5 years) and long term (5-10 years). Through successive updates and reviews of the strategy document, longer term priorities can be reassessed and refined, to suit the changing needs of our schools and young people.

Regular updates to the documents will allow for the most recently available data to be used for forward planning, and to ensure that the estate can operate as efficiently and effectively as possible.

This continuous planning approach will allow officers to continue to engage with other services and stakeholders, alongside local communities, to gather feedback and in turn, develop and improve the learning estate in a way which best meets the needs of the people it is there to serve.

The core facts and capacity information will be reported annually to the Education and Families Committee and the strategy will be reviewed after a period of five years.

## 24 Stakeholder engagement

It will be important to engage and consult with all stakeholders (especially pupils, parents and community groups) when making decisions about the learning estate and our most important stakeholders are the children and young people in our communities. Focus groups and co-design workshops involving both young and adult participants in the relevant communities will form part of this process, as well as surveys and calls for responses promoted by traditional and social media. We will use our new resources and measures to improve this participation, as well as seeking guidance from our Youth and Employability Service, and national partners such as Young Scot and UNICEF.

## 25 Learning Estate Liaison Group

The Children's Services Department proposes to re-constitute its School Estate Liaison Group to meet at key points in the year to review progress against the implementation of the strategy and actions which have been identified. The group will monitor the latest available data to support the planning process across the relevant service areas, and identify new priorities and required actions for individual schools and localities.

It is further proposed that an annual update report be prepared and presented to the Education and Families Committee, in order for elected Members to be kept fully informed.

# Appendices

1 Fulfilling the Guiding Principles	
Principle	2 Shetland Islands Council's current position
<p>1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.</p>	<p>The ELC expansion plans align with this principle. Early Learning environments across the learning estate have been evaluated in order to establish what has had to be provided for the ELC expansion. All works are consistent with a design brief, ensuring equity of provision for all settings. There is an increased staffing resource for early learning and this in turn, aims to improve the transition between nursery and primary through the delivery of innovative learning techniques.</p> <p>There are effective links with partners such as Developing the Young Workforce, Skills Development Scotland and the University of the Highlands and Islands. Many pupils attend the Shetland College and NAFC Marine Centre for vocational pathway courses, enabling pupils to gain knowledge and experience in an area of interest before they leave school, to encourage informed decision making for future education and careers.</p> <p>Remote learning takes place in some settings, enabling pupils to access a wider curriculum.</p> <p>The Presumption of Mainstream Learning will be met with every cluster having an Enhanced Provision School.</p>
<p>2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.</p>	<p>There is a cohort of staff who work together to support learners of all ages, from early learning to secondary.</p> <p>There is a requirement for further investment within settings, to further increase the flexibility of spaces.</p> <p>The vast majority of children and young people attend early years settings and schools in their local communities. As far as possible, the needs of all pupils are met within their community. However, adaptations to existing buildings are done in a reactive manner. Due to the geography of Shetland, a strategic vision is required for some schools to provide enhanced provision, ensuring that one school within a cluster would be fully accessible, providing several spaces for nurture, break-out, sensory, therapy and life skills.</p>

	<p>ELC expansion has given us the opportunity where possible to have Primary 1 and 2 classrooms in close proximity to early years settings in order that there can be some free flow between the two to support transitions.</p> <p>Children from our outer isles come to the mainland at regular intervals throughout each school year, to enjoy interaction with peers and join in larger scale activities.</p> <p>Schools will be supported to view their learning environments through a 'Trauma Informed Lens' and identify ways to improve their settings to support and build trauma responsive surroundings for pupils and staff.</p>
<p>3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.</p>	<p>The council's Environment and Estate Operations Team have a programme of spend for maintenance items across the learning estate.</p> <p>The council recognises the importance of a whole life costing approach to design solutions, recognising that upfront capital investment represent the longer term best value solution, which in turn minimises lifecycle and maintenance costs. The council endeavours to invest in carbon efficiency methods where possible.</p> <p>In relation to capacity, many rural and outer isles schools have significant available capacity. The location of these schools does limit scope to fully utilise spare capacity, but there are commitments from communities and community planning staff to promote usage of spaces for alternative functions. This is being taken forward as part of the Learning Estate Strategy.</p> <p>The council is reviewing the learning estate, as part of the Learning Estate Strategy to ensure best value solutions.</p> <p>The council is utilising ELC investment to improve existing spaces to provide 1140 hours of early learning and childcare.</p>
<p>4. The condition and suitability of learning environments should support and enhance their function.</p>	<p>The council undertook suitability and condition assessments in 2019, after which all C/D condition schools have been identified and information communicated with Head Teachers and Elected Members, in order to inform a strategic and holistic way forward, as specified in the Learning Estate Strategy.</p>

The council has identified refurbishment requirements in a number of schools, to enhance the condition and suitability grades. Different refurbishment requirements will provide significant benefits, for example learning plazas in underutilised spaces, to enhance flexibility, and the provision of ASN facilities.

