

# Public Document Pack

**Argyll and Bute Council**  
Comhairle Earra Ghaidheal agus Bhoid

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3 June 2021

## **NOTICE OF MEETING**

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **BY SKYPE** on **THURSDAY, 10 JUNE 2021 at 10:30 AM**, which you are requested to attend.

Douglas Hendry  
Executive Director

## **BUSINESS**

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTE** (Pages 3 - 8)  
Community Services Committee 11 March 2021
- 4. ARGYLL AND BUTE LOCAL POLICING PLAN (2020 - 2023) - QUARTERLY REPORT (QTR 4 - 2020/21)** (Pages 9 - 10)  
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland
- 5. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q4 - 1 JANUARY 2021 - 31 MARCH 2021** (Pages 11 - 20)  
Report by Local Senior Officer, Scottish Fire and Rescue Service
- 6. ARGYLL & BUTE HSCP - PERFORMANCE REPORT MARCH 2021** (Pages 21 - 32)  
Report by Head of Strategic Planning, Performance and Technology, Argyll & Bute Health and Social Care Partnership
- 7. 2020/21 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2020-23** (Pages 33 - 50)  
Report by Deputy Chief Officer, Argyll & Bute Health and Social Care Partnership
- 8. CHILD POVERTY ACTION PLAN REVIEW 2020-21**  
Report by Chief Officer, Argyll & Bute Health and Social Care Partnership (to follow)

9. **CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE** (Pages 51 - 58)  
Report by Executive Director with responsibility for Education
  10. **EDUCATION SERVICE FQ4 2020/21 PERFORMANCE REPORT** (Pages 59 - 70)  
Report by Executive Director with responsibility for Education
  11. **TRAUMA TRAINING PROGRAMME** (Pages 71 - 74)  
Report by Executive Director with responsibility for Education
  12. **SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010**  
Reports by Executive Director with responsibility for Education
    - (a) Skipness Primary School (Pages 75 - 80)
    - (b) Minard Primary School (Pages 81 - 84)
    - (c) Southend Primary School (Pages 85 - 88)
    - (d) Achaleven Primary School (Pages 89 - 92)
  13. **EDUCATION CHANGE PROGRAMME** (Pages 93 - 190)  
Report by Executive Director with responsibility for Education
- REPORTS FOR NOTING**
14. **SQA - ALTERNATIVE CERTIFICATION MODEL (ACM)** (Pages 191 - 196)  
Report by Executive Director with responsibility for Education
  15. **ADDITIONAL RESOURCES**
    - (a) Additional Funding - Health and Wellbeing (Pages 197 - 202)  
Report by Executive Director with responsibility for Education
    - (b) Additional Welfare Rights Support (Pages 203 - 208)  
Report by Executive Director with responsibility for Legal and Regulatory Support
  16. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2021/2022** (Pages 209 - 212)

## **Community Services Committee**

Councillor Jim Anderson	Councillor Gordon Blair
Councillor Mary-Jean Devon	Councillor Lorna Douglas
Councillor Audrey Forrest	Councillor Kieron Green (Vice-Chair)
Councillor Graham Hardie	Councillor Julie McKenzie
Councillor Donald MacMillan BEM	Councillor Yvonne McNeilly (Chair)
Councillor Barbara Morgan	Councillor Iain Paterson
Councillor Gemma Penfold	Councillor Alastair Redman
Councillor Alan Reid	Councillor Elaine Robertson
Margaret Anderson	William Shaw
William Hamilton	Alison Palmer

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held BY SKYPE  
on THURSDAY, 11 MARCH 2021**

**Present:** Councillor Kieron Green (Chair)

Councillor Jim Anderson	Councillor Alastair Redman
Councillor Mary-Jean Devon	Councillor Alan Reid
Councillor Lorna Douglas	Councillor Elaine Robertson
Councillor Audrey Forrest	Councillor Andrew Vennard
Councillor Graham Hardie	Margaret Anderson
Councillor Julie McKenzie	Alison Palmer
Councillor Iain Paterson	

**Attending:** Douglas Hendry, Executive Director with responsibility for Education  
 Louise Connor, Head of Education: Learning and Teaching  
 Simon Easton, Acting Head of Education: Lifelong Learning and Support  
 Stuart McLean, Committee Manager  
 Roslyn Redpath, Principal Educational Psychologist  
 Craig Campbell, Piping Tutor, Dunoon and Cowal  
 Chief Superintendent John Paterson, Police Scotland  
 Superintendent Donald Leitch, Police Scotland  
 Joe McKay, Area Commander, Scottish Fire and Rescue Service  
 Joanne MacDonald, Chief Officer, Argyll and Bute HSCP  
 Stephen Whiston, Head of Strategic Planning and Performance, Argyll and Bute HSCP

The Chair paid tribute to Craig Campbell who was retiring after more than 30 years as piping tutor in the Dunoon and Cowal area. Craig was a very valued member of Dunoon Grammar School staff and was very supportive and dependable and would be immensely missed by Argyll and Bute instrumental service.

Craig thanked the Chair and the Council for their support and wished everyone success for the future.

**1. APOLOGIES FOR ABSENCE**

An apology for absence was received from Councillor Yvonne McNeilly.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**3. MINUTE**

The Minutes of the Community Services Committee held on 8 December 2020 were approved as a correct record.

**4. ARGYLL & BUTE LOCAL POLICING PLAN (2020 - 2023) QUARTERLY REPORT (QTR 3 - 2020/21)**

Chief Superintendent Paterson presented the Quarter 3 – 2020/21 update in relation to the Argyll and Bute Local Policing Plan 2021-2020. He drew out some key points in relation to road safety and road crime, advising that in conjunction with Cairndow Community Council, there would be, in April, the introduction of signage at Cairndow to influence positive driver behaviour in the area; violence and anti-social behaviour; serious assaults and robberies; public protection - partnership working to raise awareness with parents and carers about the use of digital devices by children due to the continuing concern about indecent images involving children between the ages of 10 and 15 years; domestic abuse incidents with an appeal to anyone experiencing this to come forward; fraud, particularly online crime; partnership working to tackle substance misuse; the addition of five Police Officers based within the primary custody hub in Oban; progress with the Oban Police Office feasibility study; a dedicated Police Officer to support the work of the Community Safety Partnership, including suicide prevention; and travel restrictions – multi agency group convened to look at inward travel expected over the summer into Argyll and Bute and the challenges this may bring.

Chief Superintendent Paterson advised that on International Women's Day he had represented the Division at the Scottish Women's Development Forum Awards where two Police Officers from the Campbeltown area had been recognised - PC Karen Cairns was the winner of the Community Service Award and DC Lindsay Wallace, who works in the Family Protection Unit in Campbeltown, was awarded Police Officer of the Year. DC Wallace was also highly commended in two other categories – Leadership and Excellence in Performance. He also advised of a number of changes to the Division's Senior Management Team and introduced Superintendent Donald Leitch who was taking over from Brian Gibson and who was in attendance at the meeting today.

He then responded to a number of questions raised by the Committee.

**Decision**

The Committee reviewed and noted the content of the report.

(Reference: Report for Qtr3 2020/21 by Divisional Commander for Argyll and West Dunbartonshire Division, Police Scotland, submitted)

**5. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q3 - 1 OCTOBER 2020 - 31 DECEMBER 2020**

The Area Commander, Joe McKay, for Scottish Fire and Rescue presented a report highlighting Scottish Fire and Rescue Service's review of local performance within Argyll and Bute for Q3 2020-2021. Key successes included a reduction in special services, false alarms, overall incidents and fire and non-fire casualties. He reported that sadly during the period there had been one fatal fire and that an investigation into that was ongoing. He advised that 7 local fire stations were carrying out COVID-19 testing in the area and he referred to some major investment with a brand new fire appliance for Oban, solar panels at Oban and Tighnabruaich stations, the installation of electric charging points at Oban and Dunoon stations, and a new fire appliance in the next 6 months for Helensburgh.

## **Decision**

The Committee:

1. reviewed and noted the content of the report; and
2. noted that the Committee Manager would investigate the possibility of similar reports being made available to Members from the Scottish Ambulance Service on localised activities.

(Reference: Q3 2020/21 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

The Chair ruled, and the Committee agreed, to vary the order of business and take Agenda item 14 (The Scottish Fire and Rescue Service – Local Fire and Rescue for Argyll and Bute – Consultation) at this point.

## **6. THE SCOTTISH FIRE AND RESCUE SERVICE - LOCAL FIRE AND RESCUE PLAN FOR ARGYLL AND BUTE - CONSULTATION**

The Scottish Fire and Rescue Service's (SFRS) consultation on their Local Fire and Rescue Plan for Argyll and Bute which has been developed to support the delivery of agreed local outcomes for Argyll and Bute's communities in conjunction with the national priorities contained with the SFRS Strategic Plan 2019-2022, was before the Committee for consideration.

## **Decision**

The Committee noted that a copy of the Local Fire and Rescue Plan had been circulated to all Members of the Council and to members of the Community Planning Partnership and that comments on the Plan were invited by 26 March 2021.

(Reference: Report by Executive Director with responsibility for Legal and Regulatory Support dated 5 March 2021 and The Scottish Fire and Rescue Service – Local Fire and Rescue Plan for Argyll and Bute, submitted)

## **7. ARGYLL & BUTE HSCP - PERFORMANCE REPORT FEBRUARY 2021**

Consideration was given to a report which provided an update on the impact of service performance with regards to the COVID-19 pandemic and the progress made with regard to remobilising health and social care services in Argyll and Bute.

## **Decision**

The Committee reviewed and noted the IJB Health and Social Care Partnership report as at February 2021.

(Reference: Report by Head of Strategic Planning and Performance, submitted)

**8. EDUCATION SERVICE FQ3 2020/21 PERFORMANCE REPORT**

A paper presenting the Community Services Committee with the FQ3 2020/21 performance report for the Education service was considered.

**Decision**

The Committee reviewed and scrutinised the FQ3 2020/21 performance report as presented.

(Reference: Report by Executive Director with responsibility for Education dated 10 February 2021, submitted)

**9. ARGYLL AND BUTE COMMUNITY LEARNING AND DEVELOPMENT PLAN (2021 - 2024) - UPDATE**

Local authorities have a statutory requirement placed on them by the Community Learning & Development (Scotland) Regulations 2013 to publish a Community Learning & Development (CLD) plan every three years describing how they will co-ordinate and secure “adequate and efficient” CLD provision with other sector partners.

Consideration was given to a report updating the Committee on developments regarding the production of a new Argyll and Bute Community Learning CLD Plan for 2021-2024.

**Decision**

The Committee agreed to:

1. endorse changes to structure and governance of the CLD Partnership and the CLD Team, and development of the CLD Plan;
2. review initial feedback from CLD partners on the current 2018-2021 plan, which ends in August 2021; and
3. note the production of updated Scottish Government Guidance to assist with the creation and ongoing development of CLD plans with the expectation that CLD plans would be informed by this guidance.

(Reference: Report by Executive Director with responsibility for Education dated 11 March 2021, submitted)

**10. COUNSELLING IN SCHOOLS**

The Scottish Government’s 10 year Mental Health Strategy (2017-2027), recognises the need for targeted and specialist Child and Adolescent Mental Health Services (CAMHS), but also promotes effective prevention and early intervention through support services at a local level, delivered as close to the young people as possible.

Consideration was given to a report which provided background and update on the progress of the establishment of a new service to provide counselling in schools across Argyll and Bute for children and young people age 10 years and upwards.

### **Decision**

The Committee agreed to endorse the significant progress made against the commitment to recruit and deliver a counselling service across the Council's schools.

(Reference: Report by Executive Director with responsibility for Education dated 21 January 2021, submitted)

## **11. SCHOOL LEAVING DATE EXCEPTIONAL CIRCUMSTANCES**

Consideration was given to a report highlighting the COVID-19 related disruption to post school transition planning for the most vulnerable young people with complex needs or disability, with resulting parental concern leading to requests for an additional year at secondary school.

### **Decision**

The Committee agreed:

1. to note the impact that two national lockdowns have had on supports and services for the most vulnerable young people with complex needs and/or disabilities;
2. that the consequences of the pandemic constitute exceptional circumstances, and as such, that a further year at secondary school may be permitted for those young people, subject to careful consideration of individual circumstances;
3. to note this variation would apply for those young people with a complex need or disability who were in 6<sup>th</sup> year in academic session 2020-21 only; and
4. to note that any budget pressure arising from implementing these recommendations would in the first instance be met from existing ASN budgets, subject to any additional funding made available from either the Council or Scottish Government.

(Reference: Report by Executive Director with responsibility for Education dated 11 February 2021, submitted)

## **12. ARGYLL AND BUTE CHILDREN'S RIGHTS REPORT 2020 - 2023**

Consideration was given to a report which examined how children's rights were currently respected and ensured within Argyll and Bute, and identified some of the key actions taking place over the next three years to further children's rights across the authority.

### **Decision**

The Committee agreed to:

1. note the measures taken by the authority both to respect and ensure children's rights during the COVID-19 pandemic;

2. note the current practice within Argyll and Bute underpinning and ensuring children's rights;
3. note the authority's key actions going forward to respect and ensure children's rights; and
4. endorse the Argyll and Bute Children's Rights Report 2020-2023.

(Reference: Report by Executive Director with responsibility for Education dated 11 March 2021, submitted)

### **13. EDUCATION - ADDITIONAL RESOURCES 2021/22**

The Council set its revenue budget for 2021/22 at the Council meeting held on 25 February 2021. Specific provision was made for improving opportunities for people and communities, including £600K for "investing in the wellbeing of our young people – mental health and wellbeing resources and support for vulnerable children and families".

Consideration was given to a report advising that the Education Service were currently preparing options for the utilisation of these additional funds and would present a further report to the Committee Services Committee on 10 June 2021.

#### **Decision**

The Committee agreed to:

1. note that the Education Service were currently working on the development of suitable options to utilise the additional £600k agreed at the budget meeting; and
2. a further report, setting out proposals for implementation, being tabled at the Community Services Committee scheduled for 10 June 2021.

(Reference: Report by Executive Director with responsibility for Education dated 2 March 2021, submitted)

### **14. COMMUNITY SERVICES COMMITTEE WORK PLAN 2021 - 2022**

The Committee Services Committee work plan for 2021-2022 was before the Committee for information.

#### **Decision**

The Committee noted the contents of the report.

(Reference: Committee Services Committee Work Plan 2021-2022, submitted)





# Keeping People Safe in Argyll & Bute

Our Purpose:- To improve the safety and wellbeing of people, places and communities in Scotland

## Road Safety & Road Crime

DRPU activity continues to focus on the priority routes; A82, A8, A85, A814, A815 and A816.



Year-end data shows road casualties within A&B reduced by 58.3% in 2020/21 compared to the previous year, which equates to 126 fewer casualties. Fatalities reduced from 11 to 5, serious injuries from 88 to 34 and slight injuries reduced from 117 to 51. These figures have clearly been influenced by Covid-19 restrictions which have resulted in a significantly lower volume of traffic on the road network.

The significant reduction in road casualties has continued to provide officers with the opportunity to be more proactive which has resulted in significant increases in the detection of insurance offences (+97), MOT offences (+44) and careless driving offences (+55), while speeding offences reduced by 10.3% (-84) and dangerous driving offences by 28.7% (-25). Overall, the number of road traffic offences recorded has increased by 3.3% compared to 2019/20 (+73).

## Violence & Antisocial Behaviour

Compared to the previous year, Group 1 crimes of violence reduced by 7.6% (n=7). While serious assaults reduced by almost 20% from 36 to 29, this was offset by a slight increase in robberies from 6 to 9. Two murders have also been recorded versus 0 last year and 2 attempted murders versus 1 last year. Three of the 4 murder / att. murder crimes occurred within residential premises and were committed by persons known to the victim. The fourth crime was against a police officer.

Approx. 65% of all crimes of violence occurred in a private space, in almost 40% the victim / offender had consumed alcohol.

957 stop searches were carried out across A&B in 2020/21, which equates to 82 per month.

31% had a positive result

Year on year public reported ASB increased by 50% which equates to 1609 more incidents being recorded. This is largely due to a substantial increase in public nuisance incidents relating to persons breaching Covid-19 restrictions during the initial lockdown. In contrast, ASB related crimes have reduced by 20% (n=383), mainly due to a 24.5% reduction in common assaults (n=215) and a 23.2% reduction in crimes relating threatening & abusive behaviour (n=138).

The detection rate for violent crime overall remains high at 76.3%. The 2 murder crimes and 2 attempted murder crimes have been detected and the detection rate for serious assaults has increased to 96.6% from 91.7% in 2019/20. The detection rate for common assault remains relatively unchanged year on year at 75.6%.

## Public Protection

In 2020/21 Group 2 sexual crimes saw a marginal reduction of 1.9% (n=4) compared to the previous year. Although rape crimes reduced by 47.1% from 53 to 28 year on year, and indecent / sexual assaults reduced by 14.8% from 81 to 69, this was offset by a significant increase in crimes relating to indecent images/communication from 45 to 87. Approx. 31.2% of all sexual crimes recorded were non-recent reports. 66% of all crimes relating to indecent communication / images involved children, predominately aged 10 to 15 years. This trend is reflected nationally, and we continue to work with partners to raise awareness and develop interventions and advice.

81.4% of all sexual crimes occurred in a private space, mainly residential dwelling homes.

64% of sexual crimes were committed by persons known to the victim.

Year on year the detection rate for Group 2 sexual crime reduced slightly from 55.8% to 52%. However, the detection rate for rape crime increased from 64.7% to 70.4%.



During 2020/21 there were 102 missing person reports recorded within Argyll & Bute which equates to around 8 per month. 22 of these were assessed as High Risk.

Year-end figures show a marginal increase of 0.6% in the total number of domestic abuse incidents recorded within Argyll & Bute during 2020/21 compared to the previous year, while domestic abuse crimes reduced by 17% from 513 to 426.

In 2020/21 the total number of incidents recorded where an Adult / Child Concern has been raised decreased by 5.4% (n=159). Adult concerns (inc. Domestic Abuse) increased by 7.9% (n=117) however child concerns decreased by 4.7% (n=208).

User satisfaction results for March 2021 show that levels of public confidence in Argyll & West Dunbartonshire remain high at 70%. Furthermore, figures also indicate 91% of persons were satisfied with how police dealt with their incident.

YTD there have been 112 complaints about the Police recorded within Argyll & Bute, which is an increase from 72 in the same period last year.

## Argyll & Bute

### Local Policing Plan (2020 – 2023)

### Quarterly Report (Qtr 4 – 2020/21)

## Major Crime & Terrorism



Across Argyll & Bute 10 persons linked to serious and organised crime have been arrested and £227,399 seized under POCA.

Set against figures recorded at the end of 2019/20, drug supply crimes have reduced by 21.8% from 55 to 43 while drug possession charges have increased by 16.8% from 410 to 479.



In total 239 cyber-enabled crimes were recorded within Argyll & Bute in 2020/21 which is significant increase from 77 in the previous year. 93 crimes related to online fraud, 52 to threatening messages sent via social media, 64 to indecent communication / images and 6 to extortion. In almost a third of all cyber enabled crimes the victim knew the offender. To date 60 crimes have been detected.

## Acquisitive Crime



Vehicle crime reduced by 25.4%



Housebreakings reduced by 14.3%

In 2020/21 the total number of acquisitive crimes recorded across Argyll & Bute reduced by 14.6% (n=109) compared to the previous year. Most crime types saw a noticeable downward trend; housebreakings reduced by 14.3% (n=14), vehicle crimes reduced by 25.4% (n=15), theft by shoplifting reduced by 44.7% (n=67) and common theft by 28.7% (n=80). The only exception is fraud crime which has shown a concerning rise increasing by 86.5% from 89 last year to 166. Social engineering frauds have seen the biggest increase, online marketplace and credit card frauds have also increased. It is highly likely that crime levels have been influenced by Covid-19 lockdown restrictions and resultant increase in online activity.



The number of bogus crimes in A&B have increased from 26 last year to 79 this year. Most crimes recorded related to social engineering frauds involving bogus phone calls/emails. Two related to a bogus caller / workman.

DISABILITY HATE CRIME

Police Scotland in partnership with community charity I Am Me Scotland are committed to tackling disability hate crime throughout Argyll & Bute. Keep Safe training continues to be delivered to businesses in Argyll & Bute including recent training for Carr Gomm and Citizens Advice Bureaus. Future training has been arranged for Shopper-Aide in Campbeltown with local officers being trained to deliver these inputs. The training provides employees with information on how to gain a deeper understanding of different disabilities and how COVID19 may have impacted on these. The training also includes awareness on disability hate crime and how this can be reported as well as how to find their local Keep Safe Places within Argyll & Bute. Partnership funding has been provided by Argyll & Bute Community Justice Partnership for printing of business packs and window stickers to help increase training for more Keep Safe premises.

PARTNERSHIP APPROACH TO WATER SAFETY IN ARGYLL & BUTE

In partnership with members of Argyll & Bute's Community Safety Partnership, Police Scotland are supporting the newly established Water Safety group which is being led by HM Coastguard. We are looking ahead towards a time where staycations will be common place and will use a combination of partnership planning, educational awareness and safety interventions at key locations to make our extensive shores/waterways safer.

