

**Transforming Children's Services
The Project Overview**

**Engagement Process
17 June – 27 October 2008**

Ambitious for every child

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Definitions - continued on the inside back cover

- Children and Young People - this report covers both children and young people – in some areas to avoid continual duplication, the term child or children is used but this should be understood to mean both children and young people. Where the term 'young people' is used on its own, it is more specifically describing in this report a service for between 13 -18 year olds.
- Education and Lifelong Learning Department - this is shortened in the report to Education for brevity - see structure chart on page 8.
- Social Work Services Department - this is shortened in the report to Social Work for brevity - see structure chart on page 8.
- 'children in need and 'additional need'

The Children (Scotland) Act 1995 introduced the term “children in need”. The Act states that local authorities have a duty to safeguard and promote the welfare of children who are “in need” by providing a range and level of services appropriate to their needs. The Act describes “need” in the following way: A child is in need of care and attention, if

- he/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless services are provided for him/her by a local authority.
- his/her health or development is likely to be significantly impaired, or further impaired, unless such services are so provided.
- he/she is personally disabled, or is adversely affected by the disability of a member of the family.

The Education (Additional Support for Learning) Act, 2004 states that a child or young person is deemed to have additional support needs when, for whatever reason,

- the child or young person is, or is likely to be, unable without the provision of additional support, to benefit from the school education provided or to be provided for the child or young person.
- the reference to school education includes, in particular, such education directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.
- for a child receiving school education, provision which is additional to, or otherwise different from, the education provision made generally for children.
- for a child under school age, such education provision as is appropriate in the circumstances.

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12 June 2008

Welcome

Transforming Children's Services is a very significant project focused on improving the services provided by our two departments: Education & Lifelong Learning and Social Work Services.

This overview report provides a snapshot of current services; outlines the challenges we face and gives proposals for changes to our services that will greatly enhance the quality of services we provide to children, young people and their families.

We would urge you to consider this report carefully and visit the TCS website (www.scotborders.gov.uk/tcs) if you want to drill down and get further information.

In addition we will be holding meetings across the Borders to give you the opportunity to ask questions and talk to staff from both departments.

You have until 27 October to respond.

We welcome your views and want you to share our excitement and ambitions for every child in the Borders to reach their potential.

Glenn Rodger
Director
Education & Lifelong Learning

Andrew Lowe
Director
Social Work Services

Introduction

In October 2006, Scottish Borders Council agreed to review all aspects of the services it provides to children, young people and their families in the Borders. Preparation for this work began in early 2007 with the establishment of a Project Team to undertake the work and a Project Board to direct the project. The scope and remit of this project were approved by Council in April 2007 and further endorsed by the new administration in August 2007.

The Transforming Children's Services (TCS) Project is part of a wider government led initiative to transform public services, improving quality and re-shaping services to ensure they are fit and sustainable for the future.

In the Borders there is a clear focus on action to ensure that all of our services

- are user focused and personalised
- drive up quality and encourage innovation
- continue to improve efficiency and productivity
- are joined up, and
- ensure strong accountability

A number of other SBC Transformation Projects are underway – all being directed by a Programme Board. These include:

- Customer First
- Support Services
- Older People's Services
- Property and Estates
- Human Resources
- E-procurement

The Support Services review has particular relevance for the TCS project as this review (rather than TCS) has been reviewing Council activities in relation to finance, training, ICT, legal services and communications.

In addition to the Project Team, contributions to the project were made by staff from Social Work, Education and other Council departments. Representatives from NHS Borders, Lothian and Borders Police, the Children's Reporter, the voluntary sector and on some elements, service users, have also actively contributed to the development of the proposals to improve our services.

In all areas the TCS project was led by senior officers with the in-depth expertise, discipline and vision to challenge the status quo and secure real improvements in effectiveness and efficiency.

Introduction - Research

This report is an overview of the project. Within the body of the report the most significant recommendations are discussed and other recommendations are listed on page 40.

Behind this overview is a wealth of research. Facts, figures and comparative data have been collated and different options for delivering our services have been explored. For each area of the services, detailed reports have been produced.

Because of the length and detail of the full reports it is not environmentally friendly or economic to make them available as printed copies. But all of the reports, appendices and comparisons, together with options considered and rejected can be accessed from the Council website: www.scotborders.gov.uk/tcs

For people who don't have access to a computer or the internet – the detailed reports can be viewed in any of our libraries during their normal working hours. By prior arrangement with the headteacher at your local school, we can make these available to read online in schools. We will also, upon request, provide copies on CD of individual elements of the full reports.

Discussions were also held with other local authorities (in both Scotland and England) and with national bodies and organisations whose work is focused on children – including Her Majesty's Inspectorate for Education (HMIE) and the Social Work Inspection agency (SWIA).

The comparison information has been gathered from authorities that have rural or population characteristics similar to the Borders. These authorities are used by HMIE; SWIA and Audit Scotland to provide a meaningful base for comparison with SBC's performance:

- Angus
- Argyll & Bute
- Clackmannanshire
- Dumfries & Galloway
- East Dunbartonshire
- Highland
- Perth & Kinross
- South Ayrshire

All of the detail to help you understand the scope, together with the most significant recommendations from the project are in this overview.

At this stage all the recommendations are proposals only – no decisions have been made.

Our shared vision, outcomes, values and guiding principles

The first task of the Project Team and Board was to agree on its vision and what it wanted the outcomes (or end results) of its work to mean to children, young people and their families:

Vision

We have an ambitious vision for children and young people in the Scottish Borders and will encourage them to be ambitious for themselves. We will keep children and young people at the centre of everything we do and we will develop our services to support and empower them in becoming:

- confident individuals
- effective contributors
- successful learners
- responsible citizens

Outcomes

In partnership with families, communities and other agencies, we aim to ensure that all children and young people are **safe, nurtured, healthy, achieving, active, respected and responsible, and included.**

This means that all children and young people

- are protected from abuse, neglect and harm by others at home, at school and in the community;

- live within a supportive family setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding childhood experience;
- have access (along with their families) to high quality services, when required, and are assisted to overcome the social; educational, physical, environmental and economic barriers that create inequality;
- receive a well-planned and managed transition to adult services for all who need additional support;
- enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices;
- have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential;
- are active and have opportunities and encouragement to participate in play and recreation, including sport and in a variety of cultural activities, and
- are involved (along with their families) in decisions that affect them, have their voices heard and are encouraged to play an active and responsible role in their communities.

Values

Our work will be underpinned by the following set of values. We will

- protect the rights and promote the interests of all children, young people and their families whilst seeking to ensure that their behaviour does not harm themselves or others;
- strive to establish and maintain the trust and confidence of all children, young people and families;
- respect and maintain the dignity and privacy of children, young people and their families;
- promote empowerment and choice;
- build on the strengths, interests and aspirations of children, young people and their families;
- promote equal opportunities and respect diversity;
- promote ambition and achievement, and
- promote children's and young people's health and well being.

Recommendation: these statements (on pages 6 and 7) are used to guide the development of all future policies and procedures which affect children and young people.

Shared Vision Guiding Principles

The following principles provided the framework for the review and the way we propose to deliver services in the future.

We propose to

- deliver services locally wherever possible. **Services will only be delivered centrally or outwith the authority**, when local delivery is impossible, inefficient or inappropriate. The five local areas are (as shown on the map, right) Tweeddale, Eildon, Teviot & Liddesdale, Cheviot and Berwickshire
- identify and utilise the best-placed providers for delivery of services – whether local authority, private or voluntary
- use a multi-agency 5-stage assessment model for support and intervention (see page 22). This will provide the basis for all additional needs service configuration and delivery and seeks to support each child and their family at the lowest possible level appropriate to their needs
- maximise the capacity of our staff to work directly with children, young people and/or their families by
 - minimising bureaucracy
 - optimising support functions
 - distinguishing between those tasks which require to be undertaken by staff with a specific professional qualification and any which might be more efficiently or more effectively undertaken by other professionally qualified staff or indeed, non-professionally qualified staff
- optimise use of property assets
- protect our rural schools.



A snapshot of current services

Services to children are provided by two separate departments: Education & Lifelong Learning and Social Work Services. In addition a multi agency group “Scottish Borders Children and Young Peoples’ Planning Partnership” (Planning Partnership) has responsibility for the development of the Integrated Children Services Plan that sets the strategic direction for all children’s services in the Borders.

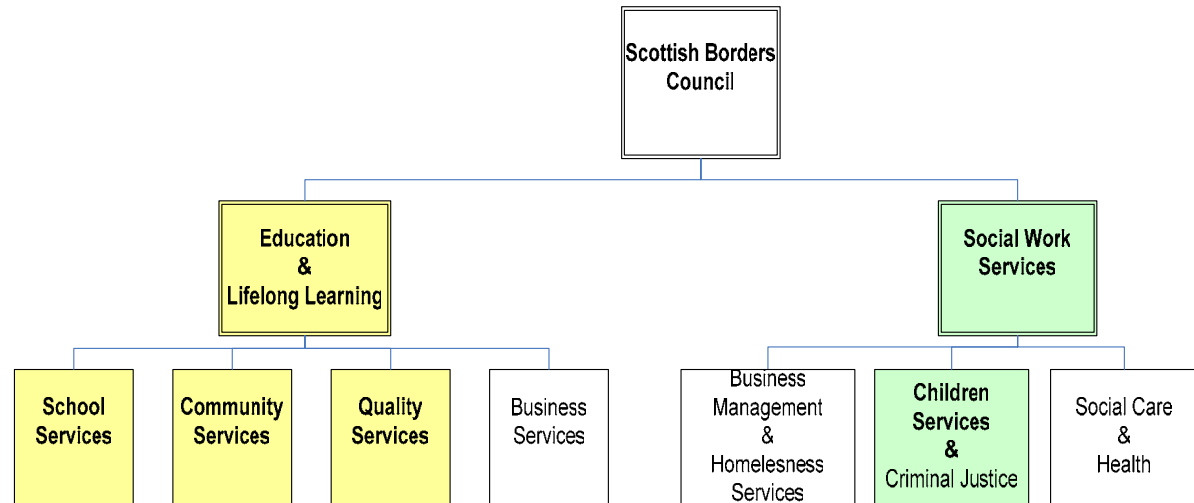
The Council has a range of statutory duties for children and young people. The primary legislation is:

- Children (Scotland) Act 1995
- Education (Additional Support for Learning) (Scotland) Act 2004
- Standards in Scotland’s Schools, Act 2000
- Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002
- Scottish Schools (Parental involvement) Act, 2006.

There is also a range of policy initiatives that drive improvements in all areas of our services. Below we have listed perhaps the most important:

- Changing Lives – 21st Century Social Work Review
- For Scotland’s Children
- Getting it Right for Every Child (GIRfEC)
- A Curriculum for Excellence
- Aiming high for young people
- Moving forward (youth work)

Together we provide support, education and a range of out of school opportunities to more than 21,000 children and young people.



The chart above shows the current structure of the Education and Social Work departments, with the services covered by the TCS project highlighted in yellow and green.

