

# Public Document Pack



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9 February 2016

## NOTICE OF MEETING

A meeting of the **OBAN LORN & THE ISLES COMMUNITY PLANNING GROUP** will be held in the **CORRAN HALLS, OBAN** on **THURSDAY, 18 FEBRUARY 2016** at **2:00 PM**, which you are requested to attend.

Douglas Hendry  
Executive Director of Customer Services

## BUSINESS

1. **WELCOME AND APOLOGIES**
2. **DECLARATIONS OF INTEREST**
3. **MINUTES**
  - (a) Oban, Lorn and the Isles Community Planning Group 19 November 2015 (Pages 1 - 8)
  - (b) Minute of the Third Sector and Communities CPP Strategic Group meeting held on 24th November 2015 (for noting) (Pages 9 - 12)
4. **STANDING ITEM: MANAGEMENT COMMITTEE UPDATE** (Pages 13 - 18)  
Report by Community Planning Manager
5. **REVIEW OF SOA DELIVERY PLANS** (Pages 19 - 22)  
Report by Community Planning Manager

**6. REVIEW OF TERMS OF REFERENCE FOR AREA COMMUNITY PLANNING GROUPS (Pages 23 - 30)**

Report by Area Governance Manager

**7. OUTCOME 3: EDUCATION, SKILLS AND TRAINING MAXIMISES OPPORTUNITIES FOR ALL**

- (a) Post 16 Educational Development and Opportunities

Presentation by Tim Woodcock, Oban High School

- (b) Education Standards and Quality (Pages 31 - 82)

Report by Head of Education

- (c) CLD Partnership Plan (Pages 83 - 92)

Report by the Adult Learning Manager

**8. OUTCOME 4: CHILDREN AND YOUNG PEOPLE HAVE THE BEST POSSIBLE START**

- (a) Oban Community Play Park

Presentation by representative of Oban Community Play Park Group

**9. OUTCOME 5: PEOPLE LIVE ACTIVE, HEALTHIER AND INDEPENDENT LIVES**

- (a) Standing Item: Health and Social Care Integration (Pages 93 - 102)

Report by Integration Project Manager

**10. PARTNERS UPDATES**

Opportunity for verbal updates by Community Planning Partners

**11. PROPOSED 2016/2017 MEETING SCHEDULE (Pages 103 - 106)**

Report by Area Governance Manager

**12. DATE OF NEXT MEETING (Pages 107 - 114)**

The date of the next meeting is scheduled for Thursday 19<sup>th</sup> May 2016n at 6:30pm in Oban High School.

Outcomes to be discussed –

Outcome 1 (The economy is diverse and thriving); and  
Outcome5 (People live active, healthier and independent lives)

## **OBAN LORN & THE ISLES COMMUNITY PLANNING GROUP**

Margaret Adams (Chair)

Councillor Roddy McCuish (Vice Chair)

Councillor Elaine Robertson

Shirley MacLeod, Area Governance Manager

Contact: Danielle Finlay, Senior Area Committee Assistant - 01631 567945

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**MINUTES of MEETING of OBAN LORN & THE ISLES COMMUNITY PLANNING GROUP held  
in the OBAN HIGH SCHOOL  
on THURSDAY, 19 NOVEMBER 2015**

**Present:** Margaret Adams (Chair)

**Attending:** Councillor Elaine Robertson  
Councillor Neil MacIntyre  
Pippa Milne, Argyll and Bute Council  
Shirley MacLeod, Argyll and Bute Council  
Laura MacDonald, Argyll and Bute Council  
Samantha Quarton, Argyll and Bute Council  
Anne Helstrip, Argyll and Bute Council  
Louise Conner, Argyll and Bute Council  
Peter Bain, Head Teacher of Oban High School  
Alan Moore, Police Scotland  
Derek Wilson, Scottish Fire and Rescue  
Carol Muir, Alcohol and Drugs Partnership  
Brian Murphy, ACHA  
Eleanor MacKinnon, Oban Communities Trust  
Gordon MacNab, Oban Communities Trust  
Mark Penrose, Oban Skate Park  
Kevin Irvine, Oban Skate Park  
Siobhan McKay, Oban Skate Park  
Sarah Lawlor, North Argyll Youth Forum  
Maureen Evans, Argyll & Bute Youth Services  
Naomi Campbell, North Argyll & Argyll & Bute Youth Forum  
Gene Palmer, North Argyll & Bute Forum  
Jessie MacFarlane, Oban Community Council  
Marri Malloy, Oban Community Council  
Kieron Green, Oban Community Council  
Duncan Martin, Oban Community Council  
Tina Jordan, Kilmore Community Council  
Jane Darby, Kilmore Community Council  
Jill Bowis, Ardchattan Community Council  
Chelsea MacNab,

**1. WELCOME AND APOLOGIES**

Apologies were received from:-

Councillor Roddy McCuish  
Councillor Iain A MacDonald  
Jay Helbert, Argyll and Bute Council  
Malcolm MacFadyen, Argyll and Bute Council  
Iona MacPhail, ACHA  
Joan Stewart, Argyll TSI  
Glenn Heritage, Argyll TSI  
Linda Battison  
Janet Waterworth, Argyll and the Islands Branch, FSB

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest intimated.

**3. MINUTES**

**(a) Oban, Lorn and the Isles Community Planning Group 27 August 2015**

The Minute of the Oban, Lorn and the Isles Community Planning Group meeting of 27<sup>th</sup> August 2015 was approved as a correct record.

**(b) Oban, Lorn and the Isles Community Safety Forum 28 August 2015 (for noting)**

The Minute of the Oban, Lorn and the Isles Community Safety Forum of 28<sup>th</sup> August 2015 was noted.

**(c) Minute of the Third Sector and Communities CPP Strategic Group held on 26th August 2015 (for noting)**

The Minute of the Third Sector and Communities CPP Strategic Group meeting held on 26<sup>th</sup> August 2015 was noted.

**4. STANDING ITEM: MANAGEMENT COMMITTEE UPDATE**

The Community Planning Officer took the Group through a report which provided feedback on the discussions that took place at the Community Planning Partnership Management Committee on 30<sup>th</sup> September 2015 with particular emphasis on matters raised by Area Community Planning Groups.

**Decision**

The Group noted the report and Mr Bain, Head Teacher of Oban High School, agreed to have all future OLI Community Planning Group meeting dates posted on Oban High School's Facebook page.

(Ref: Report by Community Planning Manager dated 19<sup>th</sup> November 2015, submitted).

**5. REVIEW OF SOA DELIVERY PLANS**

The Community Planning Officer gave a presentation to the Group on the review of SOA Delivery Plans which included an outcome breakdown, the current monitoring system in place, an update on the ongoing review of delivery plans and emphasis on prioritising prevention of inequalities.

**Decision**

The Group:

1. Noted the presentation; and
2. Noted that a further report will be brought back to the February Community Planning Group meeting.

(Ref: Presentation by Community Planning Officer dated 19<sup>th</sup> November 2015, submitted).

### **6. PLANNING OUR FUTURE - UPDATE BY ARGYLL AND BUTE COUNCIL**

The Executive Director of Development and Infrastructure Services took the Group through a report and presentation which went to the Council meeting on 22<sup>nd</sup> October 2015, which provided an update on the rollout of public consultation to seek the views of our communities on savings options and suggestions for innovation, efficiencies and income growth.

#### **Decision**

The Group noted the contents of the report and presentation.

(Ref: Report by Communications Manager and Presentation by Executive Director of Development and Infrastructure Services dated 19<sup>th</sup> November 2015, submitted).

### **7. OUTCOME 2: WE HAVE INFRASTRUCTURE THAT SUPPORTS SUSTAINABLE GROWTH**

#### **(a) Oban Communities Trust**

Gordon MacNab, Chair of Oban Communities Trust gave a presentation to the Group on the progress to date with the Oban Communities Trust Project at Old Rockfield Primary School.

The presentation included discussions on the pop up events and fundraising they have undertaken, staffing, car parking income and the works which have been carried out to ensure the building is safe.

Mr MacNab advised that Oban Communities Trust next AGM will take place on Wednesday 2<sup>nd</sup> December at 7pm and that they are holding a charity auction in the Oban Bay Hotel on 25<sup>th</sup> November which is £5 per ticket.

#### **Decision**

The Group noted the presentation and information provided.

(Ref: Presentation by Oban Communities Trust dated 19<sup>th</sup> November 2015, submitted).

#### **(b) Skatepark Locations**

The Group heard a verbal presentation from Kevin Irvine of the Skate Park Group. He updated the Group on an article which was recently in the Oban Times with the number of people skating at Stafford Street.

He advised he had been in touch with Councillor McCuish to find out suitable locations for a new Skate Park. Mr Bain, Head Teacher of Oban High School confirmed that himself and Councillor McCuish would meet with Mr Irvine and the rest of the Skate Park Group to come up with suitable locations and with contact details of the right people to talk to get started.

Mr Irvine advised that they are not a constituted group at the moment but they hope to be soon and they will apply for funding once a location is sorted. He advised that possible locations are the new Oban High School (if there is spare land), the Old BMX track, Ganavan, the college area and behind the Corran Halls.

### **Decision**

The Group noted the information provided.

(Ref: Presentation by Skate Park Group dated 19<sup>th</sup> November 2015, submitted).

## **8. OUTCOME 6: PEOPLE LIVE IN SAFER AND STRONGER COMMUNITIES**

### **(a) Community Safety Partnership Strategic Plan**

A report informing members of the Oban, Lorn and the Isles Community Planning Group on progress towards establishing a new community safety partnership structure and the rationale for this undertaking, was considered.

### **Decision**

The Group noted the contents of the report.

(Ref: Report by Community Safety Officer dated 19<sup>th</sup> November 2015, submitted).

In response to a question from Marri Malloy, Sgt Moore agreed to forward to the group, response to questions asked previously by the Community Planning Group about road closure arrangements in the Oban area in the aftermath of road accidents.

## **9. OUTCOME 4: CHILDREN AND YOUNG PEOPLE HAVE THE BEST POSSIBLE START**

### **(a) New Oban High School**

A report updating the Oban, Lorn and the Isles Community Planning Group on the new schools development project, to provide a secondary school in Oban, was considered.

Mr Bain, the Head Teacher of Oban High School updated the Group on the current position with the project and what the next plans are.



**Decision**

The Group noted the report and the information provided.

(Ref: Report by Head of Facility Services dated 19<sup>th</sup> November 2015, submitted).

(b) **North Argyll Youth Forum**

The Group heard a presentation from members of Argyll and Bute and North Argyll Youth Forum.

They spoke about the international youth exchanges which had taken place, the promoting and consulting work they have been undertaking on alcohol free beverages, the survey they undertook to see if people are more likely to stay in Oban or move away, how they have set up a youth bank and taken part in a range of training.

They advised that they were unsuccessful in their efforts to improve Soroba pitch and the local tax proposal. They advised that the tax fund could fund a new stake park and many more projects if it was successful.

**Decision**

The Group noted the information provided.

(Ref: Presentation by Argyll and Bute and North Argyll Youth Forum dated 19<sup>th</sup> November 2015, submitted).

**10. OUTCOME 5: PEOPLE LIVE ACTIVE, HEALTHIER AND INDEPENDENT LIVES**

(a) **Health and Social Care Integration Update (Standing Item)**

The Group considered a progress report on the actions undertaken to establish the Argyll and Bute Health and Social Care Partnership since it's last meeting.

There was a concern raised that the Health and Social Care Integration was Oban focused only and that Lorn and the islands were not included.

**Decision**

The Group:

1. Noted the interim arrangements remain in place in both the Council and NHS until April 2016;
2. Noted the new Integrated Joint Board and HSCP Management appointments;
3. Noted the consultation draft of the Strategic Plan 2016-2019 and the communications plan for consultation;
4. Noted that the consultation on the draft Strategic Plan will continue until the end of November 2015; and
5. Asked that someone please be present at February meeting that

can answer any questions asked by the Group.

(Ref: Report by Programme Lead Integration dated 10<sup>th</sup> November 2015, submitted).

(b) **Lorn and Oban Healthy Options - Potential Inclusion on SOA**

The Community Development Officer spoke to her report in Lorn and Oban Healthy Options potential inclusion on the SOA following on from their presentation at the August meeting.

Ms MacDonald advised that Lorn and Oban Healthy Options feel that being associated with the SOA endorses the work they do and aligns it with well-established needs and they therefore wish to be considered for admittance to the appendix of the SOA: Local for Oban, Lorn and the Isles.

**Decision**

The Group:

1. Agreed that the project be supported by the Oban, Lorn and the Isles Area Community Planning Group for inclusion within a Community Led Initiatives appendix to the SOA: Local in recognition of its role as a community project contributing to achieving outcomes of the SOA; and
2. Agreed that the project be included in any future SOA: Local review process for inclusion as a reportable activity.

(Ref: Report by Community Development Officer dated 19<sup>th</sup> November 2015, submitted).

(c) **Alcohol and Drug Partnership**

The Argyll and Bute ADP Coordinator took the Group through a presentation on the Argyll and Bute Alcohol and Drug Partnership which provided an update on the purpose of the partnership, current workings and statistical breakdowns of the local area, as well as outlaying future plans for the partnership.

**Decision**

The Group noted the presentation and the ADP Coordinator agreed to feed back all comments to the partnership.

(Ref: Presentation by Argyll and Bute ADP Coordinator dated 19<sup>th</sup> November 2015, submitted).

## 11. PARTNER UPDATES

The Group heard verbal updates from the following partners:

### **Scottish Fire and Rescue**

Derek Wilson of Scottish Fire and Rescue gave an update to the Group on the Argyll and Bute Casualty Induction Plan, which covers the number of non fatal related fire injuries, main causes of accidental fires and advised his aim is to reduce this and make people feel safe from fires. He advised he plans to get in touch with groups to raise awareness.

He updated the Group on the number of projects that Scottish Fire and Rescue are involved in from the Cut it Out Project, Safe Road Users, British Heart Foundation where CPR equipment is now available in the Fire Station so they can train themselves, the launch was on 16<sup>th</sup> October.

Mr Wilson advised that home fire safety visits are free and that there is an online form you can fill in for a home fire safety visit where you can also get free family cinema tickets for Oban Phoenix Cinema between 20<sup>th</sup> – 19<sup>th</sup> December.

The Group noted the information provided.

### **12. DATE OF NEXT MEETING - THURSDAY 18 FEBRUARY 2016 AT 2PM IN THE CORRAN HALLS, OBAN**

The next Oban, Lorn and the Isles Community Planning Group meeting will be held on Thursday 18<sup>th</sup> February 2016 at 2pm in the Corran Halls, Oban.

The Area Governance Manager highlighted that the Group would be advised by email the relevant Outcomes for consideration at the February meeting.

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### **THIRD SECTOR AND COMMUNITIES CPP STRATEGIC GROUP**

Minutes of meeting held at Highlands and Islands Enterprise, Lochgilphead  
(with VC links to Hill Street, Dunoon and Burnet Building, Campbeltown)  
At 10.00am on Tuesday 24<sup>th</sup> November 2015

**Present:**

*Argyll and Bute Council:* Cllr Robin Currie (Chair), Colin Fulcher, Rona Gold (Items 6-12), Laura Macdonald (Items 1-6), David Rennie, Samantha Quarton, Anna Watkiss (Items 5-12)

*Argyll and Bute TSI:* Alistair McLaren

*ABSEN:* Ailsa Clark

*Living It Up:* Elaine Booth (Items 6-12)

*HIE:* Kirsten Logue

*ABCAB:* Gillian McInnes

*Scottish Health Council:* Alison McCrossan

**In attendance:** Rebecca Stokes (minutes)

<p><b>1. Welcome and Apologies</b> Cllr Currie welcomed everyone to the meeting. <i>Apologies:</i> Shona Barton, Arlene Cullum, Mary-Louise Howat (Argyll and Bute Council); Glenn Heritage, Petra Pearce (Argyll and Bute TSI); Lana Stewart (Police Scotland); Alison Hardman (NHS Highland); David Cowley, James Hymas, William MacDonald (Scottish Fire and Rescue).</p>	
<p><b>2. Minutes of Meeting 26 August 2015</b> Minutes were agreed as accurate.</p>	
<p><b>3. Matters Arising</b> <u>Item 3 – Matters Arising</u> Following the update on the integration of health and social care at the June meeting, Stephen Whiston agreed to answer any subsequent questions to allow the production of a FAQ sheet to be circulated to those who attended. This is still to be received from Stephen but will be circulated once available. Rona to contact Stephen for an update. <u>Item 4 – Partner Updates</u> Following the last meeting, it was agreed to invite Martin Turnbull, Youth Services Manager and Jeannie Holles, Adult Learning and Literacies Manager to become members of the group. Rebecca to check whether invitations were sent. <u>Item 7 – Big Lottery Fund</u> Judy Orr has informed Rona that there are no further updates on the Financial Inclusion project. <u>Item 11 – Integrated Care Fund update</u> Alison Hardman is still collating information regarding the successful applicants.</p>	<p><b>RG</b> <b>RS/RG</b></p>
<p><b>4. Third Sector Interface presentation – Alistair McLaren</b> Alistair gave a presentation on the newly-formed Third Sector Interface (TSI), giving an overview of the role of the TSI, detailing its aims and outcomes and its involvement with the community. <i>Additional comments:</i></p> <ul style="list-style-type: none"> <li>• ABSEN is still to fully complete the merger. The merger documents have been signed, but awaiting account information, which is currently being audited.</li> <li>• The TSI AGM takes place on 2<sup>nd</sup> December at The George Hotel, Inveraray, where they will be looking to recruit four new members onto the board.</li> <li>• £70k has been spent on the merger. The TSI is part-funded by the Scottish Government, but have to match fund.</li> <li>• Approximately 3,000 organisations are registered members of the TSI.</li> </ul>	

<p><b>5. Argyll and Bute Advice Network and Argyll and Bute Citizens Advice Bureau presentations – Gillian McInnes</b></p> <p><i>Argyll and Bute Advice Network (ABAN):</i> Gillian gave a presentation on ABAN, giving an overview of the online network, the services offered, and how referrals are made through the network, emphasising that information shared in the system is secure and trackable.</p> <p><i>Additional comments:</i></p> <ul style="list-style-type: none"> <li>• It is only one of two advice networks in Scotland, and the group agreed that the network is a valuable resource. Partners were encouraged to promote the network: <a href="http://www.argyllandbuteadvice.net">www.argyllandbuteadvice.net</a>.</li> <li>• It was thought that ABAN may be useful in the resettlement of refugees in Bute. Samantha to contact Morag Brown.</li> </ul> <p><i>Citizens Advice Bureau (CAB):</i> Gillian gave a presentation on the CAB, giving an overview of the role of the CAB, detailing its aims, the type of advice provided, the external funding brought into the area, and its links to the Single Outcome Agreement.</p>	SQ
<p><b>6. Updates</b></p> <p><i>Community Planning Partnership (CPP):</i> Samantha informed the group that the CPP annual report has just been signed off. A summary document of the report will also be available.</p> <p><i>LEADER:</i> Colin gave an update on the 2014-2020 LEADER programme. The Service Level Agreement between the Council and Scottish Government has been signed, however there is still no confirmed launch date and the Scottish Government have yet to issue technical guidance on how to operate the fund. It is hoped that the start date will be in February 2016 and that the 2020 timeframe will be extended. LEADER are also waiting on confirmation from HR regarding the advertising of Scottish Government funded posts (two Development Officers and two Compliance Officers). The LEADER programme will include a bid to run a small business support scheme, focusing on enterprise and farm diversification, and the European Maritime &amp; Fisheries Funds (EMMF) will also be running alongside. An update will be provided at the next meeting.</p> <p><i>Alliance for Action Bute:</i> Alliance for Action is a programme being delivered by the Scottish Regeneration Forum (SURF) between 2013-2015 with support from the Scottish Government and Resilient Scotland Ltd. Rona talked to the written update, outlining the background, progress, and next steps of the Alliance for Action in Bute.</p> <p><i>Digital Infrastructure:</i> Anna talked to the written report, covering updates on next generation broadband, mobile communications and community projects. In terms of broadband, a number of rural areas have recently been listed as 'coming soon', so it is expected they will receive next generation broadband in approximately 6 months. A number of options are being tested in terms of internet connectivity and communications, including using television white space. To help keep both partners and communities updated on progress, it was agreed</p>	CF

