

School
Comparison
Project

Now to be referred
to as the
**'Quality
Improvement
Framework'**

October 2015

2. Promoted posts and management structures

3. Secondary staffing:
Recruitment/
sharing of staff

1. Attainment Priorities
within a four year action
plan 2016 to 2020

**Five strands within the new
framework (the original School
Comparison Project five
recommendations)**

Set out in January 2015's Secondary School
Comparison Project Report.

4. Sustainability:

- Range and menu of subject choice in S3, the final year of the Broad General Education and the Senior Phase in our secondary schools
- Organisation of classes, including possible S1/2 compositing of classes in smaller junior high schools and dual level teaching in the Senior Phase
- Viable class sizes
- Remote teaching: the situation where, using ICT, a teacher teaches a group(s) of students located in an establishment different from the teacher's own.

5. Quality Assurance:

- Local authority approaches to quality assuring schools.
- Review of Children's Services Schools and Quality Improvement staffing

The origins of the Quality Improvement Framework (formerly School Comparison Project)

- The School Comparison Project was set-up in October 2014 on the instruction of the Shetland Islands Council's Education and Families Committee as a follow-up to the Shetland Islands Council's Financial Services Report *Annual Cost of Secondary Education per Pupil in Shetland: A comparison with Scotland's other Island Authorities, July 2014*.
- The project team were tasked with exploring the investment made in secondary education in Shetland and the value it creates, particularly with regard to attainment, as well as exploring the cost per pupil further and how other local authorities were addressing budget reductions. Potential efficiencies were to be identified through the project. However, from the outset learning implications were also to be considered carefully
- In January 2015 the five recommendations, to explore further, were presented to the Education and Families Committee.
- In October 2015 the Education and Families Committee received another update of the project with further actions identified within each of the five original recommendations following the exploration of them between March and June 2015.
- It was felt the work had now outgrown the School Comparison Project title and it was agreed to re-brand the project as the 'Quality Improvement Framework'.

The aims and rationale of the framework

- The framework has a strong learning and teaching theme, setting out a plan to raise attainment and clear priorities and further actions within the five recommendations.
- The implications of all the recommendations on pupil experiences, including their programmes and pathways through the Broad General Education and Senior Phase, have been, and will continue to be, considered carefully as the further actions are taken forward over the next few years.
- The framework aims to establish a more sustainable and efficient model of education in Shetland, taking account of the reduced local and national resources at our disposal over the next five years to finance and resource our school estate.

The key factors that have shaped the further actions within the Quality Improvement Framework

- The current national and local focus on raising attainment including the Scottish Government and Education Scotland's new National Improvement Framework and the Attainment Challenge.
- Stakeholders views and feedback on the recommendations through the three stakeholder groups already set-up; teachers and teaching unions, principal teachers and parent councils.
- On-going Curriculum for Excellence development and implementation from ages 3 to 18.
- The importance of career long professional learning opportunities (CLPL) for teaching staff.
- School leadership at all levels.
- Parental involvement in their children's education.
- Shetland Islands Council's agreement with the Scottish Government on teacher numbers.
- The importance of striving for greater sustainability and efficiency in this challenging local and national financial climate.
- Practice, developments and trends in other local authorities in respect of attainment, management structures, subject choice, online learning, quality assurance and education department staffing.

What are the further actions required to develop this new Quality Improvement Framework outlined in October 2015's School Comparison Project Report?

January 2015 Recommendation	Further actions from October 2015
<p>Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record</p>	<p>A draft Attainment four year Action Plan from 2016 to 2020 has been developed with seven action points:</p> <ol style="list-style-type: none"> 1. Decide upon and implement in schools a common and effective approach to Shetland's monitoring, tracking and moderation for the Broad General Education, for ages 3 -15, taking into account the new National Improvement Framework, including proposed standardised assessments for pupils at the end of P1, P4, P7 and S3 from 2017. 2. To use nationally and locally collected data and knowledge to evaluate the performance of Shetland's pupils in national qualifications, and to set annual actions that will improve the specific areas where performance is weaker. 3. Scrutinise and record at Local Authority level, pupils' performance in Wider Achievement. 4. Provide support and structure to the existing Subject Development Groups (SDG). This is the forum where subject practitioners from across Shetland meet to collaborate and share practice e.g. the Maths SDG consists of all of Shetland's maths teachers. 5. Create a longer-term plan to create the conditions for improved pupil motivation and engagement. 6. Develop a strategy for professional learning that centres around feedback from the Professional Review and Development process, and provides leadership development and pathways at all levels. 7. Increase the skills of and strategies used by teachers and Parent Councils to increase the level of Parental Engagement in children's learning.