ONLINE CHILD SEXUAL EXPLOITATION

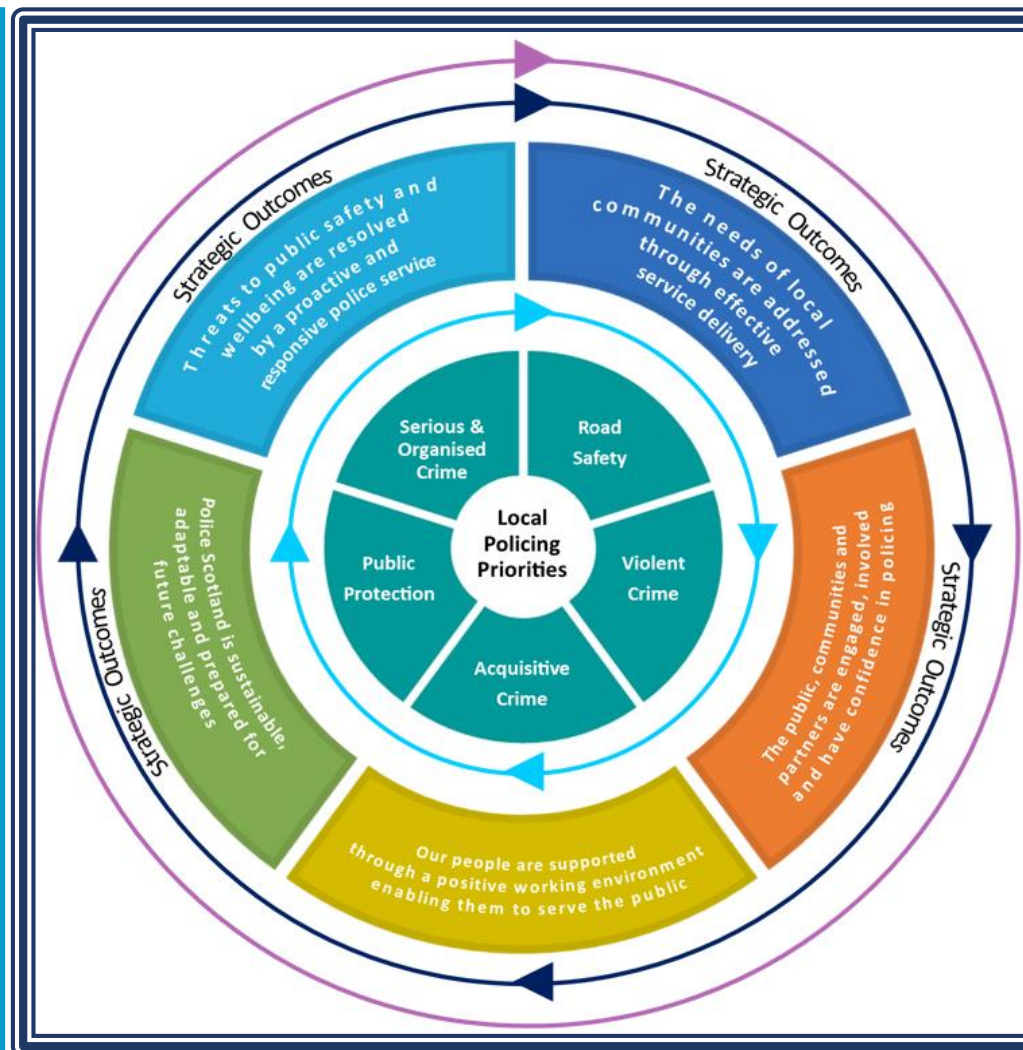
We continue to share safety messaging and promote awareness of online child sexual exploitation and abuse. This has included national campaigns such as #GetHelpOrGetCaught and awareness raising on Safer Internet Day. We are also drawing on the expertise of our national Cyber Harm Prevention Team who are working in partnership with Education Scotland and 'Stop It Now' to provide training to teachers and guidance teachers, identifying and supporting those involved in technology assisted harmful sexual behaviour.

FRAUD PREVENTION

We have developed a Fraud Prevention Delivery Plan which will focus on Education, Prevention and Enforcement over the coming months. We have also developed a new 'cared for at home network' which is enabling Police Scotland and Trading Standards to share "alerts" with carers about emerging bogus activity, which they in turn can share with those they care for during face to face visits. We are also working in partnership with Trading Standards to install Call Blocking devices in the homes of vulnerable people to screen unrecognised/unwelcome callers. An online Fraud Awareness event has been arranged for 18<sup>th</sup> May 2021 which is being hosted by Argyll TSI in partnership with Police Scotland, Trading Standards and Nationwide Building Society. Hosted over Microsoft Teams, there are currently 50 community groups signed up to attend the event and all community councils have been encouraged to attend to help raise awareness and prevention further victimisation.

STAYCATIONS

In support of the Staycation Agenda, the Scottish Government provided funding from the Economic Growth Fund to Argyll & Bute Council. A portion of this funding will be used to enhance patrols out with the National Park alongside 4 newly recruited Local Authority Wardens. Whilst there is no designated funding from the National Park this year to provide additional police resources into the Park, well established partnership working continues to support the Rangers and joint patrols with the Water Bailiffs are facilitated where resources permit.



ROAD SAFETY AND ROAD CRIME

Responding to speeding concerns raised at local community council meetings, Roads Policing and local officers have carried out speed checks at highlighted locations to influence driver behaviour and detect any speeding offences. Plans for local action in support of upcoming campaigns are also in place. These include Motorcycle Safety, Operation Close Pass, Global Road Safety Week and the National Seatbelt Campaign. Local Days of Action are planned in May for Dunoon and Oban using officers from the Community Engagement Team.

ARREST REFERRAL SCHEME

Working closely with Argyll & Bute's Alcohol and Drugs Partnership we will continue to provide support to those affected by drug misuse. It is often the case that people in police custody do not routinely engage with community support services or their GP and are often in crisis. The Arrest Referral scheme offers a focussed and easily accessible intervention pathway to our local third sector partners, 'We Are With You'.

FRONTLINE SUPPORT BOOKLET

A pilot frontline support booklet is being supported in Cowal and Bute by local Police Officers, SFRS, Scottish Ambulance Service and local GP's. This booklet has been collated with local support groups and services involved in emotional wellbeing support, alcohol, drug and gambling addictions and support for veterans. Police officers will be able to hand these booklets out to anyone in the community who would benefit from this support which may result in earlier interventions through local support services.

HMS QUEEN ELIZABETH

HMS Queen Elizabeth arrived at the new Northern Ammunition Jetty on Loch Long in March, for what will be the first of many visits in the coming years for the Royal Navy's new flagship aircraft carrier. The 65,000 tonne, £3 billion aircraft carrier berthed at Glen Mallan between 15 and 20 March as part of final preparations for her first operational deployment leading the UK's new Carrier Strike Group.

WHAT3WORDS APP NOW USED BY POLICE OFFICERS

The location sharing app what3words has been introduced for operational use. What3words works by gridding the Earth into 3x3 metre squares - the coordinates of each are then given three unique words to pinpoint an exact location. C3 will now accept what3words locations from members of the public calling 999 and 101. This will be useful for members of the public who are contacting us from rural or unknown areas. It is important to note that when a member of the public calls 999/101, a postal address will always be asked as default - this will not change.

LOOKING AHEAD

- Easing of Lockdown restrictions
- Resumption of events / parades
- Summer visitors / tourism
- COP26

KEEPING IN TOUCH EVENTS GO VIRTUAL

Supporting our staff at important stages in their lives is important and we recently held a virtual Keeping in Touch Event which provided advice and information for colleagues about pregnancy and maternity leave as well as Shared Parental Leave, Adoption, etc; Making use of virtual technology allowed colleagues from around the division to come together in a virtual network.

ARGYLL AND WEST DUNBARTONSHIRE OFFICERS AND VOLUNTEERS WIN AT NATIONAL AWARDS

The Scottish Women's Development Forum (SWDF) is a Police Scotland Diversity Staff Association and they held their annual awards on International Women's Day (Monday 8 March 2020) to recognise the contributions and achievements of police staff, police officers and those who volunteer with Police Scotland or work with the Scottish Police Authority. Argyll and West Dunbartonshire Policing Division had colleagues shortlisted in 7 out of the 10 categories. We were delighted that officers based in Argyll & Bute came away with some of the top awards including Police Officer of the Year and the Community Service Award.



**Argyll & Bute Performance Report Q4 -  
1st January 2021 - 31st March 2021**



**SCOTTISH**  
**FIRE AND RESCUE SERVICE**  
Working together for a safer Scotland

**Working together  
for a safer Scotland**



## Argyll & Bute Performance Report

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## Local Fire and Rescue Service Plan Priorities

The Local Fire and Rescue Service Plan has been developed to set out the priorities and objectives within Argyll & Bute and allows our local authority partners to scrutinise the performance outcomes of these priorities.

We will continue to work closely with our partners in Argyll & Bute to ensure that through targetting risks at a local level we are all **"Working Together for a Safer Scotland."**

The plan has been developed to complement key partnership activity embedded across Argyll & Bute's Community Plan and associated Delivery and Thematic plans. Through partnership working we will seek to deliver continuous improvement in our performance and effective service delivery in our area of operations.

The Local Fire and Rescue Plan for Argyll & Bute identified six areas for demand reduction and is subject to regular monitoring and reporting through the Police & Fire and Rescue Committee. A summary of the priorities and current activity is detailed below with further detail and analysis contained within this performance report.

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
<b>Cowal Ward</b>	3	0	1	2	0	7
<b>Dunoon Ward</b>	3	0	1	1	0	7
<b>Helensburgh and Lomond South Ward</b>	0	0	1	5	0	2
<b>Helensburgh Central Ward</b>	3	0	0	0	0	13
<b>Isle of Bute Ward</b>	1	0	0	1	0	7
<b>Kintyre and the Islands Ward</b>	1	0	4	0	2	8
<b>Lomond North Ward</b>	0	0	0	1	0	7
<b>Mid Argyll Ward</b>	1	0	4	0	1	20
<b>Oban North and Lorn Ward</b>	3	0	3	2	0	10
<b>Oban South and the Isles Ward</b>	2	0	3	2	2	22
<b>South Kintyre Ward</b>	1	0	1	0	1	6
<b>Total Incidents</b>	<b>18</b>	<b>0</b>	<b>18</b>	<b>14</b>	<b>6</b>	<b>109</b>







<b>Year on Year Change</b>	● -5%	● -100%	● -38%	◆ 100%	● -33%	● -25%
<b>3 Year Average Change</b>	● -12%	● -43%	● -14%	▲ -3%	● -23%	● -5%
<b>5 Year Average Change</b>	▲ -4%	● -6%	◆ 5%	◆ 13%	▲ -2%	▲ -4%

### About the statistics within this report

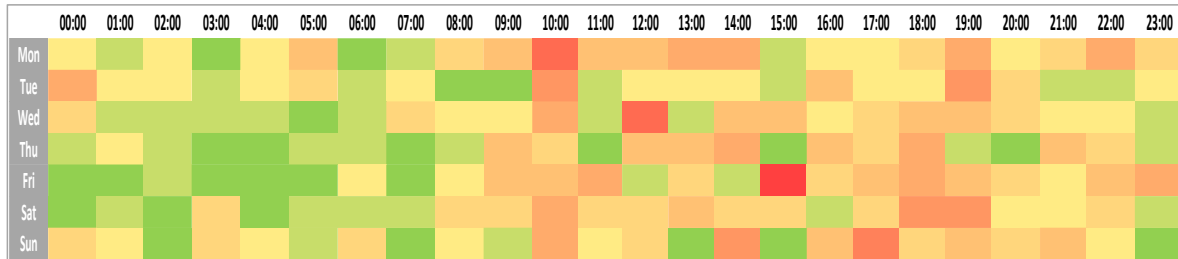
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference in the period totals quoted in our reports after local publication which result from revisions or additions to the data in our systems. The Scottish Government publishes official statistics each year which allow for comparisons to be made over longer periods of time.

- Activity levels have reduced by more than 5%
- ▲ Activity levels have reduced by up to 5%
- ◆ Activity levels have increased overall

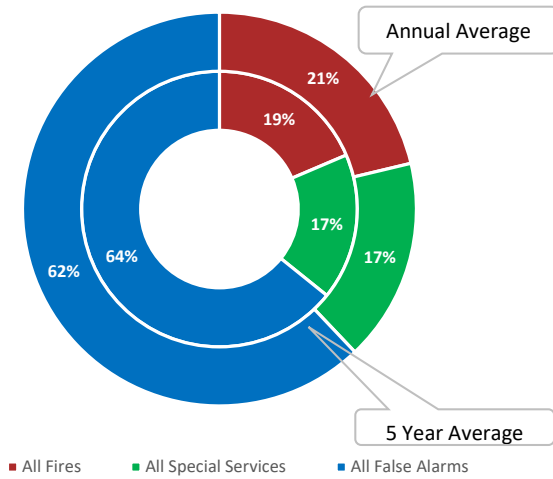
# Argyll & Bute Activity Summary

 <p><b>74</b> fires primary &amp; secondary</p> <p><b>↑16%</b> (10)</p>	 <p><b>58</b> special services</p> <p><b>↓17%</b> (-12)</p>	 <p><b>216</b> false alarms</p> <p><b>↓14%</b> (-35)</p>
 <p><b>348</b> total number of incidents</p> <p><b>↓10%</b> (-37)</p>	 <p><b>18</b> fire &amp; non-fire casualties</p> <p><b>↓50%</b> (-18)</p>	 <p><b>£214,730</b> economic cost of ufas incidents</p>

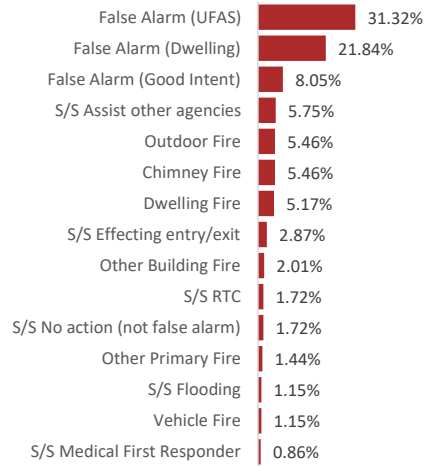
Activity by Time of Day



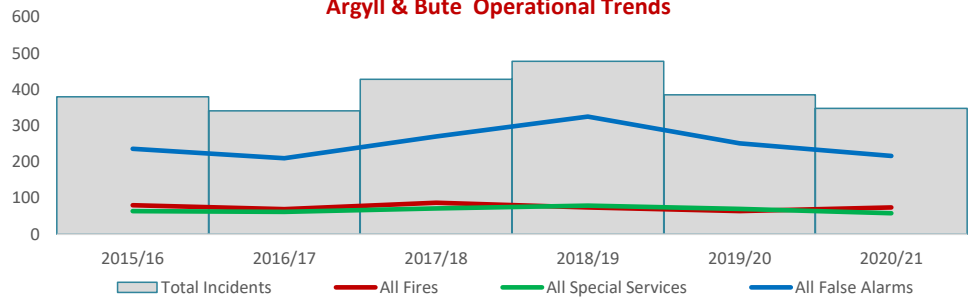
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
All Fires	80	69	87	74	64	74
All Special Services	64	62	71	79	70	58
All False Alarms	236	210	270	325	251	216
<b>Total Incidents</b>	<b>380</b>	<b>341</b>	<b>428</b>	<b>478</b>	<b>385</b>	<b>348</b>

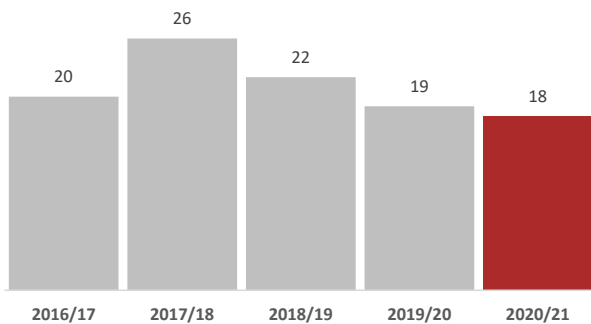
# Domestic Safety - Accidental Dwelling Fires



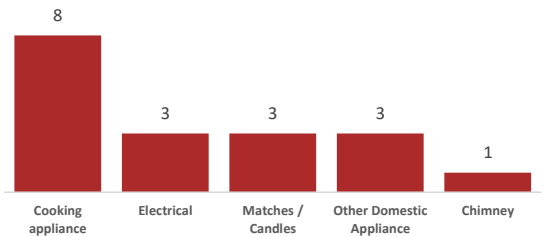
## Performance Summary

Year on Year: -5%  
 3 Year Average: -12%  
 5 Year Average: -4%

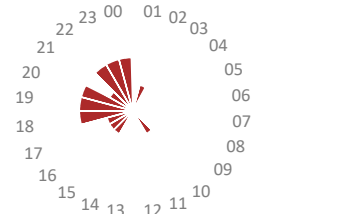
## Accidental Dwelling Fires to Date



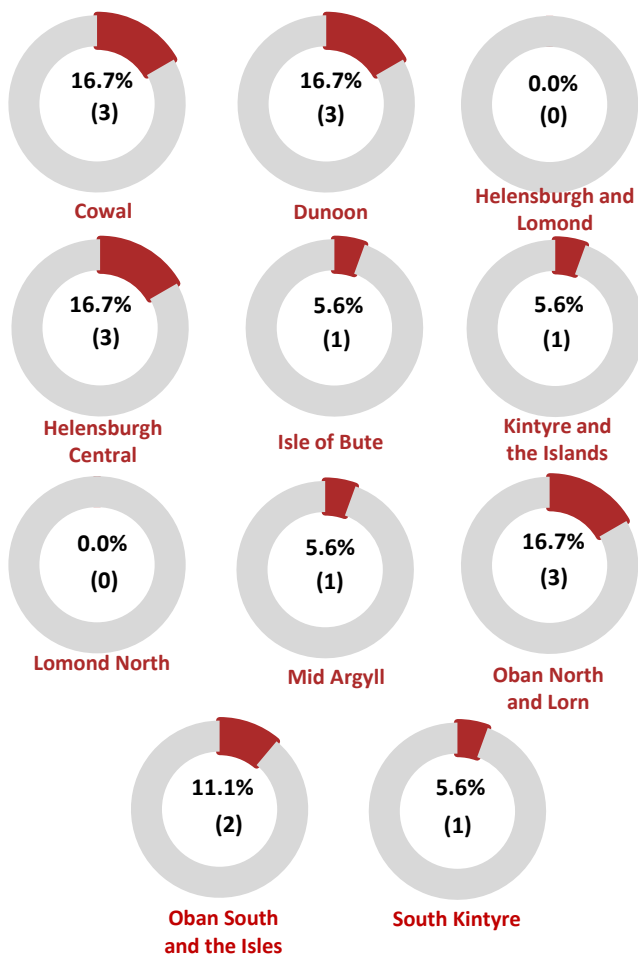
## Main Source of Ignition



## Accidental Dwelling Fires by Time of Day



## Accidental Dwelling Fires Activity by Ward (% share)



## Severity of Accidental Dwelling Fires



No Firefighting Action  
**66.7% (12)**



Direct Firefighting  
**33.3% (6)**



Heat/Smoke Damage Only  
**38.9% (7)**



No Fire Damage  
**61.1% (11)**

## Human Factors



Distraction  
**38.9% (7)**



Alcohol/Drug Impairment  
**33.3% (6)**

## Automatic Detection & Actuation



Detection Present  
**77.8% (14)**



Detection Actuated  
**64.3% (9)**



Calls Made via Linked Alarms  
**50.0% (9)**

# Domestic Safety - Accidental Dwelling Fire Casualties

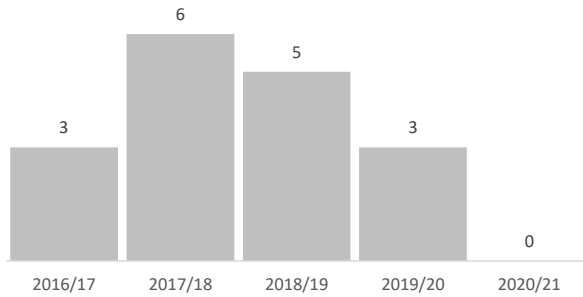


### Performance Summary

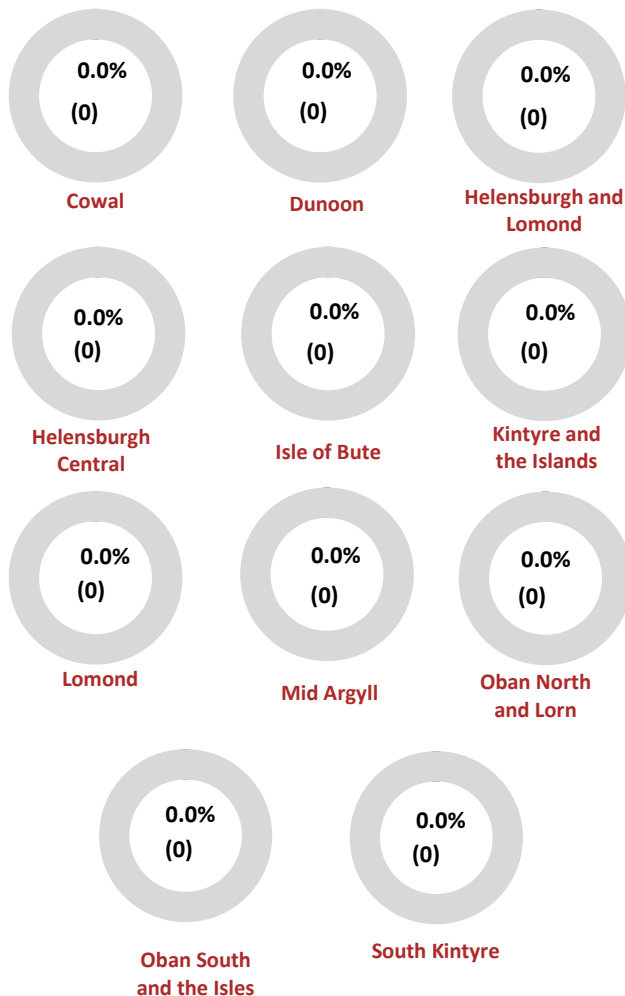
Year on Year    3 Year Average    5 Year Average