<p>to circulate information on digital infrastructure through the CPP bulletin. Anna to send information for inclusion.</p> <p><i>Sub-group Event Planning:</i> Alistair has contacted members of the sub-group to arrange a meeting to discuss the proposed funding event in March 2016. The meeting will take place early December. The event will be funded by the Community Planning and Community Development team.</p> <p><i>Partner Updates:</i> Partner updates were tabled and noted.</p>	<b>AW</b>
<p><b>7. Communication and Webpages – Rona Gold</b></p> <p>There was no further update on the redesign of the Council website. Rona to contact Judy regarding a link on the homepage to the Community Support page. To help direct more traffic to the Community Support page, partners were encouraged to publicise the page (<a href="http://www.argyll-bute.gov.uk/community-support">www.argyll-bute.gov.uk/community-support</a>), and a link to it put on the Argyll Communities website. Alistair to contact IT regarding the Argyll Communities website.</p> <p>It was agreed to publicise the webpage through the CPP bulletin. David to send information for inclusion. It was also agreed to put out a press release regarding the Community Support page. David to contact the Communications team to arrange this.</p> <p>It was agreed at the last meeting to gather a list of partner websites to allow a database to be created, however there was a poor response to this, with only one partner providing information. Therefore partners were encouraged once again to send links to their websites and social media pages to Rebecca, along with reasons why the community visit that website/page.</p>	<b>RG</b> <b>AML</b> <b>DR</b> <b>DR</b> <b>All</b>
<p><b>8. Technology Enabled Care/Living It Up update – Elaine Booth</b></p> <p><i>ALISS (A Local Information System for Scotland) website</i> - Any resource can be added to the ALISS directory, and partners were encouraged to link to ALISS and to ensure details are up to date on ALISS directory. <a href="http://www.aliss.org">www.aliss.org</a></p> <p>A volunteer recruitment campaign will start in January 2016, which will list all groups that are currently recruiting volunteers.</p> <p><i>Florence “Flo” (Simple Telehealth) mobile phone texting system</i> – Patients are referred to the system by their GP. The system is being promoted to both health professionals and patients alike.</p> <p>Since the last meeting, the first diabetes patient has signed up, protocols are being written, and GPs are being informed of the service.</p>	
<p><b>9. Planning Our Future – Rona Gold</b></p> <p>RG talked to the presentation that was presented to Area Community Planning Groups regarding Service Choices, outlining why choices have to be made, and the consultation and decision process.</p> <p>Partners were encouraged to respond to the consultation and to encourage others to do the same. <a href="http://www.argyll-bute.gov.uk/planningourfuture">www.argyll-bute.gov.uk/planningourfuture</a></p> <p>It was asked whether the results of the consultation would be fed back to communities before the final decisions were made. It was thought that the timescale for doing so would be too tight, but the suggestion will be taken forward by Cllr Currie.</p>	<b>Cllr RC</b>
<p><b>10. What’s important to the third sector?</b></p> <p>There was no time to discuss this item. Rona to gather views of the Third Sector and Communities Group members by email.</p>	<b>RG</b>

<b>11. AOCB</b> There was no AOCB.	
<b>12. Date of next meeting</b> Wednesday 24 <sup>th</sup> February 2015 – Council Chambers, Kilmory at 10am	

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**Argyll and Bute Community Planning Partnership****Oban, Lorn and the Isles  
Area Community Planning Group****18 February 2016****Agenda Item 4**

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**Community Planning Partnership (CPP) Management Committee –  
update from meeting 18 December 2015**

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**Summary**

This paper provides a response by the CPP Management Committee to key matters highlighted by Area Community Planning Groups. Members of the ACPG are asked to note the responses to the issues. Further issues and comments are welcome for the CPP Management Committee to consider at its meeting in March 2016.

**1. Purpose**

The purpose of this paper is to inform members of the Area Community Planning Group of highlights from the Community Planning Partnership (CPP) Management Committee meeting on 18<sup>th</sup> December with particular emphasis on matters raised by Area Community Planning Groups.

**2. Recommendations**

Area Community Planning Group members are recommended to:

- Note the response set out in section 4 to issues raised by Area Community Planning Groups.
- Request that the Area Governance Manager, Shirley MacLeod, take any further comment to the CPP's Management Committee meeting on 24<sup>th</sup> March 2016.

**3. Background**

At each of its quarterly meetings the Community Planning Partnership considers an update report from Area Community Planning Groups and commits to responding to issues raised alongside providing an update to Area Community Planning Groups on relevant key issues considered by the Management Committee at its most recent meeting.

#### 4. Detail

The report from Area Community Planning Group's to the CPP Management Committee on 18 December requested a response to key concerns for the Groups. These are presented below with the response:

##### 4.1 **Co-ordinate consultation processes to include local community planning groups without overloading their ability to respond effectively.**

###### **Management Committee response:**

Discussion raised points on challenges to officers with:

- The volume of consultations, when looked at across national and local organisations;
- The lack of notification in advance of consultations being launched to enable effective planning of responses; and,
- Timescales which are prohibitive to extensive engagement.

It was agreed that:

- The CPP fortnightly bulletin is to contain information on current consultations.
- CPP responses to consultations engage with Area Community Planning Groups (ACPGs) where timescales would allow engagement at meetings.
- CPP team actioned to promote the dates of ACPG meetings to partners to encourage their attendance for any consultation launch and engagement.
- Governance Manager, Community Planning Manager and Communications Manager meet to explore further solutions.

##### 4.2 **Ensure consistency of approach in how items are included within SOA:Locals and the Community Led Initiatives Appendices.**

###### **Management Committee response:**

Agreed this was important and actioned the Community Governance Manager to lead on the development of consistent approaches in SOA:Locals.

##### 4.3 **Consider the possibility of the OLI commitment to routine inclusion of young people and agenda items relating to issues for them at all meetings, being extended to all community planning groups.**

###### **Management Committee response:**

It was agreed that the possibility of routine inclusion of young people and agenda items relating to issues for them be extended to all the area community planning groups.

- 4.4 Consider how the SOA Delivery Plans can be “island proofed” to ensure parity of service by all partners to island and mainland communities.**

**Management Committee response:**

Community Planning Manager advised that the review of the delivery plans included a sense check on vulnerabilities looking at who is impacted and that vulnerability and isolation were a recurrent theme across the outcomes.

- 4.5 Consider how the criteria of Integrated Care Funding can be reviewed to allow successful third sector projects which work and meet the care needs of older people to continue to be funded without having to demonstrate the “need to be new”.**

**Management Committee response:**

The criteria for Integrated Care Funding was discussed and it was noted that this was set by the Scottish Government and outwith the direct control of the Management Committee.

- 4.6 Progress the involvement of Scottish Water in community planning processes in recognition of their key role in providing/developing/improving local infrastructure.**

**Management Committee response:**

A letter will be sent to Scottish Water.

- 4.7 The Management Committee meeting of the CPP on the 18<sup>th</sup> December 2015 also contained the following highlights:**

- The CPP Management Committee agreed to invite Historic Environment Scotland, the Scottish Environment Protection Agency, Sport Scotland and Visit Scotland onto the Full Partnership. These organisations will be required to participate in Community Planning as part of the forthcoming Community Empowerment Act.
- Richard Heggie from Urban Animation and Willie Inglis from Islay Estates gave a presentation to the Management Committee on the Shoreline Project, Bowmore. The project aims to attract population growth in Islay through providing a mixed use development site for housing, office space and small manufacturing sites. Urban Animation is also working with Argyll Estates, Inveraray, on a similar project. The suggestion was made that a similar presentation be made to the relevant Area Community Planning Group.

- There was shared disappointment with other local authorities that no sites in Argyll and Bute had benefitted from the Scottish Government's Mobile Infrastructure Project to reduce the number of "not spots" in the mobile telephone coverage. CPP partners will continue to raise mobile coverage as an issue with the Scottish Government.
- Ten Syrian refugee families were resettled in Bute in December. The contribution and cooperation was described as immense and has shown Argyll and Bute at its best. Plans are moving forward for a further five families to resettle in Bute in early 2016 and five families for Kintyre in the spring.

### **5. Conclusions**

This paper provides a response by the CPP Management Committee to key matters highlighted by Area Community Planning Groups. Members of the ACPG are asked to note the main issues raised and that these have been responded to. Further issues and comments are welcome for the CPP Management Committee to consider at its meeting in March 2016.

### **6.0 SOA Outcomes**

This report relates to the overall Single Outcome Agreement.

#### **Name of Lead Officer**

Rona Gold, Community Planning Manager, Argyll and Bute Council  
Tel: 01436 658 862

#### **For further information please contact:**

Samantha Quarton, Community Planning Officer, Argyll and Bute Council  
Tel: 01546 604 464



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**Argyll and Bute Community Planning Partnership**

**Oban, Lorn and the Isles  
Area Community Planning Group**

**18 February 2016**

**Agenda Item 5**




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**UPDATE ON SINGLE OUTCOME AGREEMENT (SOA)  
DELIVERY PLAN REVIEW**

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**Summary**

Activities under the Single Outcome Agreement (SOA) are annually reviewed. The current review for activities in 2016/17 is taking into consideration feedback from Area Community Planning Group SOA:Local workshops, Economic Form and the Community Planning Partnership's Outcome Lead workshops.

**1. Purpose**

This report provides an update on the review to keep Area Community Planning Groups informed of progress.

**2. Recommendations**

Area Community Planning Group members are asked to note:

- The progress to date;
- Revised delivery plans will be brought to the May meeting of the Area Community Planning Group; and
- Revision of the SOA:Local will commence thereafter.

**3. Background**

**3.1** The Single Outcome Agreement (SOA) 2013 - 2023 is made up of six outcomes which interlink to our overall aim – Argyll and Bute's economic success is built on a growing population. The Community Planning Partnership (CPP) is required to show how we are working towards achieving these outcomes and presents this information in the form of delivery plans for each of the six outcomes.

**3.2** The SOA is a static document but the delivery plans are fluid and can be updated. The current delivery plans were submitted to the Scottish Government in June 2014 and the Management Committee agreed to review these after October 2015.

**3.3** The SOA:Local reflects information in the SOA delivery plans at a local level and was developed through a series of workshops with Area Community Planning Group members between November 2014 and February 2015. Feedback from these is being used within the development of the revised delivery plans.

**3.4** The Single Outcome Agreement delivery plans at a strategic and local level are produced in line with Scottish Government guidance.

#### **4. Detail**

**4.1** The Community Planning team worked with NHS Health Scotland and Scottish Enterprise to develop a best practice, logic modelling approach to the strategic review of the delivery plans in the SOA.

**4.2** Information is being gathered from the following sources to develop a revised set of delivery plans for the six outcomes of the Single Outcome Agreement:

- Information from the Area Community Planning Workshops for the SOA:Local.
- Recommendations from the Economic Forum
- Outcome Lead groupings of officers involved in delivery of activities in current plans.

**4.3** A revised set of SOA Delivery Plans, one for each of the six outcomes (see attached Appendix A for the six outcomes) will come to the Area Community Planning Group meetings in May 2016.

**4.4** A meeting will be arranged with the chairs of the Area Community Planning Group meetings to explore the development of the SOA:Local with the new delivery plans.

#### **5. Conclusions**

Work is ongoing to develop the delivery plans of the Single Outcome Agreement and a revised set of delivery plans will come to the next Area Community Planning Group meetings. The SOA:Locals will be developed thereafter and Area Community Planning Group chairs will be invited to a meeting to explore options to develop the SOA:Locals.

#### **6.0 SOA Outcomes**

This report relates to the overall Single Outcome Agreement.



**Name of Lead Officer**

Rona Gold, Community Planning Manager, Argyll and Bute Council  
Tel: 01436 658 862

**For further information please contact:**

Samantha Quarton, Community Planning Officer, Argyll and Bute Council  
Tel: 01546 604 464

**Appendix A: The six outcomes of the SOA**

Outcome 1: The economy is diverse and thriving

Outcome 2: We have infrastructure that supports sustainable growth

Outcome 3: Education, skills and training maximises opportunities for all

Outcome 4: Children and young people have the best possible start

Outcome 5: People live active, healthier and independent lives

Outcome 6: People live in safer and stronger communities

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**Argyll and Bute Community Planning Partnership****Oban, Lorn and the Isles  
Area Community Planning Group****18 February 2016**

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**Agenda Item 6**

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**Area Community Planning Groups – Terms of Reference and Revised Ways of Working**

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**Summary**

The following report provides information relating to the implementation of the current Terms of Reference and the revised ways of working which have now been in operation for a period of one year. Members are requested to provide feedback on how they think the current processes are working which will be fed to the CPP Management Committee for comment.

**1. Purpose**

1.1 This report asks the Area CPG to consider and review the current Terms of Reference and ways of working.

**2. Recommendations**

2.1 The Area CPG is asked to provide feedback on the current Terms of Reference and the revised ways of working which have now been in operation for a period of one year.

**3. Background**

3.1 A review of Local Community Planning took place in July 2014, with the outcome of the review being a revised set of Terms of Reference and ways of working which was agreed by the Oban, Lorn and the Isles CPG at the meeting held on 11 March 2015. One of the recommendations was that the revised ways of working were undertaken on a trial basis for a period of one year, with a review on their effectiveness being carried out by the CPP Management Committee and the Council's Policy and Resources Committee.

**4. Detail**

4.1 The Terms of Reference and the revised ways of working have now been in operation for the Oban, Lorn and the Isles CPG for a period of one year. In that

time, the membership of the CPG has changed, and the meetings are now chaired by Mrs Margaret Adams, Chair of Ardchattan Community Council.

- 4.2 Part of the revised ways of working involved the introduction of a pre-agenda process which allows the Chair and Vice Chair to have input on the setting of the agendas in advance of the front sheet agenda being issued to the wider Group members. There is also a more structured format for the meetings, with the aim being that the CPG will consider the 2 Outcomes from the SOA that will be discussed by the CPP Management Committee at their next meeting. This has allowed for effective dialogue from the CPG to the Management Committee, and also facilitates the sharing of information in that forum. The CPP Management Committee then feeds information back to the CPG in the form of a highlight report which comes to every meeting.
- 4.3 The introduction of the SOA Locals has also taken place in the last year. The information in these is now used to facilitate discussion on the inclusion of agenda items for the CPG meetings, this has led to a number of interesting agenda items and discussions at the meetings.
- 4.4 At the CPP Management Committee held in September 2015, Members commented on the success of the local CPG's, highlighting the good work and information sharing which is taking place. It is also noted that there is a better engagement with the community, which is evident in that 3 of the CPG meetings are now Chaired by a member of the community, with the other CPG having a vice-chair from the Third Sector Interface.

## 5. Conclusions

- 5.1 Members are asked to consider the information contained in the report and to review the current Terms of Reference which are attached as an Appendix, and to give views on how they think the current processes are working which can be fed to the CPP Management Committee for comment.

## 6. SOA Outcomes

Not applicable. The report relates to the administration of the Area CPG.

### **Name of Lead Officer**

Donald MacVicar, Head of Community and Culture

### **For further information, please contact:**

Shirley, MacLeod, Area Governance Manager, Argyll and Bute Council

**Tel:** 01369 707134

Appendix – Terms of Reference.

- Appendix 1- Area Community Planning Groups Terms of Reference

## Appendix 1

### Agenda Item 6 - Area Community Planning Group - Terms of Reference

## **Argyll and Bute Community Planning Partnership**

### **Terms of Reference: Oban, Lorn and the Isles Area Community Planning Group**

The Oban, Lorn and the Isles Area Community Planning Group is a sub group of the Argyll and Bute Community Planning Partnership

It is an unincorporated partnership of agencies and organisations with membership drawn from the public sector, third sector, private sector, community organisations and partnerships that have an interest in Oban, Lorn and the Isles.

#### **Purpose**

Argyll & Bute is a large and diverse area. Communities inevitably have different issues even within the overall umbrella of a community plan for the whole area.

Area Community Planning Groups are the vehicle to ensure that there is effective community planning delivery at a local level by:

- Acting on behalf of the Full Community Planning Partnership via the Management Committee to oversee the implementation of Localised Delivery Plans which contribute to the delivery of the Single Outcome Agreement /Community Plan
- Acting on behalf of the community to ensure that local concerns and priorities are highlighted to the Full Community Planning Partnership via the Management Committee.

#### **Role**

The role of the Oban, Lorn and the Isles Area Community Planning Group is to:

- Oversee the implementation of the Localised Delivery Plan for Oban, Lorn and the Isles
- Encourage effective working across community planning partners at an area level
- Act as a conduit to ensure that local priorities are met and local issues addressed

#### **Remit**

The Oban, Lorn and the Isles Area Community Planning Group has the authority to:

- contribute to the development of a Localised Delivery Plan for Oban, Lorn and the Isles
- monitor progress of the Localised Delivery Plan with regard to the agreed outcomes on what is being done within Oban, Lorn and the Isles

- provide the scrutiny role for the Full Community Planning Partnership within Oban, Lorn and the Isles
- consider regular performance monitoring reports and provide information to the Argyll & Bute Community Planning Partnership Management Committee by submitting written reports . A nominated member may also attend a meeting with prior agreement from the chair to provide additional information should a specific issue of concern to the group be scheduled as an agenda item
- form short term working groups to undertake defined pieces of work as required by the group
- engage with communities within Oban, Lorn and the Isles to understand their needs and requirements
- inform and consult on issues relating to Community Planning at an area level
- contribute to an annual report on progress on the agreed outcomes

### **Short Term Working Groups**

Short Term Working Groups initiated by the Oban, Lorn and the Isles Area Community Planning Group must:

- be approved at a meeting of the Oban, Lorn and the Isles Area Community Planning Group and its purpose recorded in the minute of the meeting
- have a named member of the Oban, Lorn and the Isles Area Community Planning Group acting as lead officer for the group
- have a list of members of the group agreed at inception
- have a clear objective agreed at inception
- have a clear remit agreed at inception
- have a clear output agreed at inception
- have a clear start and end date agreed at inception
- have an appropriate source of administrative support identified and agreed at inception
- have an appropriate funding package identified at inception where relevant and a named member of the short term working group undertaking financial responsibility for the initiative
- provide regular reports of activity and progress to the Oban, Lorn and the Isles Area Community Planning Group
- any changes to the above must be approved by the Oban, Lorn and the Isles Area Community Planning Group and recorded in the minute of the meeting

### **EQUAL OPPORTUNITIES**

The Oban, Lorn and the Isles Area Community Planning Group will seek to ensure that promotion of equal opportunities is central to its on-going activities

### **Criteria for Membership**

- Membership is drawn from public sector, third sector, private sector, community organisations and partnerships operating within the Oban, Lorn and the Isles area.

- Membership is open to all organisations public sector, third sector, private sector, community organisations and partnerships operating within the Oban, Lorn and the Isles area with an interest in at least one of the six outcome areas of activity identified in Argyll and Bute Community Planning Partnership's Single Outcome Agreement (SOA).
- Organisations can self-nominate, be invited to join or have a statutory obligation to participate.
- In order to ensure democratic accountability, the Chair and Vice Chair from the Argyll & Bute Council Oban, Lorn and the Isles Area Committee and one other Elected Member from an Argyll & Bute Council Oban, Lorn and the Isles Area Committee Ward not already represented by the Chair or Vice Chair will sit as members of the group.
- In order to ensure democratic accountability, community councils situated within the Oban, Lorn and the Isles area will sit as a member of the group. Subject to local needs, this may be individual community councils, or by way of a caucus arrangement agreed by the community councils situated within the (Oban, Lorn and the Isles) area, or alternatively one community council representing all of the community councils on a rotational basis. The community council undertaking this role will be nominated by the other community councils within the area on an annual basis or more frequently if agreed locally.
- In order to comply with legislation which governs community planning in Scotland, some organisations have a statutory obligation to participate in community planning. The organisation will nominate the most appropriate person within their organisation to sit as a member of the group.
- In order to reflect the needs of the community and range of activities covered by the Localised Delivery Plan, other organisations and partnerships operating within the local area are also able to sit as members of the group.
- In order to obtain a balanced representation of the above and to ensure a community focussed approach, a ratio of no more than 50% public sector membership should be maintained throughout the lifetime of the group.
- The representatives ought to be able to speak on behalf of their organisation and where appropriate commit funding and other resources to local partnership activity.
- Membership should reflect the needs of the community and can therefore change subject to approval by a simple majority vote of the other members of the group.

### **Role of Members**

Oban, Lorn and the Isles Area Community Planning Group members have the following responsibilities:

- To attend the scheduled Oban, Lorn and the Isles Area Community Planning Group meetings.
- Consistency in attendance by members is necessary to build momentum and progress the activities of the group. Members will be encouraged to appoint substitutes to attend meetings on their behalf if they are unable to attend.
- To communicate information relating to the Oban, Lorn and the Isles Area Community Planning Group with other members and officers within their own organisation and other organisations operating within the area of activity they represent.
- To communicate information relating to their organisations area of activity to other members of the Oban, Lorn and the Isles Area Community Planning Group at meetings.
- To raise community planning related issues (that is issues related to Argyll and Bute Community Planning Partnership's SOA) on behalf of the community at Oban, Lorn and the Isles Area Community Planning Group meetings.
- To contribute to the development, on-going monitoring and review of the Oban, Lorn and the Isles SOA Local Plan.
- To participate in short term working groups as required.