January 2015 Recommendation	Further actions from October 2015
<p>Recommendation 2: Carry out a review of promoted posts and management structures in Shetland's school estate</p>	<ol style="list-style-type: none"> 1. Within the Local Negotiating Committee for Teachers (LNCT), implement a revised management structure model for the secondary school estate. 2. Within the LNCT, clarify the role of non-teaching depute head teachers in respect of providing the equivalent of one day of cover per week over the school session. 3. Within the LNCT, develop a whole school remit for junior high school principal teachers, which will apply to new post holders. 4. Within the LNCT, develop a set of principles and expectations around management time for new principal teachers posts. 5. Within the LNCT, develop a local agreement around management time for primary schools with five to seven classes. 6. Explore the concept of a shared headship model between Baltasound Junior High School and Mid Yell Junior High School with staff, pupils, parents and the wider communities of these schools but do so no earlier than 2017. 7. Management arrangements for remote isles schools will be included as part of a wider policy statement on them (Fetlar, Foula, Fair Isles, Papa Stour and Skerries) to support their viability.
<p>Recommendation 3: Carry out a further review of secondary teaching posts with a view to identifying further opportunities to share teaching staff</p>	<ol style="list-style-type: none"> 1. Continue to implement the current sharing/recruitment strategy when secondary teaching posts become vacant. 2. Within the LNCT, develop a set of principles to ensure that the conditions of service for teachers working between two settings are adhered to and equitable for all. 3. Within the LNCT, develop a policy whereby an agreed amount of staff absence is covered internally using surplus internal class contact capacity before incurring costs of bringing in supply teacher cover. 4. Within the LNCT, develop a policy whereby any surplus class contact time can be allocated to development undertaken by a teacher at either school or Local Authority level e.g. work associated the School Improvement Plan or a task delegated through a subject development group to benefit teaching and learning in all secondary settings.

January 2015 Recommendation	Further actions from October 2015
<p>Recommendation 4: Review other aspects of secondary provision to make secondary education more efficient and sustainable</p> <p>Element (A):</p> <p><i>Examining the range of subjects available in our schools as part of the Broad General Education and Senior Phase</i></p>	<p>In discussion with stakeholders, continue to develop the concept of a core (minimum) subject list in our schools for qualifications in S4 with local flexibility for schools to offer beyond the list depending on pupil rolls, staffing resources and dual qualified staff.</p> <p>The core list of learning options being proposed is:</p> <ul style="list-style-type: none"> • maths; • English; • one modern foreign language; • two sciences, one of which is chemistry; • one social subject; • one technical subject; • one home economics subject; • one business education/ICT subject; • music; • art; • core PE; • core religious and moral education.
<p>4 Element (B)</p> <p><i>Organisation of classes, including compositing in secondary one and two, viable class-sizes and the delivery of Higher and Advanced Higher courses in the same class in Brae High School</i></p>	<ol style="list-style-type: none"> 1. Explore further S1 and S2 being organised as a single class where the two year groups combined have no more than 15 pupils in total for practical classes and no more than 20 pupils for non-practical classes for the junior high schools where it may apply: Mid Yell Junior High School and Whalsay School. 2. S1-2 compositing is already in place in Baltasound Junior High School and consider action will be given to extending this to S1 to S3 in this school when the three year groups combined have no more than 15 pupils in total for practical subjects and no more than 20 pupils for non-practical subjects. 3. A comprehensive assessment on the learning and teaching implications of compositing classes in early secondary education to be undertaken. 4. Develop a set of principles which would describe a viable class size without introducing set criteria on viable class-sizes. 5. Further discussion with Anderson High School and Brae High School on delivering Higher and Advanced Higher courses in the same class if there are no more than 10 pupils in total studying the subject (the Higher and Advanced Higher pupils combined being no more than 10) and providing that National 5 is not being taught in the class as well.