The learning estate has not had investment for many years with diminishing budgets, and therefore some investment in key areas, would really enhance learning environments.

Sound Primary School has already enhanced some of their breakout areas, which has generated positive feedback from pupils and staff. This supports the importance of the school buildings and environment to support the delivery of learning and teaching.

We will engage with users of the schools in the decision making around refurbishment improvements, to ensure investment meets user needs and contributes to an improved learning environment for all learners.

Regular meetings with Environment and Estate Operations colleagues have been promoted to encourage more 'joined up' decision making in terms of budget maintenance allocations to schools, and enhancing C/D condition grades. The Learning Estate Team are liaising with Estate Operations and Asset and Property staff to share information, ensuring there is a more holistic approach to decision making for the whole school estate.

5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.

The council already offers some community use within schools, such as access to libraries and gym halls, and practical and non-practical classrooms for adult learning classes, but as specified in the Learning Estate Strategy, there is scope for more community use, to utilise spaces within buildings across the school estate. This could include remote working for council or NHS staff, and child care services for example.

Shetland benefits from an exceptional network of leisure centres, providing a range of sports facilities for pupils during and after the school day.

	<p>In relation to the Place principle, the council's Local Development Plans are used to make decisions on future growth and development. There is considerable support for communities to prepare and develop plans in accordance with the Shetland Development Plan. Communities such as Scalloway and Sandwick are already progressing this.</p> <p>The project in Papa Stour to allow community use of the mothballed school enables them to have larger community gatherings than were previously possible.</p>
<p>6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled.</p>	<p>The council has close links with E-sgoil, which enables us to provide a broader subject choice to pupils on the outer isles or where, because of our location, we may have difficulty in recruiting staff.</p> <p>Our rurality means that the majority of our schools are in quiet areas where walking, cycling and wheeling are safe.</p> <p>Pupils are encouraged to cycle and have the opportunity to take part in Bikeability courses. The council offers a 'Cycle to Work' scheme which enables employees to buy a bicycle through a salary sacrifice scheme which makes it tax free.</p> <p>As part of the Anderson High School new build project, funding was sought to establish cycling and walking paths around the adjacent loch and are there to encourage staff and pupils to walk to and from school, or in their break times, safely.</p> <p>Much of our learning estate is ageing and was not built to current standards in relation to recognised environmental factors. As we refurbish and replace, we are improving the carbon footprint of the buildings whether that be through new windows and doors, cladding, adding insulation, adding PV panels or more efficient boiler replacement.</p> <p>The learning estate, together with all other council buildings, is undergoing a review of its lighting, with LED's are being used wherever possible.</p>



<p>7. Outdoor learning and the use of outdoor learning environments should be maximised</p>	<p>Most of our schools have outdoor growing spaces and in addition to this some have poly tunnels, one of which is used for a reading corner. Another of our schools has a literacy shed which is placed in the middle of a wild garden, they also have a literacy circle with logs for seating where they enjoy story telling in the outdoors.</p> <p>The RSPB had a day of action at Sandness Primary School, and created an insect house to enhance the pupils' understanding of the wildlife.</p> <p>As part of the ELC expansion inside/outside spaces have been being created where children can be sheltered from the worst of the weather but still be in touch with the elements. This has been recognised by The Northern Alliance as good practice and may well be replicated elsewhere in Scotland.</p> <p>Outside equipment is provided to promote innovative play experiences.</p> <p>Many of our schools have wild gardens and mud kitchens, climbing walls along with areas to sit and study.</p> <p>As part of a recent new build project (New School) a group of pupils were chosen to visit and follow the progress of a large construction site in order for them to gain a learning experience from it.</p> <p>Most of our schools have multi courts which are available for use by the community.</p> <p>Further investment in outside space would enable enhancement of these areas along with the ability to create them in schools where they are lacking.</p>
<p>8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.</p>	<p>For larger developments such as the Anderson High School, stakeholder consultation played a large part in its development. Consultation took place at all stages of the development in the form of 'drop-in' events to enable the community to comment on the designs.</p> <p>Within schools, pupil participation is necessary to inform change.</p> <p>There have been examples of small scale refurbishments where pupils have been involved with the decision making from inception to completion. The pupils have given positive feedback from their experience and that can be seen from their enthusiasm in using those previously underutilised spaces.</p>