## Meetings

### Chair

- The Chair and Vice Chair of the Oban, Lorn and the Isles Area Community Planning Group will be elected by the members of the group and will be appointed for a period of two years.
- Nominations for the Chair and Vice Chair positions will be proposed and seconded by Oban, Lorn and the Isles Area Community Planning Group members. Each member will have one vote and a simple majority vote will determine the outcome of the election process.
- The elected Chair, or in their absence, the Vice-Chair shall preside over the meeting. If both are absent, partners will choose a member from the floor to preside.
- Members should respect the authority of the Chair who will decide matters of order, competency, relevancy and urgency.

### Quorum

- The quorum for a meeting will be 5.
- If a quorum is not present within 10 minutes of the scheduled start of a meeting or if at any point after a meeting has commenced attendance falls below the quorum the meeting will be declared inquorate.
- If a quorum is not present, at the Chairperson's / Vice-Chairperson's discretion, the meeting shall proceed and any decisions taken will be homologated at the next meeting.
- For purposes of the quorum, participation of partners by video-conferencing or telephone conference links will be considered as present.

### Frequency of Meetings

- The Area Community Planning Groups of the CPP will normally meet once each quarter (4 times each year).
- These meetings will normally be in March, June, September and December.
- Where business requires, further meetings can be called with agreement of the Chair subject to the required notice being given.



## **Conduct of Meetings**

- Meetings of the Oban, Lorn and the Isles Area Community Planning Group will be held in public.
- Observers can only participate in discussion with the agreement of Chair.
- Members must declare any conflict of interests at the start of a meeting and take no part in the consideration of the relevant item.
- Observers wishing to participate in discussion must declare any interest in the subject under discussion.
- All meetings will be minuted and a minute made available through the Council's website and available from a link through the community planning partnership website.
- Meetings of the Area Community Planning Groups will be conducted in accordance with the lead partner's (Argyll & Bute Council) standing orders for meetings subject to any necessary changes as set out above (mutatis mutandis).

## **Decision making**

- All members of the group have equal status
- Each member has one vote
- The Chair retains the casting vote
- All decisions must be clearly minuted with a brief summary of the discussion and reason for decision recorded as well as the outcome
- The minutes should clearly record who or whatever organisation is responsible for action
- Observers and persons attending the meeting in an advisory capacity may provide information but are not part of the decision making process and are not able to participate in a vote

## **Accountability**

The Oban, Lorn and the Isles Area Community Planning Group is an integral part of Community Planning in Argyll & Bute and is accountable to the following bodies:

- Full Community Planning Partnership via the Management Committee
- Community within its local area
- Argyll & Bute Council as lead partner of Community Planning.

## **Support**

The Oban, Lorn and the Isles Area Community Planning Group will be supported by:

- A Lead Officer, Argyll and Bute Council Community Governance Manager, to facilitate and promote the smooth operation of the group and work closely with group members to ensure a supportive structure, which responds to the needs of the members in addressing issues.
- Administrative support, organising meetings, taking minutes and associated administrative support will be provided by Argyll and Bute Council, Governance & Law.
- A Local Community Development Officer will have a key role, working in partnership with organisations in the support of community groups, organisations and individuals, particularly those who do not traditionally engage in community issues, to participate in local community planning.

## **Issue of Papers**

- The agenda and papers for the Oban, Lorn and the Isles Area Community Planning Group will normally be issued 14 days prior to the date of the meeting.
- The Chair can agree to accept late papers.
- The draft Agenda detail will normally be circulated four weeks in advance to allow members to propose items for inclusion
- The agenda and papers will be published on the Argyll & Bute Community Planning Partnership website, the Argyll & Bute Council website and available from a link through the community planning partnership website.

## **Communications**

The Oban, Lorn and the Isles Area Community Planning Group is an integral part of Community Planning in Argyll & Bute and will follow the guidance set out for Area Community Planning Groups within Argyll & Bute Community Planning Partnership's Communication Strategy.

## **Winding Up**

The Oban, Lorn and the Isles Area Community Planning Group is a sub group of the Argyll and Bute Community Planning Partnership.

- If the Argyll & Bute Community Partnership is dissolved, the [insert name] Area Community Planning Group will cease to exist by default
- If a review of Argyll and Bute Community Planning Partnership delivery structure should recommend that Area Community Planning Groups should be dissolved to facilitate a new delivery structure, the decision whether or not to wind up the group will be made by the Argyll & Bute Community Planning Partnership following consultation with the Area Community Planning Groups and Argyll & Bute Council as lead partner for community planning within the area.
- Area Community Planning Group members may initiate a proposed wind up of the group by submitting a report outlining the reasons why it was felt the group was no longer required to the Management Committee in the first instance. The decision whether or not to wind up the group will be made by the Argyll & Bute Community Planning Partnership following consultation with Argyll & Bute Council as lead partner for community planning within the area

Approved and adopted at the Oban, Lorn and the Isles Area Community Planning Group meeting held on 11<sup>th</sup> March 2015.

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**Argyll and Bute Community Planning Partnership****Oban, Lorn and the Isles  
Area Community Planning Group****18 February 2016****Agenda Item 7(b)**

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**EDUCATION STANDARDS AND QUALITY REPORT 2014/15**

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**Summary**

The report presents the major achievements made within Education in Argyll and Bute across the session 2014/15 and includes the SQA examination results for pupils who sat examinations in May/June 2015.

The full report will be available to view on Argyll & Bute Council website  
<http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

**1. Purpose**

The purpose of this report is to provide Community Planning Group on the progress being made within Education in Argyll and Bute.

**2. Recommendations**

It is recommended that the Community Planning Group:

- note the continuing progress made in relation to Education within Argyll and Bute, and
- note the commitment of staff and the success and achievements of our children and young people.

**3. Background**

The Community Services Committee at its meeting on 10 December 2015 endorsed the Education Services Standards & Quality Report for session 2014/2015.

The report is presented in a revised format based around the principle high level questions as outlined within Quality Management in Education (QMIE), the self- evaluation framework used by the Education function of the Local Authority.

## 4. Detail

The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2014/15.

Particular successes highlighted within the appended report include:

- Improved results overall in National 4, Higher and Advanced Higher awards;
- Delivery of a greater range of wider achievement qualifications across our schools including:
  - Award Scheme Development Accreditation Network;
  - British Safety Council Basic Food Hygiene Certificate;
  - Duke of Edinburgh;
  - John Muir Award, and
  - The Saltire Award scheme.
  
- 91% of young people entered a positive destination post school;
- The number of schools receiving recognition and awards at local and national level. Particularly notable is the success of St Mun's Primary at the Rolls Royce Science Awards and Dunoon Primary at the Microsoft Awards
- Every child and young person in Argyll and Bute has a Named Person;
- A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity undertaken as part of the validated Self Evaluation (VSE) process for Educational Psychology Services;
- Use of the Sharing Argyll Learning Initiatives, online resource, to promote quality Professional Learning Opportunities for all staff including our valued supply teachers;
- Two days training to cluster numeracy representatives from our Numeracy Hub Champion;
- All local area facilitators were trained in the use of the assessment and moderation toolkit;
- There is a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement;

- Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children.
- Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and well-being;
- The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to ASN and GIRFEC (Getting it right for Every Child).
- A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:
  - pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
  - Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
  - Non-promoted teachers who lead aspects of school development;
  - Teachers seeking leadership roles and promoted posts;
  - Aspiring Head Teachers (through the 'Into Headship' Programme delivered in partnership with the University of Highlands and Islands and the Scottish College for Educational Leadership);
  - Newly promoted Head Teachers, and
  - Experienced Head Teachers.

What are we going to do next?

- As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge. Key approaches include:
  - an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
  - members of the Education Team undertake a comprehensive review of the attainment sets for schools, including

discreet subject areas, identification of key trends: positive and negative, three year averages and subject trends, and

- meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools.
- Central staff and schools will further develop and promote *Skills for Work* and Partner Achievement Qualification opportunities thereby extending partnership working and wider achievement qualifications;
- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations;
- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised;
- Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage;
- Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework;
- Undertake focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement;
- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIE, SQA;
- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level;
- Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement;
- Support staff and schools to build capacity to meet the needs of our most vulnerable young people within our own establishments, further reducing the number of children placed in educational establishments outside the Authority;
- Support schools to further develop their understanding of the increased expectations from

Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation;

- Work with colleagues in all schools and establishments to develop leadership at all levels, and
- We will continue to work with schools to focus on raising attainment and achievement for all pupils.

### **5. Conclusions**

The next Standards & Quality Report will be reported to Community Services Committee in December 2016 reporting on progress in session 2015/16.

### **6.0 SOA Outcomes**

Outcome 3: education, skills and training maximises opportunities for all

#### **Name of Lead Officer**

Cleland Sneddon

#### **Executive Director of Education**

#### **For further information please contact:**

Ann Marie Knowles, Head of Service: Education

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# Standards and Quality in Argyll and Bute Schools 2014/15

## Community Services: Education



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# Foreword

Welcome to this Standards and Quality Report 2014/15 for Argyll & Bute Council's Education Service.

This report is aimed at providing the reader on how our service performs. It highlights the many excellent developments in the service and recognises the dedication of staff, pupils, parents and wider partners in supporting our young people "to be ambitious and realise their full potential".

From the busiest Town Centre to Highland Glen or to the most remote Island, Education Services deliver a pathway to achieving the highest attainment in some of Scotland's most challenging and unspoiled environments. As Policy Lead I believe that our staff and our children and young people are the greatest assets we have and I congratulate them all.



Councillor Rory Colville  
Policy Lead  
Education and Lifelong Learning

## Section 1: Introduction

- 1.1 Argyll and Bute, the second largest local authority by area covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.13 persons per hectare). The population of 87,660 (NRS 2014 MYE) is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2013-2014). A further 32% per cent live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

Argyll and Bute is an area of outstanding natural beauty with mountains, sea lochs, and 23 inhabited islands. The geography provides challenges for service delivery, particularly in communications and transport.

### 1.2 The Scottish Index of Multiple-Deprivation (SIMD)

The SIMD 2012, produced by the Scottish Government, identifies small-area concentrations of multiple-deprivation across Scotland. The SIMD is produced at datazone level, with datazones being ranked from 1 (most deprived) to 6,505 (least deprived).

Of the 122 datazones that cover Argyll and Bute, 10 were ranked as being in the 15% most overall deprived datazones in Scotland.

These ten datazones are located in Argyll and Bute's towns:

- Two each in Helensburgh, Rothesay and Campbeltown
- Three in Dunoon
- One in Oban.

The SIMD measures deprivation on seven domains, as well as providing an overall measure of multiple deprivation. One of the seven domains is the 'geographic access domain', which measures access to a range of basic services.

Of Argyll and Bute's 122 datazones, 53 are within the 15% most access deprived datazones in Scotland. Between them, they include 45% of Argyll and Bute's total population. The most access deprived datazone in Scotland covers the islands of Coll and Tiree.

Argyll and Bute Council's Vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities;
- We take pride in delivering best value services;
- We are open, honest, fair and inclusive; and
- We respect and value everyone.

## Section 2: Context

- 2.1 Community Services is the largest of the services within Argyll and Bute and accounts for approximately 56% of the total expenditure of the Council. The Council offices are located in Lochgilphead with three education offices based in Dunoon, Oban and Helensburgh.

Within Community Services, Education is statutorily, required as prescribed in the 'Standards in Scotland's Schools etc. Act 2000' to provide school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The service is currently responsible for:

- Seventy two primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs, and
- Two Early Learning and Childcare centres.

61% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

The total school pupil roll stands at 10,575 (September 2014 Census), consisting of 5,770 primary pupils, 4785 secondary pupils and 20 pupils in the school for pupils with complex additional needs. This compares with a total pupil roll of 10,670 in 2013/14, 10,767 in 2012/13, 11,065 in 2011/12 and five years earlier 11,292 in 2009/10. In addition there are 793 pre-school children. These children are in two Council Pre-School Centres and fifty one Pre-School classes. A further 654 children are catered for in twenty three voluntary, privately and independently managed Pre-School establishments.

Our children and young people are supported in their learning by:

- 865.55 FTE teachers;
- 79.63 FTE classroom assistants;
- 153.91 FTE ASN assistants;
- 15.44 pupil support assistants;
- 116.68 clerical assistants;
- 10.00 FTE librarians in secondary schools, and
- 30.10 FTE technicians.

Early Learning and Childcare is available within fifty one Services provided in Schools. These fifty one Services are managed by the Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two Pre-School Centres are managed by Heads of Centre, supported by a Senior within each provision. In addition 136 childcare and education workers (89.56 FTE) are employed. The Early

Years Service commissions an additional twenty three services to deliver Early Learning and Childcare.

Youth work activities are delivered in every area by Community Learning Development; Youth Workers (9.5FTE) and Youth Work Assistants (4.4FTE).

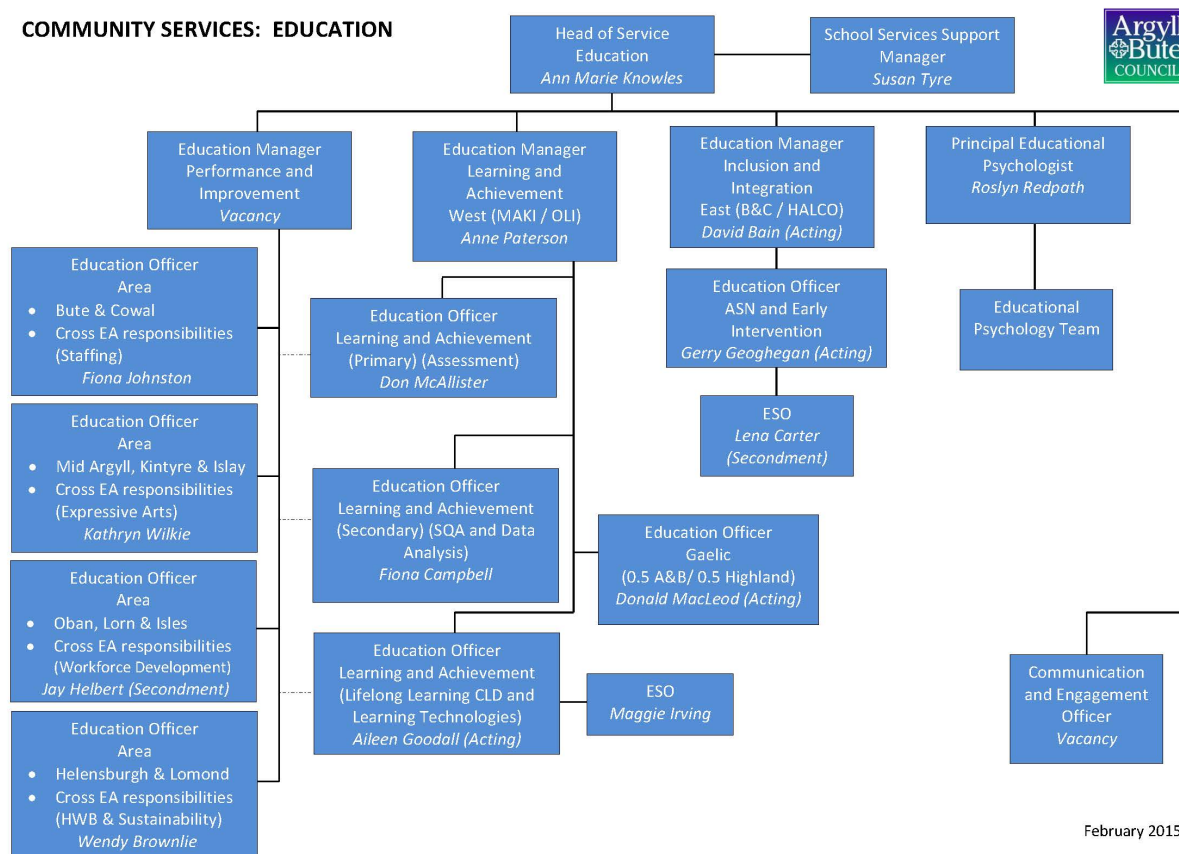
A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning (ASL) Act are available across a number of schools within the Authority.

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training to staff on meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with others, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support to pupils and families, as required.

Gaelic Medium Education is available in six pre-school and primary establishments at Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree with continuity and progression of language skills in the five associated secondary establishments.

All schools, with the exception of one very small primary school, have a Parent Council as anticipated and defined within the Scottish Schools (Parental Involvement) Act 2006.

Following Community Service Committee approval in February 2014 a revised Education Management Structure, as detailed in the organisational structure below, came into place.



## Section 3: Legislative Duty and Service Aims

**3.1** The context for the planning of services within Education Services includes national priorities and developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities contained within the Single Outcome Agreement agreed with Community Planning Partners.

**The Standards in Scotland's Schools Etc Act, 2000** sets out the national agenda for Education. The act provides an improvement framework for Scottish Education.

The improvement framework operates at three levels- national government, local government and individual schools. The national approach for improvement in Scottish Education has been updated since the introduction of the Act in 2000 and now includes:

- The Journey to Excellence;
- Curriculum for Excellence;
- How Good is Our School?
- The Child at the Centre, and
- How Good is our Community Learning and Development?

**3.2 The Journey to Excellence, How Good is Our School? and The Child at the Centre**

These national publications bring together the principles of self-evaluation, improvement planning, and school effectiveness and improvement.

Councils are required to address, through local improvement objectives, National Priorities established by the former Executive. Schools are required to ensure that their improvement plans take account of the local improvement objectives.

The aim of **How Good is Our School?: The Journey to Excellence** is to provide practical support for all those schools and early education centres which are now ready to make that step from change from good to great. This change of perspective from aiming for very good to aiming for excellent is a sign that the quality culture within Scottish schools has matured, that Scottish Education is ready to take self-evaluation to the next level.

**3.3 Curriculum for Excellence**

Curriculum for Excellence sets out an aim where: *“all children develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.”*

### 3.4 The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. Collaborative working among all those supporting children and young people is promoted and the Act sets out parents' rights within the system. The 2004 Act was amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

### 3.5 Children and Young People (Scotland) Act 2014

This Act aims to strengthen the rights of children and young people in Scotland by encouraging Scottish Ministers and Public Bodies to think about these rights and how they relate to their work. It has also created new systems to support children and young people and to help identify any problems at an early stage, rather than waiting until a child or young person reaches crisis point. This includes identifying a Named Person for every child and giving guidance on planning to support their agreed needs.

The Act is very wide-ranging and also:

- Increases the powers of Scotland's Commissioner for Children and Young People;
- Makes changes to early learning and childcare;
- Provides extra help for looked after children and young people in care, and
- Provides free school dinners for children in Primaries 1-3.

### 3.6 The Equality Act 2010

The Equality Act places a duty on education authorities to ensure that children and young people are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information. All services for children and young people – Health, Education, Police, Social Work, Housing and voluntary organisations are required to adapt and streamline their systems and practices to improve how they work together to support children and young people.

### 3.7 The Scottish Schools (Parental Involvement) Act 2006

This Act aims to provide parents and carers with every opportunity to become more involved in their children's education.



### 3.8 Gaelic Language (Scotland) Act 2005

The Gaelic Language (Scotland) Act 2005, *Achd na Gàidhlig (Alba) 2005* gives formal recognition to the Scottish Gaelic Language. The Act aims to secure Gaelic as an official language of Scotland that commands equal respect with English language, by establishing Bòrd na Gàidhlig as part of the Government Framework in Scotland and also to produce National Gaelic Language Plans that provide strategic direction for the development of the Gaelic language.



## **National Gaelic Language Plan 2012-17**

Bòrd na Gàidhlig has a duty to prepare a National Gaelic Language Plan and to take a lead in delivering aspects of it. There is also a clear role for Gaelic speakers, public bodies, local authorities, Gaelic organisations and others to work with the Bòrd in ensuring the Plan is implemented as fully as possible. The National Gaelic Language Plan, 2012-17, is a strategy for the growth of the Gaelic language. It seeks to secure an increase in the number of people learning, speaking and using Gaelic in Scotland. The plan sets out an ambition to increase numbers and grow opportunities through key areas:

- Home and Early Years;
- Education: Schools and Teachers;
- Education: Post School Education, Communities and Workplace;
- Arts and Media, Heritage and Tourism;
- Economic Development, and
- Language corpus.

## **Argyll and Bute Council Gaelic Language Plan 2014-18**

Argyll and Bute Council recognises the role Gaelic has played in the history of Argyll and Bute and continues to promote the language and its culture to communities. It is committed to giving Gaelic and English languages equal respect and continues to make an active offer of Gaelic services to the public. A Gaelic Language Plan was developed under sections 3 and 7 of the Gaelic Language (Scotland) Act 2005 and approved by Bòrd na Gàidhlig April 2014. The Plan describes how the Council, in partnership with other organisations, will address the needs of individuals, groups and communities. It aims to increase the number of Gaelic speakers in Argyll and Bute, increase opportunities for using Gaelic in the community, and promote bilingualism in the home and in our education establishments. It further promotes economic benefits of Gaelic related activities while promoting the status and visibility of Gaelic through the themes identified in the National Gaelic Language Plan.