● -100%    ● -43%    ● -6%

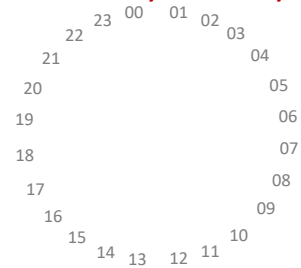
### Accidental Dwelling Fire Casualties Year to Date



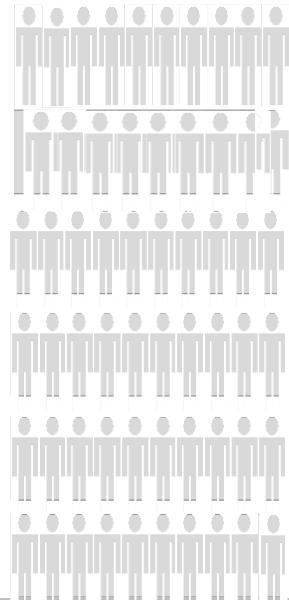
### Accidental Dwelling Fire Casualties by Ward (% share)



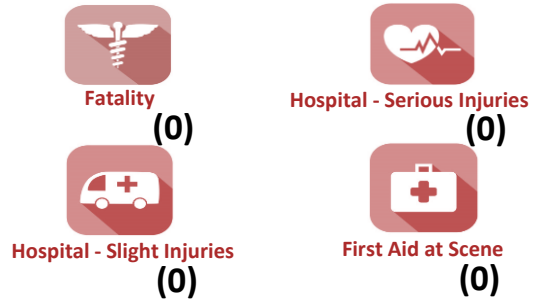
### Fire Casualties by Time of Day



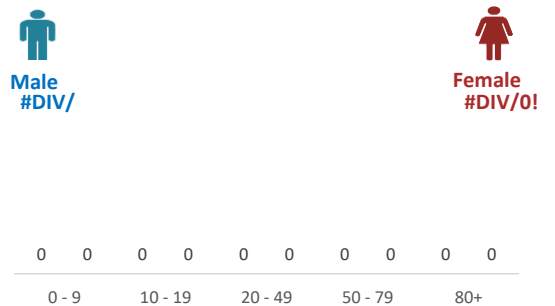
### Nature of Injury



### Extent of Harm



### Age / Gender Profile

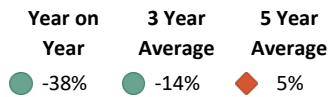




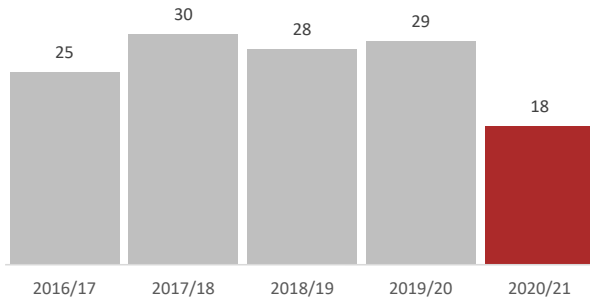
# Unintentional Injury or Harm



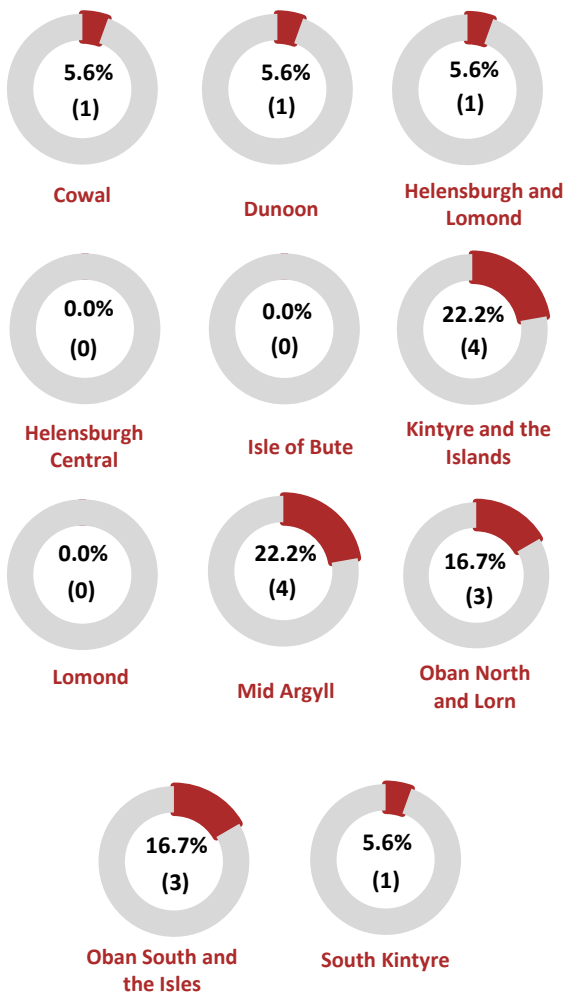
### Performance Summary



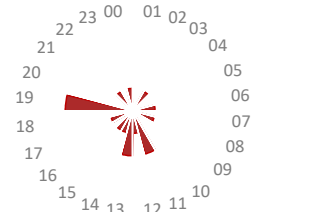
### Non-Fire Casualties Year to Date



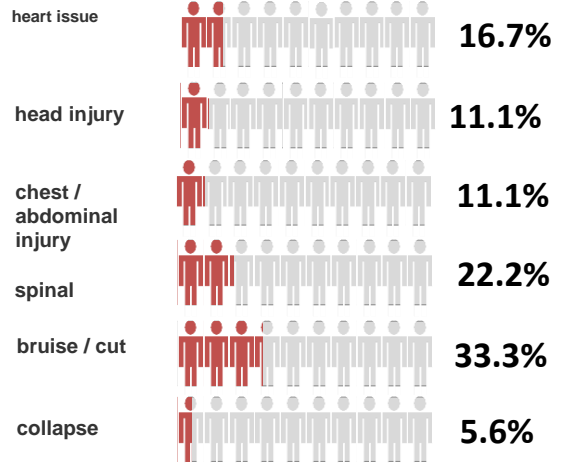
### Non-Fire Casualties by Ward (% share)



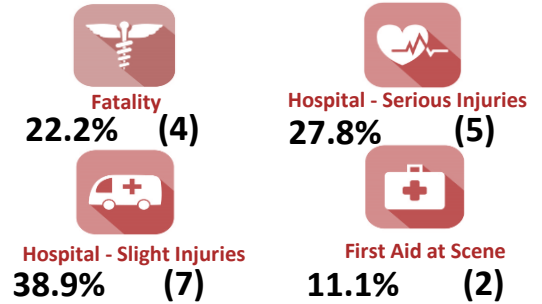
### Non-Fire Casualties by Time of Day



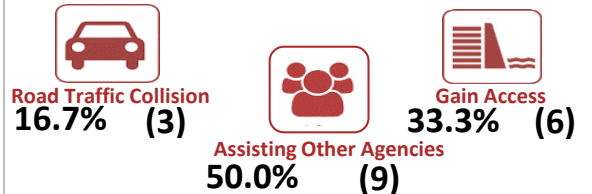
### Nature of Injury



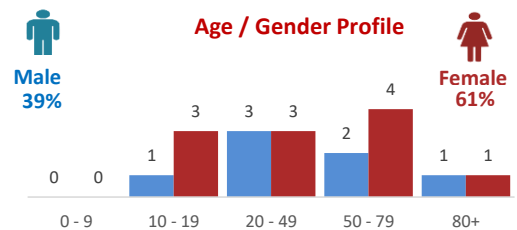
### Extent of Harm



### Non-Fire Emergency Activity



### Age / Gender Profile



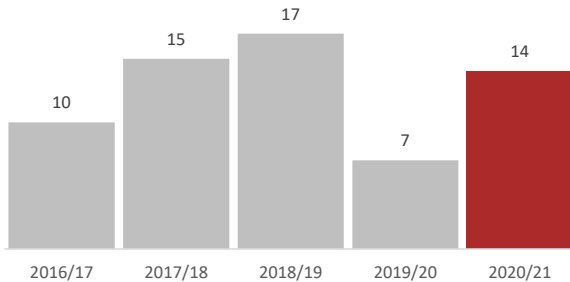
# Deliberate Fire Setting



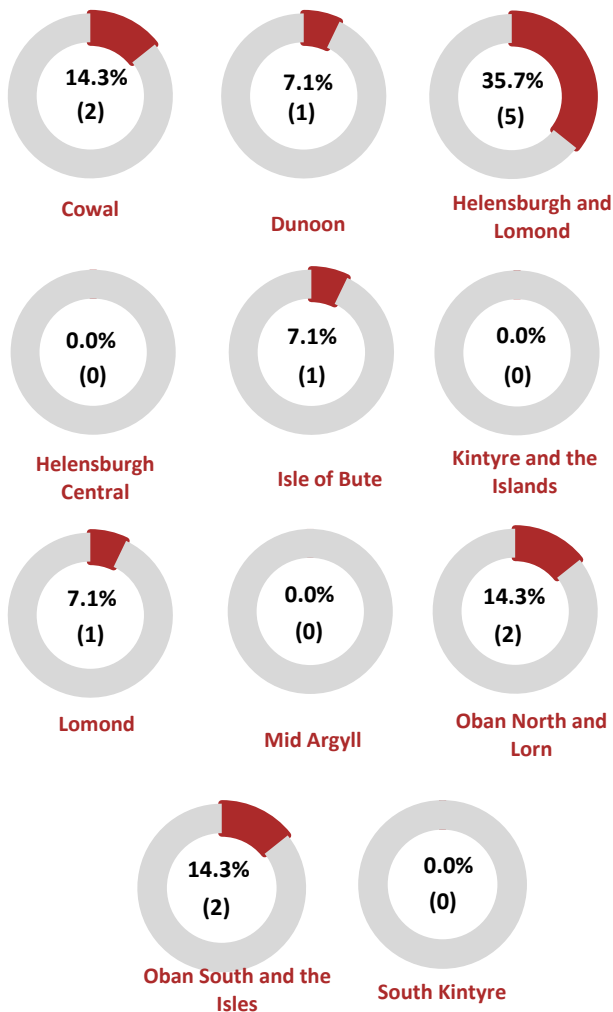
## Performance Summary

Year on Year: 100%  
 3 Year Average: -3%  
 5 Year Average: 13%

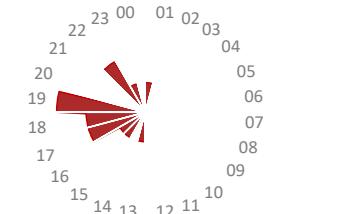
## Deliberate Fires Year to Date



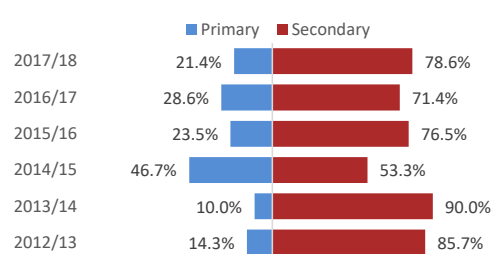
## Deliberate Fires by Ward (% share)



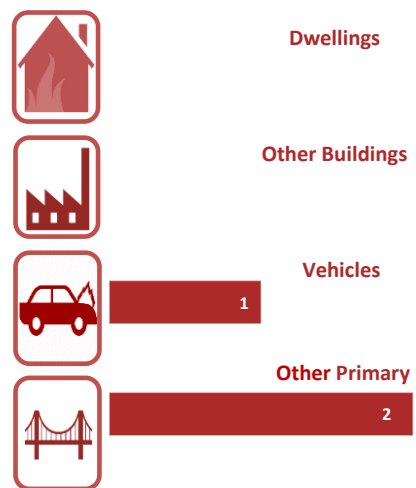
## Deliberate Fires by Time of Day



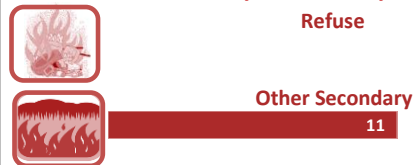
## Deliberate Fires by Classification



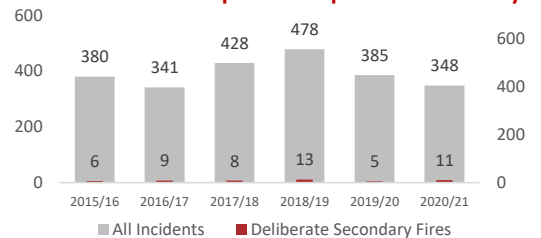
## Primary Fire Ratio by Activity Type



## Secondary Fire Ratio by Activity Type



## Deliberate Fires Compared to Operational Activity



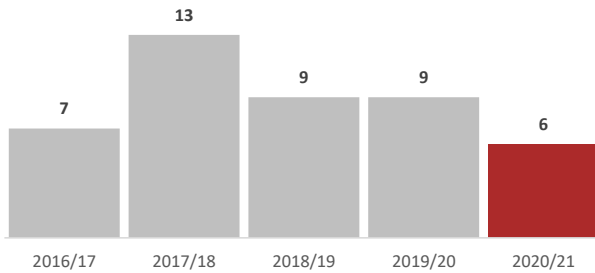
## Non Domestic Fire Safety



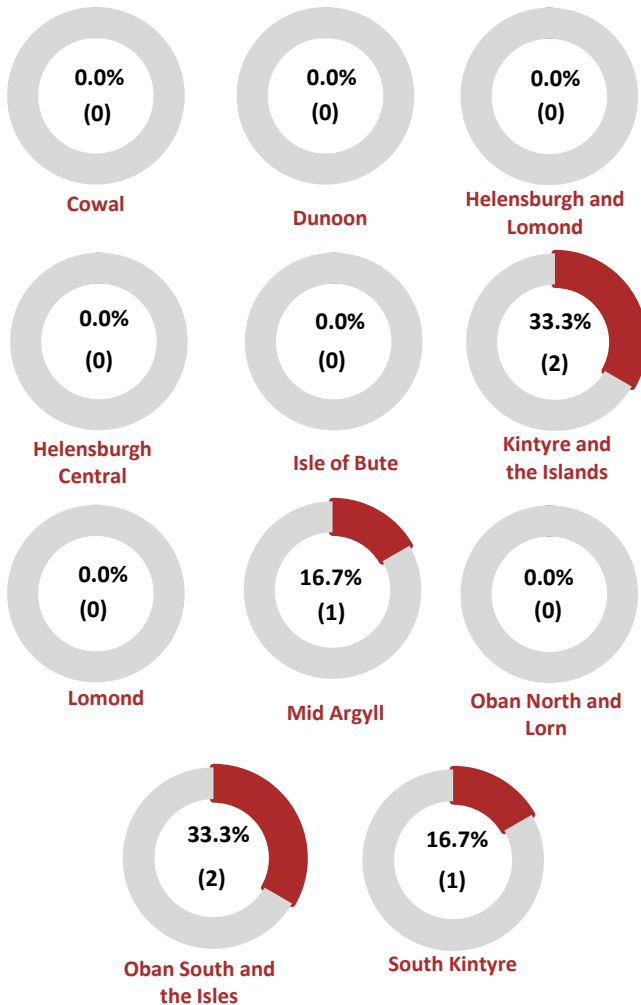
### Performance Summary

Year on Year: -33%  
 3 Year Average: -23%  
 5 Year Average: -2%

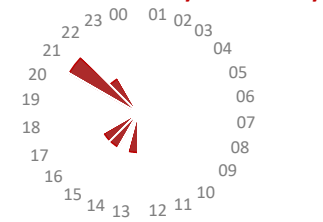
### Non-Domestic Fires Year to Date



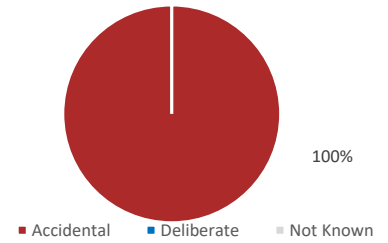
### Non-Domestic Fires by Ward (% share)



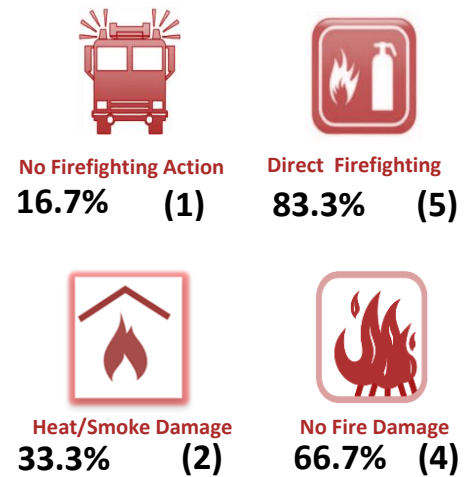
### Non-Domestic Fires by Time of Day



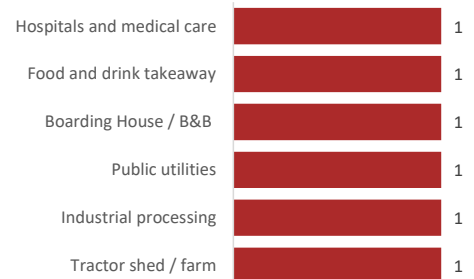
### Non-Domestic Fires by Nature of Origin



### Severity of Non-Domestic Fires



### Non-Domestic Fires by Premises Type



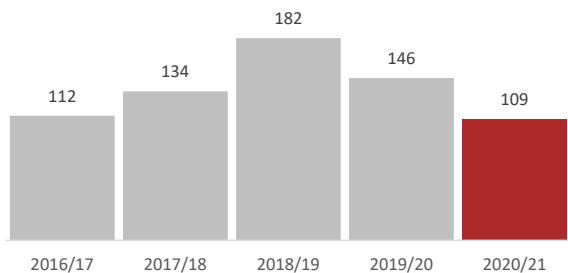
# Unwanted Fire Alarm Signals



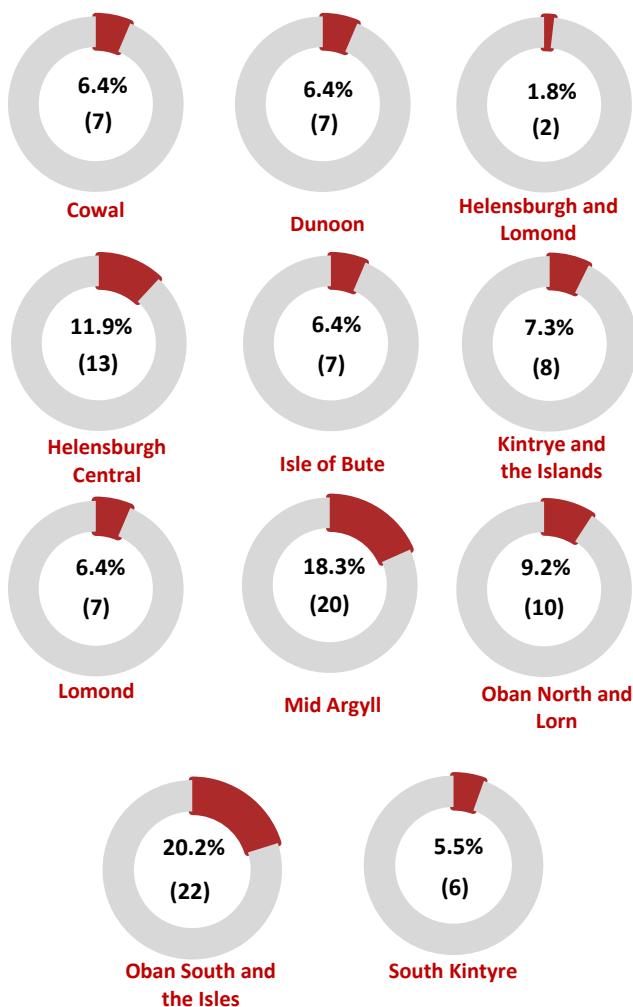
### Performance Summary

Year on Year: -25%  
 3 Year Average: -5%  
 5 Year Average: -4%

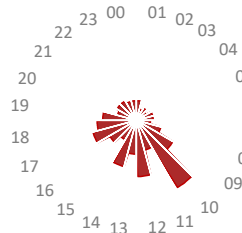
### Unwanted Fire Alarm Signals Year to Date



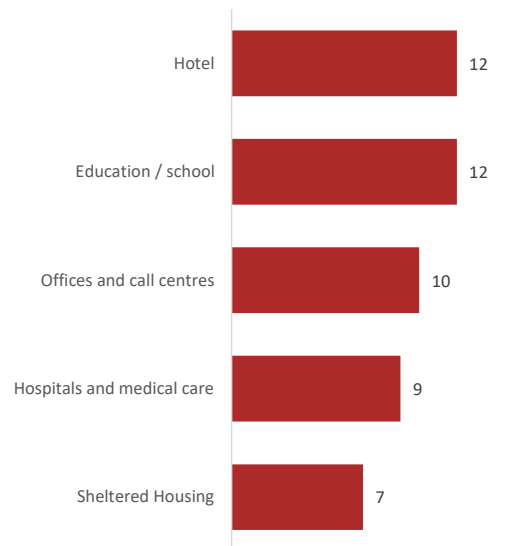
### Unwanted Fire Alarm Signals by Ward (% share)



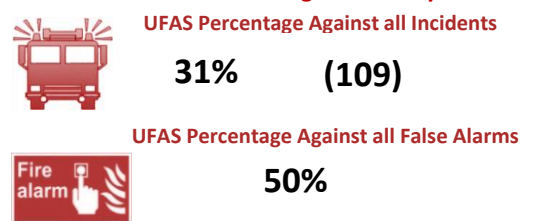
### Unwanted Fire Alarm Signals by Time of Day



### Unwanted Fire Alarm Signals - Top 5 Premises



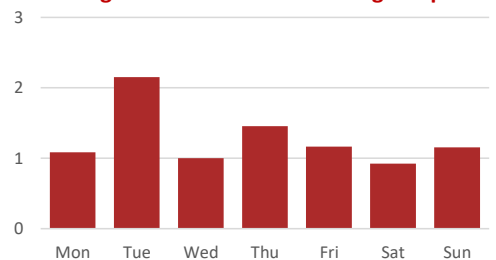
### Unwanted Fire Alarm Signals Activity Ratios



### Human Influence and Alarm Activations



### Average Unwanted Fire Alarm Signals per Day





## Argyll & Bute Health & Social Care Partnership

### Community Services Committee

**Date of Meeting:** 10 June 2021

**Title of Report:** Argyll & Bute HSCP- Performance Report March 2021  
**Presented by:** Stephen Whiston Head of Strategic Planning, Performance & Technology

The Community Services Committee is asked to:

- Note and consider the IJB HSCP performance report as at March 2021

#### 1. Introduction

Reporting against the HSCP Health & Wellbeing Outcome Indicators has been suspended by the IJB due to the pandemic and instead is now receiving performance report focusing on remobilisation of health and care services and Covid19 related activity.