	<p>The Learning Estate Team are establishing relationships with Community Planning and Development in order that they can call upon the knowledge and expertise that they gain from community consultation to make more informed choices, which in turn will lead to better outcomes for everyone.</p> <p>Parent and pupil councils play a part in the running of all of our schools, often fundraising for equipment to improve their own learning environments.</p> <p>Improvement meetings are held in our high school for each year groups' parents to come forward with suggestions around anything pertaining to the school.</p> <p>Schools often send out questionnaires to ask how parents/carers would like to see Pupil Equity Funds used.</p>
<p>9.Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.</p>	<p>A significant number of our rural schools have a greater capacity than it is ever envisaged they will need. The council is currently looking at the available spaces and how to use them to best effect.</p> <p>As a result of the suitability assessments, we have been able to share best practice across the learning estate. To a degree this has been a formal process, but more importantly has encouraged a flow of innovative ideas across the estate.</p> <p>We already have public libraries and privately run early years settings within our schools and are exploring the possibility of creating work hubs to enable people to work closer to home.</p> <p>Cooks in school kitchens have the freedom to purchase some goods locally in collaboration with local businesses and we plan to expand this opportunity.</p> <p>It is envisaged that as part of any future investment, the council will be in a position to allow medical services; physiotherapists etc. to use a space within the school which will mean that one person travels to the community as opposed to several members of the community travelling to the service. This will help more people to remain independent.</p> <p>Schools let out their facilities to local groups or individuals in the evenings, weekends and holidays.</p> <p>These measures do/will contribute to improving the overall carbon footprint of our islands.</p>

10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Much of the recent investment in our learning estate has been borne out of the necessity to meet the needs of children with additional support needs. With more investment in this area, it is our aim to have an enhanced provision school in each cluster which is capable of meeting the needs of those with complex needs. With such significant investment, the learning outcomes of these children should be much improved.

Investment in the learning estate in the form of building and maintenance creates employment locally whether that be for the Council's own work force or external contractors.

Digital connectivity in one of outer isles schools is shared with the community - people living there do not have to leave the island to conduct their business thus helping the island to remain sustainable even with a declining population.

Our policy to provide education on our outer isles means that families who may wish to relocate there are not disadvantaged and may bring with them economic growth.

We have two schools at the moment that have community halls as part of the building and it is our intention to extend this model further in the outer isles where schools are mothballed at present, or may potentially be in the future, either creating community spaces in existing schools or learning spaces in existing community spaces, whichever provides the best fit. This has the potential to release capital tied up in buildings which are not used.