### **3.9 The Single Outcome Agreement**

The Single Outcome Agreement (SOA) commits all Councils to achieving identified local outcomes which in turn contribute to the Scottish Government's National Outcomes. A number of public sector organisations are statutory partners in Community Planning including Argyll and Bute Council, NHS Highland, Scottish Fire and Rescue Service, Police Scotland, Third Sector Partnerships and Highlands and Islands Enterprise. Scottish Ministers have a duty to promote and encourage the use of Community Planning.

### 3.10 Authority Priorities 2014 – 2015

The Education Service Aims:

To work together to create community, with a culture, where our young people are included, successful, ambitious and creative and where they can aspire to be the best they can be.

**Raising Attainment and Promoting Achievement through:**  
Curriculum for Excellence:

- moderation, assessment and reporting
- literacy
- numeracy
- health and wellbeing

**Raising Attainment and Promoting Achievement through:**

- Broad General Education
- Senior Phase models
- Developing Scotland's Young Workforce

**Raising Attainment and Promoting Achievement through:**  
Children, young people and families in the wider community.

**Raising Attainment and Promoting Achievement through:**  
The development of effective leadership of learning for all levels.



## Section 4: What key outcomes have we achieved?

### 4.1 Key Performance Outcomes and Fulfilment of Statutory Duties

#### Attainment in National Qualifications

The Council received SQA examination results for all pupils entered for formal qualification in session 2014/15 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute secondary schools. Due to changes to the presentation of statistical information no national or benchmarking 'family' comparisons data was available until spring 2015. The introduction of Insight, formerly The Senior Phase Benchmarking Tool (SPBT), presents a significant change for all Scottish Local Authorities in receiving, reviewing and presenting examination data. As a consequence of these changes, the content and style of this report differs from previous attainment reports. Schools in Argyll and Bute, in common with other secondary schools in Scotland began to work towards the introduction of alternative curriculum structures for senior phase learners (S4 – S6). The structure for S4 changed during session 2013/14 with further changes planned for implementation across 2014/15 and 2015/16.

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for new National Qualifications in May 2015.

The following tables illustrate performance in each of the ten secondary schools across the New National Qualifications Framework:

COURSE	ARGYLL & BUTE AVERAGE (%)	NATIONAL AVERAGE (%)	DIFFERENCE (%)
NATIONAL 4	94.7	93.3	+1.4
NATIONAL 5	74.8	79.8	-5.0
HIGHER	76.8	78.1	-1.3
ADVANCED HIGHER	83.6	80.9	+2.7

Due to the implementation of the revised National Qualifications at level 3, 4, 5, and Higher it is not reasonable to compare statistical outcomes across earlier years. Standard Grade and Intermediate 1 & 2 qualifications have been replaced by National 3, 4 & 5 and a new Higher. As a consequence of these changes extreme caution should be exercised when making comparisons.

The following tables illustrate overall performance of Argyll and Bute schools across all course levels.

<b>National 4 **</b>	10/11	11/12	12/13	13/14	14/15
% passes Authority Average	No National 4 presentations across 10/11 - 12/13			100.0%	94.7%
% passes National Average				93.0%	93.3%

<b>National 5 **</b>	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	No National 5 presentations across 10/11 - 12/13			82.0%	74.8%
% awards Grade A-C National Average				81.1%	79.8%

<b>Higher</b>	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%	76.8%
% awards Grade A-C National Average				77.1%	78.1%

<b>Advanced Higher</b>	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%	83.6%
% awards Grade A-C National Average				81.0%	78.5%

Overall, the results for pupils across almost all levels are above the results noted in the 11 December 2014 Community Services Paper with the exception of National 5 results. It is worth noting that as SQA attainment is updated regularly within management reporting systems information at different stages of the academic session can be different for similar measures.

### **Footnotes**

\*\* 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date.

National Averages have been taken from Summary Statistics for Schools in Scotland, Number 4, 2013 Edition, 11th December 2013 (amended 11th February 2014) and from information provided by SQA August 2015.

Argyll and Bute averages (2010-2014) were taken from SEEMis Vision in November 2014. Argyll and Bute averages (2014/15) were taken from SQA data provided in August 2015 and as such are liable to change throughout the session.

**What we plan to do next:**

As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge. Key approaches include:

- i. an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
- ii. members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discrete subject areas, identification of key trends: positive and negative, three year averages and subject trends;
- iii. meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools;
- iv. ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years;
- v. Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth;
- vi. following the December report to the Council by the Head of Service and Education Manager, reports on achievement, including examination results, for individual secondary schools/joint campuses will be presented by Head Teachers/Principals at their respective Area Committee meeting;
- vii. Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. Where appropriate, improvement actions at subject level to be agreed. These may include working across schools to improve consistency of standards, and
- viii. in addition, examination results and approaches to quality improvement will be routinely discussed with the Education Scotland, Area Liaison Officer.

**4.2 Skills for Work and Wider Achievement Partnership Awards**SQA designated Skills for Work Qualifications

<b>COURSE</b>	<b>LEVEL</b>	<b>Nos Pupils</b>
Automotive Skills	National Progression Award	9
Creative Digital Media	Intermediate 1	23
Construction Crafts	National 4	7
Construction Crafts	National 5	26
Cosmetology	Intermediate 1	21
Cosmetology and Beauty	Higher	10
Early Education and Childcare	Intermediate 1	61
Early Education and Childcare	Intermediate 2	31
Early Education and Childcare	Higher	8
Engineering Skills	National 4	58
Hairdressing	Intermediate 1	27
Hairdressing	Intermediate 2	28
Hospitality	Intermediate 1	27
Hospitality	Intermediate 2	86
Rural Skills	Intermediate 1	36
Sport and Recreation	National 4	43
Travel and Tourism	National 5	11

Uniformed and Emergency Services	Intermediate 1	13
<b>TOTALS</b>		<b>525</b>

Skills for Work courses focus on generic employability skills that are needed for success in the workplace. These SQA courses offer opportunities for learners to acquire employability skills through a variety of practical experiences that are linked to a particular vocational area such as Construction, Hairdressing, Hospitality and Engineering.

Courses are delivered in partnership with our local colleges and employers, giving young people the chance to spend time in a different learning environment, meet new people and face new challenges.

The range of courses available to learners includes:

#### Wider Achievement Partnership

Through partnership working central education staff and secondary school colleagues have been developing a range of wider achievement courses that enhance the opportunities already offered in the senior phase curriculum. These new courses allow our young people to further develop their skills for learning, life and work.

The awards offered during 2014/15 included:

<b>Organisation</b>	<b>COURSE/LEVEL</b>	<b>Nos of Pupils</b>
ASDAN	Certificate of Personal Effectiveness	32
ASDAN	Certificate of Personal Effectiveness	9
ASDAN	Towards Independence: Animal Care	3
ASDAN	Towards Independence: Independent Living	2
ASDAN	Towards Independence: Using a Computer	3
ASDAN	Towards Independence: Business Enterprise	3
ASDAN	Towards Independence: Work Awareness	2
ASDAN	Towards Independence: Performing Arts	3
ASDAN	Towards Independence: Starting Out	1
ASDAN	Towards Independence: Practical Workshop	2
ASDAN	Transition Challenge: Feeling Good	4
ASDAN	Transition Challenge: Moving Forward	4
ASDAN	Foodwise Course	14
ASDAN	Personal Finance	5
ASDAN	Employability Award	9
Duke of Edinburgh	Bronze	63
Duke of Edinburgh	Silver	24
Duke of Edinburgh	Gold	4
Saltire	SALTIRE Awards Scheme	187
	Friends Against Bullying (FAB)	28
Princes Trust	XL Personal Development	20
John Muir	Intermediate	17
John Muir	Introductory	9
	YASS – S6 Open University	25
Youth Achievement Award	Bronze	24

Youth Achievement Award	Silver	5
Scottish Football Association	Football Coaching	27
Scottish Football Association	Football Refereeing	30
Scottish Football Association	Football - Early Touches	38
	Sports First Aid	15
	Positive Coaching Scotland	28
	Day Leader Award	28
SRU	Rugby Ready	28
UKCC	Introduction to Shinty	28
	Sports Leader Award	170
SQA	Enterprise and Employability NPA	64
SQA	Leadership	64
SQA	Psychology (Intermediate 2)	2
SQA	Psychology (Higher)	77
SQA	Biology (Higher)	2
SQA	Digital Photography (Higher)	30
SQA	Personal Development Award (Intermediate 2)	6
	Tutoring	6
SQA	Work Experience (Intermediate1)	207
SQA	Sound Engineering (Intermediate 2)	13
SQA	Music Technology (National 5)	10
SQA	Woodwork Skills (Intermediate 2)	19
SQA	Woodwork skills (National 5)	13
SQA	Engineering Craft Skills (Intermediate 2)	8
SQA	Practical Metalwork Skills (National 5)	13
SQA	Computer Games Design	15
SQA	Digital Photography	18
UHI	Climate Land and People (SCQF Level 7)	2
UHI	Personal Effectiveness and Study Skills (SCQF Level 7)	1
UHI	Scottish History: 1603 and beyond (SCQF Level 7)	1
	<b>Total</b>	<b>1465</b>



A total of 2,022 young people enhanced their senior phase curriculum through accessing *Skills for Work* and *Partner Achievement Qualifications* during session 2014/15. Consequently young people further developed their skills for learning, life and work supporting their progress into positive and sustained destinations post-school.

#### What we plan to do next:

- Central staff and schools will further develop and promote these opportunities thereby extending partnership working. We will include a focus on senior phase curriculum choices that build upon the economic development priorities for Argyll and Bute.

### 4.3 School Leavers' Destinations

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The initial destination information for 2013/14 leavers is based on the known status of school leavers on the 'snapshot' date of Monday 6<sup>th</sup> October 2014.

Overall Argyll and Bute recorded a 1.4% decrease in young people entering a positive destination post school from the initial SLDR figure of 2012/13. There has been a decrease in the number of young people entering further education, employment or training.

The table below illustrates the initial post school destinations of leavers, from the 10 Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1<sup>st</sup> August 2013 and 31<sup>st</sup> July 2014. A total of 947 young people left school during this time and 91.0% entered a positive destination ie they secured a place for further study, training, employment, voluntary work or an Activity Agreement.

School	Total leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not seeking	Not Known	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	88	28.4	20.5	2.3	44.3	0	0	2.3	2.3	0	95.5	4.5
Dunoon GS	136	34.6	22.1	4.4	24.3	0.7	2.2	11.0	0.7	0	88.2	11.8
Hermitage A	260	46.5	20.8	2.7	17.7	0.4	0.8	7.7	3.1	0.4	88.8	11.2
Islay HS	30	46.7	3.3	6.7	33.3	0	0	10.0	0	0	90.0	10.0
Lochgilphead HS	92	34.8	25.0	1.1	29.3	0	0	7.6	2.2	0	90.2	9.8
Oban HS	227	42.3	10.1	4.8	34.8	1.3	0	5.7	0.9	0	93.4	6.6
Rothesay A	71	35.2	36.6	4.2	12.7	0	1.4	8.5	1.4	0	90.1	9.9
Tarbert A	19	63.2	15.8	0	21.1	0	0	0	0	0	100	0
Tiree HS	1	0	0	0	100.0	0	0	0	0	0	100	0
Tobermory HS	23	43.5	13.0	4.3	30.4	0	0	8.7	0	0	91.3	8.7
Total	947	40.3	19.1	3.5	26.9	0.5	0.6	7.2	1.7	0.1	91.0	9.0

**What we plan to do next:**

- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations.
- Share information with schools of current good practice, such as the Exite programme at Dunoon Grammar School.
- Host Opportunities for All event for all key partners to share good practice, network and develop the skillsets of all involved in supporting this agenda.
- Work towards the recommendations contained within the Scottish Government report, *Education Working for All*. Many of these recommendations are of relevance to school-age young people, including:
  - Preparing all young people for employment forming a core element of Curriculum for Excellence, and



- Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.
- Develop the Opportunities for All team’s knowledge and understanding of the Participation Measure and Insight, two new tools being introduced during 2015 which will examine in more detail young people’s learning journeys age 16-19 , as well as tracking and monitoring their participation and progression.

#### 4.4 Attendance and Exclusions

**Attendance:** Over the last four years, the percentage attendance figures in both primary and secondary schools have been consistent and in line with the national average (where available).

Attendance	2011/12	2012/13	2013/14	2014/15
Primary	96%	95%	96%	95%
National	N/A	95%	N/A	N/A
Secondary	93%	93%	93%	92%
National	N/A	92%	N/A	N/A

As result of Scottish Government schedule of data collection there was no national data collection in 2011/12 or 2013/14.

At the time of writing this report the national data for 2014/15 was not available.

**What we plan to do next:**

- Provide ongoing support to schools to ensure positive percentage attendance figures in both sectors.

**Exclusions:** The number of exclusion incidents per 1000 pupils in primary schools in Argyll and Bute has fallen year on year since 2011/12 and is lower than the national figure (where it is available). The rate in secondary schools dropped for two successive years, rising slightly in 2013/14 but has dropped significantly in 2014/15. The rate in both sectors remains lower than the national figure (where it is available). The number of exclusions nationally has been falling year on year since 2006/07 and this data is now only collected by Scottish Government every second year.

Exclusions incidents per 1000 pupils	2011/12	2012/13	2013/14	2014/15
Primary	7.97	6.14	5.46	4.68
National	N/A	10.4	N/A	N/A
Secondary	51.45	51.39	52.46	39.81
National	N/A	58.4	N/A	N/A

At the time of writing this report the national data for 2014/15 was not available.

**What we plan to do next:**

- Support schools to reduce the number of exclusions in line with the Exclusions Policy.

#### 4.5 Staying on rates

The percentage of pupils staying on to S5 (September) and to S6 in Argyll and Bute is:

Staying on rates as a percentage of the S4 cohort	2011/12	2012/13	2013/14	2014/15
S5 (September)	89%	92%	90%	92%
National	85%	86%	87%	N/A
S6	68%	64%	74%	78%
National	56%	59%	61%	N/A

In the four previous years the percentage of pupils staying on to S5 and S6 is consistently above the national average.

At the time of writing this report national data for 2014/15 is not available.

#### What we plan to do next:

- Further develop our work with schools to support pupils into positive and sustained destinations.

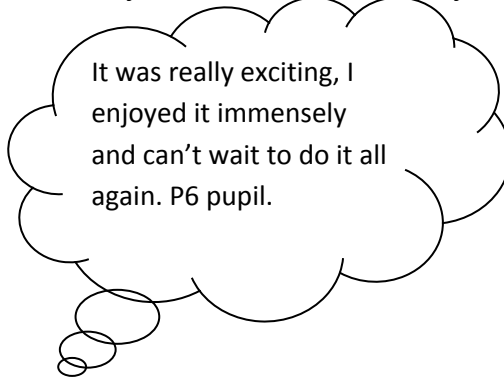
#### 4.6 Local and National Achievement and Recognition of Schools and the Service

**The Rolls Royce Science Awards** In November 2014 St Mun’s Primary 7 class won the coveted Eden Award, at the award ceremony held at the Science Centre in London, with their Biodiversity project entitled “If You Go Down In The Woods Today”. The children won a trophy and a cheque for £5,000 to be put towards the cost of the trip to The Eden Project



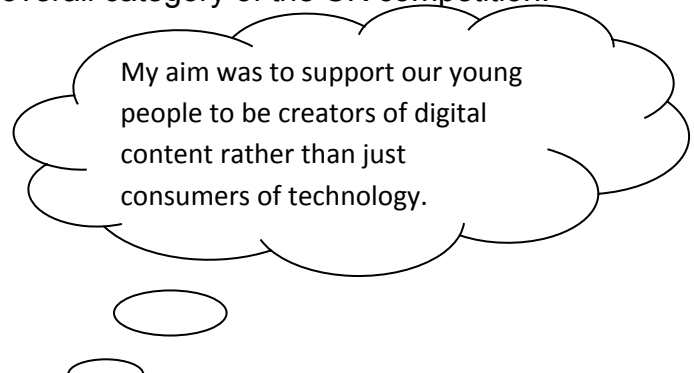
**Kodu** is a game application developed by Microsoft to introduce young people to computer games design. The visual programming language allows students to design and build 3 dimensional games. Kodu helps young people to learn the core concepts of computer science through a project approach which includes narrative writing, design and maths.

In 2014/15 Argyll and Bute had 3 schools in the Scottish Kodu final; Dunoon Primary, Cardross Primary and Rosneath Primary.



Dunoon Primary School was crowned overall winners of the Scottish competition and impressed the judges with their computer game, presentation, business case and marketing plan.

The school went on to attend and win the UK Kodu final at Microsoft Headquarters. They are the first Scottish school to win the overall category of the UK competition.



**Argyll and Bute Council Excellence Awards** Gary Clark, of the Learning Technologies Team, won a Silver Award in the category of Improvement and Innovation in Learning for his work in providing exciting computer science related learning opportunities for pupils in primary schools.

**John McCann Unsung Hero Award** The Unsung Hero Award is presented to a member of the Scottish Youth Parliament (MSYP) or group of MSYPs, who have overcome significant barriers to raise the voice of the young people they represent. Argyll and Bute's three Members of the Scottish Youth Parliament (MSYPs) have been awarded the John McCann Unsung Hero Award, at this year's Scottish Youth Parliament Awards for their drive, determination and innovation in working together to promote the Scottish Youth Parliament (SYP) to their peers during their three year term of office. Their enthusiasm has ensured more young people in Argyll and Bute are involved with the work of the Scottish Youth Parliament than ever before.

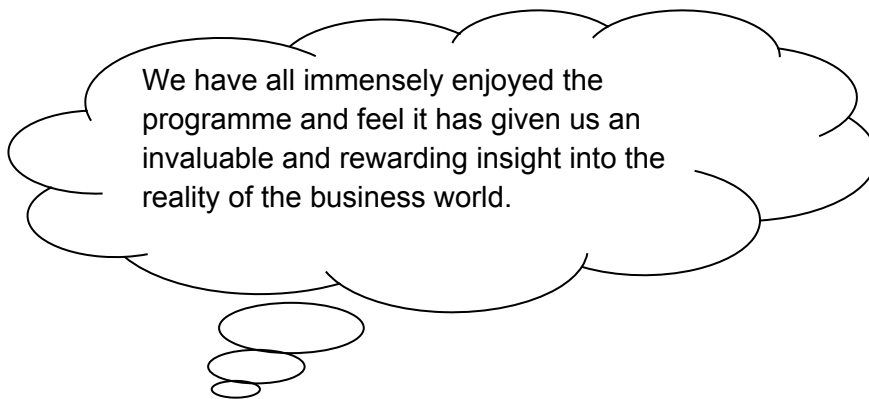
The **Marjorie Boxall Quality Award** is an accreditation scheme that recognises excellence in the work of nurture groups that have been running for two years or longer. Parklands School was the first Argyll and Bute School to receive this award.

**National Mod** Port Ellen Primary School Gaelic Choir won the Choral Unison Rural Primary, Choral Puirt-a-buel and Choral Two Part Harmony Learners categories in Inverness this year. Pupils were also successful in solo singing and poetry reading with medals being awarded to individual winners.

### YES Awards

The Young Enterprise Scotland awards celebrate the success of businesses set up by young people aged 16-18. The Argyll and Bute Young Enterprise Area Board Final results were as follows:

Best presentation	Stamp, Oban High
Best trade stand	Maison Au Natural, Lochgilphead High
Best company report	Morphed Music, Dunoon Grammar
Best overall company	Stamp, Oban High



STAMP! from Oban High represented Argyll and Bute at the National Final. STAMP created innovative products using sustainable and trustworthy sourced components and stands for "Sustainable, Trustworthy and Man-made Products". The company made products including log candles, holly wreaths and cushions.

### Loch Lomond and the Trossachs National Park Community Partnership

Arrochar Primary School won the Design a World War One Menu competition with prizes being awarded at a commemorative showcase event in the village hall in April 2015.

### Children in Scotland

The Primary 6 class at Kirn Primary School participated in a Better Eating Better Learning project in partnership with Children in Scotland. The pupils worked with the school's catering team on the project which aims to highlight healthy eating and to promote a better understanding of our school dinners to the rest of the school community and to parents and carers. Due to the success of the project the class attended a celebration event at Dumfries House in Ayrshire on Thursday 5th March 2015 where they made a presentation sharing with other Scottish schools what they have been doing to promote and improve school meals.



**What we plan to do next:** Support and positively promote engagement with local and national education awards in order that the work of pupils, schools and staff is continuously celebrated, acknowledged and recognised.