The work of the Business Services team within Education is covered by the separate Support Services Review and the Property and Facilities Management Review.

Snapshot – Social Work Services

The Social Work Department is divided into three client focused services: Social Care & Health (adults), Housing & Social Work Strategy and Childrens Services & Criminal Justice.

Social Work provide support to more than 900 children from (and through)

- A children’s residential home, Galashiels.
- Family Support Centres in Eyemouth, Galashiels, Selkirk, Hawick, Kelso and Innerleithen.
- Five Children’s Multi Agency Teams (CMAT), with staff from Social Work, Education and representative from health police and the voluntary sector, are based in the family support centres.
- Family Placement and Intensive Outreach Teams, Market St Galashiels.
- Galashiels/Tweeddale Long-term Team, the Children Affected by Disability (CHAD) Team and Youth Offending Team, Gala Park, Galashiels.
- The Selkirk/Hawick Long-term Team and the Central Family Support Service, Chapel St, Selkirk.
- Child Protection and Intake Teams in Albert Place, Galashiels.
- The Selkirk/Hawick Long-term Team and the Central Family Support Service, Chapel St, Selkirk.
Child Protection and Intake Teams in Albert Place, Galashiels.

- Throughcare and Aftercare Team, Lothian St, Hawick.
- Berwickshire/Kelso/Jedburgh Long-term Team, Rose Lane, Kelso.

SW Managers or Senior Staff who deliver or manage services to children are shown in the chart below

	No
Head of Service	1
Group Managers	2
Service Managers	4
Senior Social Workers	14
Social Workers	45
Non Qualified Staff	46
Occupational Therapist	1
Total	113

In overall terms the number of professional staff in Social Work is directly comparable with the average for comparator authorities and the national position.

Planning Partnership

The team who support the delivery of the Planning Partnership’s strategic objectives (and has responsibility for the Partnership’s budgets) is based at Langlee. The team comprises a Planning Manager; two support staff and two locality integration managers who co-ordinate and foster closer working between agencies and individual practitioners (GPs etc) who support children.

Snapshot – Key figures 2007 Additional Needs

Statistics for children in need in the Borders include

- 991 children were listed as Social Work service users – which is approximately 5% of all children under 19 in the Borders
- child protection referrals – at 12.8 per 1000 children were higher than our comparator group and just below the national average
- 236 children were victims of offences and were referred to Victim Support
- 119 children were the subject of a children's hearing as a result of risks posed by domestic abuse (there were 659 incidents of domestic abuse reported to the police in 2006/07)
- It is estimated that 18% of 15 year olds used drugs and 17% of 15 year olds had more than five drinks (in one session) four or more times in a 30 day period (Salsus Report 2006)

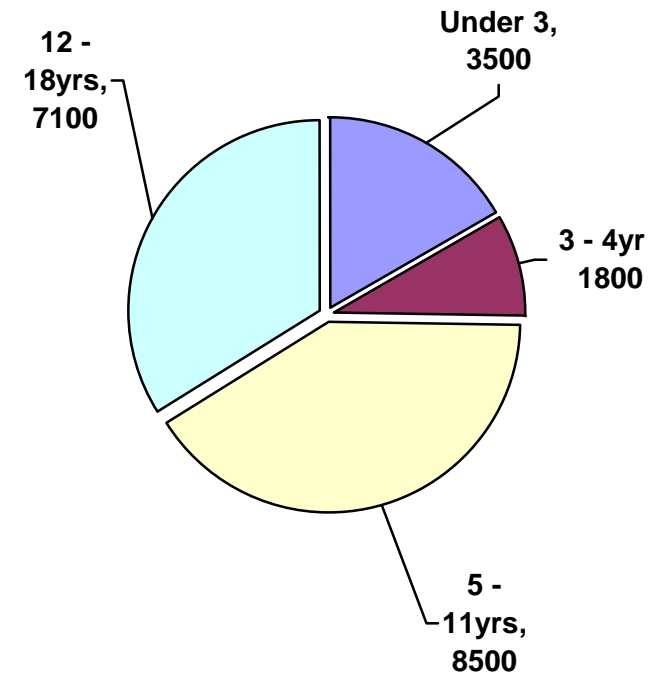
4,200 children received 'additional support' from Education

- 2,300 children received 'learning support' within a mainstream school
- 500 children receive assistance with their 'speech and language' – either at school or in a specialist setting
- 100 children were supported due to some degree of autism
- 400 children have some sort of physical disability and required some assistance to achieve their potential
- 1,000 children were helped to deal with social, emotional and/or behaviour needs
- 80 children received help for visual and hearing needs (sensory impairment)
- 161 children received help from the English as an Additional Language Team

The majority of children require only a low level of support for a very short period of time. A small number require a high level of support provided by a number of different services and over longer periods of time.

All Children

The chart below shows the total number of children in the Borders according to age



Snapshot – Education

Education & Lifelong Learning is split into four services: Schools, Quality, Community and Business. This project did not cover the Business Services team within Education, as the review of its work is covered by the Support Services Review.

Schools Service

- 65 primary schools
- 46 nursery classes
- 9 secondary schools

A number of schools have specific facilities for supporting pupils with additional needs:

- Langlee Primary School has an attached complex Needs Nursery.
- Wilton and Chirnside primary schools have Complex Needs Support Centres attached.
- Wilton also has a small Behavioural Facility - formerly in Burnfoot Primary.
- Primary and secondary SEBN units are located in the Wilton Centre in Hawick.
- Howdenburn Schoolhouse – provides a Complex Needs Centre.
- Philiphaugh (Selkirk) and Coldstream have Speech and Language Units attached.

- Denholm Primary and Innerleithen Primaries have Autistic Spectrum accommodation.
- All nine secondary schools have varying levels of facilities to support pupils with additional needs.

Six teams of staff are peripatetic:

- Primary Behaviour Support – based in various Primary Schools.
- English as an Additional Language – office in Balmoral Primary School.
- Sensory Impairment - office in Balmoral Primary School.
- Alternatives to Exclusion
 - Art Therapy
 - Micro technology

Quality Services

Three of the four teams in the Service (Quality Improvement, ACE and CPD) are based at Langlee which also houses the training centre for Continued Professional Development and teacher resource library.

All other Schools and Quality staff are located at Council HQ.

Post	Number
Heads of Service	2
Managers	6
Assistant Managers	1
Headteachers	67
Depute Headteachers	68
Principal Teachers (Curr & Pastoral)	328
Chartered Teachers	5
Classroom Teachers	679
Reduction in Class Contact Time Teachers.	57
Peripatetic Teachers	6
Senior Nursery Nurses	16
Nursery Nurses	51
Wrap Around Care Workers	3
Secondary school Librarians and Assistant Librarians	8
Outdoor Education Teachers	3
Principal & Depute Educational Psychologist	2
Educational Psychologists	5
Occupational Therapist	1
Schools APT & C Support Staff	476
School Janitors	67
Quality Improvement Officers (QIOs)	6
Total	1857

The table above shows the number of staff (at December 2007) who work directly with children.

Snapshot – Education

Comparisons for teaching and support staffing in schools:

Primary

- We have 1 classroom teacher for every 16.2 pupils
 - comparator average is 1:16.4
 - national average is 1:16
- The number of deputies as a percentage of all SBC primary teachers is 6.59%
 - comparator average 5.39%
 - national average of 5.74%
- The number of principal teachers as a percentage of all SBC primary teachers is 19.5%
 - comparator average is 6.1%
 - national average is 7%
- Primary schools have 189 staff who hold management posts equivalent to 37% of all primary teachers
 - comparator average is 23%
 - national average is 18%.
- Secondary schools have 231 staff who hold management posts equivalent to 38.3% of all secondary teachers
 - comparator average is 33%
 - national average is 33.7%.

Support staff (ANAs, classroom assistants etc) our ratio of support staff to teacher is lower than comparator and national averages.

- Primary
 - SBC 0.27 per teacher
 - comparator is 0.43
 - national is 0.39
- Secondary
 - SBC 0.1 per teacher
 - Comparator is 0.11
 - national average is 0.13

Secondary

- Deputies as a percentage of all secondary teachers is 4.8%
 - comparator average is 5.2%
 - national average is 5%
- Principal teachers as a percentage of all teachers is 32%
 - comparator average is 27%
 - national average is 27%

Our Primary Schools have the highest number of principal teacher posts in Scotland – more than double the national average

Snapshot – Community Services

Community Services provides a diverse range of services – that unlike additional needs or schools are usually accessed on a voluntary basis. Only curricular arts and physical education, which are delivered exclusively in schools, do not meet the ‘voluntary’ aspect.

The service is divided into five areas:

Cultural Services

- 12 public libraries delivering a range of traditional and new information technology services. Libraries also link through initiatives such as Bookstart to nurseries and schools.
- 11 local history museums and a countryside visitor centre – links to schools are provided through activities; exhibitions and project boxes.
- The regional archive and local history centre at the Heart of Hawick campus.

Arts

- Arts Development – creates opportunities for people to see and take part in the arts; works with local venues, artists, makers, writers and producers, and arts organisations, along with visiting companies to support a calendar of events, festivals and arts projects.

- Curricular Arts - specialist teaching and professional development to all schools in drama, art & design and music with an arts education hub in Galashiels.

Community Learning & Development

- Working with young people and adults, (particularly those who are disadvantaged) through youth work, adult learning and literacies – using both informal and accredited opportunities. Delivered locally and negotiated according to need this work helps build confidence; skills; self esteem; engagement with individuals and communities and strengthens active citizenship.
- Delivering the Dialogue Youth initiative.
- Many activities are led by CLD staff and delivered in partnership with other providers.
- Providing support for local communities to tackle issues affecting them; have their voices heard by decision makers and service providers; create new local opportunities and attract additional resources.
- Works with local voluntary management committees to deliver services through 15 community centres.

- 14 public halls for community and commercial use.

SHAPE (Sports, Health, Activities & Physical Exercise)

- Sports development - providing a wide range of support to individuals, community organisations, and clubs for sports development partnerships. Activities and programmes include Disability Sport, Sports Councils and focusing on sports targeted for development in the region.
- Active Schools - co-ordinating and implementing programmes of activity for young people widening opportunities to participate in play, recreation, and sport as an extension from physical education into sustainable community activity.
- Physical Education - the management, deployment, and qualitative assessment of Primary School Physical Education.
- Outdoor Education - the management and co-ordination of outdoor activities, facilities, and programmes including Excursion Policy, Natural Connections, and Duke of Edinburgh Award Scheme

Heart of Hawick

- Tower Mill – a cinema/theatre, café/bar and workshops/studios for creative businesses.

Snapshot – Community Services

Community Services has a responsibility for planning, asset management, and advice and guidance for sports facilities in the Borders and supports the management of community access sports facilities located at schools. We also provide targeted support for the network of voluntary sector youth centres as well as liaison with the authority's three Sports & Leisure trusts.