# Appendix B

## School Condition Ratings - 2019

	Roof	Floors & Stairs	Ceilings	External Walls, Windows & Doors	Internal Walls & Doors	Sanitary Services	Mechanical	Electrical	Redecorations	Fixed Internal Facilities	External areas	Outdoor Facilities - Fixed	Weighted Score	Overall Condition Rating	2019 Reported Grade
Aith Junior High School	A	B	B	B	B	B	B	B	B	B	B	B	78.75	B	B
Anderson High School	B	A	A	B	B	B	B	A	B	A	A	A	84.25	B	A
Baltasound Junior High School	B	B	B	C	B	B	C	B	B	B	C	B	64	B	B
Bells Brae Primary School	B	B	B	C	B	C	B	B	B	B	B	B	68.75	B	B
Brae High School	B	B	C	C	B	B	C	B	C	B	B	B	65.75	B	B
Brae Primary School	B	B	B	C	C	B	C	B	C	B	B	B	64.25	B	B
Burravoe Primary School	B	B	B	B	B	B	B	B	B	C	C	B	71.25	B	B
Cullivoe Primary School	B	B	B	B	B	B	B	B	B	B	C	B	72.5	B	B
Cunningsburgh Primary School	B	B	B	B	B	B	B	B	B	B	B	B	75	B	B
Dunrossness Primary School	C	B	B	B	C	B	B	C	B	B	C	B	64.25	B	B
Fair Isle Primary School	B	B	B	C	B	B	B	C	C	B	C	C	63.5	B	B
Fetlar Primary School	B	B	B	B	B	B	B	B	B	B	C	C	71.75	B	B
Foula Primary School	B	B	B	C	B	B	C	B	B	B	C	B	64	B	B
Hamnavoe Primary School	B	B	B	B	B	A	B	B	B	B	B	B	76.25	B	B
Happyhansel Primary School	B	B	B	B	B	B	A	B	B	B	B	C	77.75	B	B
Lunnasting Primary School	B	B	B	B	B	B	B	B	B	B	B	B	75	B	B
Mid Yell Junior High School	A	A	A	A	A	A	B	A	A	A	B	B	93.25	A	A
Mossbank Primary School	B	B	B	B	C	B	B	B	C	B	B	B	72.75	B	B
Nesting Primary School	B	B	A	C	B	B	B	B	B	B	A	C	72	B	B
North Roe Primary School	B	C	B	C	B	B	B	B	C	B	B	B	67.75	B	B
Ollaberry Primary School	A	A	A	B	A	A	B	B	B	B	C	C	80.5	B	B
Papa Stour Primary School*	B	B	B	C	B	B	B	B	B	B	B	B	70	B	
Sandness Primary School	B	B	B	B	B	B	B	B	B	B	B	B	75	B	B
Sandwick Junior High School	C	B	B	B	B	C	D	B	B	B	B	B	63	B	B
Scalloway Primary School	B	B	B	C	B	B	B	B	B	B	B	B	70	B	B
Skeld Primary School	B	B	B	B	B	B	B	B	B	B	B	B	75	B	B
Skerries School*	C	C	C	C	C	C	C	C	C	C	C	C	50	C	
Sound Primary School	A	B	B	B	B	B	C	B	B	B	C	B	72.75	B	B
Tingwall Primary School	B	B	B	B	B	B	A	B	B	B	B	B	78.5	B	B
Urafirth Primary School	B	B	B	B	C	C	C	B	C	B	A	B	70.5	B	B
Whalsay Secondary School	D	B	B	C	B	B	A	B	B	B	B	B	66	B	B
Whalsay Primary School	B	A	A	A	A	B	C	B	B	B	A	A	83.5	B	B
Whitiness Primary School	B	B	B	B	B	B	B	B	B	B	B	C	74.25	B	B

<b>A: Good</b>	> 85%
<b>B: Satisfactory</b>	61 - 85%
<b>C: Poor</b>	40 - 60%
<b>D: Bad</b>	< 40%