### 4.7 Fulfilment of Statutory Duties

The context for the planning of services within Education includes National Priorities and Developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities agreed with Community Planning Partnership. In session 2014/15 Education Services undertook to deliver a number of key objectives. Success has been achieved in:



- Effective planning to meet children and young person's needs has been further developed through the use of the Universal Child's Plan (UCP).
- An electronic version of the UCP has been developed for use by Head Teachers which allows a child or young person to have a single plan in line with the Children and Young People (Scotland) Act 2014.
- The Early Years Service consulted both parents and practitioners to develop a model for the increase of Early Learning and Childcare provision as stipulated in the Children and Young People Act (Scotland) 2014. As of August 2014, Early Learning and Childcare (ELCC) provision was increased from 475 hours to 600 hours per year. Both Local Authority Providers and Commissioned Providers have worked closely to ensure parents have choice in ELCC provision where possible.
- In addition to increased hours, provision has also been extended to eligible two year olds, and the Early Years Service carried out a scoping exercise to ensure there was sufficient ELCC provision for eligible two year olds across Argyll and Bute. As part of this process, the Service has also carried out a recruitment drive to attract more 'Partner Childminders' to provide Early Learning and Childcare for eligible two year olds. The Service also worked closely with a range of agencies to raise awareness of entitlement for eligible two year olds –eg. Health, Social Work, Job Centre Plus. As a result of extensive local media coverage and awareness raising, approximately 60% of eligible two year olds accessed their Early Learning and Childcare entitlement. The average uptake of entitlement across Scotland is reported to be 20% against national estimated figures. Very good progress has been made in taking forward each of these statutory duties.

### What we plan to do next:

- Respond appropriately to all statutory requirements of the Children and Young People (Scotland) Act 2014.
- Continue to expand ELCC provision for eligible two year olds in preparation for a

wider cohort of two year olds becoming eligible in August 2015.

- Increase flexibility of ELCC provision within local authority Pre5 Units.
- Ensure all settings are able to provide a meal when children access their ELCC entitlement across the middle of the day.
- Continue to consult parents on ELCC provision within each area of Argyll and Bute.
- Continue to make capital improvements to local authority provision to meet Care Inspectorate and Environmental Health requirements for two year old provision.
- Continue to evaluate the impact of the revised Exclusion Policy on vulnerable groups through an analysis of exclusion information.

## Section 5: How well do we meet the needs of our stakeholders?

### 5.1 Impact on Service Users, Staff and Community

We have established practitioner forums which support the work of schools 3-18 in key curricular areas. These areas include Literacy, Numeracy, Health and Wellbeing, Learning Technologies and Assessment and Moderation. The forums are comprised of practitioners from schools and the central education team who have an interest in the relevant area.

#### Literacy:

Key aim: Develop the literate child in Argyll and Bute	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> <li>Evaluate approaches to addressing the needs of those children who are underachieving in reading to close the attainment gap;</li> <li>Produce a literacy policy;</li> <li>Gather further data around the literacy skills of Looked After children;</li> </ul>	<p>Through head teacher meetings, information has been gathered on interventions aimed at addressing the needs of those children who are underachieving in reading. This information has been collated and analysed to inform the Attainment Challenge work being undertaken across primary schools. This information demonstrated that many successful interventions are in place to support those children who are assessed to have difficulties at P4 and beyond, with impact being formally measured in some schools. There are however fewer interventions reported for children from P1 – 3. As a result there will be an increased emphasis on developing and sharing effective interventions aimed at the early primary stage.</p> <p>A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity being undertaken as part of the VSE process for Educational Psychology Services.</p> <p>The assessment of primary age looked after children has continued and is now part of the authority's wider assessment guidance. The assessment information is analysed and used to support the progress of individual children who are Looked After and to inform wider authority developments.</p>

<ul style="list-style-type: none"> <li>• Further develop reciprocal reading;</li> <li>• Provide an on-going programme of high quality CPD for staff.</li> </ul>	<p>A comprehensive training programme for school staff in the delivery of reciprocal reading has been delivered across the authority. This has allowed teachers to begin to use this programme with pupils raising attainment in reading.</p> <p>Over the last 5 years, a wide range of Professional Learning has been offered to staff to support the development of literacy skills of learners. Self-evaluation activity, including reviewing the literacy elements of all primary school improvement plans, will be used to identify the critical subject areas for continued high quality Professional Learning opportunities. Information gathered through the Literacy Forum to date, and through discussion at head teacher meetings has identified there is a need for Professional Learning to support approaches to teaching phonics beyond P1 / 2.</p>
<ul style="list-style-type: none"> <li>• Incorporate local and national Early Year priorities within 2014-15 Early Years Service CPD calendar</li> </ul>	<p>The Early Years Service carried out an annual needs analysis which helps to inform its CPD catalogue of training and events each year. In 2014/15, 689 Early Years practitioners accessed training, and 98% stated that the training met their professional needs.</p> <p>The Early Years Service delivered localised training on Building the Ambition – national ELCC practice guidance from the Children and Young People Act, as well as localized training for the Argyll and Bute Developmental Milestones Tool, resulting in a reach of 96% of ELCC settings.</p>
<ul style="list-style-type: none"> <li>• Deliver ‘Active Play’ and Bookbug sessions within each of the areas of Argyll and Bute</li> </ul>	<p>Early Years and Family Support Workers delivered blocks of 6 weekly ‘Active Play’ sessions 3 times per year to engage families in early literacy, numeracy and health and wellbeing. Activities were closely linked to ‘Play @ Home’ activities, enabling families to use these ideas for activities at home. Evaluations</p>



were carried out to evidence impact of activities – highlighting that activities built confidence in parents and provided them with opportunities to meet with other parents. EYFSW and Bookbug volunteers delivered 3465 Gaelic Bookbug and Bookbug sessions within each of the areas of Argyll and Bute. These sessions built confidence in early literacy skills for children and their parents. In addition to this, the EY Service delivered training to other agencies to support isolated families with Bookbug Assertive Outreach, resulting in bringing books, stories and rhymes to the homes of 12 families in one area of Argyll and Bute.

**What we plan to do next:**

- Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage.
- Circulate an evaluation questionnaire to all staff trained to identify the impact of this approach on learners. Build on the evaluation of the Reciprocal Teaching programme to enhance learning opportunities across schools.
- Assess the need for further support to schools on the teaching of phonics, develop an appropriate Professional Learning plan and revise the guidance on Learning to Read and the Teaching of Phonics as required.
- Finalise the authority Literacy Strategy.
- Build confidence and capacity within each of the local groups to deliver Active Play sessions within ELCC settings, Parent and Toddler Groups and Family Learning Centres.
- Maintain a sustainable number of Gaelic Bookbug, Bookbug and Bookbug Assertive Outreach volunteers through training to ensure sessions continue to be delivered locally.



**Numeracy:**

**Key aim:** Support schools to continue the development of numeracy across the curriculum.

Key Actions	Impact for Learners
<p>This session the work of the Numeracy Forum has been overtaken by the Education Scotland funded Numeracy Hub Project. Our Numeracy Hub Champion has taken part in a programme of Education Scotland supported training. During the spring session each cluster of schools identified at least one numeracy representative to work with schools in the cluster to promote numeracy and the numeracy hub.</p> <ul style="list-style-type: none"> <li>• 2 Days training to cluster numeracy representatives from our Numeracy Hub Champion</li> <li>• Numeracy representatives become familiar with the National Numeracy Hub and share good practice within their cluster</li> <li>• Provide guidance and support for numeracy development at a local level.</li> <li>• Develop ELCC Early Numeracy Packs for taking home.</li> </ul>	<div data-bbox="810 327 1339 719" data-label="Image"> </div> <p>Training was provided to cluster numeracy representatives on the purpose of the Numeracy Hub. This training ensures a continued focus on improving numeracy outcomes for pupils.</p> <p>The National Numeracy Hub supports Continued Professional Learning and has improved staff confidence in delivering numeracy across the curriculum and thus improved outcomes for learners.</p> <p>All cluster representatives currently have access to an Edmodo group to share good practice, knowledge and understanding across the authority.</p> <p>Early Years PTs have completed the packs and will be implementing them within Session 2015-16.</p>

**What we plan to do next:**

- Use Edmodo to share good practice amongst cluster representatives;
- Cluster representatives to share good practice across the cluster;
- Clusters of schools to work with representatives to agree a cluster plan to take forward numeracy, and
- Numeracy Hub Champion to continue to participate in the National Numeracy Hub program and create an Argyll and Bute numeracy hub area.
- Implement Early Numeracy Packs for Home.

**Assessment and Moderation:**

**Key aim:** To support schools and clusters to embed moderation and tracking as a major strategy for assessing progress and ensuring high standards of attainment for all pupils and learners.

Key Actions	Impact for Learners
<ul style="list-style-type: none"> <li>• Provide an Assessment and Moderation Tool Kit for use by partner providers, schools and other partners to provide opportunities for professional dialogue to moderate and share standards;</li> </ul>	<p>Establishments are using the toolkit in a variety of ways to engage in professional dialogue regarding assessment and to moderate and share standards. This is resulting in staff more confidently discussing learning and assessment with learners.</p>
<ul style="list-style-type: none"> <li>• Evaluate the impact of the work of Local Area Facilitators on raising standards across quality indicators.</li> <li>• Share National developments including the relaunch of the NAR, Assessing Progress and Achievement Paper and workshop materials.</li> <li>• Test and implement the 'Developmental Milestone Tool' for children aged 3-5 years.</li> </ul>	<p>Facilitators continue to deliver moderation activities ensuring learners activities are benchmarked within schools and across schools. An evaluation was undertaken in partnership with Education Scotland which identified the following strengths:</p> <ul style="list-style-type: none"> <li>• more consistent use in establishments across the authority of the NAR flowchart leading to more focused planning for assessment;</li> <li>• a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement;</li> <li>• Overall improved understanding of Curriculum for Excellence assessment processes.</li> </ul> <p>This work has ensured staff are aware of literacy as a national priority and the importance of a continued focus on literacy leading to improved literacy outcomes for pupils. All local area facilitators were trained in use of the assessment and moderation toolkit.</p> <p>Using the Model for Improvement, the Tool was tested in one ELCC setting in September 2014. Following analysis, the tool was tested in an increasing number of sessions across Argyll and Bute until it was tested authority wide by the end of June 2015. Prior to testing the tool, each setting was given the opportunity to attend training on the Tool – as a result,</p>

96% of ELCC settings attended training by the end of June 2015. Training highlighted the links to 'Building the Ambition', GIRFEC and Curriculum for Excellence – assessment and moderation. As a result settings were given an introduction to the Tool prior to implementation in August 2015. It is anticipated that confidence and capacity will grow in the assessment process within ELCC settings.

**What we plan to do next:**

- Support schools to make intelligent use of data to improve attainment within the broad general education phase
- Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework
- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level.
- Increase levels of engagement with the toolkit across the authority as a tool for planning for assessment and reviewing learning.
- Increase the scope and work of the Local Area Facilitators to ensure equity of provision across the authority and consistency of teacher/pupil judgement leading to more valid and reliable tracking of pupil progress.
- Plan for further localised and central training in the Developmental Milestone Tool aged 3-5 years.
- Develop and implement a Developmental Milestone Tool for 0-3 years.

**Key Messages of Assessment 1**  
Assessment is integral to learning and teaching.

Success criteria      Quality feedback      Sharing  
 Involve parents      Peer assessment      Moderation  
 Involve learner      Teaching      At transition  
 PLP      **ASSESSMENT**      NAR  
 Across 4 contexts      Learning      Periodic      Integral  
 Sharing learning      Ongoing      Traffic lights  
 Continuous      Self assessment      Next steps  
 Learning journey      AifL

Argyll Bute COUNCIL

**Key Messages of Assessment 2**  
Assessment builds capacity in practitioners to make professional judgements underpinned by professional dialogue.

Professional judgements      Variety of approaches  
 Quality evidence      Share      Support each other  
**ASSESSMENT**  
 Exemplification      Teachers      Secure level  
 Talk      Professional dialogue  
 Moderation  
 Gathering evidence      NAR

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**Health and Wellbeing:**

<b>Key aim:</b> Support schools with the development of Health & Wellbeing 3 – 18.	
<b>Key Actions</b>	<b>Impact for Learners</b>
<ul style="list-style-type: none"> <li>Support schools with the implementation of Health &amp; Wellbeing 3 – 18;</li> <li>Support schools to complete development of establishment anti-bullying policies;</li> </ul>	<p>A template to audit/evaluate or plan was trialled by members of the forum. This led to staff in schools having clearer understanding of the relationship between health and wellbeing and the wellbeing indicators at the heart of our curriculum</p> <p>Pupils understand what bullying behaviours are and the impact that they can have on others. Staff are more confident in addressing bullying.</p>
<p>Within Physical Education to:</p> <ul style="list-style-type: none"> <li>Continue to provide targeted support to ensure 100% of schools meet the 2 hour Scottish Government PE target, and</li> </ul>	<p>Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and wellbeing</p>

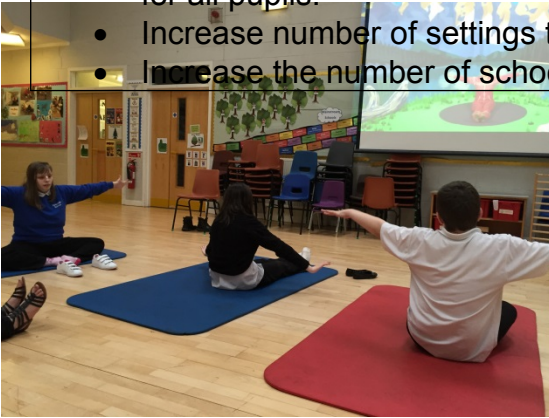
<ul style="list-style-type: none"> <li>• Develop a programme in partnership with Stramash in PE</li> <li>• Work closely with partner agencies to deliver 'PATHS' and Roots of Empathy within Argyll and Bute</li> </ul>	<p>Programme enhanced delivery of PE in the outdoors across a number of schools.</p> <p>The EY Service worked in partnership with Educational Psychology to train 20 settings in the use of PATHS – 'Promoting Alternative Thinking Strategies'. This programme supports settings to build emotional literacy in children within Pre5. By June 2015, 18 settings were actively implementing the programme. In addition to this, Early Years and Family Support Workers worked in partnership with Health Family Support Workers to deliver 'Roots of Empathy' within 10 primary schools. An evaluation of the programme was carried out and impact was shared at an evaluation session in June 2015. Every school commented on the extremely positive impact of this programme on children's emotional literacy. It was agreed that children are better at negotiating; they use more sophisticated language about their feelings. Amongst evidence shared, practitioners agreed there were fewer issues in the playground, children are resolving issues themselves, and more kind and caring thoughts are conveyed.</p>
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**What we plan to do next:**

- Deliver support to pupils within all Secondary schools affected by drug and alcohol issues
- Provide Sexual Health and Relationship training to appropriate staff to support the delivery of this subject in our secondary schools
- Issue the toolkit to all schools and offer schools support to use the Health and toolkit to audit practice and ensure Health and Wellbeing, responsibility of all is being effectively delivered
- Explore appropriate up to date resources to support sexual health and relationship education in primary schools
- Encourage schools to participate in the School Sport Award as part of the PEPAS agenda
- PE lead officer will work with staff to increase confidence in delivering and assessing quality PE
- PE lead officer will work with staff in schools to develop an increased

knowledge of using the outdoors, increasing opportunities for outdoor learning for all pupils.

- Increase number of settings trained in PAtHs to 30.
- Increase the number of schools involved in Roots of Empathy to 12.



**Information Communications Technologies (ICT):**

<b>Key aim:</b> Implement key changes from Learning Technologies strategy	
<b>Key Actions</b>	<b>Impact for Learners</b>
<ul style="list-style-type: none"> <li>• Share innovative practice using emerging technologies;</li> </ul>	<p>Pupil led technology showcase event at Dunoon Grammar School provided an opportunity for young people to showcase their technology expertise. A similar event will run in the Helensburgh area during next session.</p>
<ul style="list-style-type: none"> <li>• Offer ongoing training in Learning Technology pedagogy and approaches, and</li> </ul>	<p>Support has been provided to staff by introducing new and innovative technology through Professional Learning events and the learning technologies development group meetings. This work has supported young people to develop as creators of digital content rather than just consumers of technology.</p>
<ul style="list-style-type: none"> <li>• Review and update the Learning Technologies strategy</li> </ul>	<p>Continued to provide additional exciting computer science related learning opportunities for young people at primary level. Help young people to think about future career opportunities in the technology sector.</p>

**What we plan to do next:** Continue to provide opportunities for schools and the central team to:

- Undertake a number of focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement
- Continue to promote mobile app development opportunities to enhance pupils' digital literacy skills. Two primary pupil led technology showcase events to be held in secondary schools to which parents and community will be invited to promote learning technologies
- Deliver further iPad and tablet professional learning events to support staff in sharing good practice and further enhancing professional skills with a particular focus on supporting schools to purchase and licence apps.





**Curriculum Planning:**

<p><b>Key aim:</b> To assist schools in implementing their curriculum plans and review the impact of the plans for learners.</p>	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> <li>• Support those schools still developing their curriculum design plan to complete this activity;</li> <li>• Undertake further work to support head teachers and schools across all sectors to develop depth of learning and improved attainment and achievement as a result of continuous improvement in curriculum development, and</li> <li>• Continue to work in partnership with CLD, UHI, Argyll College and others to ensure relevant high quality learning experiences for all pupils.</li> </ul> <ul style="list-style-type: none"> <li>• Deliver Curriculum Design Training to ELCC Commissioned Providers</li> </ul>	<p>Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children. Most establishments are making good progress in engaging pupils, parents and partners in planning learning across the four contexts of the curriculum. Examples include:</p> <ul style="list-style-type: none"> <li>• At Lochnell Primary School, curriculum experiences are designed to firmly develop the four capacities and promote important social and life skills. Pupils demonstrate effective leadership skills through the Pupil Council, Sports Leaders, Peer buddying and ECO Committee.</li> <li>• Pupils at John Logie Baird Primary School are applying the school’s shared values, which underpin the curriculum, to their learning and are able to talk about themselves as successful learners and effective contributors.</li> <li>• Learning about health and well-being for pupils at St Columba’s Primary is enhanced and by a range of effective links with local health, outdoor learning and sports organisations that lead to a better understanding by pupils of the health and well-being issues.</li> <li>• At St Mun’s Primary children are benefiting from increased opportunities to apply literacy and numeracy skills across the curriculum and in real life contexts.</li> </ul> <p>There was approximately 50% representation of Commissioned Providers at a local authority led Curriculum Design training session in early 2015. The training session focused on the Education Scotland Advice Note for 2014-15 and ‘Building the Ambition’. Impact of this meant that awareness was</p>

	<p>raised in relation to national and local curriculum priorities. Managers attending valued the time to discuss priorities and to share practice. Those who attended expressed a desire for more curriculum sessions and more opportunities to share practice at a local level.</p>
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<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement.</li> <li>• Support schools to ensure that their curriculum plans lead to improved attainment and achievement across all areas of the curriculum.</li> <li>• Plan for more curriculum design training sessions for ELCC Commissioned Providers.</li> <li>• PT Early Years to support local curriculum design sharing practice sessions.</li> <li>• PT Early Years to provide curriculum design support for each setting.</li> </ul>
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**Sharing Practice:**

<p><b>Key aim:</b> To identify and share good practice across schools and partner providers</p>	
<p><b>Key Actions</b></p>	<p><b>Impact for Learners</b></p>
<ul style="list-style-type: none"> <li>• Organise events enabling good practice across the authority to be shared.</li>   <li>• Further develop SALi to promote professional learning opportunities, and</li>   <li>• Create a discrete 'Early Years' section within SALi</li> </ul>	<p>The Coaching Network continued to meet and develop their skills. This included further training provided by the General Teaching Council. Coaches provided training in their local areas to teachers and school leadership teams as requested. This has increased the number of staff trained in using coaching techniques to enhance professional development review and help drive forward professional standards.</p> <p>This has assisted all teachers, including supply teachers, to access professional learning activities. It has also provided a platform for sharing localised training opportunities across the authority area.</p> <p>The Early Years section within SALi has been used extensively to share resources linked to both Local and National Early Years priorities. This now saves the central team time as practitioners can be sign posted to resources. In addition to this, practitioners have increasing access to a wide range of useful early years</p>

<ul style="list-style-type: none"> <li>• Further develop and evaluate 'Sharing Practice' Initiative to facilitate practitioners visiting other settings</li>   <li>• Early Years conference</li> </ul>	<p>resources, which they can select and download as required. This facility also supports sharing examples of effective ELCC practice.</p> <p>Twenty local authority settings and 10 commissioned provider settings accessed 'Sharing Practice' funding in 2014-2015, with approximately 100 practitioners participating in sharing practice activity. Feedback from practitioners stated that the opportunity to visit other ELCC settings both in Argyll and Bute and across Scotland had significant impact on their practice and their involvement in taking forward improvement priorities within their setting. One practitioner stated: <i>'The visit has made me evaluate my own practice regarding the content of our Learning Journey folders.'</i> Another practitioner stated: <i>'The visit has helped with how we implement the Developmental Milestone Tool and also Numeracy.'</i></p> <p>In preparation for the launch of 'Building the Ambition' (CYP Act National Practice Guidance for ELCC) in August 2014, the Early Years Team participated in training with Education Scotland to deliver 'Building the Ambition' training sessions across Argyll and Bute. The Service also hosted a 'Building the Ambition' conference, where practitioners participated in discussions around what high quality ELCC looks like with key personnel involved in the creation of the National Practice Guidance. By June 2015, 90% of settings had participated in 'Building the Ambition' training. Throughout the session Early Years team members also delivered 'Building the Ambition' twilight sessions to ELCC Partner Childminders and Community Childminders.</p>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Leadership conference for Head Teachers to consult on leadership developments, share learning from Scottish College for Educational Leadership</li> <li>• Host 'Sharing Practice' Conference in 2015-16</li> <li>• Focus 'Sharing Practice' funding on             <ul style="list-style-type: none"> <li>○ Family Engagement</li> </ul> </li> </ul>	

- Early Level Literacy and Numeracy
- Early Years Curriculum Design

**Teaching and Learning:**

<b>Key aim:</b> Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups	
<b>Key Actions</b>	<b>Impact for Learners</b>
Our partnership with Tapestry in developing and supporting our model of TLCs was discontinued at the start of 2014-15 pending an evaluation of the impact. As the partnership model with Tapestry requires a six month forward planning process, no further support/development work of the existing model was carried out during 2014-15.	
<b>What we plan to do next:</b>	
<ul style="list-style-type: none"> <li>● Plan a new TLC model for interdisciplinary learning to be rolled out across the authority from 2016 onwards. Identify personnel/partners to support the development of this model.</li> </ul>	

**Promoting the work of Argyll and Bute:**

<b>Key aim:</b> Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities.	
<b>Key Actions</b>	<b>Impact for Learners</b>
Showcase the work of Argyll and Bute at the Scottish Learning Festival.	Raise the profile of our work developing Health and well-being and innovative use of technology to enhance achievement. Sharing this work nationally allowed us to gather feedback and views which will inform ongoing work
Continue to support staff to work with other local authorities and with national groups, as appropriate.	Staff participation in national groups and engagement with national officers ensures that: <ul style="list-style-type: none"> <li>● staff are well informed and knowledgeable about national developments and initiatives, and</li> <li>● are at the forefront of informing these developments.</li> </ul>
Continue to facilitate our personnel to: <ul style="list-style-type: none"> <li>● Work with HMle as Associate Assessors, and</li> <li>● Engage with Education Scotland and SQA in development work.</li> </ul>	As a result of this engagement pupils benefit from working with staff that are motivated, engaged and well informed in curriculum development.