Core revenue funding to the three sports and leisure trusts is provided by Education. Between them the trusts operate:

- 1 Leisure Centre including Pool
- 7 Swimming Pools
- 1 Indoor Sports Centres
- 1 Outdoor Sports Centre

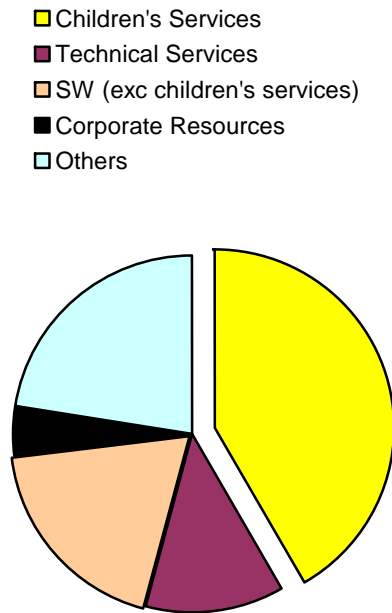
The table to the right shows the total number of staff employed by Community Services and in the far right column a calculation has been made to show (included within the total) those who work directly with children.

Post	Total number	Staff who work with children
Head of Service	1	
Libraries, Museums & Archives		
Professional	23	1
Other	75	4
Community Arts Development		
Professional	16	4
Other	11	3
Community Learning & Development Staff		
Professional	20	6
Other	81	29
Heart of Hawick Staff		
Professional	2	
Other	10	
Community Sport		
Professional	2	1
Other	10	5
Totals	251	52

Snapshot - Funding

Children's Services across the Council accounted for £90.4m - or 41% of SBC's total revenue expenditure - in the financial year 2007/2008.

The chart below shows the distribution of Council revenue:



As part of the project, the Project Team were charged with delivering a service that was financially sustainable for the future – seeking a nominal 5% saving in the overall budget **but without compromising on the quality of the services delivered to children.**

For children with additional needs Social Work spends significantly less per head of population on Children's Services than comparator Authorities or the national average.

- SW spending relative to all children in the region - £300 per child
- Comparator average - £438 per child
- National average - £406 per child

(NB – these are 2005/06 figures later data is not available)

Education spends considerably more than the national average on children with additional needs.

- ELL spending relative to all pupils - £813 per child
- Comparator average - £632 per child
- National average - £648 per child

The current method of allocating the direct spending by Education (ANAs; residential places; escorts and initiatives etc - rather than fixed staffing costs) that support pupils with additional needs is complex, time intensive and retrospective. It is based on an annual audit which hampers even medium term staff planning.

Using Scottish Government statistics, our spending on schools is just below the comparator group and national average

- Primary pupil at £4,274
 - Comparator average: £4,505
 - National average: £4,407
- Secondary pupils £5, 967
 - Comparator average: £6,094
 - National average £6,120

Spending on Community Services in the Borders as reported by Chartered Institute of Public Finance Accountants (CIPFA) is significantly below the national average.

Arts:

- SBC: £2.96 per head of population
- National: £8.02 per head of population

Libraries:

- SBC: £6.69 per head of population
- National: 7.38 per head of population

Sports:

- SBC: £17.47 per head of population
- National: £28.23 per head of population

Community Learning & Development

- SBC: £20.08 per head of population
- National: £24.63 per head of population

The exceptions to this low level of spending are museums and archives, which are above national average because of increased spending on the new Heart of Hawick campus.

Because authorities report and allocate funding in different ways, it is perhaps unwise to put too much reliance on blunt averages but they do provide an interesting insight.

Challenges we face

Children with additional needs

Identifying the challenges that limit the effectiveness of our support to children with additional needs across the two departments began with two previous reviews – Best Value Review of Additional Needs (Education) and the Review and Redesign of Services (Social Work) – are continued with this project. In addition service users and their families made valuable contributions to the proposals. The key issues identified are:

- Most Social Work services are centrally managed and centrally located. They are not easily accessible, nor are they linked strongly to the communities which they serve.
- There is currently only one service, Wilton Provision (Secondary for SEBN), which includes Education and Social Work staff located and managed together.
- There are a number of children whose support needs require services and funding from both departments.
- There is not an overarching infrastructure across the region to support integrated working - from early intervention through to meeting the needs of children with complex needs.
- Several ASN Services which provide support for children across the Borders are situated in areas (e.g. Hawick, Innerleithen) which require children and young people to travel long distances to access them.
- Continuing growth in number of children with complex needs in the Borders which is putting additional pressure on budgets.
- There are currently a number of systems in the Borders for managing the needs of children, young people and families across agencies. Often multiple referrals, assessments and reviews can take place for the same child.
- There is currently no agreed format across agencies for undertaking and recording the outcome of assessments and plans for children and young people.
- Planning for children making transitions to adult services is not fully developed.
- Both Social Work and Education currently commission relatively few services from the independent and voluntary sector. More attention needs to be paid to the potential of greater external service provision if this can provide better value in terms of quality and cost.
- The outcomes for some children who are in residential placements outwith the Borders are often unsatisfactory.

- Duplication – with three budgets for children with additional needs – one in Education, one in Social Work and a multi agency budget allocated by the Planning Partnership.

Examples of good practice

- Child protection is an example of very good integrated working and this was recognised in the 2006 HMle joint inspection of Child Protection Services.
- Multi-agency work on the development of an integrated assessment framework for assessing, planning and recording information about children.
- Small inter-agency teams of staff which include personnel from Social Work, Education, Health and the Police are co-located in each of the 5 localities - part of the Planning Partnership. Staff are co-located and work very closely together but are not jointly managed as teams.
- Multi agency working to develop a new Information Sharing Protocol (ISP). This will make it possible to share information, where appropriate, between the IT systems of the different agencies.

Challenges – Schools

Specific challenges we need to address in our schools include:

- improving the pace and level of challenge for pupils - identified as an area of development by HMIE across most of our schools
- improving pupils' learning experiences
- being more ambitious for pupils - raising expectations and meeting pupils' needs
- more effective transitions (moving from one learning stage to another)
- ensuring there is consistency and equity for young people as they move through their school life
- working together more coherently and cohesively as groups of schools (rather than as individual schools)
- developing and delivering ACE to provide
 - challenge and enjoyment
 - breadth with stimulating experiences
 - progress - seamless continuity of education
 - depth – developing full capacity for different types of thinking and learning
 - personalisation and choice – responding to individual needs, aptitudes and talents

- coherence – providing clear links between different aspects of learning
- relevance – so pupils understand the purpose and see the value of their activities.

In addition to these, secondary schools have very specific challenges to address on their curriculum architecture – basically when and how subjects are delivered.

- Maintaining the momentum of learning as pupils move from primary to secondary school – at present too many pupils lose ground in S1 and S2.
- Equalising the time individual subjects are taught across schools – at present there is huge disparity in the time allocated for individual subjects, without any direct relationship between times and pupils attainment.
- Maintaining and where possible extending subject choice, including more vocational choices.

Developing A Curriculum for Excellence:

ACE is the biggest education reform programme for a generation. It is being developed across nine curricular themes: Literacy; Mathematics; Science; Social Studies; Health & Wellbeing; Technologies; Modern Languages; Religious And Moral Education and Expressive Arts.

The implementation of ACE goes beyond the provision of guidance on curriculum content. It has implications for the

- teaching profession and other staff organisation of the curriculum in our schools
- qualifications system
- recognition of wider achievement
- quality improvement framework.

Building on existing experience is critical and many of our schools are already doing much of what is needed to underpin a new approach to learning and teaching.

Examples of good practice

- Our work on ACE to date, both by schools and our central ACE team, has received positive and encouraging feedback from national organisations such as Learning and Teaching Scotland (LTS) and HMIE has been positive and encouraging.
- The organisation of continuing professional development opportunities, entitled “Principal Teachers as Leaders of Learning”, delivered through the co-operation of an inter-authority consortium with East and Midlothian.
- The work undertaken by our Secondary schools on Enterprise Education – where we can demonstrate many excellent and innovative projects.

Challenges – Schools

5 -14 Assessments 2006/2007

For key stages in primary schools and S1 and S2 in secondary schools, national minimum standards for reading, writing and mathematics have been set. While statistics can be a blunt instrument they do provide insight and highlight areas for improvement.

Primary results - for pupils at the end of P7

- Reading: 20% of P7 pupils in the Borders left primary school without reaching the national minimum standard
- Writing: 35% of P7 pupils left primary school without reaching the national minimum standard
- Mathematics: 30% of P7 pupils left primary school without reaching the national minimum standard.

Secondary results - for pupils at the end of S2

- Reading: 35% of pupils in the Borders did not achieve the national minimum standard
- Writing: 47% of pupils did not achieve the national minimum standard
- Mathematics: 40% of pupils did not achieve the national minimum standard

SQA Results 2006/2007

External analysis of information from the Scottish Qualification Agency shows that our schools continue to achieve a solid overall level of attainment compared to both national and comparator figures. External analysis of the 180 different departments across our 9 secondary schools shows that we have only a few departments that are performing significantly below the national average but conversely, we have only a few departments that are performing significantly above the national average.

Deprivation can be a factor influencing attainment and whilst two of our nine secondary schools have pockets of deprivation, none of the catchment areas for our high schools feature in the bottom 40% of the most deprived Scottish schools.

Based simply on the deprivation index six out of our nine secondary schools should be in the top 25% of performing schools. Yet for standard grades four of our nine schools, and for Highers five schools, were in the lowest 40% of performing school.

HMIe

Analysis of recent HMIe school inspections shows that overall as an Authority our schools are classified as ‘good’ by HMIE. However, examination of HMIe’s indicators shows that while *softer areas* (but still very important) such as ‘Pastoral Care’ and ‘Partnership With The Community’ generally receive ‘good’ and ‘very good’ assessments, the *harder areas* (which are critical for improvement) such as ‘Leadership’, ‘Self Evaluation’, ‘Pupil Attainment’, ‘Pupils’ Learning Experiences’ and ‘Meeting Pupils’ Needs’ come towards the middle and lower end in the range of indicators HMIe use to assess schools.

Challenges - Community Services

In developing its strategy for enhancing services to children – and to the wider community – the Community Services team worked closely with the University of Edinburgh.

This work identified a number of challenges facing Community Services. These include:

- the discretionary nature of most of the services provided. Without the statutory imperative, they become a lower priority when it comes to the allocation of resources
 - wide dispersal of resources, spread too thinly across the services (both by number of establishments and geographically) which leads to a lack of capacity to maintain and develop existing services or sustain innovative projects that exploit new technology and respond to changing customer and user expectations
 - future budget pressure – against a political backdrop that is against any diminution in local provision
 - the high number and poor condition of the Community Services estate, which is largely unfit for purpose. By volume it comprises 10% of all property assets owned by the Council, and yet it has 24% by value of the maintenance backlog
- Very limited access to capital investment
 - Over reliance on part time, temporary staff
 - falling performance indicators – from under investment – threatening a loss of confidence in key services by funding bodies and government
 - an unsettled relationship with the voluntary sector which is itself vulnerable
 - the volatility of the service – as so many areas are facing national policy reviews and re-evaluation of the nature of the very services provided.