# Appendix C

## School Suitability Ratings - 2019

Banding Definition: A = Good >85% B = Satisfactory 60 - 84% C = Poor 40 - 59% D = Bad < 40%	Learning & Teaching Spaces	Learning & Teaching Spaces Practical	Internal Social Spaces	Internal Facilities	External Social Spaces	External Facilities	Overall Functionality	Overall Accessibility	Overall Environmental Conditions	Overall Safety & Security	Overall Fixtures & Fittings	Overall Score	Newly Assessed Overall Grade	2019 Reported Grade
	Aith Junior High School	B	B	B	C	B	A	A	B	A	C	B	73.98%	B
Aith Primary School	B		B	B	B	A	A	B	A	C	B	76.46%	B	A
Anderson High School	A	A	A	A	A	A	A	A	A	A	A	97.81%	A	A
Baltasound Junior High School	B	B	B	B	B	A	A	A	B	C	B	77.95%	B	B
Baltasound Primary School	B		B	B	C	A	A	A	A	C	B	80.32%	B	B
Bells Brae Primary School	A		A	A	B	B	A	A	A	A	A	88.91%	A	B
Brae High School	B	B	B	B	C	B	B	B	B	B	B	74.00%	B	A
Brae Primary School	B		B	A	B	B	B	B	A	B	B	77.20%	B	A
Burravoe Primary School	B		A	B	A	A	B	B	A	A	B	82.46%	B	A
Cullivoe Primary School	B		B	B	B	A	B	A	B	C	B	69.22%	B	C
Cunningburgh Primary School	A		A	A	A	B	A	A	A	A	A	95.86%	A	B
Dunrossness Primary School	C		C	B	C	C	B	D	B	C	C	58.13%	C	B
Fair Isle Primary School	B		B	B	B	C	A	C	B	C	B	68.27%	B	B
Fetlar Primary School	B		B	A	A	B	B	B	A	A	B	80.88%	B	B
Foula Primary School	B		B	B	B	B	A	B	A	B	B	79.15%	B	B
Hamnavoe Primary School	A		A	A	B	B	A	A	A	A	A	96.60%	A	A
Happyhansel Primary School	A		A	A	B	A	A	B	A	A	A	92.67%	A	B
Lunnasting Primary School	B		A	B	B	C	B	B	B	A	B	77.89%	B	B
Mid Yell Junior High School	B	B	A	A	A	A	A	A	A	A	B	89.51%	A	A
Mid Yell Primary	A		A	A	A	A	A	A	A	A	A	92.19%	A	A
Mossbank Primary School	A		A	B	B	A	A	A	B	A	B	89.07%	A	A
Nesting Primary School	A		A	A	A	A	A	A	A	A	A	98.51%	A	A
North Roe Primary School	B		B	B	A	B	A	B	A	C	A	82.14%	B	A
Ollaberry Primary School	A		A	A	A	A	A	A	A	A	A	97.06%	A	A
Papa Stour Primary School*	C		C	B	B	B	C	C	B	B	D	55.07%	C	
Sandness Primary School	B		A	B	A	A	B	B	A	A	A	86.02%	A	B
Sandwick Junior High School	A	A	A	A	B	A	A	A	A	A	A	93.74%	A	B
Sandwick Primary School	A		A	A	B	A	A	A	A	A	B	91.18%	A	B
Scalloway Primary School	B		A	B	B	B	A	A	A	C	A	82.21%	B	A
Skeld Primary School	A		A	A	A	A	A	A	A	A	A	96.73%	A	B
Skerries School*	B		A	B	B	A	A	B	A	B	C	73.20%	B	
Sound Primary School	A		A	A	A	A	A	A	A	B	A	91.30%	A	A
Tingwall Primary School	B		B	B	A	B	B	B	B	B	B	76.91%	B	A
Urrafirth Primary School	A		A	B	A	A	A	B	B	B	A	85.60%	A	B
Whalsay High School	A	A	A	A	A	A	A	A	A	B	A	95.54%	A	B
Whalsay Primary School	A		A	A	A	A	A	A	A	A	A	97.71%	A	A
Whitiness Primary School	A		A	A	A	A	A	A	A	A	A	98.84%	A	A

<b>A: Good</b>	> 85%	Performing well and operating efficiently (school buildings and grounds support the delivery of services)
<b>B: Satisfactory</b>	60 - 84%	Performing well but with minor problems (school buildings and grounds generally support the delivery of services)
<b>C: Poor</b>	40 - 59%	Showing major problems and/or not operating optimally (school buildings and grounds impede delivery of services)
<b>D: Bad</b>	< 40%	Does not support delivery of services to children (school buildings and grounds seriously impede the delivery of services)

Key

9	Reported Grade > Overall Grade
18	Reported Grade = Overall Grade
8	Reported Grade < Overall Grade

## Appendix D

### Capacities

Primary School	Current Primary Roll	Current Primary Capacity	No. of Reserved Places	Reserved Capacity	Remaining Places	% of Current Capacity 2020	Total Capacity (inc Reserved) 2020
Aith Junior High School	117	132	5	4%	10	89%	92%
Baltasound Junior High School	41	158	2	1%	115	26%	27%
Bells Brae	296	528	16	3%	216	56%	59%
Brae High School	149	191	6	3%	36	78%	81%
Burravoe	11	30	1	3%	18	37%	40%
Cullivoe	11	45	1	2%	33	24%	27%
Cunningsburgh	58	75	3	4%	14	77%	81%
Dunrossness	96	210	5	2%	109	46%	48%
Fair Isle	4	45	1	2%	40	9%	11%
Fetlar	2	25	1	4%	22	8%	12%
Foula	4	23	1	4%	18	17%	22%
Hamnavoe	85	150	4	3%	61	57%	59%
Happyhansel	37	50	2	4%	11	74%	78%
Lunnasting	21	60	2	3%	37	35%	38%
Mid Yell Junior High School	39	75	2	3%	34	52%	55%
Mossbank	42	162	2	1%	118	26%	27%
Nesting	17	45	2	4%	26	38%	42%
North Roe	12	30	1	3%	17	40%	43%
Ollaberry	25	60	2	3%	33	42%	45%
Papa Stour (M)	0	15	0	0%	15	0%	0%
Sandness	19	38	1	3%	18	50%	53%
Sandwick Junior High School	105	136	5	4%	26	77%	81%
Scalloway Primary School	145	300	7	2%	148	48%	51%
Skeld	13	60	1	2%	46	22%	23%
Skerries (M)	0	30	0	0%	30	0%	0%
Sound	241	459	16	3%	202	53%	55%
Tingwall	82	100	4	4%	14	82%	86%
Urafirth	25	45	2	4%	18	56%	60%
Whalsay	94	123	5	4%	24	76%	80%
Whitiness	78	150	4	3%	68	52%	55%