Work closely with colleagues from other agencies within the Early Years Collaborative

The Early Years Service has worked closely with a range of agencies to focus on how we achieve the Early Years Stretch aims within Argyll and Bute CPP. Following development of an Argyll and Bute Family Pathway, our EYC group chose to focus on testing the Pathway in Kintyre. By the end of June 2015, 100% of children had appropriate information shared from Health when starting Nursery and 85% of children had achieved their developmental milestones by the time they started P1. This information has been shared nationally through EYC Learning Sessions.

**What we plan to do next:**

- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMle and SQA.
- Continue to promote our work at the Scottish Learning festival
- Increase awareness of the Family Pathway with other CPPs
- Share Developmental Milestone Tool for 3-5 years with colleagues from other local authorities
- Invite Education Scotland and SSSC to speak at the next Argyll and Bute Early Years Conference
- Schedule termly meetings with the Care Inspectorate

## Section 6: How good is our delivery of Education processes?

### 6.1 Inclusion equality and fairness

The Education Service conducted an extensive review of ASN provision across the authority area. This has resulted in a number of areas of policy being identified for update or revision. Two working parties were established to review and update the policies on staged intervention and highly able pupils and are due to report back during session 2015-16.

A revised process of allocation of ASN assistants has been put in place, which is based on pupil need and allows a more consistent approach to allocation through the establishment of a scrutiny panel. It also has the benefit of reducing the bureaucratic demands placed on head teachers.

In an acknowledgement of the increasing needs of children with hearing impairment, a full-time HI teacher has been created.

The capacity of the ASN team has been enhanced with temporary provision of 2 officers increasing the central team's ability to support schools to meet the needs of children with ASN. In addition, to maximise support to HTs, a tiered matrix of support provision has been presented.

The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to ASN and GIRFEC (Getting it right for Every Child).

Over the last session, the GIRFEC Practice model has been further developed and implemented. Key resources have been created and made available to staff online including:

- The Girfec learning module
- Planning for Children and Young People: A practitioners guide to chairing Child's Plan meetings

#### What we plan to do next:

Once the policy on Staged Intervention is adopted, working parties will be created to consider how best to support Looked After Children and the role of Learning Centres.

#### Education Scotland Inspection Reports

In session 2014/2015 Education Scotland conducted inspections in one secondary school and two primary schools. Across a total of twenty four quality indicators 50% were rated as good. This is a decrease of 16% from 13/14 session, and 2% from the 12/13 session. There was significantly reduced number of inspections carried out during the 14/15 session. There were nine inspections in 13/14 and three in 14/15.

#### Key:

KEY		
Ex	Excellent	Outstanding, sector leading
Vg	Very Good	Major strengths
G	Good	Important strengths with some areas for improvement
S	Satisfactory	Strengths just outweigh weaknesses
W	Weak	Important weaknesses
US	unsatisfactory	Major weaknesses

### **What we plan to do next:**

- Support schools and ELCC settings to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation.
- Support schools and ELCC settings to adopt and understand the practices as outlined in How Good is our School (HGIOS) 4 and How Good is our Early Learning and Childcare to be published in 2015/16.

### **Raising Attainment, Quality Assurance and Self-Evaluation**

Education Services continues to provide a range of feedback and support to all educational establishments to assist them in taking forward their quality assurance and self-evaluation processes. In Session 2014/15 four school reviews were carried out leading to agreed identified priorities for action. Through this process and working in partnership with central staff, schools:

- Continued to raise attainment and achievement;
- Developed an understanding of their strengths and areas for development, and
- Improved outcomes for young people.

Central staff met with secondary Head Teachers to discuss school attainment and achievement. Actions leading to improved attainment were identified and prioritised.

### **What we plan to do next:**

Continue to work in partnership with schools and partner organisations to:

- Support the identification of priorities which will secure improved outcomes for young people;
- Support self-evaluation activities, and
- Encourage and promote leadership of self-evaluation at all levels.

### **Performance reporting to secure improvement.**

A range of performance reports were provided reports on the work of our establishments and central team through the following mechanisms:

- Reporting to the Local Area Committee;
- Reporting to the Community Planning Group;
- Management information updates;
- Committee Reports to the whole Council;
- The Education Service website, and
- The annual Standards and Quality Report.

### **What we plan to do next:**

- Further develop the range of performance reports to illustrate the performance of Education Service, schools and establishments.

## Section 7: How good is our management?

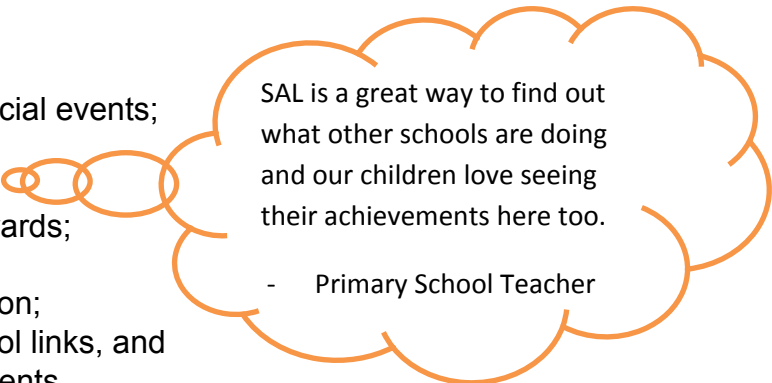
### 7.1

The Education Service has undertaken further refinements of key policies in line with recommendations from Scottish Government and other stakeholders. Policies were developed over the session in the areas of Staged Intervention for pupils with additional support needs, Argyll and Bute and individual schools' anti-bullying policy and a response to recommendations from Teaching Scotland's Young Workforce. These policy developments have supported schools and ensured we are keeping abreast of local as well as national priorities in education.

Following on from previously established pilots and development forums, key resources have been developed and shared with schools. The Education Service's online sharing presence, Sharing Argyll Learning (SAL) and its resource page; Sharing Argyll Learning Ideas (SALi) have been well populated and used by schools, teachers and pupils.

During the 2014/15 school session, SAL was populated with 368 individual posts written by pupils and staff. These posts included:

- Learning stories;
- Celebrations and special events;
- Announcements;
- Innovative practice;
- National and local awards;
- Enterprise education;
- Sustainability education;
- Community and school links, and
- Curriculum developments.



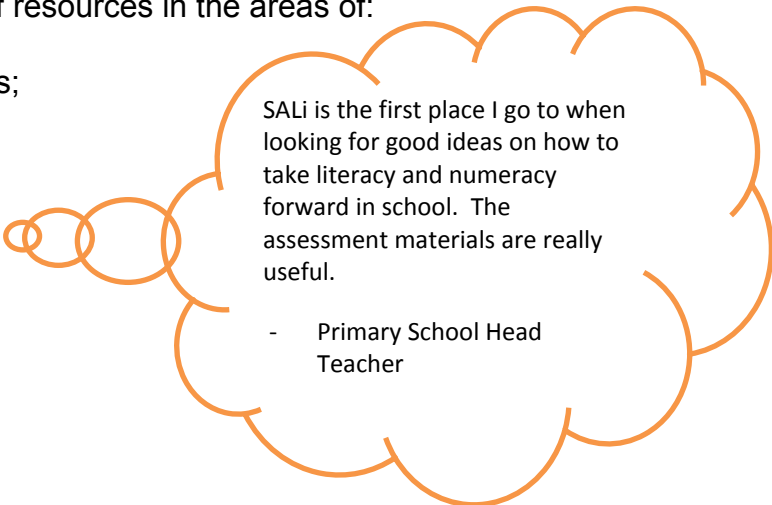
SAL is a great way to find out what other schools are doing and our children love seeing their achievements here too.

- Primary School Teacher

Comments from these posts came from community members, pupils and teachers from other schools and educationalists. These comments often provided positive feedback and also led to new links and endeavors being made as learning experiences were shared between establishments.

SALi was further populated with a range of resources in the areas of:

- Additional Support Needs;
- Assessment;
- Creativity;
- Curriculum;
- Health and Wellbeing;
- Leadership;
- Learning Technologies;
- Numeracy, and
- Outdoor learning.



SALi is the first place I go to when looking for good ideas on how to take literacy and numeracy forward in school. The assessment materials are really useful.

- Primary School Head Teacher

These resources and ideas have been widely accessed and used by schools to help inform their own improvement.



The Psychological Services team has continued to explore a model to further evaluate the effectiveness of strategic groups and consider the contribution across agencies. In June 2015 a partner agency focus group took place in an attempt to investigate further the perception of the added value of educational psychologists to strategic groups. For a number of reasons relating to availability of invited staff, most participants were unable to comment specifically on EP involvement in groups. Very helpful information was obtained on service delivery more generally. The partner agencies represented included Speech and Language Therapy, Community Child Health, Child and Adolescent Mental Health, Community Learning and Development, Social Work and Youth Services. There was also representation from a third sector organisation. The focus group provided helpful information about the nature of engagement with the service and the impact of the work of EPs on a range of stakeholders. This information will be used to inform psychological service improvement planning.

The Education Service has explored the use of social media by other departments of Argyll and Bute and by Education teams in other Local Authority areas. A strategy has been developed and a social media presence is planned which will link to SAL, SALi, School websites as well as to National bodies and their resources (Education Scotland, The Scottish College for Educational Leadership and The General Teaching Council for Scotland).

### **What we plan to do next:**

- Continue to review and develop policy in response to and aligned with national guidance, specifically in the areas contained within the forthcoming Scottish National Improvement Framework, the National Attainment Challenge and any changes to legislation pertaining to education;
- Continue to monitor the use and impact of SAL and SALi as well as to promote their use and continued population;
- Align our approaches to reporting to stakeholders in order to produce the most timely, informative and helpful reports;
- Carry out a Validated Self Evaluation of Psychological Services supported by Education Scotland;
- Launch an outward facing social media presence to further share information and resources to and between schools and from national bodies, and
- Continue to enable the effective work carried out by development forums in the areas of Assessment, Literacy, Numeracy, Health and Wellbeing, Learning technologies, Developmental Milestones and Languages in order to further develop and share strategic direction and resources for schools' improvement.

## Section 8: How good is our leadership?

The education service has continued to develop the effectiveness of self-evaluation processes with schools. This has included targeted professional learning for school leaders, including teaching professionals more in school reviews and the promotion of professional enquiry to inform school self-evaluation and improvement.


Early Years leadership activities for session 2014/15 included:

- Introducing Lead Childcare and Education Workers in four of our largest Pre5 units;
- Focusing on self-evaluation and improvement planning, and
- Encouraging all practitioners take responsibility for an element of the improvement plan.
- Introducing an induction to managing a local authority Pre5 Unit for newly appointed head teachers
- Continue to fund Early Years practitioners who wish to develop their practice further through additional qualifications.

Targeted professional learning for Head Teachers has included curriculum development days which bring Head Teachers together to examine their current curricular practice, engage with advice from Education Scotland and work with other school leaders to target and prioritise their own school's curriculum development areas.

Head Teachers have also had access to professional learning in the area of general self-evaluation which focused on the gathering and use of information and the use of this to develop effective strategic improvement plans.

All School Reviews carried out during session 2014/15 were partnership activities that were led by school leaders, members of the central education team and, in many cases, partner professionals from other establishments. The outcomes of reviews gave feedback to schools on the effectiveness of their self-evaluation procedures as well as informing future school improvement planning.

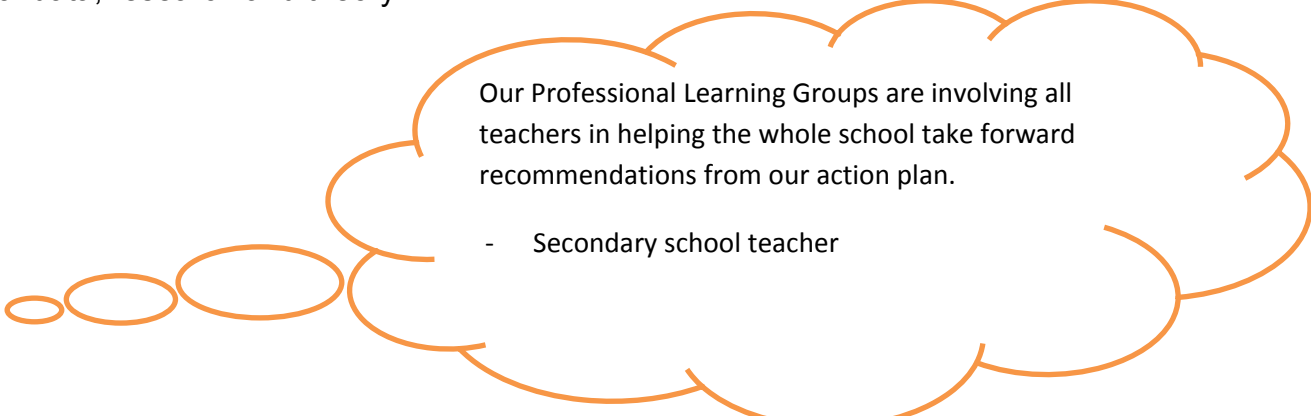


The recent school review was involved all staff, it was actually a good professional development opportunity and really helped us to think about how we can get even better.

- Primary School Head Teacher

Teachers from all parts of Argyll and Bute have been trained as Local Area Assessment and Moderation facilitators. These teachers have then assisted colleagues in their own and other local schools to assess the effectiveness of teaching and learning and how it impacts pupil achievement. In a number of schools this has led to professional collaborative enquiry into teaching and learning and curriculum development. Where this has been successfully used, more

teachers have taken on leadership responsibilities and practice has been developed and informed by local data, research and theory.



Our Professional Learning Groups are involving all teachers in helping the whole school take forward recommendations from our action plan.

- Secondary school teacher

A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:

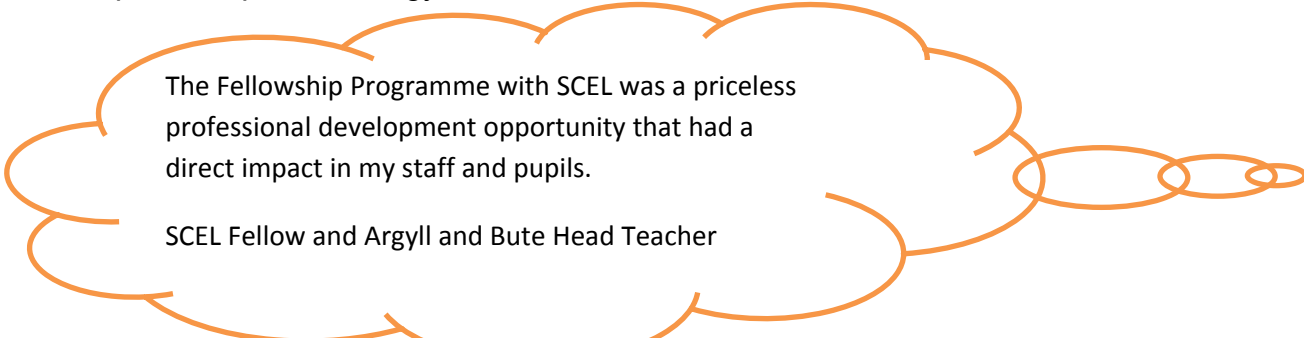
- pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
- Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
- Non-promoted teachers who lead aspects of school development;
- Teachers seeking leadership roles and promoted posts;
- Aspiring Head Teachers (through the 'Into Headship' Programme delivered in partnership with the University of Highlands and Islands and the Scottish College for Educational Leadership);
- Newly promoted Head Teachers, and
- Experienced Head Teachers.

Much of this support is building upon previous and continuing practice and now aligns to national priorities and guidance on leadership development.

During session 2014/15 the new Post Graduate Diploma in Education programme in partnership with University of Highlands and Islands was designed. Eleven students have been selected for the first cohort that will run during session 2015/16. The programme consists of taught core modules delivered by the university, locally delivered aspects provided by Argyll and Bute and teaching experience in Argyll and Bute schools.

A new Argyll and Bute Leadership Programme was designed in session 2014/15. A cohort of 24 teachers has been selected and will undertake the programme in session 2015/16.

New partnerships with SCEL and UHI have been cemented over the session. This has led to one Argyll and Bute employee becoming a Fellow of SCEL in its inaugural year and a second undertaking the Fellowship's second cohort. Argyll and Bute are the only Local Authority to be represented in both cohorts. As a result of this, the schools and local clusters represented by the Fellowship candidates have been involved in groundbreaking leadership development projects in the areas of teacher leadership and middle leadership. Both Fellows are now involved in taking forward Leadership Development in Argyll and Bute.



The Fellowship Programme with SCEL was a priceless professional development opportunity that had a direct impact in my staff and pupils.

SCEL Fellow and Argyll and Bute Head Teacher

SCEL have worked with University providers to design a new qualification for headship, 'Into Headship' which will replace the old Scottish Qualification for Headship as of session 2015/16. After a rigorous recruitment process six members of school staff have been nominated as Into Headship candidates. These candidates will undertake the programme in session 2015/16.

New Guidance was issued to schools receiving probationary teachers and an additional support day was offered for supporters of probationers. The Teacher Induction Scheme was evaluated and a new structure was trialed allowing for more contact time at Probationer seminars. This also included additional input from the GTC and a new focus on teacher leadership.

A Coaching Network has been established to train teachers in Coaching and Mentoring techniques in all areas. The Coaching Network has had training in coaching techniques and now provides coaching in their respective schools and clusters.