Examples of good practice

- Heart of Hawick a flagship project which used culture as an instrument for regeneration
- Areas of Youth Work including the award winning VOMO (Voice of My Own); Wired – a local radio programme and YOB – a monthly page in the largest local newspaper.
- Collaboration with Teachers on Drama and Dance Leaders
- Youth Achievement Courses which have been very successful.

Overall performance data provided by CIPFA demonstrates that budgets and staff are tightly stretched to achieve the broad geographic coverage of the region – to the eventual detriment of the services provided to the public.

Building blocks for improvement

There are a number of common building blocks that are critical to the transformation our services including a new integrated service; a framework to enable multi agency working; delivering service locally and making changes to our staffing and organisational structures.

Staff and structures

Our staff are our most important resource and account for around 80% of our total budgets.

If after consultation, the Council approves the proposed changes to staff and structures from the project, there will be a matching and redeploying process.

Centralised support functions

A number of functions within both Education and Social Work will become part of new central Support Services – arising from the Council’s wider transformation programme.

Key principles on the realignment of staff are:

- **facilitating the management and delivery of services locally**
- **reduce the number of staff with both a management and front line role – to provide fewer ‘managers’ overall, but with time to manage**
- **provide better succession planning**
- **encourage inter-agency co-operation and co-location to remove barriers between professionals**
- **encourage ‘generic’ line management, which could result in management lying outwith professional or ‘departmental’ lines**
- **allow a return to core business – concentrating on managing children’s services**
- **promote training as a vital tool in maximising the effectiveness of service delivery**

Building blocks - Integration of Additional Needs Services

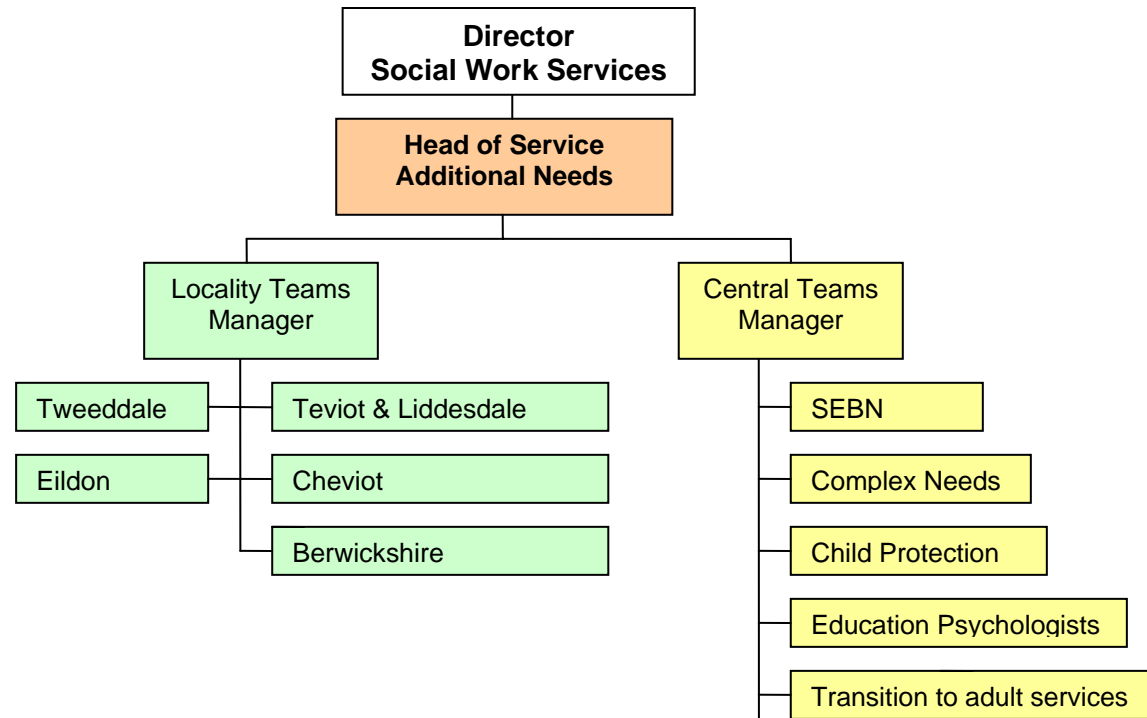
Having considered a number of options that would achieve more effective integration in the delivery of services, the proposal is to establish a new single service that will provide support for children, young people and their families with additional needs.

The service will work through five locality and five central teams.

Recommendation – manage Social Work’s Children Services and Education’s ASN teams as a single service. This will reduce bureaucracy and provide opportunities to respond more flexibly to meeting the needs of children and young people. Accountability for this service will be to the Director of Social Work.

Proposals for the new Additional Needs Services

The Head of Service for this post would have a professional social work qualification. Accountability for the service would be to the Director of Social Work, with performance, strategic planning and the professional support for teachers being provided by the Director of Education.



The size of the teams will vary in line with the ‘need’ and demographics within each area.

The approach of both Locality and Central Teams will be to put the child and young person at the centre and an emphasis will be placed on developing the strengths and capacity of families and the community to meet the needs of children and young people within their local area.

Building blocks – 5-stage approach and shared information framework

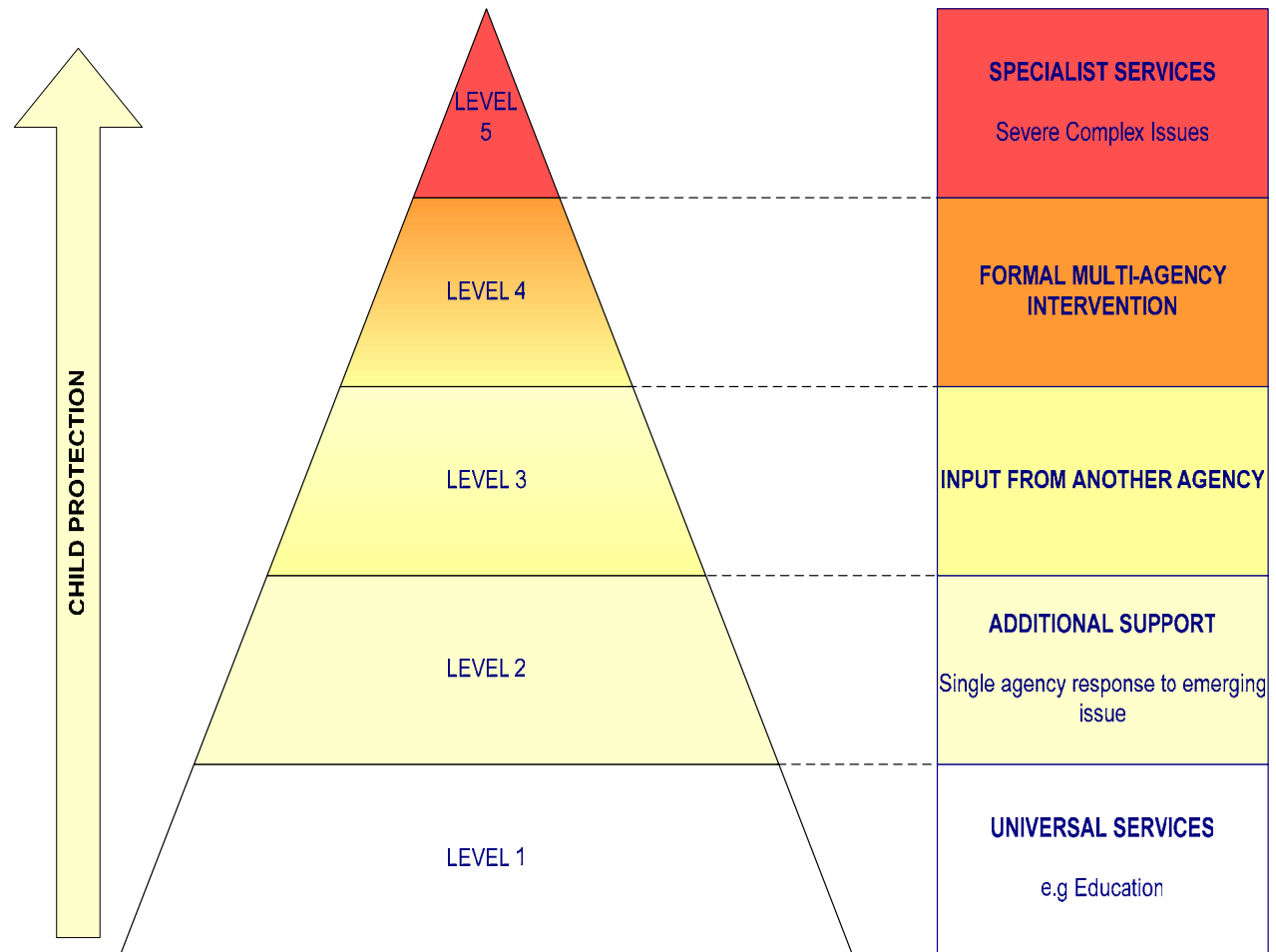
There are two aspects to ensuring more effective integrated working by all the agencies that deliver services to children.

The first is to formally adopt the five stage approach to support for children – illustrated on the left – that defines the level of support required for each individual child. The vast majority of children lie within level 1, having no additional needs. However as a child's needs become more complex, the level of support moves to a higher stage.

The second is formal adoption of a single framework for assessment, planning, recording and monitoring of children's needs. This will remove the need for children (and their families) to undergo multiple assessments.

Integral to this is the adoption of an information sharing protocol – that entails changes to ICT systems so that **with parents' consent** all the agencies involved in supporting a child will be able to pool information they hold to improve support for the child and their families.

Recommendations: the five stage model of support for children and the Integrated Assessment Framework will form the basis of for the integrated services – and we will encourage our partner agencies to follow these two approaches.



Building blocks - Funding for Additional Needs Service

In establishing the new service, the challenge of allocating the funding for additional needs (variable spend rather than fixed staffing costs) on a fairer and more efficient basis was addressed. A number of options were considered with the recommended option based on use of a Borders Deprivation Index (BDI) as the key driver of resource allocation.

This uses a range of information to establish deprivation. Key factors are:

- Current Income - the major factor in deprivation
- Unemployment - exclusion from the world of work
- Housing - material living standards
- Health – which causes and has consequences for deprivation
- Education, Skills and Training – which causes and has consequences of deprivation
- Geographic Access & Telecommunications - area characteristics that impact on individuals.

Scottish Borders Council has 130 of the 6505 data zones in Scotland. The data zones are ranked 1 (most deprived) through to 6505 (least deprived). These ranks are then put into 10 groupings called deciles (i.e. each 10%). Using the factors above, we identified the deciles for each of SBC's 130 data zones.

- For every single child in the Borders we identified what data zone they lived in and the deprivation ranking for that zone.

- Based on these rankings, the average ranking for each school type (primary and secondary) was established. From this a relative deprivation for each school was identified.
- The same process also enabled the development of a deprivation factor for the five locality teams (see page 24).
- Using the BDI a 'predictable need' has been developed for each school and each local area.