The remobilisation of services across both health and social care is a Scottish Government priority and frontline staff and managers are working hard to achieve this across the Health & Social Care Partnership. The HSCP priority is on ensuring that key services and access as far as possible for people is managed and delivered locally and safely within the Covid19 pandemic operating context alongside the ongoing vaccination of staff and public and the delivery of test and protect.

The attached report was presented to the IJB in March 2021.

#### 3. Performance Exception Reporting & Briefing Frequency

The Integrated Joint Board receives performance reports on a quarterly basis. This report will also be shared with its host bodies as detailed in the table below:

The performance reports for the period to December 2020 is attached for the committee to note.

Group	Briefing Frequency
Argyll and Bute Council – Community services Committee	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Area- Community Planning Groups*	Quarterly

## **5 Governance Implications**

### **5.1 Financial Impact**

The performance information presented has a variety of financial implications associated including increased Covid19 activity costs and remobilisation costs to address waiting lists etc

### **5.2 Staff Governance**

Staff governance performance is not included in this report.

### **5.3 Clinical Governance**

A number of the performance targets and indicators support the assurance of health and care governance and should be considered alongside that report

## **6 EQUALITY & DIVERSITY IMPLICATIONS**

The performance measures presented impact on a range of equality and diversity implications including access to services

## **7 GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE**

None

## **8 RISK ASSESSMENT**

Ensuring timely and accurate performance information is essential to mitigate any risk to the IJB governance, performance management and accountability

## **9 PUBLIC & USER INVOLVEMENT & ENGAGEMENT**

Throughout the Covid19 pandemic and remobilisation of service public and user feedback and engagement has informed service response.

## **10 Contribution to IJB Objectives**

The Performance report is in line with the IJB objectives as detailed in its strategic plan and its responsibilities in responding to the Covid19 pandemic.

**Stephen Whiston**

**Head of Strategic Planning, Performance and Technology**

**Community Services Committee**

**Agenda item:**

**Date of Meeting:** June 2021

**Title of Report:** Integration Joint Board- Performance Report (March 2021)

**Presented by:** Stephen Whiston - Head of Strategic Planning & Performance

**The Area Committee is asked to:**

- Note the HSCP performance progress regarding remobilisation of activity in line with NHS Highland performance target for 2020/21 agreed with Scottish Government to 70%-80% of 2019/20 activity
- Note the extension to the reporting timescales for the Annual Performance Report and review guidance with regards to the Strategic Commissioning Plan and Integration Scheme

**1. BACKGROUND**

Reporting against the HSCP Health & Wellbeing Outcome Indicators continues to be affected by the recent re-escalation of Covid19 pandemic requiring health and care services remain on an “emergency” footing. Thus there continues to be a performance reporting and data lag at both a governmental and local partnership level affecting many of the HSCP Health & Wellbeing Outcome Indicators.

The remobilisation of services across both health and social care is a Scottish Government priority and frontline staff and managers are working hard to achieve this across the Health & Social Care Partnership. Our priority is on ensuring that key services and access as far as possible for people is managed and delivered locally and safely within the Covid19 pandemic operating context.

This report was presented to the IJB in March 2021 to provide an update on the impact on service performance with regards to Covid19 pandemic and the progress made with regard to remobilising health and social care services in Argyll & Bute.

A further report will be provided to the IJB and publicly in June 2021.

**2. INTRODUCTION**

NHS Highland’s (NHS) Remobilisation plan focuses on the areas agreed as priorities with the Scottish Government and includes information on 10 work streams and associated projects. Alongside this the Framework for Clinical Prioritisation has been established to support Health Boards with prioritising service provision and framing the remobilisation of services against 6 key principles within a Covid19 operating environment:

1. **The establishment of a clinical priority matrix 1P-P4** (detailed above)
2. **Protection of essential services** (including critical care capacity, maternity, emergency services, mental health provision and vital cancer services)
3. **Active waiting list management** (Consistent application of Active Clinical Referral Triage (ACRT) and key indicators for active waiting list management, including addressing demand and capacity issues for each priority level)
4. **Realistic medicine remaining at the core** (application of realistic medicine, incorporating the six key principles)
5. **Review of long waiting patients** (long waits are actively reviewed (particularly priority level four patients))
6. **Patient Communication** (patients should be communicated with effectively ensuring they have updated information around their treatment and care)

### 3. COVID 19 OVERVIEW

The data in the table below identifies the most recent Covid19 prevalence as at the 12<sup>th</sup> March and in particular aligns the data with testing, deaths and tier status. The data is shown by HSCP, Local Authority and Health Board areas to illustrate prevalence, the overall Scotland wide data provides the national backdrop.

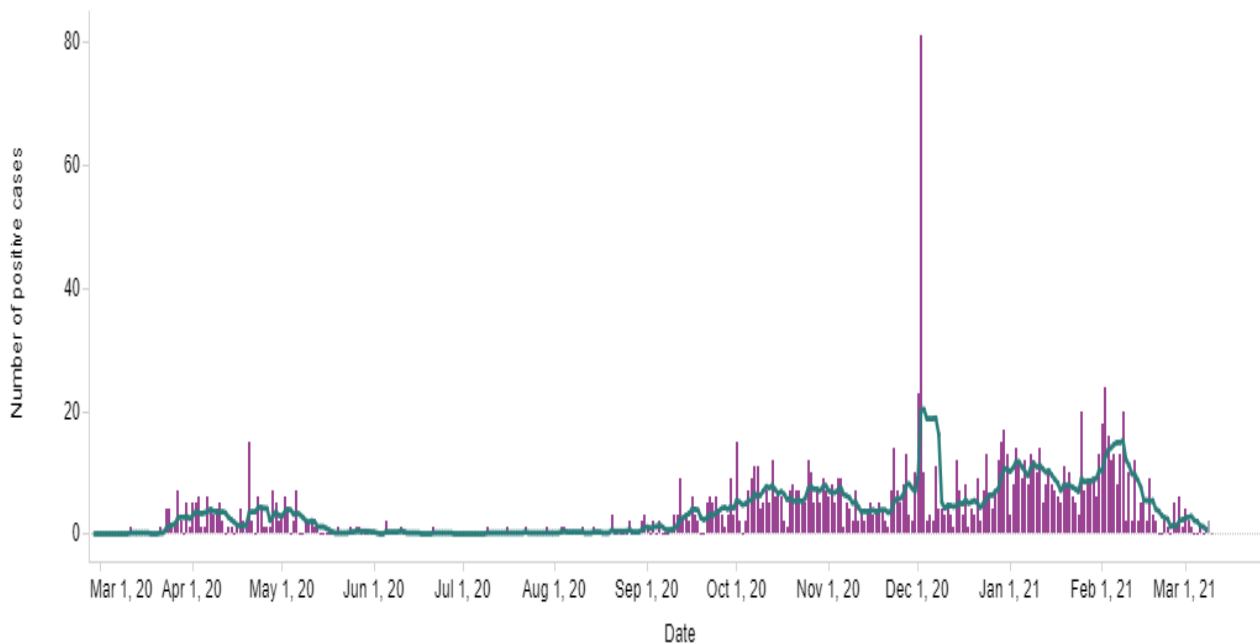
National / Board / LA	Cases Daily	Cases (Last 7 Days)	Total Positive Cases	Tests Daily	Tests (Last 7 days)	Total Tests	Tests Positive % (L7d)	Deaths (Last 7 days)	Total Deaths
Scotland	591	3,524	207,747	26,761	131,308	4,771,667	3.10%	76	7,483
NHS Highland	8	100	4,793	1,334	6,874	237,712	1.70%	4	168
NHS GG&C	183	1,035	64,596	5,975	31,302	1,192,923	3.90%	19	2,151
A&B HSCP	0	5	1,410	314	1,604	70,516	0.70%	0	71
Highland Council	8	95	3,301	1001	5,175	164,165	2.00%	4	97
Glasgow City	119	727	38,261	3,168	16,521	624,333	5.00%	8	1116

(Data Source – Public Health Scotland Daily COVID 19 @ Data 12/03/2021)

The Argyll & Bute trend analysis with regards to positive COVID19 cases for March 2020 to March 2021 identifies a further reduction in the 7 day moving average in infections, and overall numbers remain low.



## Positive cases by specimen date in Argyll &amp; Bute



Figures for the most recent dates are likely to be incomplete due to the time required to process tests and submit records.

(Data Source- PHS Covid19 data as at 10<sup>th</sup> March 2021)

### 3.1 Covid19 Vaccination Performance

With regards to Immunisation performance the latest data up to the 14<sup>th</sup> March notes:

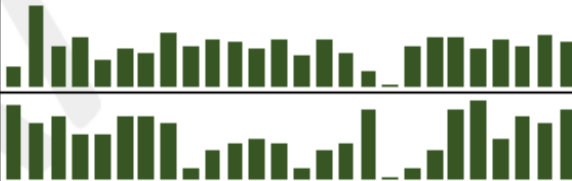

- **A&B dose 1** = 37,221 this equates to 51% of the total population having had their first dose
- **A&B dose 2** = 3,057 this equates to 4.2% of the total population having had their second dose

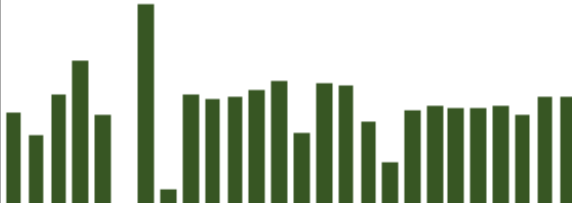
### 4. REMOBILISATION PERFORMANCE

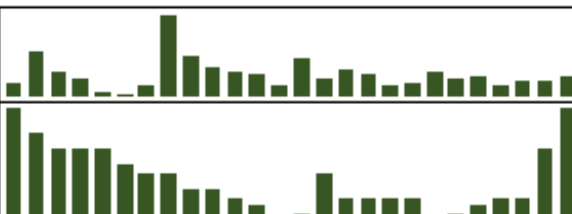
The tables below summarises and illustrates the HSCP service remobilisation performance against agreed SGHD target (70-80%) across Health and Social care showing significant progress being made.

Argyll and Bute HSCP Remobilisation Cumulative Performance to 28<sup>th</sup> February 2022

	February Cumulative (to W/E 28th February)			Weekly Activity Trend (1 Sep to 28th Feb)
<b>TTG</b>	Target	Actual	%Var	
TTG Inpatient & DayCase Activity (All Elective Admissions)	40	45	13%	
<b>REFERRALS</b>	Target	Actual	%Var	
Total AHP Referrals Monitoring	772	685	-11%	
Total Outpatient Referrals	764	610	-20%	
Total Urgent Suspicion of Cancer Referrals Received	20	9	-55%	
<b>OUT PATIENTS</b>	Target	Actual	%Var	
Total New OP Activity Monitoring	560	591	6%	
Total Return OP Activity Monitoring	904	1380	53%	
Total AHP New OP Activity Plan	556	613	10%	
Total AHP Return OP Activity Plan	1312	2091	59%	
<b>DIAGNOSTICS</b>	Target	Actual	%Var	
Total Endoscopy Activity Monitoring	56	67	20%	
Total Radiology Activity Monitoring	312	480	54%	
<b>CANCER</b>	Target	Actual	%Var	
Total 31 Days Cancer - First Treatment Monitoring	0	1	0%	
<b>UNSCHEDULED CARE</b>	Target	Actual	%Var	
Total A&E Attendances Monitoring (LIH)	408	364	-11%	
Total A&E Attendance (AB Community Hospitals)	1244	1281	3%	
Total % A&E 4 Hr (LIH)				
Total Emergency Admissions IP Activity Monitoring (LIH)	148	145	-2%	
Emergency Admissions IP Activity Monitoring (AB Community Hospitals)	148	172	16%	

	February Cumulative (to W/E 28th February)			
ADULT SOCIAL CARE	Target	Actual	%Var	
Total Number of Adult Referrals	716	954	33%	
Total Number of UAA Assessments	224	273	22%	
Total Adult Protection Referrals	24	36	50%	
Total New People in Receipt of Homecare	36	48	33%	
Total New Care Home Placements	16	19	19%	
Total No of Delayed Discharges	10	12	20%	

COMMUNITY HEALTH	Target	Actual	%Var	
Total Mental Health – New Episodes	80	48	-40%	
Total Mental Health – Patient Contact Notes	584	766	31%	
Total DN – New Episodes	92	122	33%	
Total DN – Patient Contact Notes	4032	4151	3%	
Total AHP - New Episodes	276	325	18%	
Total AHP - Patient Contact Notes	2523	2523	0%	

CHILDREN & FAMILIES SOCIAL CARE	Target	Actual	%Var	
Total Number of Child Request for Assistance Referrals	196	156	-20%	
Total Number of NUCA Assessments	88	92	5%	
Total Number of Children on CP Register	38	39	3%	

(Please note that not all MH community and AHP activity is captured due to data lag and some services are not yet on automated systems)

## 5. WAITING TIMES PERFORMANCE

The table below identifies the length of wait associated with each of the specialities alongside the totals and booking status as at 10<sup>th</sup> February 2021

Performance against December 2020 data notes an overall 3.9% reduction in the total percentage Outpatients Waiting more than 12 weeks. Overall the data suggests a continuing slow reduction in waiting times with a slight increase in March outpatient booking activity.

Main Specialty	Total on Waiting List	Length of Wait (weeks)				Appointment Status		
		Over 26	12 to 26	Under 12	% > 12 Weeks	Booked	Unbooked	% Un Booked
Consultant Outpatients Total	1095	205	187	703	35.8%	405	690	63%
Mental Health Total	745	493	135	171	77%	68	677	90.9%
AHP OTHER Total	410	72	40	298	27.3%	127	283	69.0%
Nurse Led Clinics Total	120	17	13	90	25%	72	48	40%
All OP WL Total	2931	776	461	1694	42.2%	834	2097	71.5%

New Outpatient Waiting List Summary position as at 10<sup>th</sup> February 2020

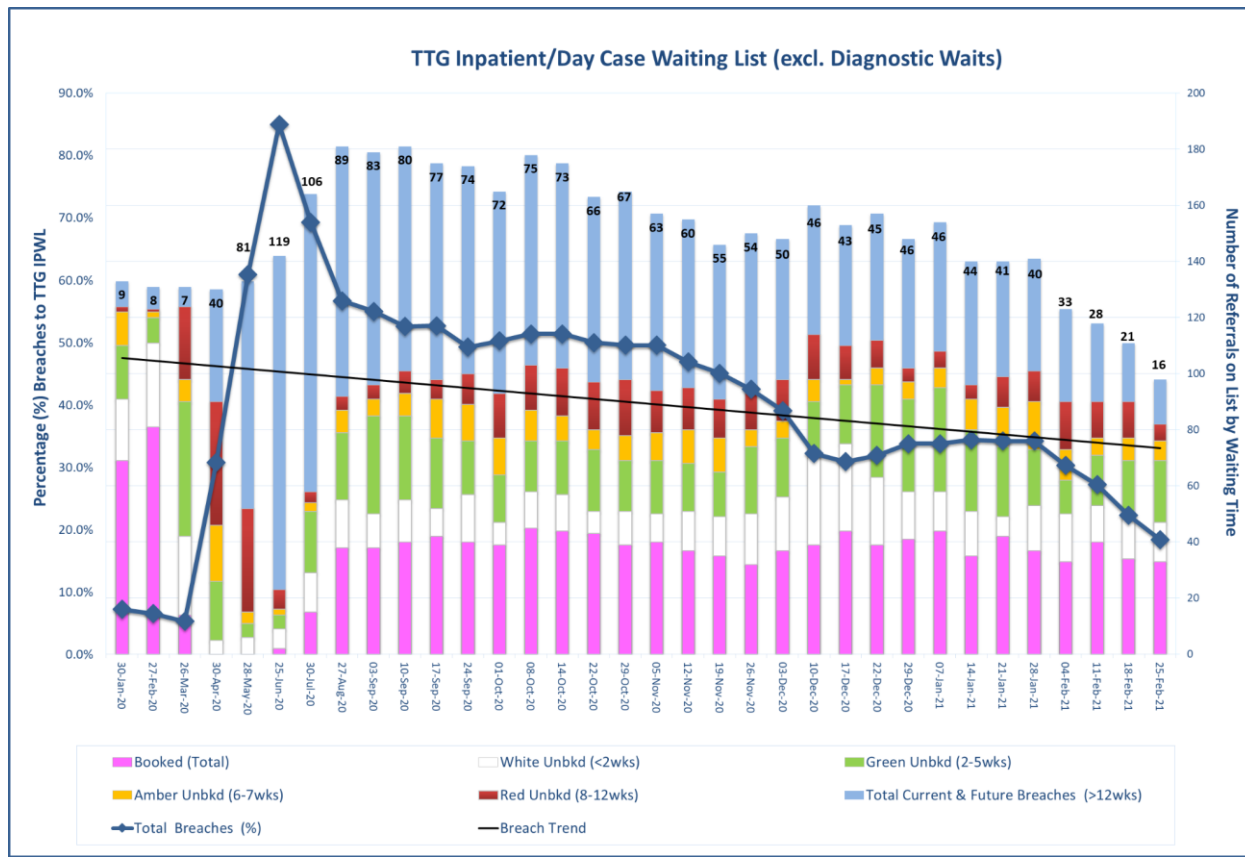
The Tables below illustrate the scale of virtual new and return consultant outpatient performance for Lorn & Islands Hospital and Community Hospitals in Argyll and Bute undertaken to the 21<sup>st</sup> February 2021:

<b>Cumulative activity at 21<sup>st</sup> February 2020 Virtual Consultant Outpatient</b>				
<b>Speciality</b>	<b>LIH New</b>	<b>LIH Return</b>	<b>Community Hospitals New</b>	<b>Community Hospitals Return</b>
Cardiology	2	181	9	190
Clinical Oncology	1	10	0	0
Dermatology	4	52	0	7
ENT	97	11	17	22
Endocrinology & Diabetes	1	51	5	101
General Medicine	24	574	19	190
General Surgery	9	65	2	8
Gynaecology	28	43	28	15
Haematology	4	218	0	0
OMFS & Oral Surgery	199	12	0	0
Orthopaedics	9	60	10	8
Ophthalmology	0	0	1	9
Paediatrics	15	128	62	261
Paediatrics community	0	0	41	107
Respiratory Medicine	6	117	0	0
Urology Virtual	0	148	0	0
<b>Total</b>	<b>399</b>	<b>1670</b>	<b>194</b>	<b>918</b>

(Data Source- NHS Highland Remobilisation Plan We 3<sup>rd</sup> January 2021)

Virtual patient appointments data for the Lorn & Islands Hospital notes a combined 29% increase in new and returning appointments and this trend continues with a combined 28% increase for Community Hospitals against December data.

With regards to Inpatient and Day Case performance in the Lorn & Island Hospital the graph below shows continuous improvement in the percentage of people waiting longer more than 12 weeks for their Treatment Time Guarantee (TTG).



For the Boards reference Appendix 1 presents NHS Scotland Board Level KPI's including Outpatient and Percentage of Treatment Time Guarantee Waiting >12 Weeks as at February 2021. Member's attention is directed to NHS GG&C performance as our secondary care provider for the majority of our population.

## 6. ANNUAL PERFORMANCE & STRATEGIC COMMISSIONING PLAN UPDATE

### Annual Performance Reviews

The Scottish Government has moved legislation last week to extend the Coronavirus Scotland Act (2020) through to the 30th September 2021. This means that IJBs will be able to extend the date of publication of Annual Performance Reviews through to November, using the same mechanisms as last year, which is laid out in the Coronavirus Scotland Act (2020), Schedule 6, Part 3.