### **What we will do next:**

- Continue to provide support for existing SCEL Fellowship candidate and support applications for future cohorts;
- Provide Coaching and Mentoring Training for Supporters of Students and Probationary teachers;
- Establish a network of Middle Leaders to enhance and optimize distributed leadership and increase future capacity to fill promoted posts;
- Support candidates through Into Headship by providing a mentor and facilitating a network of candidates. This will be done in partnership with UHI and SCEL;
- Deliver the Leadership Programme aimed at those teachers who hold a middle leadership role, or aspire to holding a middle leadership or Head Teacher post in the near future. We will seek SCEL and GTCS accreditation for this programme with the aim that successful participants will be granted Professional Recognition. We will also work closely with UHI so that there would be seamless transition, for those who want to then pursue a Master's in Education Post Graduate Degree with UHI and/or pursue Into Headship;
- Deliver training for existing Head Teachers in partnership with SCEL and others to help them engage with the Framework for Leadership and Model of Professional Learning Developed by Education Scotland and SCEL;
- Support students undertaking the Post Graduate Diploma in Education with UHI by providing academic input and effective school placements, and
- Continue the Coaching network and train coaches as trainers who can then deliver in house and targeted coaching training to colleagues.

## Section 9: How good is our capacity to improve?

- 9.1 Further engagement to progress the implementation of the new Higher qualifications took place in a range of ways including:
- Discussions between central staff, head teachers, school SQA coordinators and teachers delivering the new qualifications, and
  - Briefings by SQA officers providing the most up-to-date informed support for subjects.

This support ensured:

- All schools were effectively supported to implement the new Higher qualifications, and
- All schools successfully delivered National 4 and National 5 qualifications.
- New Higher courses were delivered in some subjects
- All schools offered a combination of old and new Highers in 2014/15.

Work with schools to develop robust pupil tracking has identified pupils whose performance is lower than predicted by prior assessment. Schools have been supported to identify priorities to improve attainment and outcomes for these young people. Central staff and school senior managers regularly review progress towards these priorities.

### What we plan to do next:

Continue to develop our shared work with schools to focus on raising attainment and achievement for all pupils, through:

- Engaging with partners and the wider community in continuing to review curriculum structures;
- Developing effective leadership at all levels;
- Progress assessment and moderation developments and curriculum design, and
- Use Insight as part of self –evaluation activities at authority, school, department and teacher level to support our analysis of attainment and wider achievement.
- Support schools to implement the recommendations from the National Improvement Framework
- Primary schools will be supported to undertake focused work to raise attainment in a specific aspect of reading, writing or numeracy





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**Argyll and Bute Community Planning Partnership****Oban, Lorn and the Isles  
Area Community Planning Group****18 February 2016****Agenda Item 7. (c)**

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**Argyll and Bute Strategic Community Learning and Development Partnership**

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**Summary**

Building on the work of the Community Learning and Development (CLD) Strategic Partnership in responding to the Strategic Guidance for Community Planning Groups (2012), the web based CLD Plan was published in September 2015 as required.

This is a very brief report - the Partnership will be in a position to offer a full report to all Area Community Planning Groups in May 2016.

**1. Purpose**

- 1.1** The purpose of this report is to inform Area Community Planning Group members about the progress of the work carried out by the Argyll and Bute Strategic CLD Partnership with the publication of a web based Community Learning and Development (CLD) Plan.

**2. Recommendations**

- 2.1** Area Community Planning Group members are invited to note the contents of this report.

**3. Background**

- 3.1** In 2012 the Scottish Government published the 'Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD)', in order to strengthen the basis of CLD so that it is "delivered as a consistent central element of public services in Scotland...and will be based on a continuing dialogue with key stakeholders".
- 3.2** Legislation to support the Guidance was issued to Education Authorities in 2013. One of the requirements of the legislation was to publish, no later than the 1<sup>st</sup> September 2015, a 3 year CLD

Plan.

- 3.3** In 2013 a new CPP Sub Group, the 'Argyll and Bute Strategic CLD Partnership' was formed to take forward the CLD Strategic Guidance, and develop the required CLD Plan. A web based format was developed for the Plan. This is now published at [www.cldplanning.com](http://www.cldplanning.com). The web based format was designed to make the Plan readily accessible to the public and to partners. The contents of the Plan are appended (see appendix 1).

## **4. Detail**

- 4.1** The CLD Strategic Guidance (2012) lays responsibilities on CPPs regarding its implementation; these responsibilities are supported by legislation laid on the Education Authority, in the form of the Scottish Statutory Instrument (SSI): 'The Requirements For Community Learning and Development (Scotland) Regulations 2013'.
- 4.2** The CLD Strategic Guidance is designed to:
- Strengthen CLD provision, and the use of the CLD approach, at a time of public service reform, and
  - Ensure that communities, particularly those who are disadvantaged, have access to the CLD support they need to make positive changes, in their lives and their communities, through learning.
- 4.3** The legislative duties laid on the Education Authority include a requirement to publish a 3 year Plan which details how CLD provision will be co-ordinated by partners, and the actions that will be taken to address need.
- 4.4** The Argyll and Bute Strategic CLD Partnership includes representation from: Argyll College; Argyll and Bute Council (Adult Learning and Literacies Services, Community Development Team, Libraries, Education Services and Youth Services); The Third Sector Interface; Skills Development Scotland; Fire Scotland; Police Scotland; NHS; and DWP/Job Centre Plus.
- 4.5** The Partnership interrogated a number of sources to gather evidence of need. These included some comments from Area Community Planning Groups (from initial SOA Local discussions). It is hoped that these will be added to over time, as the Plan is intended to be a 'live' document.
- 4.6** Partner representatives from the CLD Partnership have developed a number of new priority actions to address those learning needs identified. These actions are now entered into the Plan. The Partnership's intention is that new actions will be limited in number



but based on high level information and carried out so as to benefit from strategic partnership working. The Plan also referenced the most relevant actions from the SOA, so as to give a more rounded picture of CLD activity in the area.

- 4.7** There are facilities for reporting progress embedded in the web based Plan. These are currently accessible via a 'log-in' for participating partners who have lead responsibilities for actions. Partners are completing these when required
- 4.8** The Partnership will be meeting in April 2016 to decide on key changes to the activities referenced from the SOA when the revised SOA Delivery Plan have been confirmed. The Partnership will then be in a position to make a full report to the Area Community Planning Group, and will be seeking their views on the content of the Plan.

## **5. Conclusions**

- 5.1** The basic duties and responsibilities of the Strategic Guidance for CLD, and its associated legislation, have been fulfilled up to the present time. Continuing monitoring and input from partners, communities and other stakeholders should ensure that the learning needs of the community, and of its vulnerable groupings in particular, continue to be addressed effectively.

## **6.0 SOA Outcomes**

- Outcome 3
- Outcome 5

### **Name of Lead Officer**

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Tel 01546 604112

### **For further information please contact:**

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**Appendices**

Appendix 1

WEB-BASED CLD PLAN: (PUBLISHED AND UNPUBLISHED) PROJECTS TO  
ADDRESS IDENTIFIED GAPS: OCTOBER 2015

**WEB-BASED CLD PLAN: (PUBLISHED AND UNPUBLISHED) PROJECTS TO ADDRESS IDENTIFIED GAPS: OCTOBER 2015**  
**In alphabetical order according to the reference number**

Ref *	Title	Identified Need	Partner involvement	Key actions:
adpplan13-16	Young people and substance misuse needs assessment	tbc	Argyll and Bute Alcohol and Drugs Partnership tbc	<ul style="list-style-type: none"> <li>tbc</li> </ul>
ava13-04-15	Disclosure Processes and Procedures	Reduce confusion and mystique surrounding Disclosure and Protection of Vulnerable Groups (PVG) processes	Argyll and Bute Third Sector Interface Argyll Voluntary Action	<ul style="list-style-type: none"> <li>Reduce confusion and mystique surrounding Disclosure/PVG services</li> <li>Increase awareness of AVA's Intermediary Services</li> <li>Ensure where applicable that appropriate Disclosures/PVGs are carried out</li> <li>Ensure vulnerable adults and children are protected through appropriate use of Disclosure/PVG services</li> </ul>
cldstratpship01	Digital skills for financial capability, including preparation for Universal Credit	As a result of Welfare Reform, basic computer skills are now very important to people claiming a variety of benefits, including jobseekers. With the advent of Universal Credit (UC), all benefits that are included will require an online claim to be made. This plan aims to help people, whether they live in a town or an isolated rural area, to access the learning they need.	ABC Education CLD Adult Learning Service, SDS, DWP/Job Centre Plus	<ul style="list-style-type: none"> <li>Provide tutor support to learn basic computer skills in all main population centres</li> <li>Roll out programme of tutor support for adults in basic computer skills in rurally isolated schools</li> <li>Partnership work ensures all participating partners' staff are trained to have awareness of Universal Credit requirements</li> </ul>

cldstratpship02	Employability: partnership work to improve services and outcomes for people seeking work	The number of adult jobseekers aged 25+ is 5 to 6 times greater than those aged 18-25 in Argyll and Bute, indicating a considerable need for support for the older age groups. The Council's Adult Learning team and Job Centres provide a range of services in the Job Clubs held in the main towns in Argyll and Bute. There is scope to build more structured joint planning, closer linkages and involvement of other agencies.	CLD Adult Learning Service, DWP/Job Centre Plus	<ul style="list-style-type: none"> <li>• Closer partnership working to expand and improve the range of services available in Job Clubs</li> <li>• Work with partners and source funding to provide outreach employability-related learning opportunities in isolated rural communities</li> </ul>
cldstratpship03	Employer engagement to improve alignment of learning opportunities with employers' needs	Partners' knowledge of employers' recruitment and training needs should be increased to better facilitate alignment of learning opportunities for employability	CLD Adult Learning Service, DWP/Job Centre Plus	<ul style="list-style-type: none"> <li>• Partners engage with employers in agreed locations to improve our knowledge of their recruitment and training needs</li> </ul>
cppc14-25	DRAFT Employability and childcare	Lack of childcare has been identified as a barrier to finding and sustaining employment across Argyll and Bute	ABC Education Service, Early Years Service, Adult :Learning Service, DWP/Job Centre Plus	<ul style="list-style-type: none"> <li>• Increased access to childcare for adults wishing to return to work</li> </ul>

cppc14-34	Improving access to adult learning	Improved access to courses and other adult learning provision in our communities	Argyll College, Libraries, ABC Adult Learning Service	<ul style="list-style-type: none"> <li>• Better partner understanding of provision and signposting</li> <li>• Optimal use of venues by partners</li> <li>• Improved support to remove barriers to individuals accessing courses</li> </ul>
cppc14-36	Volunteer Recruitment	Problems associated with recruitment of volunteers are universal across Third Sector, and include anxieties on fear of litigation, and issues around identifying and matching volunteers and voluntary opportunities/groups	Argyll Voluntary Action, ABC Community Development Team	<ul style="list-style-type: none"> <li>• Increase and retain the number of volunteers across all community-led initiatives</li> <li>• Reduce the perception of fear of litigation, especially when volunteering with vulnerable individuals</li> <li>• Ensure that volunteers feel valued</li> <li>• Promote the mental health and wellbeing benefits of volunteering</li> </ul>
cppc14-37	DRAFT Youth Engagement	Increase and improve the links between Youth Forums and the Council	ABC Education, Youth Services	<ul style="list-style-type: none"> <li>• Increase and improve the links between Youth Forums and the Council</li> </ul>
cppc14-47	Community Awareness of Support Services	Address perceived lack of awareness of Support Services for community groups	Argyll and Bute Third Sector Interface	<ul style="list-style-type: none"> <li>• Increase/raise awareness of Community Support services</li> </ul>
hmireports2014	Community Action Planning	Learning community partner organisations would benefit from working together more systematically to develop a better overview of trends and needs in the learning community. This would support partners to develop their skills in community action planning and, where appropriate, working with them to engage with communities to create	Argyll and Bute Council Third Sector Interface Housing Associations	<ul style="list-style-type: none"> <li>• Build on the success already achieved in communities that have initiated community action planning, and encourage other communities to engage in the approach.</li> <li>• Raise awareness within the Council and other Community Planning partners of the benefits of a community action planning approach and how this approach can help both communities and statutory</li> </ul>

		action plans		<p>organisations to achieve their objectives.</p> <ul style="list-style-type: none"> <li>• Encourage a joined up approach to community engagement and action planning that puts the community at the forefront of the process to improve their surroundings and amenities.</li> <li>• Try to ensure local Community Action Plans (CAPs) are better aligned with statutory plans, in particular the Single Outcome Agreement (SOA), in terms of language and categories.</li> <li>• To provide training to community organisations interested in a community action planning approach.</li> </ul>
literacyforum01	DRAFT Parental Engagement			<ul style="list-style-type: none"> <li>•</li> </ul>
stratguid2012	Partnership working to secure CLD provision in Argyll and Bute	The CLD Strategic Guidance 2012 requires that community learning and development provision is secured in every area across Scotland, so that communities are consulted about what they want to be able to learn, and can get access to the learning they need. In Argyll and Bute, the strategic CLD Partnership is responsible for ensuring that the Guidance is implemented.	CLD Partnership partners	<ul style="list-style-type: none"> <li>• The CLD strategic Partnership continues to meet at least quarterly to ensure implementation of the Guidance</li> <li>• The process of implementation is based on consultation with communities, priority groups and partners</li> <li>• The Partnership publishes a CLD Plan every three years that takes account of learning needs expressed in consultations, and, wherever possible, addresses any gaps in provision through joint working</li> </ul>
tsc-14	Building the Capacity of Voluntary	tbc	ABC Community Development	<ul style="list-style-type: none"> <li>• Facilitate opportunities for representatives from voluntary management committees to network and share information/best</li> </ul>

	Committees Running Community Managed Facilities		Team	<p>practice.</p> <ul style="list-style-type: none"> <li>• Create a database of contacts for community managed facilities, particularly village halls and community centres.</li> <li>• Circulate information regarding funding and income generation opportunities.</li> <li>• Raise awareness of the Scottish Council for Voluntary Organisation (SCVO) Keystone quality awards for community managed facilities.</li> <li>• Mentor a minimum of one voluntary committee to achieve a keystone award by 2017</li> </ul>
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\*Reference key: example: 'cppc14-34' refers to the CPP Consultations report 'Argyll and Bute – a good place to live, work and play?' 2014, p 34.

## SOA OUTCOMES REFERENCED INTO THE PLAN:

### ***From Outcome1 'The economy is diverse and thriving'***

**1.8.3** To optimise public sector employment and training opportunities including work experience, apprenticeships, graduate placements, research etc.

### ***From Outcome 3 'Education, skills and training maximises opportunities for all'***

**3.1.2** Develop a wider range of qualifications for the Senior Phase to support schools and pupils with course options that reflect local labour market employment opportunities and opportunities for progression to further study.

**3.2.2** Increase the number of planned work placements for Senior Phase pupils.

**3.4.1** Increase the number of young people engaged in youth forums/CPP decision making process

**3.4.3** Increase the number of young people engaged in volunteering.

**3.6.2** Develop the Argyll Young entrepreneurs website to support young entrepreneurs.

**3.6.3** Increase the capacity of community groups.

**3.6.4** Provide the opportunity for adults to participate in certificated courses across Argyll and Bute.

- 3.6.6 Support adults to access learning opportunities and progression so that they gain skills and confidence with a particular focus on digital literacy.
- 3.6.7 Improve the learning and skills needs of people seeking a pathway to employment, education or training.
- 3.6.8 Provide opportunities for older people to be involved in community projects.

***From Outcome 4 'Children and young people have the best possible start'***

- 4.3.5 Work together to offer all children and young people a wide range of educational experiences which challenge and support appropriately, developing the whole child.

***From Outcome 5 'People live active, healthier and independent lives'***

- 5.6.3 Reducing inequalities through employment/employability.

***From Outcome 6 'People live in safer and stronger communities'***

- 6.6.5 Communities are empowered through peer, social and third sector communities to work and play together and to have a voice which is heard.



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**Argyll and Bute Community Planning Partnership**

**Oban, Lorn and the Isles Area Community Planning Group**

**18 February 2016**

**Agenda Item 9(a)**




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**Health and Social Care Integration**

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**Summary**

Argyll and Bute has been working through project status to achieve the integration of Health and Social Care, in accordance with the requirements of the Public Bodies (Joint Working) (Scotland) Act 2014, by the deadline 1<sup>st</sup> April 2016.

**1. Purpose**

The purpose of this report is to update the Oban, Lorn and the Isles Area Community Planning Group on the progress towards integration of Health and Social Care.

**2. Recommendations**

The Area Community Planning Group is asked to:

- **Note** the interim arrangements remain in place in both the council and NHS until April 2016
- **Note** the new HSCP management appointments,
- **Note** the revenue budgets of the specified council and NHS services will form part of an integrated budget for the new Health and Social Care Partnership to manage, with effect from April 1<sup>st</sup> 2016.
- **Note** a draft Strategic Plan for Health and Social Care 2016 to 2019 was published with informal consultation taking place during July and August 2015, followed by a period of formal consultation between September and November 2015. In total there were 1097 responses to the consultation from both the public and members of staff.
- **Note** Locality Planning is central to the future of health and social care. Locality Planning Groups are being identified in each of the localities and have begun to meet in January 2016. The Strategic Plan consultation identified the need for Mull & Iona to be recognised as a separate locality; as a result we will now have a total of 8 localities.

### **3. Background**

The integration of health and social care, required by the Public Bodies (Joint Working) (Scotland) Act 2014 is in a transitional stage. The Health and Social Care Partnership will be fully operational on April 1<sup>st</sup> 2016. This report provides a progress update to the Area Community Planning Groups.

### **4. Detail**

#### **Argyll and Bute HSCP Establishment Update**

#### **4.1 Health and Social care Interim Operating Arrangements until April 2016**

Interim arrangements remain as described in the last update paper, with the planned date for the HSCP to assume management responsibility for health and social care remaining as 1<sup>st</sup> April 2016.

The revenue budgets of the specified council and NHS services will form part of an integrated budget for the new Health and Social Care Partnership to manage, with effect from April 1<sup>st</sup> 2016.

#### **4.2 Argyll and Bute Integration Joint Board**

The Argyll and Bute HSCP Integration Joint Board was legally constituted in August 2015. The role of the IJB until 1<sup>st</sup> April 2016 is:

- Production of the Argyll and Bute HSCP Strategic Plan
- Oversight of the integration transition arrangements regarding:
  - Health and Care Governance (Quality and Safety)
  - Health and Social Care Workforce and partnership arrangements
  - Financial Governance
  - Organisational Development
  - Patient and Carer engagement and involvement arrangements

The IJB therefore has no responsibility at this time for day to day operational services.

The Integration Joint Board is undertaking a period of development and planning, whilst service delivery remains under the interim management arrangements.

### **4.3 Management appointments**

The following management appointments have been made to support the Chief Officer:

Head of Adult Services – East: Allen Stevenson

Head of Adult Services – West: Lorraine Paterson

Head of Strategic Planning & Performance: Stephen Whiston

Head of Children & Families and Criminal Justice: Louise Long

Tier 2 managers appointed are:

Locality Manager Adult Services MAKI: John Dreghorn

Locality Manager Adult Services Helensburgh and Lomond: Jim Littlejohn

Locality Manager Adult Services Cowal and Bute: Viv Hamilton

Locality Manager Adult Services OLI: Interim, Anne Helstrip

Locality Manager Children's Services MAKI: Brian Reid

Locality Manager Children's Services Helensburgh and Lomond: Paul Kyle

Locality Manager Children's Services Cowan and Bute: Mark Lines

Locality Manager Children's Services OLI: Alex Taylor

Appointments have also been made to the Tier 3 joint management posts and the managers are now in post.

#### **4.4 Strategic Plan 2016- 2019**

The Strategic Plan describes how Argyll and Bute Health and Social Care Partnership will make changes and improvements in the way it delivers health and social care over the next three years. It explains what services we are responsible for, what our priorities are, why and how we decided them. It shows how we intend to make a difference by working closely with partners in and beyond Argyll and Bute.

It explains what is happening, including the legal requirement and the reasons why change is needed. As with all change some things will be kept and some things will be altered or stopped as we move forward. The Strategic Plan details the ambitions for Health and Social Care services making positive changes that improve quality of services, do away with waste, duplication and inefficient, top down systems. Co-production, collaboration which builds on existing commitment, experience and skills, best practices and services are also fundamental to this. The Strategic Plan will focus on what the public and users of services have said they value, and on the services that keep them safe and well.

However, the financial context is a difficult one, funding is tight and the HSCP will have to make tough choices on service investment and disinvestment. Argyll and Bute Council's overall savings targets will be around £9 million in both 2016/17 and 2017/18. NHS Highland's saving targets for Argyll and Bute are likely to be between 2-3% (£3.6- £5.4 million). Decisions on the level of funding allocated and savings the HSCP will have to make will be made by February 2016.

The HSCP aims to make these tough choices in consultation with localities, communities and stakeholders; they will be open and honest, as communities and stakeholder experiences and expertise will help to reshape public services

The Strategic Plan will therefore provide a "road map" for how health and social care services will be organised and provided in this area to meet our vision – "Helping the people in Argyll and Bute live longer, healthier, independent lives".