Using the 'predictable need' factor the proposal is direct funding on the basis of:

- 66.7% will be devolved directly to schools based on their 'predictable need'. This may not lead to an actual increase in the level of funding but it will strengthen the ability of schools to plan ahead and provide great continuity.
- 22.2% will be distributed between the five Locality Teams (based on BDI), for allocation based on specific needs that arise in the locality to augment the resources allocated to schools.
- 11.1% retained for the five Central Teams to be used to address exceptional needs.

Recommendations: The BDI is used as the method of allocating direct spending to support children with additional needs. The BDI will be updated every three years by a named senior officer within the proposed new service and partner agencies will be encouraged to use and provide data for the index.

Building blocks - Local Delivery of Services

Delivering services locally includes devolving decision making, line-management and responsibility for budgetary control from the 'centre' to the new teams – with all services operating within agreed and consistent governance parameters.

Additional Support Services – Locality Teams

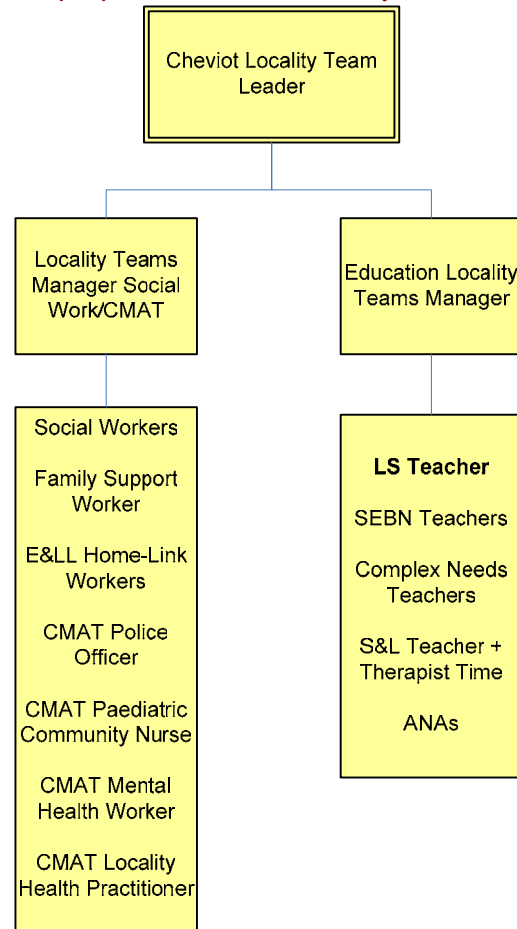
Over the past four years, through the work of the Planning Partnership, a number of staff from education, social work, police and health have been located together, but managed separately. These locality teams have been very successful and it is proposed to build upon this and deliver the majority of additional needs services to children through five Locality Teams – see map on page 7.

The Locality Teams will be located and managed together:

- Tweeddale - based in part of the existing Kingsland Primary after the new school opens in autumn 2009.
- Eildon - based initially in part of the additional needs accommodation at Langlee PS.
- Teviot & Liddesdale - based initially at Wilton Primary School.
- Cheviot - based initially at Jedburgh Grammar.
- Berwickshire - based in the existing Eyemouth High School when the new school opens in early 2009.

Recommendation: establish five Locality Teams with staff from both Social Work and Education

An example of the locality team: proposed Cheviot Locality Team



Each Locality Team will provide the same “menu” of support services but can tailor this to respond to local needs:

- supporting parents
- supporting learning and achievement
- minimising barriers to the active participation of all children and young people in community activities
- supporting young people in transition to adulthood
- meeting the specific needs of children and young people with high level needs in accordance with statutory duties and
- reducing offending and anti-social behaviour.

Guiding principles that will underpin the work of the Locality Teams:

- active participation of children, young people and families in service design and delivery.
- support services which actively promote the empowerment of individuals and families.
- support tailored to individual needs.
- keeping children in their local schools and if not within their local communities – wherever possible.

Building blocks - Central Teams

The primary objective is to provide services at a local level wherever possible but maintaining some services at the centre will enhance the strength of the additional needs service. It is proposed that five central teams are established to provide services on a Borders-wide basis.

These will be based around the following themes:

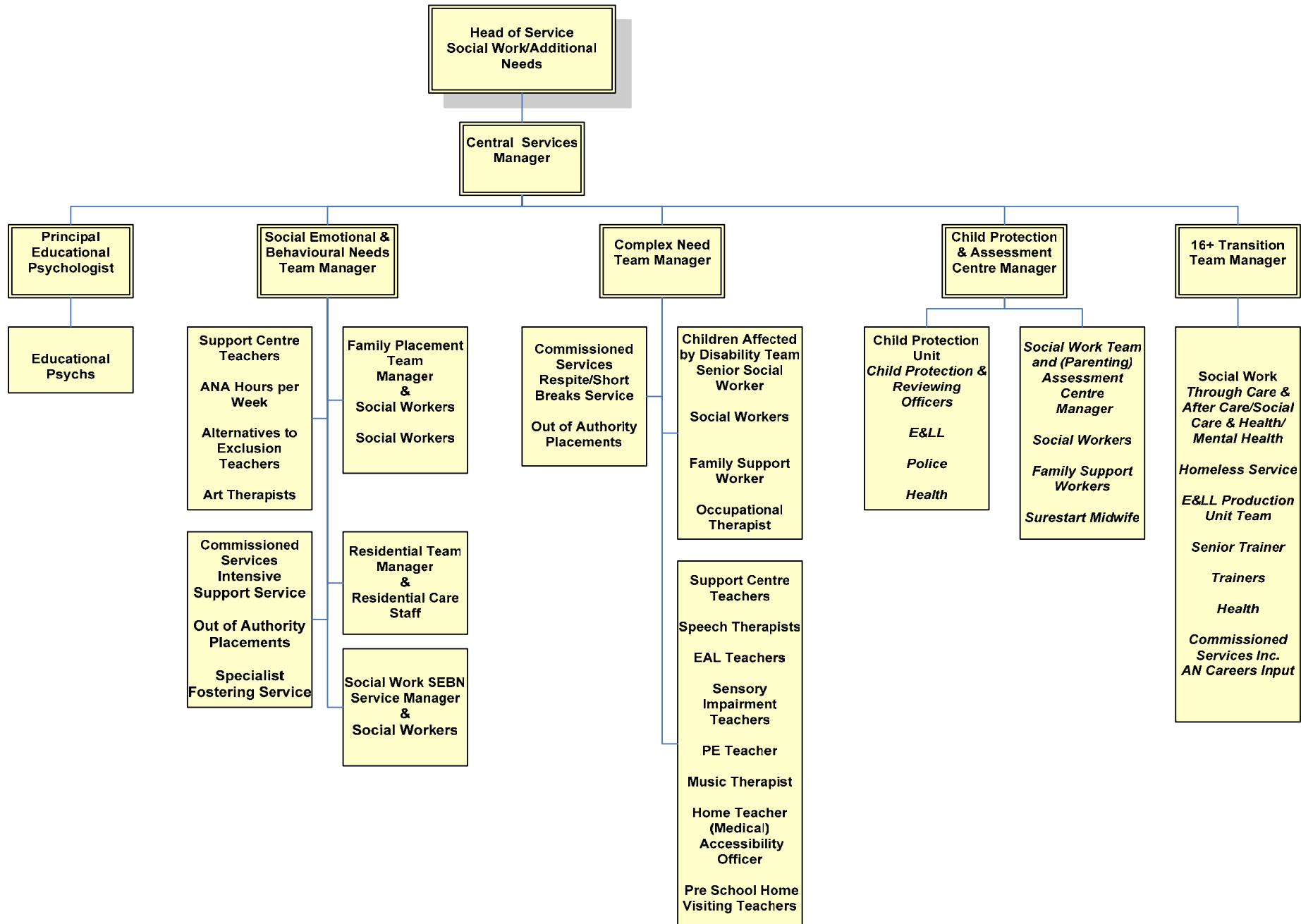
- Child Protection and Parenting - this team would continue to be based in Galashiels
- Social, Emotional, Behavioural, Needs – this team would be located as an interim measure at the Wilton Centre in Hawick.
- Complex Needs/Disability – this team would be relocated to the existing Earlston High School building once the new school is open.
- Educational Psychology – this team would be relocated to the existing Earlston High School building once the new school is open.
- Transition to adult services – this team would also be based at Earlston High School.

Each team will contain a mix of Social Work and Education staff who will provide

- specialist and/or intensive assessment and intervention services for children with high level and/or urgent needs.
- additional support to locality services that are working with children with high level and/or urgent needs.
- an overview of practice standards across the Borders and promote best practice in their area of expertise.

The chart on page 26 illustrates the current proposals for the structure for the five central teams.

Recommendation: establish five 'themed' central teams with specific specialist roles.



Building blocks – Local Delivery of Education

Learning Communities

The route to improve the local delivery of education is through the establishment of Learning Communities. These will mirror the additional needs Locality Teams, but as Eildon has 29 schools, this has been split into two, making a total of six learning communities.

Contributions to the development of proposals for learning communities were provided by a group of senior staff with a broad spectrum of experience of all sectors and levels of education, from early years through primary to secondary. While research was conducted into models provided by other authorities, these were found to have little relevance to the effective delivery of ACE and challenges faced by education today.

Each Learning Community will have a 'Directors of Learning Board'. These boards will

- have responsibility for the strategic decision making and driving forward of the development and improvement work of all the schools in its Learning Community.
- set, within a Departmental strategic framework, their own vision and values in the context of their own Learning Community.

- lead on strategic planning; ensure effective and timely implementation of ACE as well as monitoring and evaluating, closely and consistently, the work of their learning communities.
- develop effective leadership and team working and ensuring robust, intelligent accountabilities.
- ensure that Professional Review and Development (PRD) and Continuing Professional Development (CPD) provide colleagues with the appropriate skills and competencies to work as part of the new structures.
- encourage the exchange of staff between early years/primary and primary/secondary sectors and with other partner organisations to support progression in learning.