## 7. SERVICE REMOBILISATION PLANS 2021/22

NHS Highland's (NHS) Remobilisation plan sets out the journey in its response to Covid19 and recovering performance in the context of the NHS Scotland Covid19 Framework for Decision Making of *Re-mobilise, Recover and Re-design* and the subsequent correspondence received from the Scottish Government regarding remobilisation.

This plan takes us through 2021-2022 and focuses on the areas agreed as priorities with the Scottish Government. A significant amount of work has been completed to this effect since the last remobilisation plan was submitted to the government (31 July 2020).

The 2021/22 plan is being considered by the NHS Highland Board at its meeting on the 30<sup>th</sup> March and

Argyll & Bute HSCP's activity remobilisation performance targets have been incorporated into the NHS Highland plan for 2021/22. These have been formulated on the basis of assumed levels of capacity and demand, using financial year 2019/20 as a baseline. The HSCP has assumed demand will remain consistent with that seen in 19/20 (pre pandemic) across all specialties and settings.

For in house provisioned services i.e. the Medical, Surgical and Oral Surgery specialties delivered across Argyll & Bute and from within Lorn & Islands Hospital we anticipate 90% remobilisation capacity, this applies to planned elective inpatient/day case procedures, outpatients and endoscopy.

NHS GGC have committed to delivering 80% capacity based on 2019/20 activity targets across outpatient outreach services, throughout all four quarters.

The Radiology department in LIH has benefited from capital funding and now has a permanent second ultrasound machine, as such additional clinics can be run when necessary and 100% capacity has been assumed across non-obstetric ultrasound, CT and Barium examinations.

## **8 GOVERNANCE IMPLICATIONS**

### **8.1 Financial Impact**

The Covid19 pandemic and its impact has seen a national allocation of funding monies in-line with need and submitted remobilisation plans.

### **8.2 Staff Governance**

There has been a variety of staff governance requirements throughout this pandemic which have been identified and continue to be progressed and developed include health and safety, wellbeing and new working practices within national Covid19 restrictions

### **8.3 Clinical Governance**

Clinical Governance and patient safety remains at the core of prioritised service delivery in response to the pandemic and subsequent remobilisation.

## **9. EQUALITY & DIVERSITY IMPLICATIONS**

Service delivery has been impacted by the Covid19 pandemic and ongoing and new EQSEIA will be required to be undertaken as appropriate.

## **10. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE**

Data use and sharing is daily via national Scottish Government and Public Health Scotland websites meeting GDPR requirements.

## **11. RISK ASSESSMENT**

Risk assessments are in place across the HSCP to ensure staff and service user safety within Covid19 guidance and as appropriate tier restrictions.

## **12. PUBLIC & USER INVOLVEMENT & ENGAGEMENT**

Public and user updates are available nationally at the Scottish Government COVID 19 website alongside advice and updates on both the Council and NHS Highland Internet sites.

**13. CONCLUSION**

The remobilisation of services within Argyll and Bute has made good progress operating within a Covid19 compromised operating context.

The remobilisation planning for 2021/22 has taken this into account and the performance targets agreed with the SGHD and are aligned with NHSGG&C remobilisation rates and are included in NHS Highland remobilisation plan for 2021/22

The Area Committee is asked to note and consider this update on the impact of the Covid19 pandemic on the HSCP performance and its subsequent remobilisation of services.

**14. DIRECTIONS**

Directions required to Council, NHS Board or both.	<b>Directions to:</b>	tick
	No Directions required	x
	Argyll & Bute Council	
	NHS Highland Health Board	
	Argyll & Bute Council and NHS Highland Health Board	

**REPORT AUTHOR AND CONTACT**

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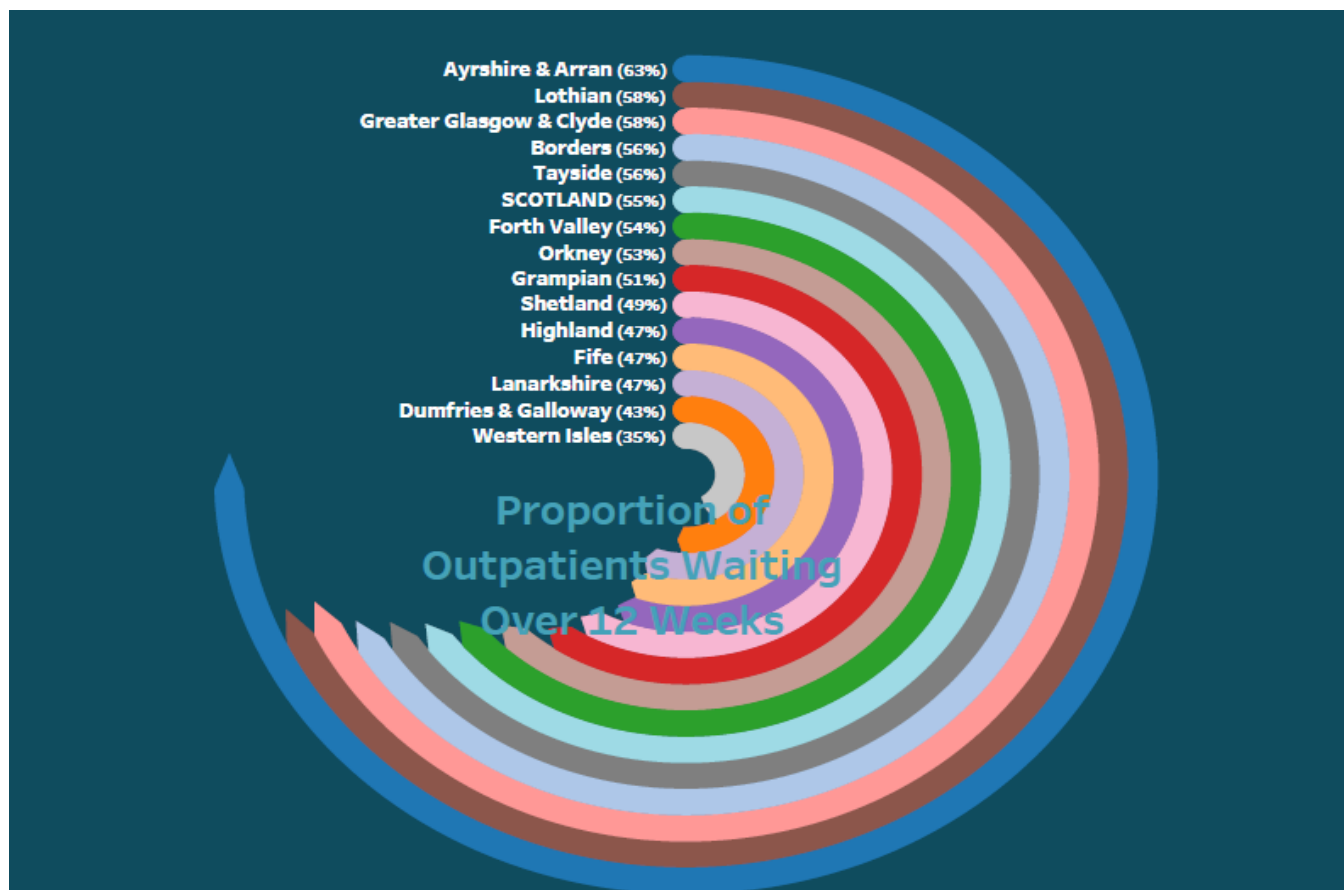
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Appendix 1

Board Level KPI's & Percentage of Treatment Time Guarantee Waiting >12 Weeks as at February 2021

Current Week Performance Table

	1 February 2021								
	TTG - patients waiting over 12 weeks	TTG - patients waiting over 26 weeks	Core 4 hour ED Performance (week)	Patients Spending over 8 hours in core ED (week)	Patients Spending over 12 hours in core ED (week)	Core ED Attendances (week)	Delayed Discharges (total)	OPWL - waiting over 12 weeks	OPWL - waiting over 26 weeks
SCOTLAND	57,932	40,863	85.5%	380	99	16,503	0	186,697	98,931
Ayrshire & Arran	3,438	2,352	83.7%	84	44	1,238	0	21,139	12,354
Borders	1,064	758	71.8%	36	15	440	0	3,422	1,482
Dumfries & Galloway	556	219	91.3%	4	0	450	0	3,797	1,150
Fife	1,287	691	90.9%	2	0	759	0	8,399	3,095
Forth Valley	1,681	1,039	88.3%	14	0	812	0	8,869	3,919
Grampian	8,533	6,631	80.8%	16	2	1,133	0	15,375	8,503
Greater Glasgow & Clyde	17,230	12,752	86.5%	85	11	4,202	0	53,986	30,911
Highland	3,412	2,521	87.5%	12	3	711	0	6,564	2,749
Lanarkshire	5,803	4,287	84.8%	58	5	2,759	0	13,673	5,448
Lothian	9,210	6,133	82.2%	69	19	3,000	0	38,103	22,199
Orkney	57	36	98.4%	0	0	63	0	524	267
Shetland	98	59	100.0%	0	0	90	0	513	332
Tayside	4,770	2,985	95.3%	0	0	803	0	11,917	6,378
Western Isles	100	0	97.7%	0	0	43	0	400	132





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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

ARGYLL AND BUTE CPP

10<sup>th</sup> JUNE 2021

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**2020/21 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES  
SERVICES PLAN 2020 – 23**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The Children and Young People's Service Plan 2020-2023 was approved by Community Services Committee in November 2020 <https://argyll-bute-girfec.com/wp-content/uploads/2020/12/cysp-2020-14th-dec-digital-version.pdf>.
- 1.2 There is a requirement in Part 3 of the Children and Young People (Scotland) Act 2014 to review the report annually and report on the performance and progress to date in delivering the outcomes set out in the plan.
- 1.3 The review considers updates on 2020/21 progress, provides information on developments that have taken place since the plan was published and sets out key plans in the year ahead.
- 1.4 It is recommended that the Community Services Committee
- a) Note that both NHS Highland and Argyll and Bute Council are jointly and equally responsible for children's services planning;
  - b) Approves Argyll and Bute's Children and Young People's Services Plan 2020-2023 Year 1 review for the period 2020/21;
  - c) Once approved by Community Services Committee and approved by Integration Joint Board approve the submission of the Children and Young People's Services Plan Year 1 review to Scottish Government as per the legislative requirement.

**2020/21 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2020 – 23**

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**2.0 INTRODUCTION**

2.1 This is the first annual review of the Children and Young People's Service Plan 2020-2023. <https://argyll-bute-girfec.com/wp-content/uploads/2020/12/cysp-2020-14th-dec-digital-version.pdf>. In this review we will report on our performance and progress to date in delivering the outcomes we set out to achieve.

2.2 The review will consider:

- Updates on short-term 2020/21 progress
- Provide information on developments since the plan was published
- Set out key plans for the year ahead

**3.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee

- a) Note that both NHS Highland and Argyll and Bute Council are jointly and equally responsible for children's services planning;
- b) Approves Argyll and Bute's Children and Young People's Services Plan 2020-2023 Year 1 review for the period 2020/21;
- c) Once approved by Community Services Committee and approved by Integration Joint Board approve the submission of the Children and Young People's Services Plan Year 1 review to Scottish Government as per the legislative requirement.

**4.0 PERFORMANCE SUMMARY**

4.1 The Children and Young People's Service Plan (CYPSP 2020/23) approved in November 2020 by Argyll and Bute Council and the Integrated Joint Board is set within the context of four strategic priorities and aligned to the eight well-being indicators (SHANARRI). By adopting the Quality Improvement methodology we will be able to show improvements in practice that will improve outcomes for children and young people.

The Quality Improvement (QI) methodology has been adopted when developing the performance measures for the Plan and this approach has been instrumental in providing data that will evidence improvement by 2023.

A driver diagram is a tool that helps translate a high level improvement goal into a logical set of underpinning goals and projects. It captures an entire change programme in a single diagram and also provides a measurement framework for monitoring progress. It is your ‘theory’ about how the system you are working in and wanting to improve actually works.

The CYPSP 2020/23 driver diagram provides a visual display and theory to support Argyll and Bute to deliver the priorities identified in the Plan.



## 4.2 Improvement and Progress Update Summary

We have made good progress with the short-term outcomes expected at 12 months.

Tables 1 - 4 (pages 3 – 10) provide updates on the 2020/21 Performance Measures and Quality Improvement projects under each of the Strategic Priorities. Appendix 1 displays additional driver diagrams on current projects.

## Getting it Right for Every Child (GIRFEC) Leadership

To help improve the visibility of the Children’s Services Strategic Leadership Group, member Profiles have been developed and circulated to all staff groups.

Short-term Outcomes expected at 12 months	2020-21 Progress update
<ol style="list-style-type: none"> <li>1. Improvement programmes are designed around key priorities identified in the GIRFEC support evaluation</li> <li>2. Partners work collectively to review current systems and processes and reduce bureaucracy</li> <li>3. The voices of children and young people are evident in all aspects of children’s service delivery</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>1.1)</b> The improvement work generated through the Argyll and Bute Children and Young People’s Improvement Faculty has resulted in improvements in the partnership approach to service delivery leading to better outcomes for children, young people and their families.</li> <li>2. <b>1.2)</b> Through Quality Improvement tests of change we are ensuring Children and their families are fully engaged with collective decision making.</li> <li>3. <b>3.1)</b> Extensive engagement with the tendering process to support replacement of the current Carefirst System with Eclipse, providing a fully integrated web-based Care Management system for Children and Families and Social Justice. Eclipse will reduce bureaucracy and support an integrated (HSCP) Child’s Plan in practice.   <b>3.2)</b> A staff survey was developed to ascertain the effectiveness of locality Practitioner Forums, results indicate to engage more staff, meetings could be held via a digital platform.   <b>3.1)</b> Gathering the views of children, young people, parents/families is fundamental and underpins the values and principles of GIRFEC. Further testing of the ‘What Matters to Me’ (WMTM) form allows staff to gather the views parents at Child’s Plan meetings. This will be scaled up across all localities throughout Year 2 (2021/22).</li> </ol>

**Getting it Right for Every Child (GIRFEC) Leadership Quality Improvement Progress**

12 months (2020-21)	Quality Improvement Aims	Quality Improvement Projects
<p>Partners work collectively to review current systems and processes and reduce bureaucracy</p>	<ul style="list-style-type: none"> <li>• By 31st August 2021, 75% of audited Child's Plans prepared by multi-agency partners after October 2020 will contain a clear set of SMART outcomes for the young person, based on an up-to-date assessment of risk and analysis of need.</li> <li>• By end of May 2021, 95% of Initial child plans where Health Visitors are Lead Professional, will include parent/carer views of their child's plan and they will score 4 or above on a 1- 5 rating scale of how engaged and involved they felt in the process"</li> </ul>	<p>Improving the quality of Child's plans</p>

## Early Help and Support

Short-term Outcomes expected at 12 months	2020-21 Progress update
1. Improvement programmes are ensuring relevant assessments at key ages and stages are carried out	1. Data indicates we have maintained above 90% of children having assessments completed at: 13 – 15 months - 93.6% 27 – 30 months - 92.6% Due to COVID restrictions P1 developmental milestone data has not be obtained
2. Ensure the Child Poverty Strategy is rolled out across the partnership	2. <b>2.1)</b> The Child Poverty Strategy has been rolled out and work is progressing on implementing key actions. <b>2.2)</b> Quality Improvement tests of change are in progress to increase uptake of financial support whereby Health Visitor’s will have a financial discussion with parents to ensure they receive money advice and benefit support (Aim set out below in the Quality Improvement update)
3. Children and young people have a better understanding of what safe and healthy relationships look like	3. Due to COVID restrictions the S3 drama was developed online, however most schools have it. Class lessons have also been developed to accompany the online recording. Schools have been asked to complete delivery by June 2021 and they have also been asked to complete an evaluation of this format
4. Raise the profile of breast feeding	4. 2020 Breastfeeding rates at 6 – 8 weeks 44%

<p>across communities</p> <p>5. Children and young people are able to make informed choices about their dietary needs</p>	<p>Working to promote the benefits of breastfeeding across all agencies has been a particular focus and includes working with primary schools and early years to promote breastfeeding</p> <p>5. Joint work to progress this work has been delayed due to COVID 19. Work will be taken forward in 2021/22</p>
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## Early Help and Support Quality Improvement Progress

12 months (2020-21)	Quality Improvement Aims	Quality Improvement Projects
Ensuring relevant assessments at key ages and stages are carried out	<ol style="list-style-type: none"> <li>1. Creating communication friendly Early years settings in Bute (Aim in development)</li> <li>2. . Improving uptake of Eligible 2's (Aim in development)</li> </ol>	<ol style="list-style-type: none"> <li>1. The UPQIC financial improvement project</li> <li>2. AHP Forum - Improve our universal and targeted offer</li> </ol>
Ensure the Child Poverty Strategy is rolled out across the partnership	<ol style="list-style-type: none"> <li>3. Increased uptake of financial support following Universal pathway contacts (UPQUIC – FI) (IA support from CYPIC practicum)</li> </ol> <p>Aim – By Sept 2021, Health Visitor's (HV) in Argyll and Bute will have a financial discussion with parents at 80% of contacts on the HV pathway and where a need is identified 100% will receive the requested money advice and benefit support.</p>	<ol style="list-style-type: none"> <li>3.National “Sharing the Ambition” project</li> <li>4.Breast feeding</li> <li>5. Communication Friendly early years settings</li> <li>6. Supporting vulnerable 2's</li> </ol>
Children and young people have a better understanding of what safe and healthy relationships look like	<ol style="list-style-type: none"> <li>4. Children, Young people and their families feel supported to adopt healthy lifestyle choices - AHP Forum (Aim in development)</li> </ol>	
Raise the profile of breast feeding across communities	<ol style="list-style-type: none"> <li>5. Increasing breast feeding uptake by creating breastfeeding communities (Aim in development)</li> </ol>	
Children and young people are able to make informed choices about their dietary needs	<ol style="list-style-type: none"> <li>6. Children, Young people and their families feel supported to adopt healthy lifestyle choices - AHP Forum (Aim in development)</li> </ol>	



## Mental health and well-being

Short-term Outcomes expected at 12 months	2020-21 Progress update
<p>1. Early help and support is readily available and pathways are in place to access school nursing, primary mental health workers and school counselling</p>	<p>1. <b>1.1)</b> Development of the Peri-natal Mental Health Pathway (Aim under development)</p> <p><b>1.2)</b> The school counselling service is progressing positively. The service started on February 8th 2021 with 7.5 fte counsellors and a team leader. Since that time 63 referrals have been received with the average age of the young person being 14 years. There is a relatively even balance across males and females, with slightly more females being referred. A wide range of referral reasons have been recorded including anxiety, relationships, trauma and emotional regulation, bereavement, bullying, low mood and self-injury/self-harm. Referrals are mostly being received from school staff. Early indications are that young people with particularly vulnerabilities, such as having additional support needs, being care experienced or being a young carer, are supported to access the service.</p> <p><b>1.3)</b> “Our children, their nurturing education” (OCTNE) was officially launched this quarter, with 20 schools across primary and secondary beginning their journey to become a nurture and relationships based community. Each school has identified someone responsible for leading OCTNE within their own establishment, and this person (or group) attended a 3 day leadership training delivered by the Educational Psychology Service. These days covered a range of topics including attachment and resilience in the early years, stress and trauma, adolescence and the 6 nurture principles. While these were three intense days of online training, this did not dampen the enthusiasm and engagement from attendees. There were rich large and small group discussions with feedback from the training being</p>

<p>2. Trauma training is rolled out across the partnership</p>	<p>very positive. The next steps include an individual needs analysis with each school, using improvement methodology.</p> <p>2. Argyll and Bute is one of the National trauma training pilot areas and almost 75% of staff have undertaken Trauma Informed or Trauma skilled training. Within Education over 90% of teachers and support staff have now undertaken e-learning modules at a trauma informed or skilled level. Trauma Enhanced Dyadic Developmental Psychotherapy (DDP) training has commenced for relevant staff across agencies. An A&amp;B Trauma champion has been appointed. The model for improvement is now being used to establish a clear quality improvement aim with associated projects.</p>
<p>3. Partners will work to develop core standards and pathways of care</p>	<p>3. <b>3.1)</b> The Child and Adolescent Mental Health Service (CAMHS) are working towards implementing the Scottish Government CAMHS Service Specification</p> <p><b>3.2)</b> The Scottish Government Neurodevelopmental Pathway is under development and will facilitate core standards and pathways of care throughout 2021/22</p>
<p>4. Advocacy services are easily accessible for children and young people</p>	<p>4. Who Cares? Scotland continues to provide advocacy to our care experienced children and young people. In 2020/21:</p> <ul style="list-style-type: none"> <li>• 73 young people engaged with advocacy workers</li> <li>• 52 young people accepted the offer of advocacy support</li> </ul> <p>The service has now expanded to be available to support those attending Hearings. Independent advocacy continues to be offered to all children on the Child Protection Register over the age of 5 years</p>

## Mental Health and Well-being Quality Improvement Progress

12 months (2020-21)	Quality Improvement Aims	Quality Improvement Projects
Trauma training is rolled out across the partnership	<ol style="list-style-type: none"> <li>1. Impact of Trauma informed practice (Aim in development)</li> <li>2. Peri-natal Mental Health (Aim in development)</li> </ol>	<ol style="list-style-type: none"> <li>1. Early Years - Adults responses to children</li> <li>2. Play pedagogy</li> <li>3. Impact of Trauma informed practice</li> <li>4. Trauma informed practice in schools</li> </ol>