The key milestones in the Strategic Planning process are detailed

below:

Item	Task	Time Scale
1	Establish Strategic Planning Group- Membership, ToR, Governance	Jan/Feb 15
2	Prepare proposals about matters the strategic plan should contain	End of Mar 15
	Consult the Strategic planning group on proposals	End of April 15
	Produce first Outline strategic plan for SPG consideration	End of June 15
5	Consult the Strategic planning group first draft	End of July 15
6	Prepare second draft of Strategic Plan	End of August 15
	Consult the Strategic Planning Group and wider stakeholders on Strategic plan ( 3 months)	End of November 15
7	Prepare final strategic plan	End of December 15
8	A&B HSCP approved by IJB and SGHD go live date agreed, delegated responsibility passed to IJB	March 2016

The outline strategic plan purpose was to provide clarity over the change required, to test the breadth and knowledge of our existing plans, current and future issues, the reason for change and future shape of services with communities and our staff. In addition it was intended to support the ground work process in outlining the expectation of the role and accountability localities will have to develop, enable them over the 3 years of the plan, so that they will as operational partnership entities “Locality Plan, Locality Own and Locality Deliver”.

The important element to note in this is that the consultation on the strategic plan is not targeted at getting feedback on existing service

plans which have already been consulted on such as the Integrated Children's Services Plan, Reshaping Care for Older people programme etc. these remain extant. It is primarily focused on the transformation in health and care services that is required as a result of integration and in response to the challenges and drivers re demography, multi-morbidity, depopulation, sustainability, efficiency and best value.

The strategic plan is about creating a sense of urgency to respond to these issues and challenges.

The critical factor in this is locality planning and the ability of the HSCP to "tool up" the localities to effectively undertake this work. As referenced earlier this process will incorporate a range of "locality planning" catalyst events to support the development of locality planning. As such the consultation was targeted at obtaining responses and views on locality planning processes and questions were designed to support this see: <https://www.surveymonkey.com/r/YSDM7PJ>

The NHS Highland Board and Argyll and Bute Council as detailed in statute have provided a formal response to the full Strategic Plan as part of the consultation process.

The formal consultation draft of the Strategic Plan was published in mid-September. Printed copies were available in the localities, together with memory sticks, pre-loaded with the consultation draft of the Strategic Plan. The draft was also available on line at [www.healthytogetherargyllandbute.org.uk](http://www.healthytogetherargyllandbute.org.uk) .

Consultation ran from September to the end of November 2015. All feedback was collated into a full report to inform the final draft of the Strategic Plan, which will be presented for approval by Argyll & Bute Council, NHS Highland Board and the IJB in March 2016.

#### **4.5 Staff and Public Involvement and Engagement**

The Strategic Planning Group decided to precede the formal consultation on the full strategic plan with an information signposting leaflet (included in local papers, alongside virtual copies) and an Outline Strategic Plan – "A conversation with you", detailing the major themes in our strategic plan from the 2<sup>nd</sup> July 2015.

The outline strategic plan purpose was to provide clarity over the change required, to test the breadth and knowledge of our existing

plans, current and future issues, the reason for change and future shape of services with communities and our staff. In addition it was intended to support the ground work process in outlining of the expectation of the role and accountability localities will have to enable them over the 3 years of the plan to develop so that they will as operational partnership entities “Locality Plan, Locality Own and Locality Deliver”

The Outline Strategic Plan prompted 703 responses, the full report can be found at [www.healthytogetherargyllandbute.org.uk/](http://www.healthytogetherargyllandbute.org.uk/) These responses, alongside responses to the consultation on the full Strategic Plan, will inform the final draft to be adopted by the HSCP.

The consultation process on the full strategic plan was directed by the regulations which prescribe who has to be formally consulted. The regulations state that the second draft of the strategic plan must be sent for comment to all interested stakeholders. This must include the local authority and the Health Board as well as representatives of any groups prescribed by the Scottish Ministers.

It is also directed that a communication and engagement plan to undertake the consultation must be in place, which is in line with Scottish Government policy; such consultation can take place in a variety of ways – written information, public meetings, staff meetings and events, focus groups, questionnaires and on-line and interactive discussion forums. The HSCP must therefore make best efforts to allow groups of people with an interest to participate in a consultation process in order to express an opinion on the draft strategic plan.

The strategic plan is about creating a sense of urgency to respond to these issues and challenges.

### Consultation Process

The communication and engagement work stream produced a formal consultation plan and commissioned consultant support to co-ordinate the feedback and support the engagement events and report on the findings of the consultation exercise for the period September to November.

The NHS Highland Board and Argyll and Bute Council as detailed in statute have provided a formal response to the full Strategic Plan as part of the consultation process.

## **Draft Strategic Plan Formal Consultation:**

A draft Strategic Plan 2016 – 2019 was produced and published (see [www.healthytogetherargyllandbute.org.uk/](http://www.healthytogetherargyllandbute.org.uk/) ) prior to a three month consultation period, September to November 2015.

Consultation took place across the 7 Localities:

- Oban, Lorn and the Isles
- Mid Argyll
- Kintyre
- Islay and Jura
- Helensburgh and Lomond
- Bute
- Cowal

Two larger events were held in Lochgilphead and Arrochar.

Responses were gathered through a variety of methods:

- In person at an event
- By post
- Email
- SurveyMonkey
- From relevant organisations and Community Councils, who were contacted directly, by letter, as required by the terms of the Integration Scheme.
- At separate staff consultation events, supported by Trades Unions/NHS staff side representatives and the Organisational Development Lead.

Glasgow Homeless Network (IE at GHN) was engaged to support the consultation, analyse responses and present the consultation report. A minimum of 394 responses were received and analysed (this figure is expressed as minimum because some attendees at events did not register).

For the qualitative questions (Q1, Q2 and Q3) analysis was applied for consistent, repeated themes and suggestions and presented for each locality and for Argyll & Bute as a whole.

For the quantitative ranking questions (Q4, Q5, Q6, Q7, Q8) the result were presented in infographic format, again for each locality and for Argyll & Bute as a whole.

Supplementary responses which did not follow the format of the questions were presented in a separate section, or as an appendix



to the report.

#### 4.6 Locality Planning Groups

Locality Managers are taking forward the establishment of the 8 Locality Planning Groups which will advise the IJB of the needs and priorities in each locality.

The Locality Planning Groups have their first meetings in January 2016. Membership is a combination of statutory requirement and locally identified representatives – see appendix 2.

The Locality Planning Groups will work within the agreed strategic priorities, but take account of the local drivers, demographics and requirements to develop services that are truly 'Locality Planned, Locality Owned and Locality Delivered'.

Full details of the consultation responses can be found at [www.healthytogetherargyllandbute.org.uk/resources](http://www.healthytogetherargyllandbute.org.uk/resources)

### 5. Conclusions

This is a significant area of policy development for both the Council and NHS Highland as it is a legislative requirement which both partners will need to comply with fully.

#### 6.0 SOA Outcomes

This report relates to SOA Outcomes 4 and 5.

**Name of Lead Officer**

Christina West, Chief Officer, Health and Social Care

**Tel 01546 605646**

**For further information please contact:**

Stephen Whiston, Head of Strategic Planning and Performance

**Tel 01546 605639**

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**Argyll and Bute Community Planning Partnership****Oban, Lorn and the Isles  
Area Community Planning Group****18 February 2016**

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**Agenda Item 11**

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**Dates for future meetings – 2016/2017**

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**Summary**

The following report provides information relating to the proposed CPG meeting schedule for the period from May 2016 to April 2017. The proposed dates, times and locations are detailed in the Appendix to the report.

**1. Purpose**

1.1 This report asks the Area Community Planning Group to consider and agree dates for meetings for the period from May 2016 to April 2017.

**2. Recommendations**

2.1 The Area Community Planning Group is asked to agree the dates for meetings as shown in the attached appendix.

**3. Background**

3.1 The dates for meetings of the CPG have been agreed up till April 2016. Previously, the dates for the meetings were agreed by the local Area Committee and then endorsed by the Community Planning Group, however, given the introduction of the revised Terms of Reference and the changes to the membership it is for the CPG to decide the dates for future meetings.

**4. Detail**

4.1 Currently all Area CPG meetings are held on a quarterly basis in the months of May, August, November and February in line with the Terms of Reference which were agreed by the Group in March 2015. This cycle ties in with the meetings of the CPP Management Committee and allows for discussion to take place on the relevant Outcomes prior to them being discussed by the Management Committee. This format has worked well over the last year.

4.2 The meetings of the Oban, Lorn and the Isles CPG have taken place on the third Thursday of the month in May, August, November and February and are held in

Oban. Meetings have alternated between afternoon and evening. It is suggested that a similar model is adopted for the forthcoming year.

4.3 The pre-agenda process begins some weeks earlier, with meetings being held with the Chair and Vice-Chair to discuss the format of the agenda. A proposed timetable for the meetings and deadline dates for reports being submitted is attached as an Appendix to this report.

## **5. Conclusions**

5.1 Given that the arrangement for meetings worked well in 2015/16 it is suggested that the CPG agrees to adopt a similar pattern for their meetings for the period from May 2016 to April 2017.

## **6. SOA Outcomes**

6.1 This report does not link to any specific Outcome as it relates to the administrative arrangements.

### **Name of Lead Officer**

Donald MacVicar, Head of Community and Culture

### **For further information please contact:**

Shirley Macleod, Area Governance Manager (01369) 707134

Appendix – Dates for future meetings

<b>Call Out E-mail</b>	<b>Pre Agenda</b>	<b>Front Sheet Agenda Issue</b>	<b>Full Pack Agenda Issue</b>	<b>COMMUNITY PLANNING GROUP</b>	<b>Venue</b>	<b>Start time</b>
Thursday 17 <sup>th</sup> March 2016	Thursday 7 <sup>th</sup> April 2016	Thursday 21 <sup>st</sup> April 2016	Thursday 12 <sup>th</sup> May 2016	Thursday 19 <sup>th</sup> May 2016	Oban High School	6.30 pm
Thursday 30 <sup>th</sup> June 2016	Thursday 21 <sup>st</sup> July 2016	Thursday 28 <sup>th</sup> July 2016	Thursday 18 <sup>th</sup> August 2016	Thursday 25 <sup>th</sup> August 2016	Corran Halls	2 pm
Thursday 15 <sup>th</sup> September 2016	Thursday 6 <sup>th</sup> October 2016	Thursday 20 <sup>th</sup> October 2016	Thursday 10 <sup>th</sup> November 2016	Thursday 17 <sup>th</sup> November 2016	Corran Halls	6.30 pm
Thursday 8 <sup>th</sup> December 2016	Thursday 12 <sup>th</sup> January 2017	Thursday 19 <sup>th</sup> January 2017	Thursday 9 <sup>th</sup> February 2017	Thursday 16 <sup>th</sup> February 2017	Corran Halls	2 pm

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### ***Outcome 1: The economy is diverse and thriving***

This outcome focuses on business growth, sustainability and start up. Tourism, marine science, renewables, digital economy and food and drink are the key sectors which will be developed through this outcome

The key strategies and plans supporting the delivery of this outcome at an Argyll & Bute level include: Argyll and Bute Local Housing Strategy; Argyll and Bute Skills Pipeline, Argyll and Bute Youth Employment Activity Plan; Argyll Voluntary Action Strategic Plan; CHORD / CARS programme; TIF programme; Economic Development Action Plan; Scottish Government Economic Strategy; Highlands and Islands Enterprise Operating Plan; Local Development Plan Opportunities for All Development Plan; Renewable Energy Action Plan; Roads Asset Management and Maintenance Strategy; Scottish Enterprise Operating Plan; Scottish Ferries Plan; Strategic Housing Investment Plan 2013-18; Strategic Infrastructure Plan (proposed).

The following strategic partnerships are supporting the delivery of this outcome: Argyll and Bute Renewables Alliance; Argyll and the Isles Strategic Tourism Partnership; Argyll and Bute Employability Partnership; Third Sector and Communities Strategic Partnership

#### **Main areas of focus for Oban, Lorn and the Isles included within this outcome:**

- To achieve business growth and additional employment opportunities
- To ensure our towns, villages and rural communities are economically dynamic, sustainable and connected building on their distinct opportunities
- To ensure that Argyll and Bute is recognised nationally and internationally as a location for marine education, research and business
- To ensure we have a thriving, sustainable renewable energy sector with well-developed local supply chains and community benefits
- To ensure we have a robust tourism sector with an extended season, a higher value proposition and increased turnover
- To create an environment where levels of entrepreneurship are increase

## Outcome 1 – the economy is diverse and thriving

SOA Code	SOA Delivery Plan Action	Activity on the Ground	Timescale
1.1.2	Support an increase in international trade through more businesses trading internationally and businesses increasing international turnover	£1.3M pa estimated increase in International Sales across Argyll & Bute as a result of approvals this year.	Ongoing
1.1.4	Support Business Growth (including social enterprise) through HIE / SE account management and Business Gateway (BG)	64 organisations account managed across Argyll & Bute, 6 of which were referrals from BG	Ongoing
1.1.7	Ensure businesses are ready to take advantage of the opportunities offered by improved Broadband speeds	New courses to be run by Business Gateway and/or Scottish Enterprise in a number of areas across Argyll and Bute	On-going support throughout 2015 - 2017
1.2.5	Undertake a scoping / feasibility study on positioning Oban as a university town.	The scoping study has been completed and this has identified a number of high level/early actions which have been agreed.	Ongoing
1.2.6	Deliver Community Account Management model to support sustainable growth and community empowerment	6 CAM Action Plans in place across Argyll & Bute.	Ongoing
1.4.1	Increase awareness of marine employment, education and business opportunities through engagement with SAMS and all local stakeholders	A number of leads are still being pursued following attendance at Aquaculture UK. A report on the Argyll marine economy is to be commissioned.	Ongoing
1.4.2	Secure tenants for Malin House Dunstaffnage, European Marine Science Park,	2 tenants have been secured and are in place. Further marketing of	Ongoing



		the opportunities is being undertaken	
1.5.3	Support the development of the local energy supply chain	3 events have been attended to increase the profile of Argyll & Bute and provide opportunities to local suppliers.	Ongoing
1.6.1	Secure and maintain ongoing sustainability of the Argyll and the Isles Tourism Co-operative Ltd (AITC) (trading arm of AISTP) to further develop the tourism value chain linked to the area's unique heritage, provenance and authenticity.	Local destination management groups have received support to engage support staff.	Ongoing
1.6.2	Create partnership structures with the capacity and desire to develop the culture and heritage sector to maximise the unique opportunities provided by the unique culture and heritage of the area.	14 account managed tourism sector organisations across Argyll & Bute.	Ongoing
1.6.3	Support the delivery of high quality tourism experiences across Argyll and Bute	15 account managed Food & Drink sector organisations across Argyll & Bute.	Ongoing
1.6.4	Build upon the local food and drink offering	3 events have been attended to increase the profile of Argyll & Bute and provide opportunities to local suppliers.	Ongoing
1.7.1	To provide support business starts in each of the four council administrative areas.	Business Gateway Advisors will provide support and advice to business starts ups within the area	On-going Business Gateway support throughout 2015 – 2017
1.8.3	To optimise public sector employment and training opportunities including work experience, apprenticeships, graduate placements, research, etc.	10 current Graduate Placements across Argyll & Bute.	Ongoing
		A study is being commissioned to identify increased opportunities for public sector employment. This is a direct SOA action	March 2015

1.8.4	Optimise local benefits through public sector procurement process through continued usage of supplier development programme, utilising community benefit clauses where appropriate	PV Panel Installation Education Properties (Non-NPDO): Contractor-led presentations within the relevant schools after completion of the works involved in this contract, to raise awareness of the benefits of Solar PV Panels	TBA – Presentations to start from January 2015
		Provision of Addiction Recovery Services: the Council would wish to see the contractor(s) for the Provision of Addiction Recovery Services, provide where appropriate, young person engagement. Under this contract, the Council would expect to work with the successful contractor(s) to organise contractor-led presentations within the Argyll and Bute schools to raise awareness of addiction to alcohol and drugs.	Ongoing

### ***Outcome 5: People live active, healthier and independent lives***

This outcome focuses on narrowing the gap in health inequalities by providing opportunities for everyone to be physically active and energetic members of their communities. People are enabled to live independently, with meaning and purpose, within their own community and are empowered to lead the healthiest lives possible. Healthier choices are made regarding alcohol and drugs and people are enabled to recover from substance misuse. Mental health improvement strategies are promoted by the CPP to reduce health inequalities.

The key strategies and plans supporting the delivery of this outcome at an Argyll & Bute level include: Health and Wellbeing Partnership, Joint Health Improvement Plan, Mental Health Modernisation and Strategic Framework for Mental Health and Well-being, Reshaping Care for Older People, A&B Integrated Children's Services Plan, Local Housing Strategy, NHS Highland Health Inequalities Action Plan.

The following strategic partnerships are supporting the delivery of this outcome: Argyll and Bute Advice Network, Argyll and Bute Against Domestic Abuse and Violence Against Women Partnership, Argyll and Bute Community Health Partnership, Argyll and Bute Health and Social Care Partnership, Argyll and Bute Local Access Forum, Argyll and Bute Strategic Housing Forum, Third Sector and Communities CPP Sub-group, Health and Wellbeing Partnership.

#### **Main areas of focus for Oban, Lorn and the Isles included within this outcome:**

- People are empowered to maintain their independence and are an integral part of their local communities.
- Individuals are more physically active
- Mental health and wellbeing is improved
- Our partners work together to ensure that we mitigate against the effects of poverty across Argyll and Bute

### Outcome 5: People live active, healthier and independent lives

SOA Code	SOA Delivery Plan Action	Activity on the Ground	Timescale
5.1.1	Continue to shift the balance of care from institutional to community based settings	<i>No information as at February 2015</i>	
5.1.5	All service providers use an approach which encourages mobility and promotes strength and balance reducing falls in older people	<i>No information as at February 2015</i>	
5.1.6	Maintain a new build social housing programme including housing for varying needs to enable people to live more independently	40 units for social rent at Glenshellach, Oban & potential second phase of further 17 units.	Phase 1 completed, November 2014. Phase 2 to be confirmed.
		8 units for social rent in Connel with potential second phase of additional 10 units.	Phase 1 - March 2015. Phase 2 to be confirmed.
		2 units for affordable rent at Ulva, Mull	2015
		12 units for social rent at Benderloch.	2016.
		5 affordable units on Iona.	To be confirmed.
		Dunbeg Phase 2 for 25 units (& explore potential for further Phase 3).	Phase 2 - 2015/16
		Explore/progress potential developments for Dervaig, Lochdon and Bunessan on Mull; Port Appin; Tiree and Coll; and retirement homes for elderly at Ganavan, Oban.	To be confirmed
5.1.7	Carers are identified, supported and enabled to fulfil their roles	<i>No information as at February 2015</i>	
5.2.2	Improve access and develop more opportunities for people to participate in physical exercise / activity	Continued funding and development of the Active Schools Program	Ongoing until 2019
		Continue to support Atlantis Leisure through the existing SLA	Ongoing

		Develop pathways to access community sports HUBs <ul style="list-style-type: none"> <li>• Oban development</li> <li>• Virtual link-ups for the Isles</li> </ul>	Aug 2015 (dependant on Sportscotland funding)
		Partnership work with Atlantis and Mactaggart facilities: <ul style="list-style-type: none"> <li>• ABAN - Housing exercise referral program</li> <li>• Swimming Development</li> </ul>	March 2015
		Continue to support the SLA arrangements with NGB's for: <ul style="list-style-type: none"> <li>• Football - SFA</li> <li>• Shinty – Camanachd Association</li> <li>• Rugby – SRU</li> </ul>	Ongoing
5.2.3	Increase accessibility to outdoor environments / green spaces	Develop an online library of simple walking route guides, combined with linkages to pre-existing guides available from other agencies such that a single point of comprehensive information will exist.	Phase 1 to populate the library with route guides. Stage 2 to develop the web based delivery of the library. Anticipated timescale 2 years and then ongoing maintenance.
5.4.1	Promote and build social networks to improve mental health	A Link club and support group is established in area to provide additional services and build community capacity	
		6 People are facilitated to participate in personal development to build confidence and self esteem	

		Guided self-help referrals to volunteering increase by further 12 people	
		Referrals to community groups increase by further 8 people	
		Encouraging 25 people with identified mental health issues (anxiety / low mood etc) to continue to use their current social networks and build existing support available to them as well as develop new links in the community	
		Grey Matters / Seniors Forum / expand membership and improve wellbeing additional 20 people	
5.4.3	Implement systems which support all people who have lost others to suicide either in a professional or personal capacity	<i>No information as at February 2015</i>	
5.6.7	Adverse effects of welfare reform are minimised	<i>No information as at February 2015</i>	