Guiding principles of the learning communities are that they will

- be led by Headteachers – who will take the role of Directors of Learning - and supported in a consistent and sustainable way by their centrally based colleagues – the chair of each board will be selected by members of the Learning Community
- work to the same five local areas as the Locality Teams – but as there are so many schools in the Eildon area this will be split into two, making a total of six learning communities – linked to the Locality Team Leaders
- include representative of all sectors – nursery, primary, secondary and additional needs
- plan collaboratively
- share interesting and innovative practice
- maximise collective thinking and action

***Recommendation: establish
six learning communities***

Proposed structure of the Learning Communities

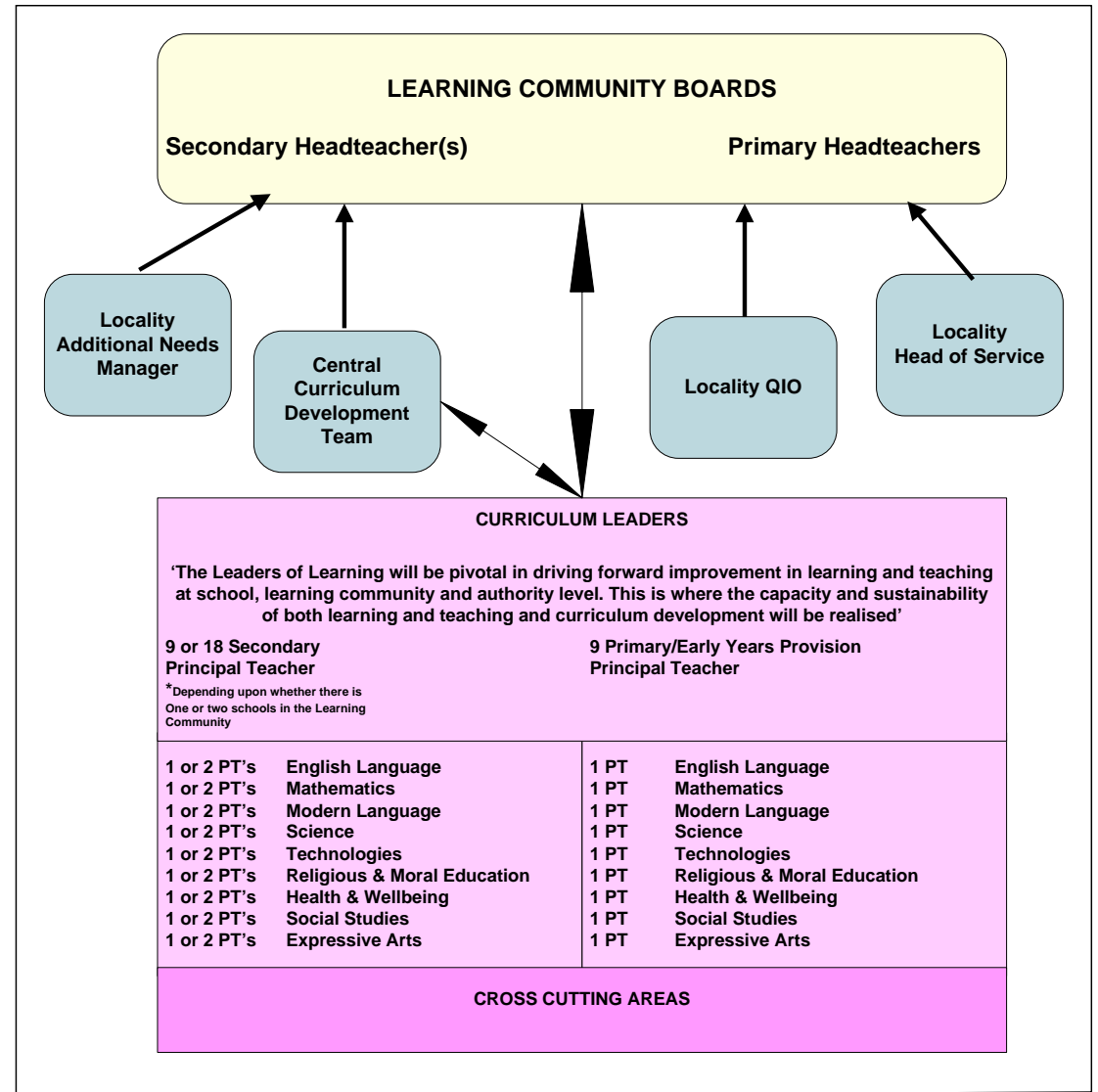
The diagram opposite illustrates the proposed structure of a Learning Community.

In addition to the Directors of Learning (Headteachers) there would be a number of additional management staff who would join the Boards:

- Head of Service for the relevant Learning Community
- Locality Team Leader - to ensure a robust link between mainstream education and additional needs
- Area Quality Improvement Officer
- Representative from ACE Team

Each Board would also be able to request, for specific purposes, attendance of representatives from different services or partner agencies at their meetings. (e.g. Community Learning & Development staff)

This structure, with its focus on improvements to teaching and learning, is a powerful tool that will improve the ability of schools to recognise and respond to the needs of each individual child.



Building blocks – Leaders of Learning

Primary

There is currently no formal allocation of management time (non teaching time) for the PTs. To support the implementation of learning communities it is proposed to reduce the number of PTs but give each an enhanced management role and time to fulfil their increased responsibilities to 'lead learning' in their Learning Community.

It is proposed that Primary PTs (Leaders of Learning) are allocated either one day or one and half days a week of management time, depending on the size of their Learning Community. One half day will be for their school or school cluster duties and will be determined by their headteacher. The remaining time would be devoted to ACE development.

Each Learning Community has been allocated 9 primary PTs as Leaders of Learning posts. Almost all schools will be allocated a PT so that as many schools as possible have an input into the Learning Communities. This also means that every school has at least one 'resident' promoted member of staff (Headteacher, PT or Depute).

Secondary

Each secondary school will have nine PTs as Leaders of Learning and these will be aligned to the nine ACE curricular areas. The amount of management time to be allocated to each Secondary PT would vary but it is expected to be an average of 50:50 split between teaching and their roles as leaders of learning.

Reduction in number of PTs

The allocation of management time to allow PTs to fulfil their duties as Leaders of Learning, and the realignment of PTs to ACE would result in an overall reduction in the number of PTs posts – but there would not be any reduction in the total number of teachers.

- Primary PTs would reduce from 101 to 54
- Secondary PTs would reduce from 130 – 81Fte

(Pastoral/Guidance PTs in secondary schools are discussed on page 34)

Making more effective use of Principal Teachers (PTs) to become leaders of learning is fundamental to the success of the learning communities.

Flexibility

Whilst maintaining the integrity of the structure of the learning boards, headteachers will have some flexibility to combine two ACE themes ('Religious & Moral Education' and 'Health & Wellbeing') to fund the appointment of a cross curricular PT – perhaps for Enterprise Education - agreed within their Learning Community.

Recommendation: refocus PTs as Leaders of Learning, within their learning communities and reduce the overall number of PT posts, without any reduction in overall teaching numbers.

Building blocks – Leaders of Learning

Primary and Secondary

Within each Learning Community, PTs as Leaders of Learning will:

- lead and develop teaching & learning methodologies at school, Learning Community and authority level.
- meet regularly to focus on progression in learning outcomes, pupil achievement and moderation in their Learning Community.
- review pupils' learning experiences regularly to ensure balance and the promotion of active and collaborative learning.
- undertake curriculum development to ensure consistency, coherence, continuity and genuine progression in pupil's learning.
- meet with other curriculum teams regularly re cross curriculum, cross cutting planning and development.
- participate in moderation teams for ACE curriculum areas to define, clearly, stages of achievement based on consistent criteria that will ensure genuine progression.
- be responsible for all transition processes ensuring the appropriate focus on continuity in learning in each curriculum area, including class to class/year to year/sector to sector, school to school.

In addition to the above it is proposed that from the pool of all secondary PTs, one leader for each subject area will be identified to take forward responsibility for leading on that subject across the whole authority. This post will have responsibility for organising practitioner meetings, CPD opportunities and regular updates for subject specialist colleagues.

Deputes in secondary schools

It is proposed to reduce the number of secondary deputes by 9 to 21 across the nine secondary schools. This reflects both the increased management role of PTs (and the additional non teaching time to fulfil this role) and business support staff within the secondary schools' management team.

Deputes in Primary Schools

No change is proposed to the allocation system of primary deputes, although there may be some realignment of existing staff (see page 31).

Chartered Teachers

In order to ensure a route for classroom teachers to progress and develop their careers (and maintain classroom practice) increased opportunities will be sought for teachers to pursue the option of becoming Chartered Teachers.

Building blocks – Non teaching heads

Another critical step in improving education is to make all primary headteachers in the Borders non teaching. Currently more than half of our schools have headteachers with class commitments.

The current position of teaching heads is untenable – it places too high a burden on individuals and can diminish the quality of their own class's learning experience.

The route to achieve non teaching status for all headteachers is based on extending further the authority's successful shared headship model. The current model utilises 57 headteachers for 65 primary schools. The proposal is to concentrate the management of schools further and operate with 42 non teaching heads.

While the principal reason behind the change is to move to a position where all headteachers are non teaching, the proposal also recognises the difficulty in attracting and retaining sufficient headteachers for our smaller and rural schools.

Non teaching heads means that **all** headteachers will be able to focus on the imperative to direct learning; demonstrate leadership of staff and school and deal with the diverse and increasingly complex range of management and corporate duties within their schools.

There could be a perception that the 'classes' of PTs in schools with shared headships would become subject to the same level of disruption currently experienced by classes with teaching heads. However the more planned approach to PTs time will enable consistent team teaching and this, together with the availability of other management support across a group of schools, will make disruption unlikely. Pre arranged times to provide opportunities for parents to meet with headteachers will also need to be established.

Guiding Principles in developing the new model include:

- No closures of rural schools
- Maintaining the links between primary schools and their existing high schools
- There will be three categories of schools:

Single headteachers – for larger and geographically remote schools

Joint headteachers – for schools of a similar size

Satellite headteachers – with one large school and one smaller school

- The headteacher of each 'group' of schools – whether individual, joint headship or a satellite - will have two to three management staff to support them
- With the exception of the authority's four RC schools, headteachers will not have to manage schools across two learning communities
- Each school within a joint or satellite model will maintain its own name; ethos; identity; parent council, and care will be taken to retain links to its local community
- Each school will have at least one promoted post 'resident' in school.

Recommendation: all primary headteachers to be non teaching utilising the successful Borders' joint and satellite headship model to achieve this

Initial proposals for a new primary school structure that will achieve non teaching heads

Tweeddale – Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Priorsford	Single	396	396
Kingsland	Single school	365	365
*Halyrude RC	Joint RC	109	246
Broughton	Joint	91	167
Newlands		76	
West Linton	Single I	277	277
Eddleston	Joint	55	102
Walkerburn		47	
St Ronan's	Single school	268	268
Total Heads in LC	6 (+Joint RC)		
Total pupils in the LC	1684		

*RC schools – managed with either 1 or 2 headteachers

Eildon West - Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Tweedbank	Single	197	197
St Peters	single	239	239
*St Margaret's RC	Joint RC	82	246
Langlee	Single	228	228
Glendinning	Joint	96	195
Balmoral		99	
Burgh	Single	243	243
Caddonfoot	Joint	90	180
Stow		90	
Fountainhall	Joint	23	70
Heriot		47	
Total Heads in LC	7 (+ joint RC)		
Total pupils in the LC	1434		

Eildon East - Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Earlston	Satellite	209	266
Gordon		57	
Channelkirk	Joint	71	104
Westruther		33	
Lauder	Single	216	216
Melrose	Single	375	375
St Boswells	Joint	119	224
Newtown		105	
*St Josephs RC	(Joint)	30	246
Knowepark	Single	315	315
Philiphaugh	Joint	123	200
Lilliesleaf		77	
Ettrick	Joint	9	65
Yarrow		11	
Kirkhope		45	
Total Heads in LC	9 (+ joint RC)		
Total pupils in the LC	1795		

Initial proposals for a new primary school structure that will achieve non teaching heads