## Children and Young People's Voice

Short-term Outcomes expected at 12 months	2020-21 Progress update
<ol style="list-style-type: none"> <li>1. Young People's Advisory Panel is created</li> <li>2. The Young People's Advisory Panel will be invited to attend a Argyll &amp; Bute's Children Strategic Group development session to update them on the work of the Young People's Advisory Group</li> <li>3. The findings of the Independent Care Review are taken forward within a multiagency approach</li> </ol>	<ol style="list-style-type: none"> <li>1. Young People's Advisory Panel is established and working well</li> <li>2. A presentation on the work of the Young People's Advisory Panel has been delivered to Argyll &amp; Bute's Children Strategic Group</li> <li>3. <b>3.1)</b> The 2021-24 Corporate Parenting Plan has been updated to ensure that key themes from The Promise are prioritised</li> </ol>

	<p><b>3.2)</b> Multi agency review of all admission to care supported and consideration of findings by the Adult Protection and Child Protection Committees and the Corporate Parenting Board (CPB) led to a joint Promise Partnership bid for an innovative project, across adult and children's services. It is anticipated this will support development of new practice model for supporting families affected by parental mental health and substance misuse</p> <p><b>3.3)</b> Adoption of a lexicon of institutional language our young people have asked us to stop using and multiagency work to remove these words and phrases</p> <p><b>3.4)</b> Recruitment of a care experienced co-chair for the CPB</p> <p><b>3.5)</b> Additional funding for a one-year participation co-ordinator for care experienced children and young people</p> <p><b>3.6)</b> Continuing roll out of trauma training to develop a Trauma informed children's workforce and carers</p>
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**Children and Young People's Voice Quality Improvement Progress**

12 months (2020-21)	Quality Improvement Aims	Quality Improvement Projects
Young People's Advisory Panel is created	<ul style="list-style-type: none"> <li>• By October 2021, 85% of S3 pupils in Oban high will demonstrate an understanding of Argyll and Bute's Children's Service plan and can explain why it matters to them</li> <li>• Visibility of Parent/Child's Voice in Child's Plan (Aim under development)</li> </ul>	<ol style="list-style-type: none"> <li>1. Engagement in CSP</li> <li>2. "What matters to you?" Parent/child voice</li> </ol>

## 5.0 The focus for year 2 mid-term performance outcomes include:

### **Getting it Right for Every Child (GIRFEC) Leadership**

- Providing evidence, including run charts and data, of improvements and further embedding GIRFEC practice in delivery of children's services
- Developing a process to ensure systems and processes are streamlined to ensure there is a 'One Child, One Assessment and One Plan' approach to service delivery

### **Early Help and Support**

- By using the Model for Improvement develop tests of change and ideas to promote and improve child development, ensuring early help and support in place
- By developing specific programmes and ideas will support us to ensure Children and young people feel more positive about their health, wellbeing and developing relationships
- Ensuring breast feeding rates are improved and sustained
- Supporting Children and young people to make good choices with respect to maintaining a healthy weight

### **Mental Health and Wellbeing**

- Children and young people can access early mental health help and support
- Ensuring all partners feel confident in understanding trauma and how it affects children and young people's lives
- Ensuring children and young people are supported to routinely use that advocacy services

### **Children and Young People's Voice**

- Methods to engage children and young people are designed and tested with the Young People's Advisory Panel
- Young People's Advisory Panel will be invited to present progress at the Community Planning Partnership

## 6.0 Key developments and alignment to National Policy

A working group has been established and work is underway to ensure children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC) which has now been incorporated into Scots Law

- 6.1.1 The Promise** made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential. It is responsible for driving forward the findings of the Independent Care Review and works with organisations to support shifts in policy, practice and culture so Scotland can **#KeepThePromise**. Key themes from **The Promise** have been prioritised in the Argyll and Bute's 2021-24 Corporate Parenting Plan

**7.0 Conclusion**

The year 1 review of the 2020 – 23 CYPSP has highlighted progress to date and priorities for year 2 (2021/22). It is anticipated that this work will continue and further improvements will be realised in year 2, under mid-term outcomes.

**8.0 IMPLICATIONS**

- 8.1 Policy**                      The Children and Young People’s Services Plan is framed within the Getting It Right for Every Child framework and the well-being indicators.
- 8.2 Financial**                 There are no additional resource implications with the delivery of the plan.
- 8.3 Legal**                      The Council and NHS Highland are required to report on the progress of the Children and Young People’s Services plan as directed within the Children and Young People (Scotland) Act 2014, set out within the supporting Statutory Guidance published in December 2016.
- 8.4 HR**                         None at this time.

Fairer Scotland Duty:

- 8.5 Equalities**                 The Children and Young People’s Services Plan identifies how health and social care services contribute to reducing inequalities, including health and education inequality.
- 8.6 Socio-economic Duty**    The Children and Young Peoples Service Plan 2020 – 2023 sits within this framework and seeks to address inequalities for children and young people.
- 8.7 Islands**                    Delivery of services in more remote communities will be explored through Quality Improvement work as part of the 2020-23 Children and Young Peoples Service Plan.
- 8.8 Risk**                        There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the Children and Young People (Scotland) Act 2014, Statutory Guidance of December 2016.
- 8.9 Customer Service**        The Children and Young People’s Services Plan informs our young people, parents, carers, volunteers

and practitioners of the outcomes and actions that all partner agencies have committed to deliver in order to ensure that children and young people living in Argyll and Bute get the possible start in life.

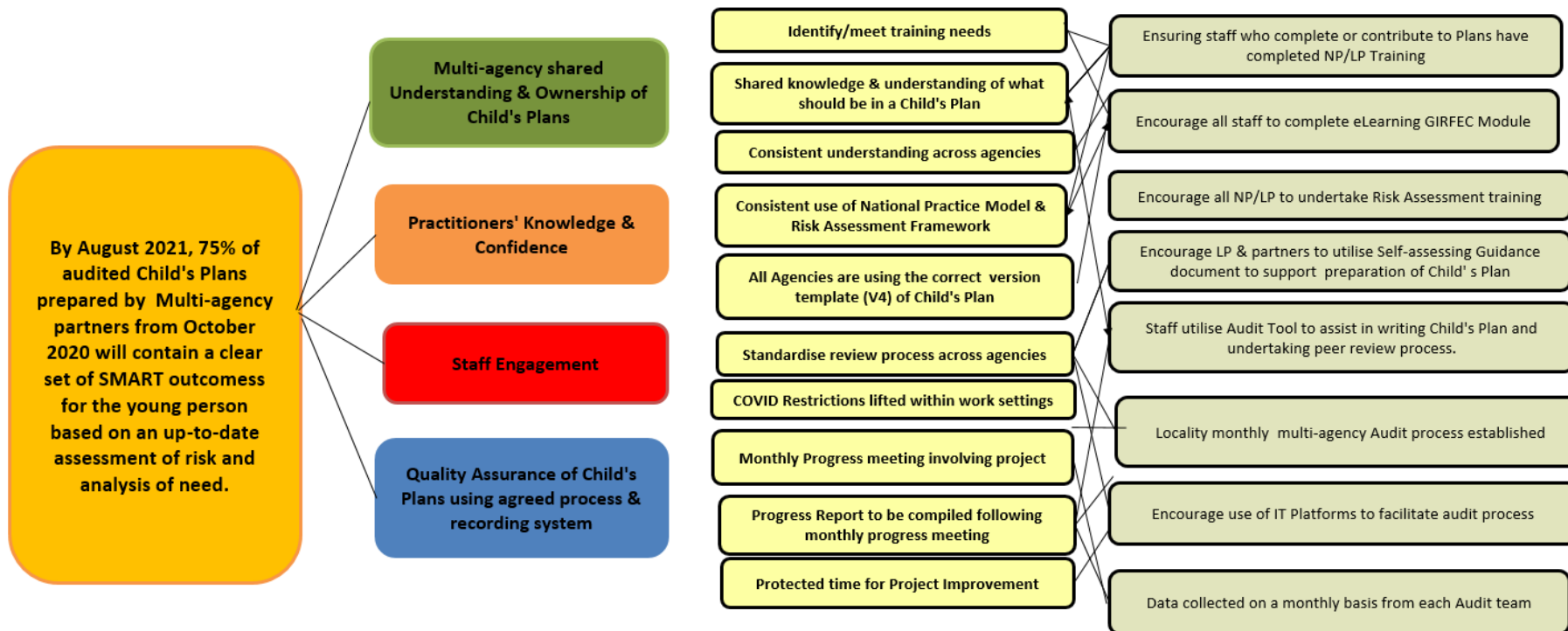
**George Morrison**  
**Deputy Chief Officer Health and Social Care Partnership**

Patricia Renfrew  
Interim Head of Service Child Health and CAMHS  
Children's Service Planning Strategic Lead  
GIRFEC Strategic Lead

19<sup>th</sup> April 2021

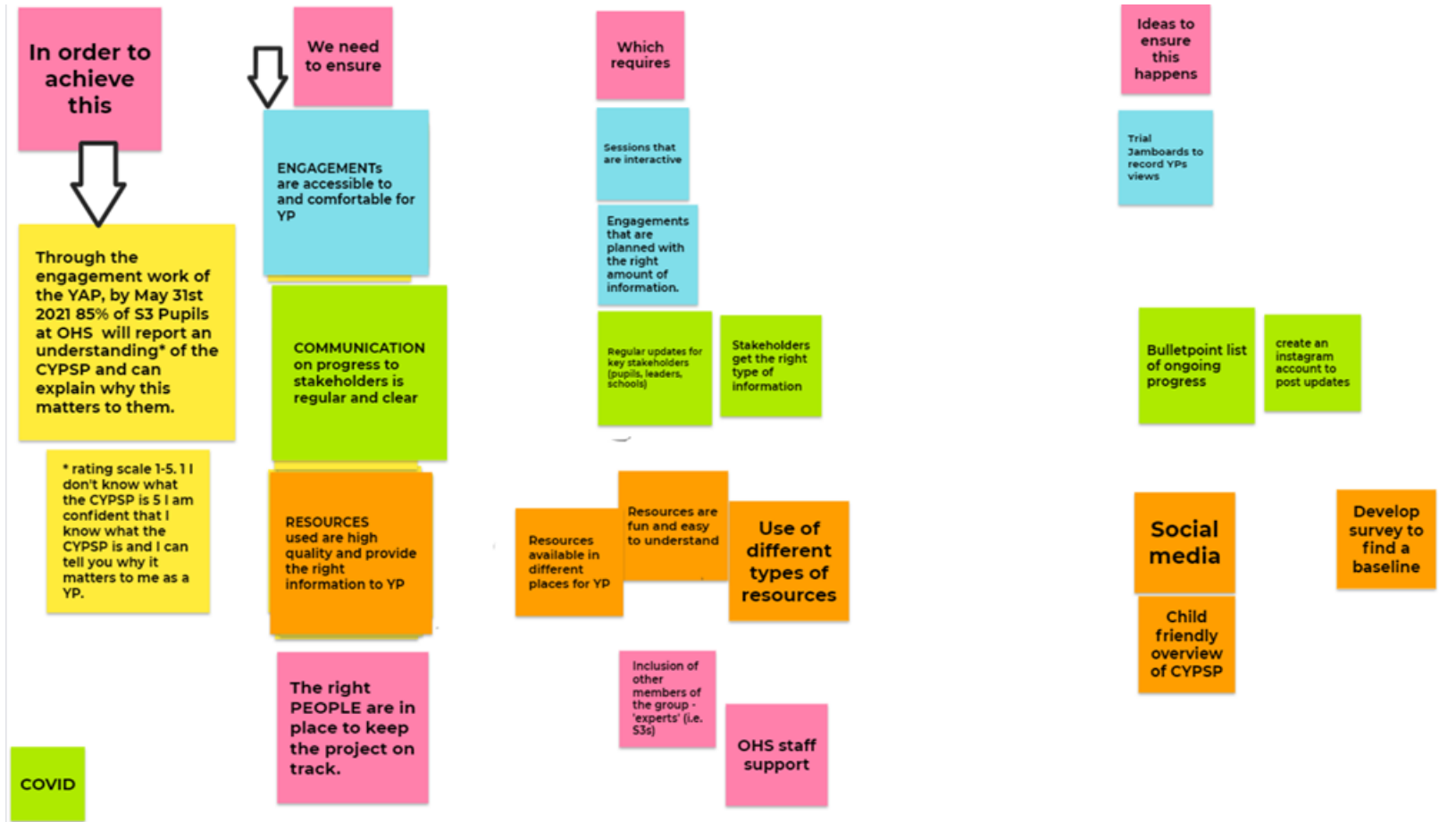
## Appendix 1 - Driver Diagrams Supporting Improvement

### Child's Plan Driver Diagram

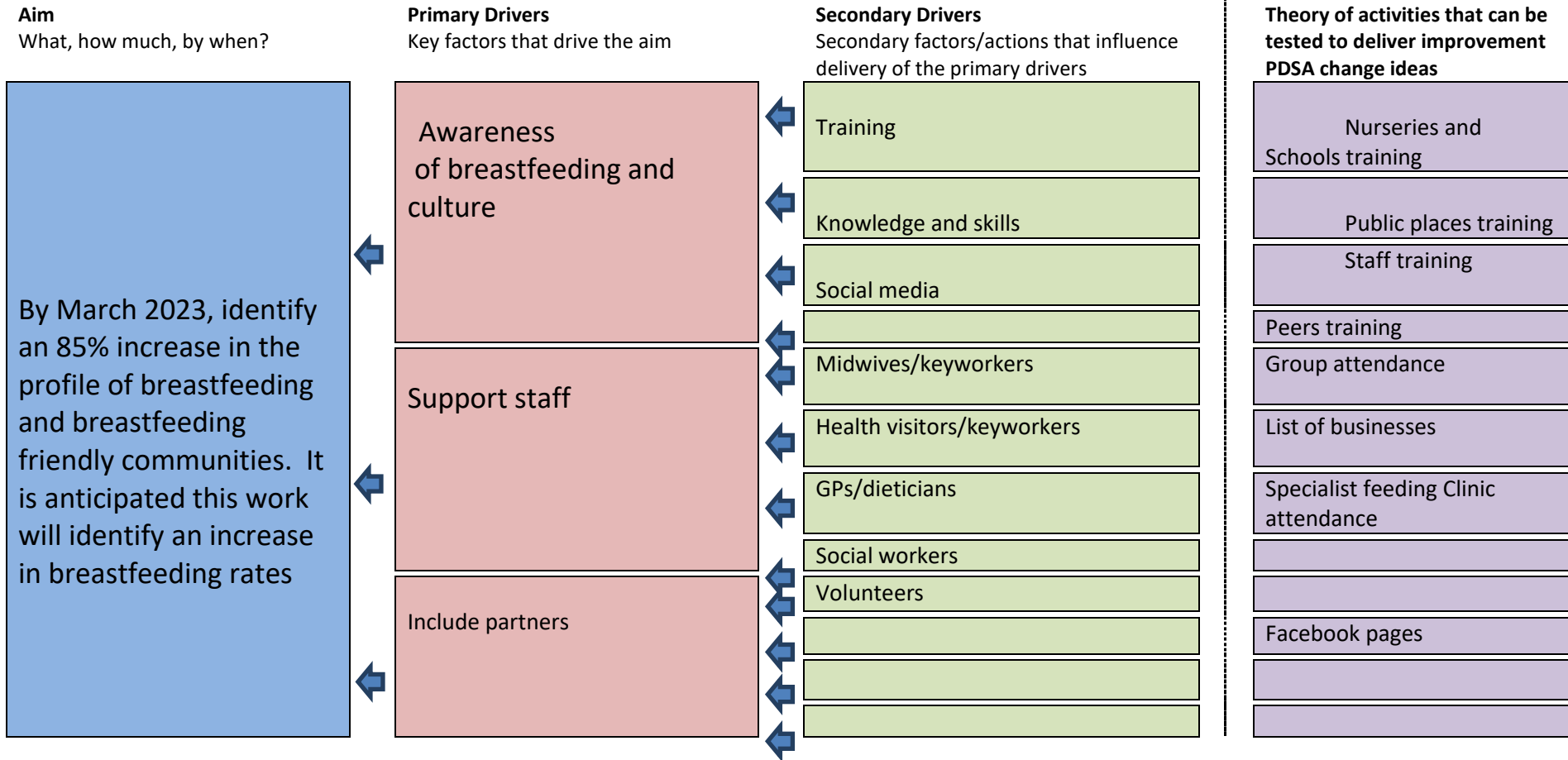




# Children and Young People's Voice Driver Diagram



## Breastfeeding Driver Diagram



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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2021

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## CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

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### 1.0 EXECUTIVE SUMMARY

1.1 The main purpose of this report is to update members of the Community Services Committee with information about interventions being taken within Education Services to ensure that Care Experienced Children and Young People achieve the best possible educational outcomes.

1.2 The report also details the expenditure against the grant allocated by Scottish Government to Argyll and Bute for session 2020/21 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund.

#### 1.3 Recommendations

It is recommended that Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Board to improve the educational attainment and life chances of Care Experienced Children and Young People.
- b) Notes that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2020/21 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund has been produced and monitored by the Education Lead (Principal Teacher) for Care Experienced Children and Young People, in consultation with key partners and specifically the Social Work Lead for Care Experience, the Chief Education Officer and Chief Social Worker.
- c) Agrees the attainment funding for Care Experienced Children and Young People will support the continued input from the Principal Teacher (PT) for Care Experienced Children and Young People role and roles of the Care Experience Health and Wellbeing Liaison Officers.
- d) Agrees that the Head of Education: Lifelong Learning and Support continues to provide updates on the improved outcomes for Care Experienced Children and Young People to Corporate Parenting Board and Community Services Committee.

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2021

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## CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

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### 2.0 INTRODUCTION

- 2.1 Corporate Parenting is the responsibility that councils have for children and young people who are Looked After under the Children (Scotland) Act 1995 and are known as Care Experienced Children and Young People.
- 2.2 The establishment of Argyll and Bute Corporate Parenting Board was central to the Council response to improving outcomes for Looked After children and young people and care leavers. It was also a key element of the Getting it Right for our Looked After Children's Improvement Plan.
- 2.3 As employees of the local authority, education staff are corporate parents and have a clearly defined role to play alongside the other 23 corporate parents defined in Schedule 4 of the Act. However staff working in education need to be aware of the unique role that they play in ensuring that looked after children and young people experience a positive learning environment, strong, nurturing relationships, encouragement and protection against poor outcomes in adulthood. Managers need to ensure support and ongoing professional learning opportunities for education staff to allow them to fulfil this crucial role. This is clearly stated in the Framework on Supporting Looked After Children in Education settings in Argyll and Bute that was produced during 2016, presented to the Corporate Parenting Board on 1<sup>st</sup> July 2016 and launched in schools during session 2016/17 – January 2017 (Appendix 1). The Framework was created following work by a multi-agency working group and after partnership working with CELCIS. It draws heavily on the national best practice guidance: [https://www.celcis.org/files/3615/0721/5871/Looked\\_After\\_and\\_Learning.pdf](https://www.celcis.org/files/3615/0721/5871/Looked_After_and_Learning.pdf)
- 2.4 During session 2020/21 there have been significant developments in supporting the educational experiences and outcomes for our children and young people in Argyll and Bute.

### **3.0 RECOMMENDATIONS**

It is recommended that Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Board to improve the educational attainment and life chances of Care Experienced Children and Young People.
- b) Notes that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2020/21 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund has been produced and monitored by the Principal Teacher for Care Experienced Children and Young People, in consultation with key partners and specifically the Social Work Lead for Care Experienced Children, the Chief Education Officer and Chief Social Worker.
- c) Agrees the attainment funding for Care Experienced Children and Young People will support the continued input from the Principal Teacher (PT) for Care Experienced Children and Young People role and roles of the Care Experience Health and Wellbeing Liaison Officers.
- d) Agrees that the Head of Education: Lifelong Learning and Support continues to provide updates on the improved outcomes for Care Experienced Children and Young People to Corporate Parenting Board and Community Services Committee.

### **4.0 DETAIL**

- 4.1 In 2018, as part of the National Improvement Framework for Scottish Education and Attainment Scotland Fund (a targeted initiative focused on supporting young people affected by poverty and deprivation across Scotland), specific funding was directed towards supporting Care Experienced Children and Young People. The term 'care experience' is now a widely used term within the sector to describe any person who has experience of being in care, regardless of their placement length, type or age; this term is used (as opposed to the statutory term 'Looked After Children') to ensure that our practice is inclusive and provides for all groups of young people who experience care.
- 4.2 In Spring 2021 we have 266 Care Experienced pupils in our Education Settings. 143 are "Currently Looked After". Of those, 103 are looked after by Argyll and Bute and 38 children have been placed in Argyll and Bute from other Authorities. The additional 123 Care Experienced children and young people in our settings have a status of "Previously Looked After". These figures refer to pupils in Early Years, Primary and Secondary settings. Argyll

and Bute also looks after 25 children who are placed in other authorities through residential, kinship or foster placements.