January 2015 Recommendation	Further actions from October 2015
<p>4 Element (C)</p> <p><i>The use of ICT to support online and distance learning</i></p>	<ol style="list-style-type: none"> 1. Support and evaluate Baltasound Junior High School and Mid Yell Junior High School remote teaching pilot of a Skills for Work Child Care Unit with the Shetland College. 2. Cost the provision of Blackboard across our schools: Blackboard is a web-based virtual learning environment used by the University of the Highlands and Islands (UHI) that would facilitate remote teaching. 3. Establish the support and training needs for making this a viable option in the future. 4. At some point, pilot remote teaching by teachers within this authority. 5. Explore the use of distance learning through other providers (the Open University) as well as the UHI.
<p>4 Element (D)</p> <p><i>Opportunity for young people to move to other schools to access subjects as part of their learning programmes</i></p>	<p>Allocations policy to be developed for halls of residence accommodation.</p> <p>In line with Shetland Islands Council decisions earlier this year, pupils will continue to be able to move to other schools at the end of S3 without incurring additional transport or hostel costs. This provision will not be extended to pupils from the start of S3.</p>
<p>Recommendation 5: Review the local authority's approaches to quality assurance in schools as part of a wider review of Children's Services, Schools and Quality Improvement Staffing</p>	<ul style="list-style-type: none"> • A new School Improvement Framework, to be implemented in 2016, will sit within the Quality Improvement Framework. • This new framework will focus on self evaluation, school improvement planning, sharing practice, leadership, quality assurance and support from the centre to schools and tackling unnecessary bureaucracy. • The framework will include revised practice/guidance around: <ol style="list-style-type: none"> 1. School Improvement Planning and Standards and Quality Reporting. 2. Visits by central education officers to schools. 3. Team Improvement Visits by central officers, and peer school managers to schools. 4. Professional review and development, including leadership development. <p>Review of Staffing: following initial exploration and discussion, a formal options appraisal exercise will be carried out in early 2016 of Schools and Quality Improvement staffing to consider a structure that supports this new School Improvement Framework.</p>

Questions and further information about Children's Services new Quality Improvement Framework

How will teachers and parents be able to have their say in taking the further actions forward?

- Regular stakeholder group meetings (parents, teachers and teaching unions and principal teachers) will continue to take place.
- Quality assurance visits—QIOs will gather views from staff and pupils and update them on the progress of the project during these visits.
- The LNCT will be involved in taking forward a number of the further actions with recommendations 2 and 3.

If you are interested in joining a stakeholder group please contact Sarah Groat on 744038 or email sarah.groat@shetland.gov.uk. Video conferencing may be available for those who wish to be part of a group but cannot attend the meetings in person.

Examples of how this framework will aim to improve education standards, including attainment, our sustainability and efficiency.

- This framework represents a strategy for allocating and targeting resources.
- This framework provides a clear four year local authority strategic action plan to raise attainment for our learners with key attainment priorities, actions and measures of impact identified.
- Through this framework, we will work towards a long-term strategic and sustainable promoted post model that recognises the value of principal teachers and ensures greater equality in terms of the number of promoted posts between similar sized settings.
- This framework will continue to ensure an efficient deployment of teaching staff.
- This framework will provide greater support for staff shared between schools by clarifying roles and responsibilities and ensuring a manageable number of collegiate activities for staff working in more than one setting.
- This framework will support pupils pathways and progression but at the same time aim to develop a sustainable range of subjects on offer by explaining further the core subject list and local flexibility concept.
- The framework will explore further remote teaching through a web-based virtual learning environment (blackboard) as an option to support subject choice and pupils' learning programme in the senior phase.
- The new School Improvement Framework with the overall Quality Improvement Framework will enable a more efficient and proportionate model of quality assurance and support from the local authority to our schools.

Is the framework all about saving money?

Given the importance of raising attainment within the framework, the further actions offer only modest savings to address the £2.5million of total savings that the Schools and Quality Improvement Service, within the Children's Services Directorate, are required to find between 2016 and 2020 as part of current Shetland Islands Council policy.

Does the framework overlap with the Shetland Learning Partnership (SLP)?

The remote teaching concept will be taken forward by work-stream 2 of the Shetland Learning Partnership on online learning. The framework will continue to look at the range and menu of subject choices offered in our secondary schools. However, the actual number of learning options that young people choose is currently part of the SLP and there has been recent engagement with all stakeholders on the plans for a Senior Phase common curriculum structure, which includes a possible 6 subject choice model in S4, S5 and S6.