## Appendix E

### Enhanced Provision

As a result of the objective information derived from suitability assessments carried out in 2019, Shetland Islands Council's school estate has a range of different ASN facilities, to meet the specific needs of young people within the school in which they attend. The extent of alterations to buildings are dependent on a number of factors, and can be restricted due to the configuration of aged buildings.

As previously described, this strategy strives to achieve specific aspirations and in order to meet all young people's needs, to ensure that equity, excellence, inclusion and sustainability is truly achieved, it is important to strategically plan and invest to provide enhanced provision in one school in each cluster, along with some larger primary schools. This will mean that specific buildings will be fully equipped in terms of spaces required to carry out specific activities and learning, a range of sensory provision, and the appropriate hoists/changing facilities. Enhanced provision schools would offer young people equity and inclusion due to internal and external spaces being totally accessible, and in turn would provide opportunities for all children to achieve their full potential.

Enhanced provision will be provided in the following schools:

- Aith Junior High School
- Anderson High School
- Baltasound Junior High School
- Bell's Brae Primary School
- Brae High School
- Mid Yell Junior High School
- Sandwick Junior High School
- Scalloway Primary School
- Sound Primary School
- Whalsay School

### Enhanced Provision – Brief – Allocated Spaces

The enhanced provision brief provides a list of what would be expected in each school providing enhanced provision.

A programme of works for each school will be derived with the appropriate stakeholders, in order to determine what works will be required in each setting, along with timescales.

## Enhanced provision – school brief

### Allocated Spaces

Entry system

Access to a dedicated teaching area with height adjustable furniture

Time-out facilities

Therapy Room/Medical Room

Sensory Room

Separate Life Skills Area

Nurture Space

### Decoration

Delineation between floors, walls, doors and skirtings

Delineation between rails, fixture and fittings and decoration

Step nosings internally and externally should be a different texture and colour with top and bottom steps differentiated

Tactile surfaces to denote approach to roadways

Calming colours

### Toilets – Changing Facilities

Separate changing shower facility

Shower (floor drain)

Legally accessible toilet

Peninsular toilet (central)

Hoist (mobile)

Hoist (fixed)

Bench (adjustable)

Tear off paper roll

Bin for disposable pads

Wash basins (accessible from toilet)

Privacy screen

Non slip flooring

Multi sized harness

Delineation between rails, fixture and fittings and decoration

Dedicated cleaning regime (more than once a day)

Storage for intimate personal care items

### Accessibility – Internal

Access to all parts of the building

Reception at a suitable height e.g. Mid Yell Junior High School

Induction loop

Varying height moveable and fixed seating – some with arm rests

Space should always be left for a wheelchair

Accessible servery and return area for dirty dishes/trays

Adjustable height benches, desks and work stations with enough space to access

Ramps and lifts where necessary

Clear distinguishable floor space in front of lifts

Double height handrails

Tactile lift controls – access controls

Ease of grip and appropriate height door handles – one hand operational

In laid flush door mats

Seating both internal and external should be provided where the distance between two points is long and or inclined

Accessible dining furniture



## Accessibility – External

All exits and entrances to be fully accessible. i.e. no stepped Fire Exits or correct lifting equipment where applicable

Entry systems situated at a height accessible by wheelchair user

Doors which open easily – accessible threshold

Fully accessible pathways to all external areas

Accessible outside furniture

Accessible play equipment

Accessible external learning areas – e.g. polycrub

Access to all parts of the grounds – pathways etc

Access to wild gardens

Doors of appropriate width

## Car Parking

Clearly marked disabled parking (Appropriate size to manoeuvre wheelchair) which provides close access to the building with hatched safety zone around, can take a ramp. Dropped kerb.

Hand rails from disabled parking



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