- 4.3 Argyll and Bute Council was awarded a grant of up to £122,400.00, payable over the current academic year 2020/2021. An evaluation of spend for financial year 20/21 was submitted and approved by Scottish Government in January. The spend evaluation submitted to Scottish Government was as follows:

Item (e.g. staffing, resources, training, intervention etc)	Amount (£)	Additional detail
Staffing	66,941.21	Education Lead post Looked After Health and Wellbeing Liaison Officers
Activities	5,000.00	Enhanced Curriculum activities for our Children's Houses
Transport	4,258.79	Transport to allow extended curriculum provision for pupils on flexible learning plans.
Emotional/Wellbeing Support	2,000.00	Cool2Talk contribution.
Training	1,000.00	Staff training in nurturing and trauma-responsive family support.
<b>TOTAL</b>	<b>79,200.00</b>	

The spend plan for the uncommitted remainder of the fund, to cover the period until June 2020, was as follows:

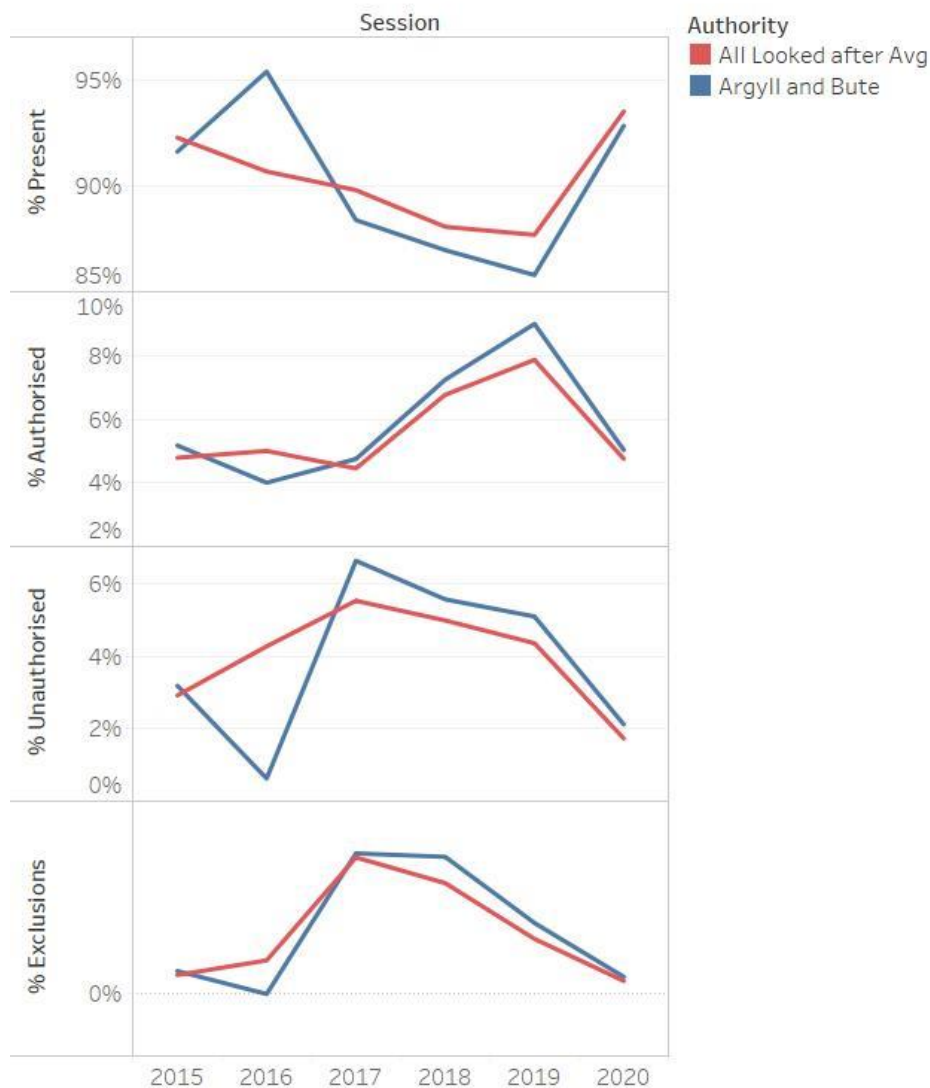
Item (e.g. staffing, resources, training, intervention etc)	Additional detail
Staffing	Education Lead post Looked After Health and Wellbeing Liaison Officers
Activities	Small test of change trial for development of Inspiring Internships Programme to allow pupils under 16 to access nurturing work experience placements.
Transport	Transport to allow extended curriculum provision for pupils on flexible learning plans.

The spend plan for the remainder of the grant had also been approved but due to COVID 19, an update was issued from Government at the end of March, stating that flexibility will be offered in the use of this funding to address changing needs. A further update on this was due from Scottish Government in the week beginning 8.5.20.

4.4 Data on attendance, exclusions and attainment has been provided throughout the last session to the Corporate Parenting Board and to the Community Services Committee. Both qualitative and quantitative data has shown significant improvements in relation to education provision for our Care Experienced Children and Young People, increased scrutiny and tracking of progress, reduced exclusions, increased use of flexible approaches to learning and increased understanding of the impact of trauma amongst staff. Capacity has also been increased to support this cohort through the creation of a new casual Looked After Health and Wellbeing Liaison Officer Post. 12 casual Health and Wellbeing Officers were recruited in Spring 2020. At present (May 2021), 19 children and young people (aged between 5 and 18) are being supported, either in school or in the community.

The following tables (produced in April 2021) show continued improvements in attendance and exclusions data:

### Attendance



Data from the February 2021 Insight update showed that positive destinations for our Care Experienced School Leavers in session 2019/2020 were as follows:

Establishment	Year of Session	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Argyll & Bute	2017		23.53%	35.29%	23.53%			5.88%			11.76%
	2018		13.33%	53.33%				13.33%	13.33%		6.67%
	2019		11.11%	33.33%	5.56%			16.67%	27.78%	5.56%	
The National Establishment	2017	9.00%	15.53%	39.56%	6.63%	1.19%		8.01%	6.23%	12.17%	1.68%
	2018		15.38%	43.65%	6.59%	0.76%	3.06%	12.89%	6.11%	10.70%	0.86%
	2019		8.70%	49.36%	7.91%	1.19%	2.18%	12.96%	8.51%	8.90%	0.30%
The Northern Alliance	2017	9.76%	21.34%	33.54%	7.32%	3.66%		8.54%	4.88%	9.76%	1.22%
	2018		17.93%	40.00%	6.21%	4.14%	5.52%	8.97%	6.90%	7.59%	2.76%
	2019		9.92%	46.56%	8.40%	1.53%	2.29%	11.45%	12.21%	7.63%	
Virtual Comparator	2017	1.76%	24.71%	27.06%	30.00%		0.59%	4.12%	2.94%	8.24%	0.59%
	2018		27.33%	37.33%	16.00%	2.00%	0.67%	5.33%	4.00%	4.67%	2.67%
	2019		17.78%	50.56%	9.44%	1.67%	1.67%	7.78%	3.89%	7.22%	

Although our destinations in Argyll and Bute are below the National Average, we note that when working with such small numbers, a change in circumstance for one or two young people can negatively impact the percentage figures. The PT for Care Experienced Children and Young People has tracked the leavers to discover that there are a number of reasons for high unemployment figures. Some of these are related to the impact of COVID and ill-health.

- 4.5 The PT continues to facilitate the following areas to support the educational opportunities and achievements of our care experienced young people:
- Supporting establishments to improve learning for care experienced young people;
  - Working with partner agencies to support the Corporate Parenting Board plan;
  - Ensuring care experienced children and young people have a robust, personalised and achievable individualised learning plan;
  - Supporting our care experienced children and young people to gain accredited qualifications and awards;
  - Supporting the timeous implementation of appropriate interventions, where needed, to ensure the best possible attainment outcomes;
  - Tracking and monitoring the attainment of looked after children and young people, including those attending specialist placements outwith Argyll and Bute;



- Providing termly updates on the progress of looked after children and young people through tracking and monitoring their progress and attendance;
- Championing the needs of care experienced children and young people across the authority;
- Liaising with educational establishments, Additional Support Needs Education Support Officers and pupil support teachers to ensure additional teaching input is provided when required to reduce the impact of interrupted learning;
- Liaising with establishments to collate a range of appropriate teaching resources in a central space to allow pupil access for those who may be unable to attend school for short periods of time;
- Working strategically across the authority to promote the rights of care experienced children and young people, working within the Rights Respecting Schools framework, and
- Working closely with colleagues in Children and Families Social Work to enhance effective multiagency working to improve outcomes for care experienced children and young people.

4.6 The impact and benefit of having a dedicated post-holder who has a close focus on the educational attainment and experience of Care Experienced Children and Young People is evidenced in all of the reporting and evaluation provided to the Corporate Parenting Board and Community Services Committee since the post was created in January 2019. There is an early indication from national evaluation work around the use of the Care Experienced Children and Young People Fund that this impact is replicated across Scotland where such a post has been created. There is funding within the allocated grant to continue current position of PT Care Experienced Children and Young People.

4.7 In January 2021 the original PT for Looked After Children and Young People returned to her substantive post and her replacement was employed as the PT for Care Experienced Children and Young People to reflect the change in language that we now use. The recruitment panel for this position were: the Inclusion and Equality Education Manager, Principal Educational Psychologist and Children and Families Social Work Manager.

## **5.0 CONCLUSION**

5.1 Significant improvements were made in relation to scrutiny, audit and outcomes for Care Experienced Children and Young People during Sessions 2018/19 and 2019/2020. These have been sustained into Session 2020/21. This work will continue to address raising attainment and closing the gap for Care Experienced Children and Young People in session 21/22 and support additional challenges related to the impact of Covid 19.

**6.0 IMPLICATIONS**

- 6.1 Policy – None
- 6.2 Financial – Appropriate allocation of the Care Experienced Children and Young People Fund Grant
- 6.3 Legal – The statutory duties of the Children and Young People (Scotland) Act 2014 and all previous relevant acts will be met.
- 6.4 HR – None
- 6.5 Fairer Scotland Duty: Providing equity and inclusion to meet the needs of all young people.
  - 6.5.1 Equalities - protected characteristics – All legislative requirements will be met
  - 6.5.2 Socio-economic Duty – N/A
  - 6.5.3 Islands – No differentiated impact.
- 6.6 Risk – Ongoing scrutiny and audit will provide better outcomes for Care Experience Children and Young People. Sustainability- and future-planning will mitigate future risk.
- 6.7 Customer Service – Improvements in service to meet individual needs are being sought

**Douglas Hendry, Executive Director with responsibility for Education**

**Simon Easton, Acting Head of Education: Lifelong Learning & Support**

**Councillor Yvonne McNeilly, Policy Lead for Education**

**For further information contact:**

Simon Easton, Acting Head of Education: Lifelong Learning & Support  
[Simon.Easton@argyll-bute.gov.uk](mailto:Simon.Easton@argyll-bute.gov.uk) / 01436 657681

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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**EDUCATION SERVICE FQ4 2020/21 PERFORMANCE REPORT**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.
- 1.2 This paper presents the Community Services Committee with the FQ4 2020/21 performance report for the Education Service.
- 1.3 It is recommended that the Community Services Committee reviews and scrutinises the FQ4 2020/21 performance report as presented.

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**ARGYLL AND BUTE COUNCIL**

**COMMUNITY SERVICES COMMITTEE**

**EDUCATION SERVICE**

**10 JUNE 2021**

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**EDUCATION SERVICE FQ4 2020/21 PERFORMANCE REPORT**

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**2.0 INTRODUCTION**

2.1. The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.

2.2 This paper presents the Community Services Committee with the FQ4 2020/21 performance report for the Education Service, in a revised simplified format, commensurate with the Covid-19 situation.

**3.0 RECOMMENDATIONS**

3.1 That members review and scrutinise the FQ4 2020/21 performance report as presented.

**4.0 DETAIL**

4.1 As a consequence of Covid-19 the normal arrangements for members' scrutiny of performance has been suspended with an interim arrangement in place.

4.2 To simplify the process during the Council's response to Covid-19, Heads of Service were asked to identify Key Performance Indicators for their Service and these are attached at appendix 1.

4.3 Simplifying and focusing the performance reports in this manner is a proactive approach to help minimise back office function/non-essential activities whilst maintaining a level of service that supports scrutiny, performance monitoring and out statutory duties.

**5.0 IMPLICATIONS**

- 5.1 Policy: None
- 5.2 Financial: None
- 5.3 Legal: The Council has a duty to deliver best value under the Local Government in Scotland Act 2003
- 5.4 HR: None
- 5.5 Fairer Scotland Duty: None
  - 5.5.1 Equalities - protected characteristics: None
  - 5.5.2 Socio-economic Duty: None
  - 5.5.3 Islands: None
- 5.6 Risk: Ensures that all our performance information is reported in a balanced manner
- 5.7 Customer Service: None

**Douglas Hendry**  
**Executive Director with responsibility for Education**

**Policy Lead: Councillor Yvonne McNeilly**

20 April 2021

**For further information contact:**

## **APPENDICES**

Appendix 1 - FQ4 2020/21 Performance Report

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# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

Delivering Our Outcomes – This highlights past performance as illustrated through the Services' Key Performance Indicators

## KEY TO SYMBOLS

**R** Indicates the performance has not met the expected Target

**G** Indicates the performance has met or exceeded the expected Target

 The Performance Trend Arrow indicates the direction of travel compared to the last performance reporting period

# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

## DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

**Indicator:** EDU107\_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020.

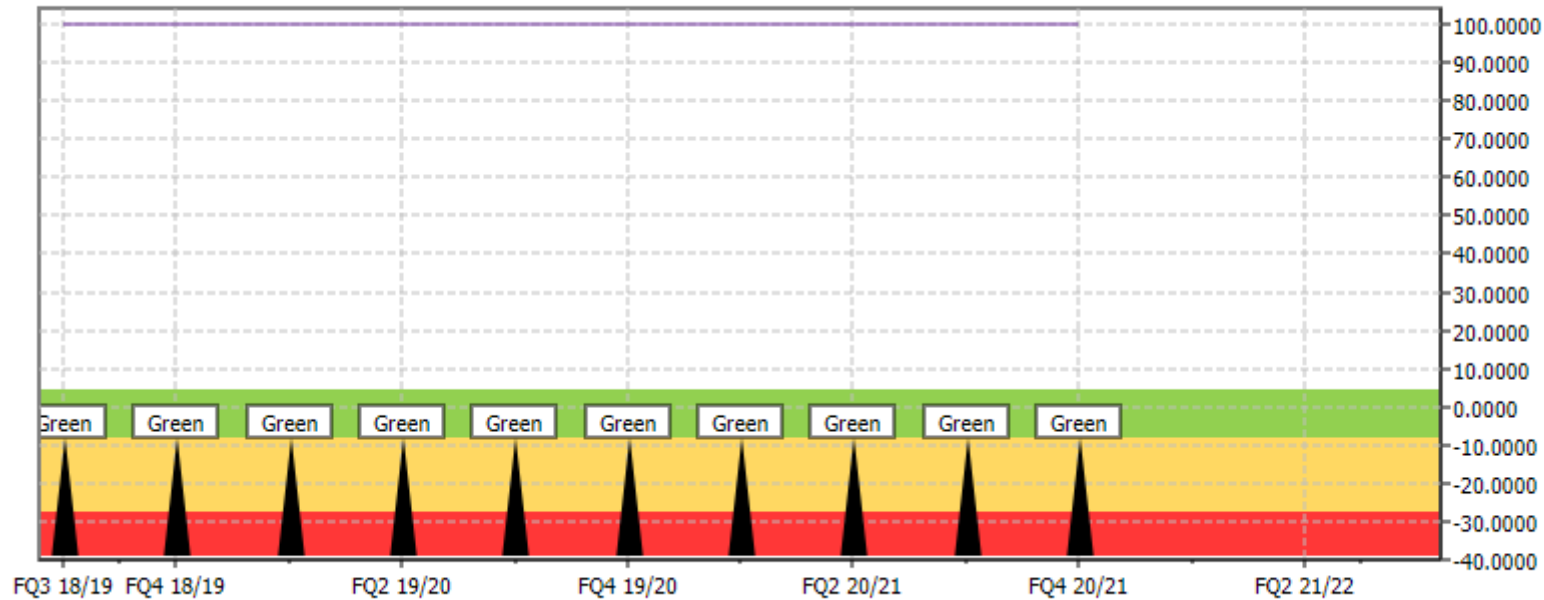
**Why measure this?** The need to ensure all 3 and 4 year olds have access to 1140 hours by August 2020.

**Commentary:** As of August 2020 all eligible children were able to receive 1140 hours. We were one of only 11 authorities to meet the original deadline. A new statutory date of Aug 21 has been set and we will deliver the funded meal in almost all settings by that date.

**This indicator is on track with no change in performance since the last reporting period.**

TARGET FQ4 Complete	ACTUAL FQ4 Complete <b>G</b>	BENCHMARK No Benchmark	PERFORMANCE TREND ➔
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EDU107\_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020\_Phase 4





# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU107\_02-Early level and childcare learners spend 50% of their funded time outdoors.

**Why measure this?** All early level and childcare learners should have access to 50% outdoor provision.

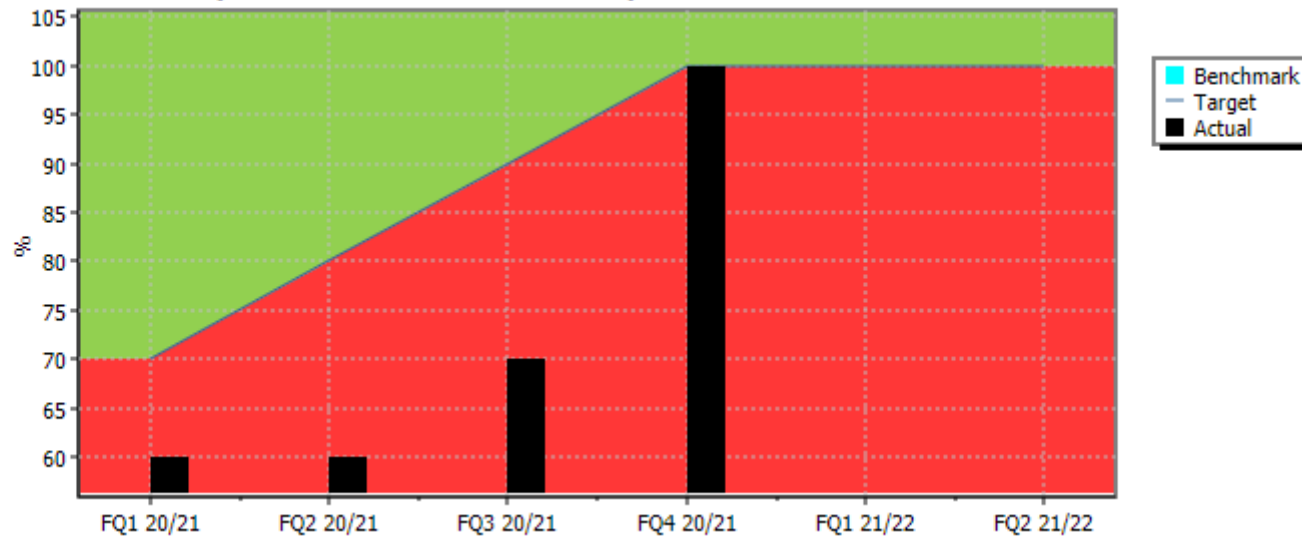
**Commentary:** Almost all learners are now spending a minimum 50% of time outdoors. As a result of COVID 19 we have been unable to offer further training as planned again this quarter. However all settings have guidance to support high quality outdoor play. Our outdoor learning course has been verified by SQA and training for trainers will begin in May 2021 with a pilot training course offered by July 2021

**This indicator is on target and performance has improved since the last reporting period**

TARGET FQ4	Actual FQ4	BENCHMARK	PERFORMANCE TREND
100%	100%	No Benchmark	↑

EDU107\_02-Early level and childcare learners spend 50% of their funded time outdoors

Latest status
FQ4 20/21
100 %



# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU107\_04-A counselling service is available in all secondary schools

**Why measure this?** This will provide support for mental health and wellbeing in our young people.

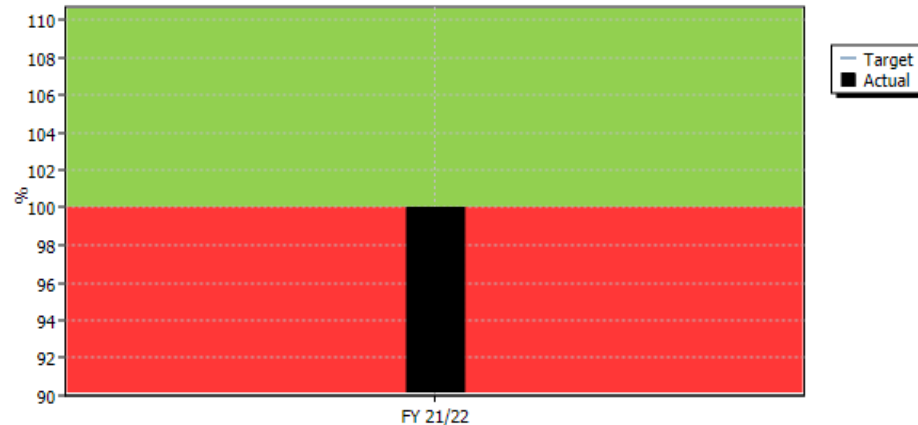
**Commentary:** The school counselling service is progressing positively. Since the service started on February 8th of this year 63 referrals have been received with the average age of the young person being 14 years. There is a relatively even balance across males and females, with slightly more females being referred. A wide range of referral reasons have been recorded including anxiety, relationships, trauma and emotional regulation, bereavement, bullying, low mood and self-injury /self-harm. Referrals are mostly being received from school staff. Early indications are that young people with particularly vulnerabilities, such as having additional support needs, being care experienced or being a young carer, are supported to access the service. Analysis of trends has identified that the service is being used well across all but one area of the authority and the reasons for this are being investigated further to ensure equity of access. Moving forward, further data will be collected including length of engagement and impact for young people.