Teviot & Liddesdale - Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Burnfoot	Single	290	290
Stirches	Joint	139	367
Wilton		237	
Trinity	Single	266	266
Drumlanrig	Satellite	293	298
Roberton		5	
Newcastleton	Single	79	79
Denholm	Joint	77	119
Hobkirk		42	
*St Margaret's RC	Joint RC	25	246
Total Heads in LC	6 (+ joint RC)		
Total pupils in the LC	1453		

Berwickshire - Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Eyemouth	Single	322	322
Co'path	Joint	76	131
Coldingham		55	
Ayton	Joint	43	109
Reston		66	
Duns	Single	349	349
Chirnside	Single	183	183
Greenlaw	Joint	82	167
Swinton		85	
Coldstream	Satellite	149	172
Eccles-Leitholm		23	
Total Heads in LC	7		
Total pupils in the LC	1433		

Cheviot - Learning Community

Primary School	Proposed H/T Arrangement	Roll inc. Nursery	Total Combined Roll
Parkside	Satellite	258	308
Ancrum		50	
Howdenburn	Single	169	169
Broomlands	Single	214	214
Edenside	Single	378	378
Ednam	Joint	66	106
Sprouston		40	
Yetholm	Joint	39	136
Morebattle		97	
Total Heads in LC	6		
Total pupils in the LC	1311		

Roll information based on 2007 school census

Building blocks - Education

Curriculum architecture

Proposals to strengthen the curriculum architecture in secondary schools were developed by a former secondary headteacher, with contributions from all SBC's secondary schools; secondary schools in other authorities; Heriot Watt University and discussions with representatives from Learning Teaching Scotland. The key recommendations are:

Organisation of schools

- All schools will now follow a two stage model:
 - lower school S1- S3
 - upper school S4 – S6

Structure of the Curriculum -

- In S1-S3 pupils will follow a curriculum based on the values, purposes, and principles of ACE – building on, but not repeating, the work undertaken in primary schools.
- In S4 – S6 schools will aim to introduce a wider range of courses and levels, including more vocational courses.

Balance of resources

- At present allocation of resources within secondary schools is weighted in favour of the upper school. This imbalance should be addressed to help pupils in S1-S3 develop progression in learning.

Senior School Courses

- Consistent minimum grades criteria should be implemented for entry to higher and advanced higher courses.

- Consistent practice should be established on the balance of teaching time between subject areas across schools and share of time allocated to vocational courses.
- Guidance should be provided to schools on compositing classes for higher and advanced higher subjects.

The Scholar Programme/ Video Conferencing

- A nominated teacher within school should have responsibility for Scholar (Heriot Watt's distance e-learning) and video-conferencing teaching resources. Making better use of this resource to provide a 'blended learning' package – face to face and remote teaching.
- Minimum numbers for pupils taking any course should be established and when a school does not reach this figure, then the course should be delivered by 'blended learning' rather than very small groups of pupils being taught separately.

Vocational education

- Each Learning Community should develop a programme of vocational courses designed for pupils of all abilities – and work to build parity of esteem for these courses. Courses could be delivered in partnership with FE colleges or employers. This will be an important part of schools work in developing ACE.

Alignment of Secondary School Timetables

- Timetables should be aligned across all nine schools for at least part of the day to facilitate joint use of Scholar and video conferencing.

Guiding principles for improving the curriculum architecture include

- Teaching which consistently builds on prior learning.
- A supported transition from primary to secondary and from secondary to employment or further education.
- Timetabled slots for wider achievement opportunities.
- Increasing opportunity to make informed choices.
- Activities to enhance political and social awareness, including an awareness of the wider world and its interdependence.
- Opportunities to participate in enterprise and citizenship activities.
- Opportunities to participate in community based projects.
- Regular opportunities for physical activity.
- Guidance, encouragement, and opportunities to develop a healthy lifestyle.
- Participation in a range of visits, field trips, and 'residential's'.
- Participation in activities designed to help the pupil learn how to learn.
- Participation in a personal development programme which includes careers education.
- Opportunities to consider and debate moral and ethical issues.

Building blocks - Education

Pastoral Care

The term pastoral care (or guidance) is interpreted in a number of ways across Scotland and under a variety of different guises from guidance or personal education to social education. The need for a common language and understanding is critical to a service that offers vital support and advice to pupils.

Secondary schools

Proposals to improve pastoral care for all secondary pupils include:

- job titles across all schools are unified as Principal Teacher (Pastoral)
- services they provide will be consistently called Pastoral Care
- pastoral PTs will now be allocated to schools based on school rolls and BDI
- in line with the principle of fewer managers but more time to manage, all Pastoral PTs will concentrate on pastoral duties and only teach Personal and Social Education (PSE) classes – other specialist subjects will be taught by other staff. (It is however acknowledged that all teachers, irrespective of post, may be required to undertake some pastoral duties).
- there will be a reduction in the number of Pastoral PT posts from 50 to 34 but no reduction in total number of teaching posts.

- with a total focus on pastoral duties, PTs will have more time to liaise with additional needs Locality and Central Teams as required.
- concentration of responsibilities will enable Pastoral PTs to build high levels of expertise to help and guide pupils.
- formal social education classes within secondary schools will all now be called PSE.
- a consistent remit for all Pastoral PTs will be introduced to include:
 - teaching timetabled PSE classes
 - universal pastoral and vocational support to all pupils to cover topics such as 'choice of course'; vocational education plans
 - individual targeted advice to pupils with individual support needs
 - building close links with primary schools in their learning communities
- increased training opportunities will be developed to enable Pastoral PTs to fulfil their role more effectively.

Primary schools

It is not proposed to set up a new structure of Pastoral support in primary schools but care of pupils will be strengthened by

- all primary heads being non teaching head
- increased management time for Pastoral PTs
- better local and co-ordinated support to schools through the new additional needs Locality Teams
- secondary Pastoral PTs assisting with the transition process from primary to secondary
- once pastoral PTs are established in their new remit, their capacity to work across the 3 – 18 age range will be reviewed.

The quality and effectiveness of pastoral support for pupils in SBC schools is recognised by HMIE as generally being good. This is a strong base from which to develop better services for pupils – across both primary and secondary schools.

Building blocks – Education

Meeting the twin challenges of enabling local delivery and a more efficient service has resulted in proposals for a new, slimmer departmental structure to support education.

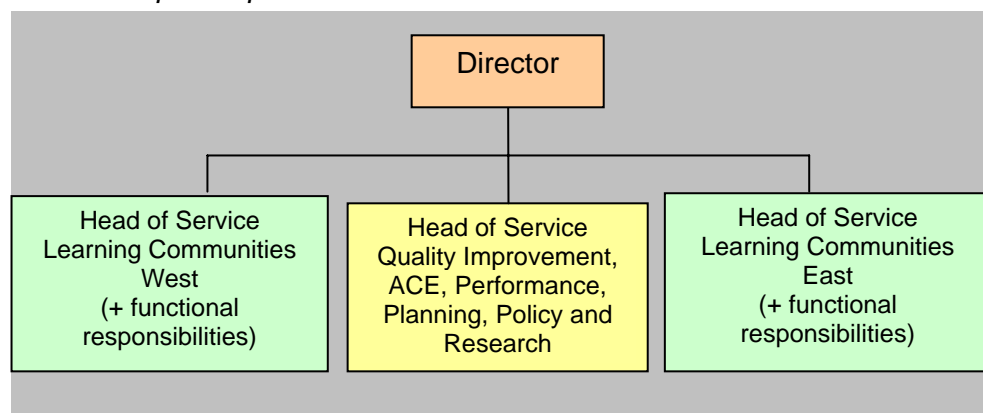
Proposed Education Authority structure

The current structure and *changes proposed* include

- **Current:** Head of Services for Business Services – **Future:** *this post will be removed as part of the separate Support Services Review.*
- **Current:** One Head of Schools Service, supported by a primary and secondary manager – each on chief officer scale - with two further managers who support the primary manager.

Future -

- *Head of Learning Communities West (Tweeddale and Eildon east and west) – with additional functional responsibilities*
- *Head of Learning Communities East (Teviot & Liddesdale, Cheviot and Berwickshire) with additional functional responsibilities*
- *In addition there will be two senior education managers providing support to the Heads of Service*
- *Functional responsibilities will include specialist support on early years/primary and secondary issues, as well as a range of departmental and corporate priorities*



The original departmental structure is shown on page 8

Current Head of Service for Quality Services with the remit for Quality Improvement; Curriculum Development (ACE); CPD and Communications

Future – changes include

- *Quality Improvement – this team of six QIOs will continue with an additional 1.5 posts providing focused quality improvement/assessment for Additional Needs and Community Services activities. This will not be additional staff but a reallocation and change in emphasis of existing roles.*
- *CPD will transfer to a corporate team as part of the Support Services Review.*
- *The post of Communications & Policy Manager will be removed and communication functions will transfer to a corporate team as part of the Support Service Review.*
- *Additional responsibilities for this service will include: Strategic Planning, Policy Development, Performance and Research – this will entail a reallocation of existing functions.*
- *Responsibility for ACE development will continue, with the team working closely with each Learning Community*

Building blocks – Community Services

We recognise that the issues which challenge Community Services – structural, cultural and financial – may be best addressed outwith a Council framework.

Considerable work has been undertaken to investigate whether these services would be revitalised and made more sustainable if they are transferred out of the local authority to operate as a Trust. Glasgow City Council and a number of other authorities, both in Scotland and England, have taken this approach to give new life to services – particularly culture and sport – and met with considerable, if not universal, success.

Utilising a Trust to externalise Community Services will maintain the public sector ethos and culture in a more commercial framework.

The principal anticipated benefits of externalisation are:

- rates remission and tax incentives that could be reinvested in service improvement
- access to new sources of funding
- entrepreneurial and commercial disciplines embedded in a new organisation
- a flexible operating environment leading to a more responsive and resourceful organisation
- streamlined management structures
- a strong customer focus with a better understanding of customers' needs and demands, allied to improved marketing
- strong community engagement with buy-in from voluntary sector partners

Downsides could include:

- questions over access to capital funds
- a perceived reduction in political control but a new Trust would still have strong ties to the authority.

The prime aim of externalisation is to improve the quality and increase the take-up of our services: better services, better managed with more participation.

There are two areas of current CS services that we proposed to retain within Education: Curricular Arts and Physical Education which will remain within Education.

A detailed report is being prepared that will present the business case for the externalisation of Community Services and discussions to explore merger with the authority's three existing Sports and Leisure Trusts to form a new Trust will be held.

Recommendation: Pursue the option of externalising Community Services

Whether externalisation is achieved, or the Service remains within the Council, steps to strengthen out of school activities for children are essential. This will be achieved by:

- testing the commitment of all resources against the principles of youth work
 - **Young people choose to participate** – and can walk away.
 - **The work must build from where young people are** – within both their geographic and interest communities.
 - **Youth Work recognises the young person and the youth worker as partners in a learning process.** The relationship and dialogue between the young person and youth worker is central to the learning process.
- developing a set of deliverable entitlements for children and young people in terms of culture, sport, leisure and youth work
- working in partnership with the Locality Teams and Learning Communities to deliver services locally
- developing aspects of services to help children through early intervention.

Recommendations: Adopt youth work principles as a test for committing resources and establish deliverable rights and entitlements for children and young people.

More efficient use of our buildings and services to schools

Buildings

Optimising the use of buildings is a fundamental principle for the review. The reality is that the Council's estate is simply too large and ties up too many resources which, if released, could help fund improvements in services; reduce ongoing revenue costs and provide better facilities for our service users and staff. As part of the Council's wider transformation programme a major review of the property review is underway – this will deal with the estate as a whole.

The vast majority of the current estate, for both Education and Social Work Services dates back to when children's services were in the hands of Parish Boards. The buildings are a mixture of converted buildings – with many modern services now being delivered from what were Victorian schools or civic buildings, and a small number of purpose built offices. The volume and spread of the estate can be seen in the location of each of the services.

A number of specific proposals have been identified through the TCS project, some of which can be effected in the relative short term, while others because of the need for capital investment are mid to long term solutions.

Short term and interim solutions include where possible multi use of buildings by co-location of teams for example:

- Using spare accommodation in Wilton PS, Jedburgh Grammar to house Locality Teams.
- Using parts of the old high schools at Earlston and Eyemouth as the new schools are opened to provide bases for Central Teams (Complex Needs/disabilities and Educational Psychologists) and the Berwickshire Area Team.
- Partner agencies will be encouraged to co-locate teams with the Locality Teams.

Mid to longer term solutions - which are dependent upon additional capital investment- include:

- Establishment of one (possibly two) family-sized residential units to house children or young people who require a medium or long-term residential placement.
- Building state of the art new schools in our larger towns and amalgamating two, or more schools, into one larger school.

Possible solutions for buildings used by Community Services have not been included in this report. If externalisation does proceed this would be a matter for the new Trust's Board. If the Service remains within direct Council control, action would be taken to optimise use of community halls, public halls and school halls.

Support Services to Schools

Technical Services provides cleaning; catering; grounds maintenance and transport services to schools. Janitors are employed directly by Education.

Recommendations for improvement

A review of the Catering & Cleaning service has been undertaken by APSE (Association for Performance & Service Excellence) on behalf of Education and Technical Services. The data collection and observations identified within the APSE report have been used to inform these recommendations. In addition, internal reviews were undertaken of janitorial, grounds maintenance and transport services.

In short, the reviews found that all services are delivered on a low cost basis which provides value for money and that use of an external service would incur significantly higher costs. However quality and customer satisfaction levels were mixed and need to be addressed through more robust specifications.

The recommendations include:

- establishment of a new structure for the management of the cleaning and catering which separates the two services away from the dual daily management approach and directs the individual services under managers with expertise in the respective areas. **This is now underway by Technical Services.** *Any savings realised should be re-invested and channelled to address issues of training, equipment and lack of resource.*

Catering

- the current pricing, charging and management fees should be reviewed to ensure greater transparency. *Any budget surpluses (which currently cross subsidise non school catering) be realigned to the direct benefit of pupils.*
- move away from regeneration kitchens to traditional meals – as investment through the capital programme is available
- adopt cashless catering.

Cleaning; janitors and school lets

- re-allocate janitorial hours on an equitable basis across the school estate
- develop a greater role for janitors in monitoring of services in schools. Janitors would also be trained to undertake routine maintenance and have more time for core janitorial duties
- assign window cleaning to janitors
- peripatetic services for small rural schools will continue
- consolidate school lets (generally evening hire) within the primary sector on a town cluster basis. This would provide some savings in terms of janitorial overtime and school running costs through consolidation but would also provide an equitable split of overtime to janitors within an area.

Ground maintenance

- all grounds maintenance to be undertaken by the Parks Service – currently two high schools use their janitors for grounds maintenance.

Transport

- target efficiencies in the way additional needs escorts are allocated and used and review allocations on an annual basis
- use 'Young Scot Card' to save on the cost of 16+ transport.

All support services

- develop and implement robust Service Level Agreements to establish core service levels and monitoring arrangements – which will help to address customer satisfaction levels – schools will know what services their schools will receive.

Financial Implications

From the outset the project team has worked to identify areas where genuine efficiencies were possible. Each part of the review was tasked to contribute to the nominal 5% saving target, which would help make the service sustainable in the long term and avoid the need for continual year on year budget reductions.

Immediate and short term implications

As a consequence of the review, savings of over £1m – more than 1% of the combined budgets - were identified and utilised as part of this year's (2008/2009) budget proposals.

In the short term, achieving the balance of the target (circa £3.5m) can only be partially realised. Immediate and short term savings of circa £1.1m are being proposed.

These include:

- £370,000 from revised management structures in both Education and Social Work departments
- £502,000 from the reduction of 9 depute posts
- £23,000 is the net effect of reducing the number of PTs – after paying to cover their existing teaching commitments
- £207,000 from changes to the way art and drama staff are organised in schools to cover for RICCT
- £72,000 reduction in transport costs
- £50,000 - 5% saving on all support service posts in line with the Support Services Review.

Medium and longer term implications

The review has identified that further very significant savings can be achieved – but all of these proposals are subject to the availability of capital funds and parental/community support for new schools.

Opportunities for future savings include:

- £500,000 by providing fewer out of authority residential placements for children with complex needs. This would be possible once better facilities (through the new Locality and Central Teams) are available within the Borders.
- £1million by reducing the number of schools in the region's larger towns. This would involve replacing and merging between 8 and 12 old and unfit for purpose schools with 4 to 6 much larger state of the art schools.

Further work to quality assure the financial implications is underway and more information will be available on the council website over the summer: www.scotborders.gov.uk/tcs

Recommendations

The most significant recommendations are highlighted in blue within the text of this overview - other key recommendations from the Project are shown below.

All Services

- Revise the senior management team structure for both Social Work and Education & Lifelong Learning Departments in light of recommendations below.

Additional Needs

- Develop provision of specialist support (currently provided through special schools outwith the Borders) in the Borders and reduce the number of children educated outwith the Borders.
- Bring together key staff to establish relevant governance; financial and other procedures to support the new service.
- Amend the approved devolved school management funding allocation to include BDI's predictive need
- Integrate additional needs ICT into centralised ICT service,
- Develop a new policy for additional needs escort/transport.

Schools

- Reduce number of primary principal teachers receiving responsibility payments to 54 – without any reduction in number of actual teachers. Depending upon size of schools, provide management time (release from teaching duties) of 1 or 1.5 days a week.
- Reduce number of secondary principal teachers receiving responsibility payments to 81 – without any reduction in number of actual teachers. Average management time for secondary PTs would be 2.5 days a week.
- Reduce number of depute headteachers across all secondary schools by nine posts.
- Utilise video conferencing in secondary schools to increase/maintain subject choice and avoid inefficiencies of very

small classes – with a nominated teacher responsible for the development of Scholar in each school.

- Establish minimum class sizes of [8] pupils for Highers and [3] pupils for Advanced Highers.
- Change the structure of secondary organisation to a lower school S1 – S3 and an upper school S4 – S6.
- Expand the number of vocational choices in secondary schools.
- Align timetables in secondary schools for at least part of the day.
- Create four permanent posts (1 manager + 3 PTs) to centrally co-ordinate development of ACE.
- Use consistent job titles and job remits for all pastoral PTs in secondary schools and introduce a new training structure for these posts.
- Reduce number of Pastoral PTs from 50 - 34 and refocus them purely on pastoral care duties – removing all other subject teaching.

Community Services

- Build lessons learned from existing trusts into a business case for externalisation and present this to Council in summer 2008.
- Adopt youth work principles across all services within CS as a test for committing resources for children and young people.
- Establish deliverable rights and entitlements from the shared vision and values statements.
- Involve children and young people in shaping the future of services.
- Implement a new quality improvement framework and link to a new performance framework.

- Strengthen marketing and trading activity and increase funding to generate income.
- Integrate management structures within the various elements of the Service.
- Align staff with Locality Teams (additional needs) and Learning Communities (schools).
- Strengthen partnership working with the voluntary sector – improving both their involvement in developing strategy and commissioning of services.
- Build capacity and leadership in the voluntary sector for youth work services.
- Strengthen joint working with Planning & Economic Development in event development; regeneration, heritage and countryside management.

Services to schools, including Janitors

- Establish robust SLAs for all services provided by Technical Services (catering, cleaning, grounds maintenance, transport).
- Revise roles of Janitors – including monitoring of cleaning in schools and window cleaning.
- Provide fairer distribution of janitorial cover to all schools.

- Grounds maintenance for all schools to be provided by the Parks Service.
- Target efficiencies in the way additional needs escorts are allocated and used.
- Use National Entitlement cards to reduce the cost of post 16 travel to school or college.
- Use (when available) on board technology to calculate payments for travel by pupils on public service buses.

Property

- Optimise use of existing schools to provide bases for the Locality and (some) Central Additional Needs Teams.
- Use spare accommodation (when the new schools are open) in the existing high schools at Eyemouth and Earlston to house Central Teams and create skill centres for additional needs.
- Seek to extend Primary Asset Block funding (beyond 2012) to build new larger primary schools in towns and reduce number of existing schools by between 4 and 6. This would also lead to a further reduction in headteachers.

Definitions

- ACE – A Curriculum for Excellence
- ELL – Education & Lifelong Learning
- CLD – Community Learning & Development
- FTE – full time equivalent
- CIPFA – Chartered Institute of Public Finance Accountants
- SLAs – service level agreements. A contract that establishes the required level of service to be provided.
- ANAs - additional needs assistants
- LNCT – Local Negotiating Committee for Teachers
- PTs – Principal Teachers. Teaching posts that receive additional responsibility payments.
- NPDO – Non profit distributing organisation
- SEBN – Social, emotional, behaviour needs
- FE Colleges – Further Education colleges
- CMAT – Children’s Multi Agency Teams
- CHAD – Children affected by disability
- LT Scotland – Learning Teaching Scotland, national body that is focused on improving learning and teaching
- Vocational – directly related to employment, examples include hairdressing and building skills
- SWIA – Social Work Inspection Agency
- HMIE – Her Majesty’s Inspectorate of Education
- BDI - Borders deprivation index
- CS – Community Services
- CPD – Continuous Professional Development
- Scholar – Heriot Watt University’s distance learning programme.

Next stages

Engagement/consultation

From 17 June to 27 October we will be seeking views on the proposals. A series of meetings will be held to listen to your views on the project’s recommendations.

Meetings will include drop in sessions for service users; staff meetings and open public sessions. Please check the Council website for information on meetings and dates in your area – details will also be published in all the local newspaper in mid August.

You will be able to submit your views in writing – using a response card at one of the meetings; by email or by letter to the Project Office.

A summary sheet with recommendations, with space for your comments will also be available for you to use.

Council approval

Once the consultation period is complete, all of the feedback will collated and considered.

From this, a final report with recommendations for change will be prepared for the Council to consider. The most likely timescale for a Council decision is 20 November 2008.

Our Scottish Borders

Your voice

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