**This indicator is on track with no change in performance since the last reporting period**

TARGET FQ4 (ANNUAL)	ACTUAL FQ34 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
100%	100% <b>G</b>	NO BENCHMARK	➔

Latest status
FY 21/22
100 %

EDU107\_04-A counselling service is available in all secondary schools



# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU107\_07-The percentage of schools that use the progress and achievement module

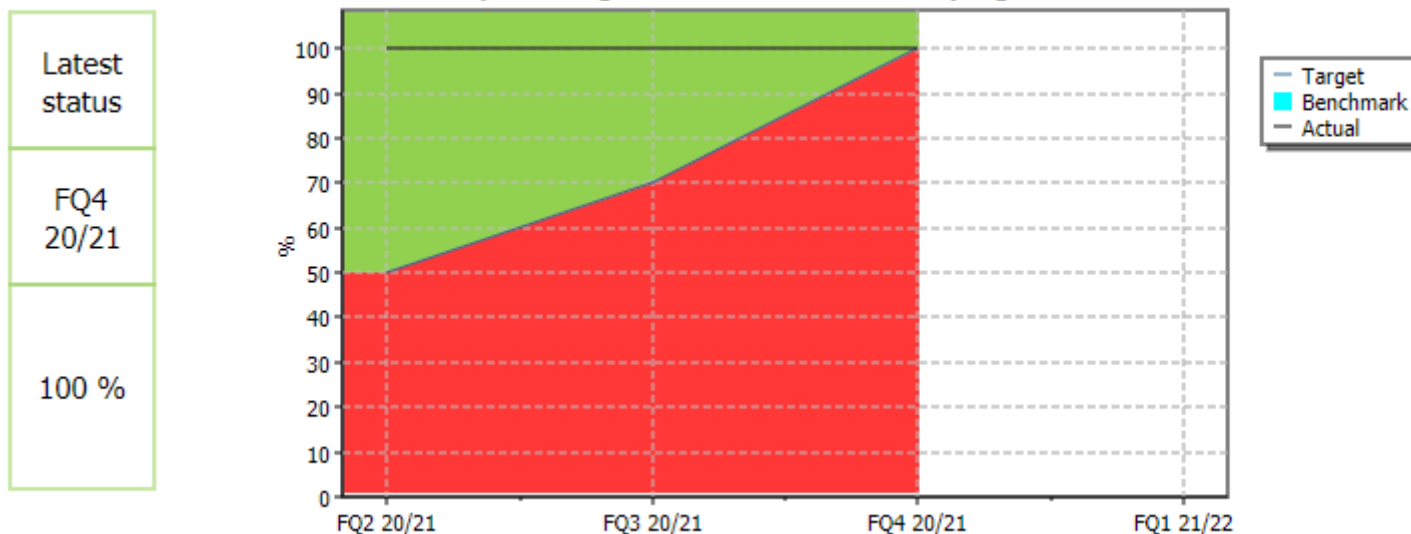
**Why measure this?** This will enable the Education Service to assess and track children and young people's progress in raising their attainment

**Commentary:** 100% of schools across the authority are engaging with the Progress and Achievement module at 3 annual junctures - October, February and June. At these 3 points teachers of pupils from P1 to S3 enter data relating to every child's progress in literacy and numeracy within the Curriculum for Excellence level that they are currently working in. The resulting data sets are being used to develop planning and individualised targets for each pupil and identified groups. Data is analysed at school and authority level to ensure excellence and equity in provision. The authority uses the data to inform improvement planning with schools and clusters.

**This indicator is above target with no change in performance since the last reporting period**

TARGET FQ4	ACTUAL FQ4	BENCHMARK	PERFORMANCE TREND
70%	100%	NO BENCHMARK	➔

EDU107\_07-The percentage of schools that use the progress and achievement module



# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU107\_09-Support the increase in uptake of available Grants, Allowances and Entitlements.

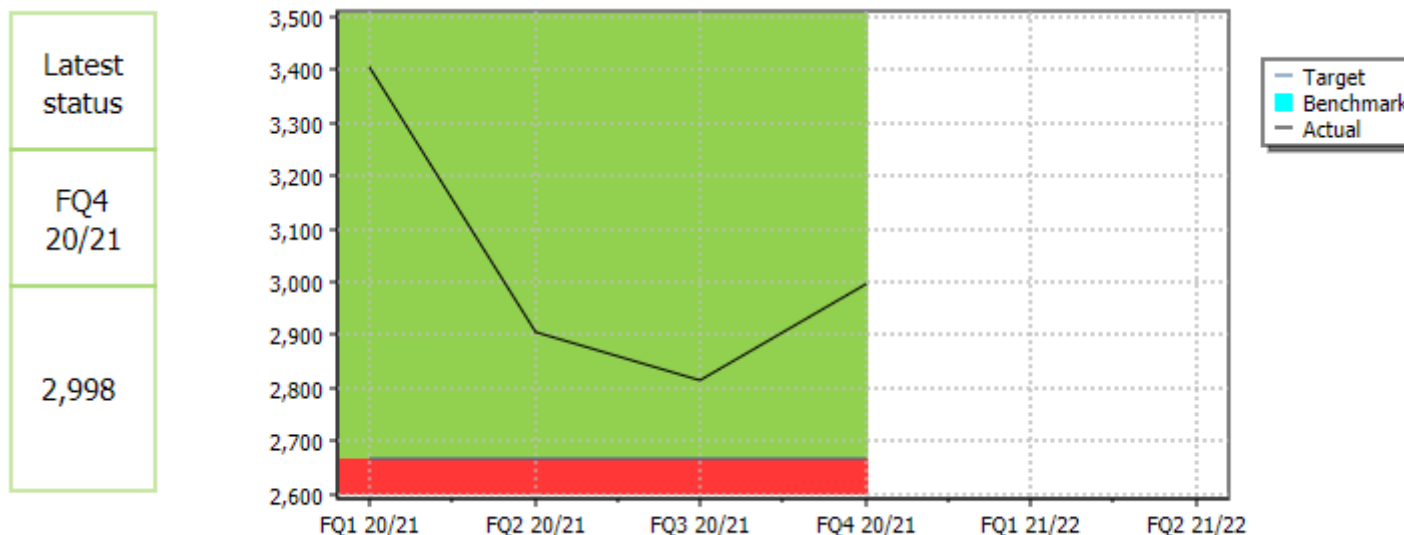
**Why measure this?** To demonstrate the support we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government.

**Commentary:** Education Maintenance Allowance (EMA) and Clothing Grant payments have decreased whilst there has been an increase in Free School Meal (FSM) payments. Covid-19 has had an impact on all grant uptake.

**This indicator is above target and performance has increased since the last reporting period**

TARGET FOR FQ4 (ANNUAL)	ACTUAL FQ4 (ANNUAL)	BENCHMARK 19/20 Performance	PERFORMANCE TREND
CG 1464 FSM 928 EMA 273	CG 1724 FSM 1071 EMA 203 <b>G</b>	CG 1839 FSM 982 EMA 282	↑

EDU107\_09-Support the increase in uptake of available Grants, Allowances and Entitlements



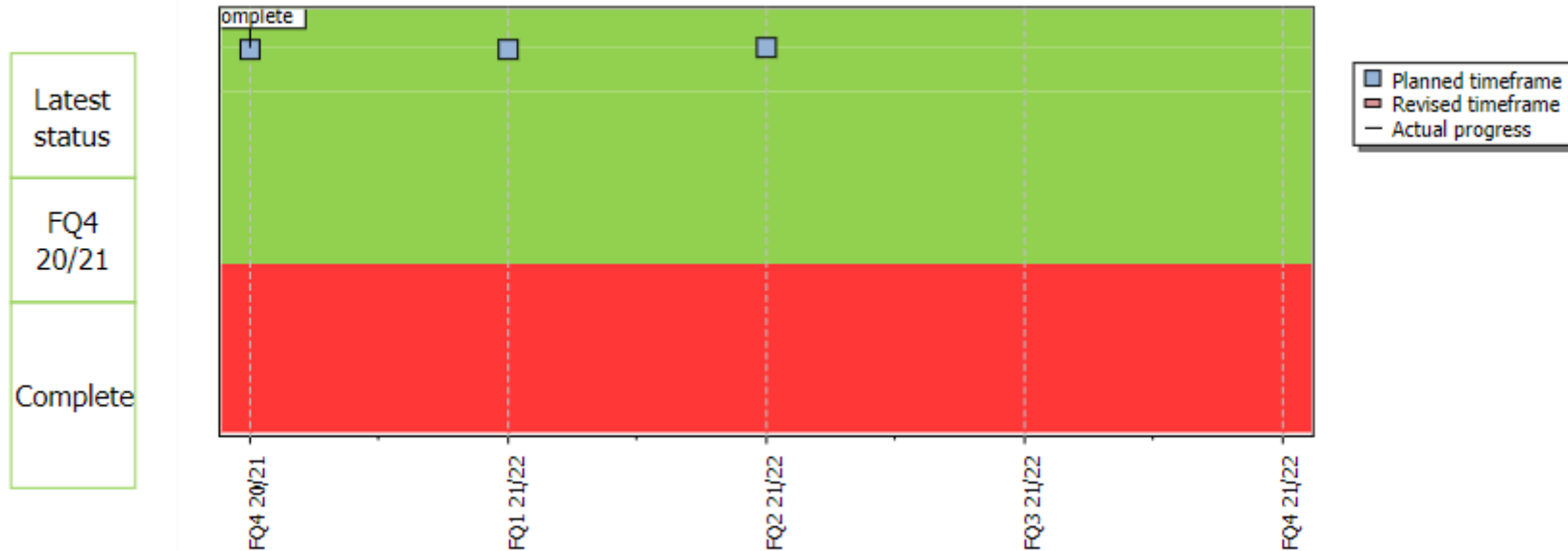
# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU108\_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model.  
**Why measure this?** Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people.  
**Commentary:** This strategy has been developed and adopted. Updates will be reported through the actions arising from the nurture strategy element.  
**This indicator is now marked as Complete, there was no change in performance since the last reporting period**

TARGET FQ4 COMPLETE	ACTUAL FQ4 COMPLETE	BENCHMARK NO BENCHMARK	PERFORMANCE TREND
	<b>G</b>		➔

**EDU108\_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model**



Latest status

FQ4 20/21

Complete

# FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 2020/21 performance for the Education Service

**Indicator:** EDU108\_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.

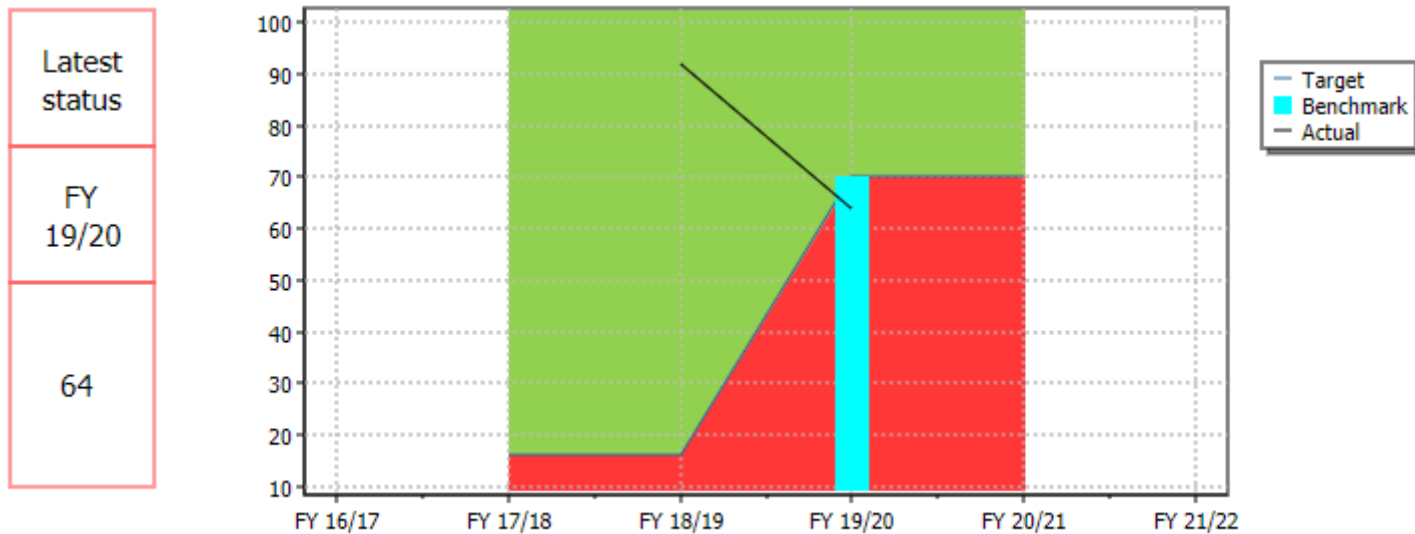
**Why measure this?** These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations.

**Commentary:** The collation of this information has been delayed due to Covid restrictions and other demands. Will update as soon as available. As previously indicated, it is anticipated that numbers will be significantly lower.

**This indicator is below target however performance has decreased since the last reporting period**

TARGET FINANCIAL YEAR 2019/20	ACTUAL FINANCIAL YEAR 2019/20	BENCHMARK	PERFORMANCE TREND
70	64 <b>R</b>	70	↓

**EDU108\_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.**



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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION****10 JUNE 2021**

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**TRAUMA TRAINING PROGRAMME**

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**1.0 HEADLINES**

- 1.1 In 2019, the Scottish Government sought expressions of interest from Local Authorities and Health and Social Care Partnerships, to take part in trials to pilot approaches to implementing the delivery of high quality and sustainable trauma training in differing contexts. Argyll and Bute was successful in having their bid accepted.
- 1.2 To this end, the Scottish Government committed £40,000 to support each pilot authority to establish a strategy and develop a delivery plan in collaboration with a national third sector consortium. The purpose of the delivery trial within Argyll and Bute is to develop a trauma informed workforce across managers, practitioners and carers, with an appropriate level of training for each group that will lead to changes to practice to improve outcomes for children and young people.
- 1.3 Despite the circumstances of the pandemic, strong progress has been made against the project aims with high uptake of training across education, health, social work children's services and the third sector.
- 1.4 This work is embedded within the mental health strand of the Children and Young People's Service Plan 2020 – 23 with the Model for Improvement being used to establish tests of change arising from the initial staff training programme.

**2.0 RECOMMENDATIONS**

- 2.1 Note the progress of the strategy against initial objectives.
- 2.2 Support the ongoing commitment that across all services, we will build a trauma responsive workforce to make a difference to the lives of children and young people, parents and carers and our staff.

- 2.3 Support the recommendation that all Elected Members should engage with training relating to Trauma-Informed Practice, in the form of a seminar to be led by the Principal Educational Psychologist, scheduled for September 2021.

### 3.0 DETAIL

- 3.1 Since 2018, the Scottish Government has committed over £1.5 million to design and deliver a National Trauma Training Programme (NTTP), led by NHS Education for Scotland (NES), which aims to develop and support a consistent, highly skilled, trauma-informed workforce across all frontline services.
- 3.2 Argyll & Bute is one of three Council areas, along with Midlothian and Glasgow, that has been awarded Scottish Government funding for specific training to support the development of a trauma informed workforce. Emerging evidence tells us that trauma informed systems can have better outcomes for people affected by trauma, and that all workers, in the context of their own role and work remit, have a unique and essential role to play in responding to people affected by trauma.
- 3.3 The training being delivered is in line with the Scottish Psychological Trauma Training Plan developed by NHS Education for Scotland. This plan can be found at <https://www.nes.scot.nhs.uk/media/4321706/Scottish%20Psychological%20Trauma%20Training%20Plan%202019.pdf>
- 3.4 A one day conference launching this exciting workforce development programme, entitled '*Developing a trauma informed children's services workforce in Argyll & Bute: Embedding cultures and practices which ensure safe, healthy and happier lives for children and young people*' took place in the Queen's Hall, Dunoon on 11 December 2020 and was highly evaluated. It brought together speakers from a range of backgrounds involved in driving this national agenda.
- 3.5 The planned face to face training sessions required to be moved on line and this was achieved quickly and effectively, including allowing all staff access to e-learning modules at the trauma informed and trauma skilled levels through the Argyll and Bute website. Over 7 thousand hits to these pages were registered.
- 3.6 Staff from Child Health and the Educational Psychology Service have taken over delivery of the facilitated online Trauma Skilled level training from national third sector partners to ensure local sustainability of the approach over the longer term.
- 3.7 To date, a number of significant successes have been noted:
- Strong multiagency commitment, leadership and ownership including the 3<sup>rd</sup> sector



- Investment of time in ensuring leadership and strategic buy in to support engagement over time
- Strategy built on existing strengths ensuring developments are coordinated with local practice and training including, the GIRFEC practice model, existing work on Adverse Childhood Experiences and Our Children, Their Nurturing Education in schools
- Building awareness of trauma in to existing training such Child Protection and the Promoting Alternative Thinking Strategies (PATHS) curriculum
- Inclusion of the voice of lived experience
- Flexibility in responding to the impact of the pandemic and moving training online with significant update across services
- Over 83% of all staff working within our schools completed the e-learning modules at the appropriate levels
- High uptake of facilitated on-line trauma skilled training sessions by social work children's services staff
- Strong, consistent communication and update of materials
- A widening focus on staff wellbeing

3.8 In September 2020, the Education Officer with responsibility for care experienced children and young people and Social Work Manager presented to the **National Trauma Training Steering Group**. Their presentation detailed the aims and delivery plan for the training programme in Argyll and Bute and identified a range of successes and challenges experienced to date and attracted significant interest and positive comment from other local authorities and the Deputy First Minister.

3.9 A number of challenges have arisen to date that have and continue to be addressed through the multiagency strategy group:

- Working with national 3<sup>rd</sup> Sector organisations in terms of responsiveness and capacity leading to some duplication of effort to meet timescales
- Ensuring that training participants do not simply leave with better understanding, but that this learning is evident in trauma informed practices in their day to day work
- Modifying the plan to ensure that online training delivery results in the desired outcomes

## 4.0 CONCLUSION

4.1 Significant progress has been made across services to sustain the commitment to building a trauma responsive workforce in Argyll and Bute. This is a clear objective within the Children and Young People Service Plan 2020 – 21 with governance through *Argyll and Bute's Children* including regular reporting on outcomes.

4.2 This is not a quick fix, but an ongoing journey the importance of which has been amplified by the experiences of the global pandemic. Working together with

understanding will help us to reduce the potentially negative impact of these experiences.

## 5.0 IMPLICATIONS

5.1 Policy	Review of policies to ensure they are trauma informed
5.2 Financial	Budget to sustain training
5.3 Legal	None
5.4 HR	None
5.5 Equalities	None
5.6 Risk	Insufficient leadership buy in leading to lack to required change to policy and practice
5.7 Customer Service	None

**Douglas Hendry, Executive Director with responsibility for Education**

**Yvonne McNeilly, Policy Lead for Education**

10 May 2021

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2021

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**SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010  
SKIPNESS PRIMARY SCHOOL**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 In response to the current Coronavirus (Covid-19) pandemic this report sets out proposals to further extend the statutory consultation exercise with regard to the proposal to close Skipness Primary School and to reschedule the public meeting to such a time during the consultation process that this is permissible under the Regulations relating to public gatherings.
- 1.2 It is recommended that Community Services Committee:
- a) Note that the Executive Director has written to the relevant consultees advising that the Committee will be asked to further extend the consultation period until 23 December 2021.
  - b) Agree there is further extension of the current consultation period, due to end on 31 May 2021 to 23 December 2021;
  - c) Agree a new date for the public meeting is established once the UK/Scottish Government restrictions on public assemblies allow it to proceed.

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2020

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**SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010  
SKIPNESS PRIMARY SCHOOL**

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**2.0 INTRODUCTION**

- 2.1 Skipness Primary School has been mothballed since October 2016 and since that time has had no pupils enrolled.
- 2.2 On 5<sup>th</sup> September 2019 the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an Options Appraisal for Skipness Primary School. A report providing details of the Options Appraisal, which was carried out in accordance with Section 12A of the *Schools (Consultation) (Scotland) Act 2010* as amended, was tabled at the Community Services Committee held on 10<sup>th</sup> December 2019, where the Committee agreed to note the outcome of the preliminary requirements and requested that officers formulate a draft proposal.
- 2.3 At the Community Services Committee held on 12<sup>th</sup> March 2020, Members considered and agreed to adopt the draft proposal as a “relevant proposal” that would proceed to a statutory consultation under the 2010 Act. This statutory consultation opened on 19<sup>th</sup> March 2020 and was originally due to end on 15<sup>th</sup> May 2020. A public meeting was also arranged for 6<sup>th</sup> May 2020 at 7pm in Skipness Village Hall.
- 2.4 However, shortly after commencement of the consultation the coronavirus outbreak caused schools to be closed and restrictions on public gatherings were enforced as part of the “lockdown” measures. It was therefore clear that the consultation exercise would not be able to proceed as originally planned.
- 2.5 On 16<sup>th</sup> April 2020 the Business Continuity Committee met to deal with several items of Council business to be addressed during the pandemic, including the above. The Committee agreed to officers’ proposals to extend the consultation period from 15<sup>th</sup> May 2020 to 31<sup>st</sup> August 2020 and to cancel the public meeting scheduled for 6<sup>th</sup> May 2020, with a new date to be set once the Regulations imposing restrictions of public gatherings allow it to proceed. Notification of the rearranged public meeting was distributed to all relevant consultees.
- 2.6 However, restrictions on public gatherings continued as a result of the Covid-19 pandemic “lockdown” measures. It was therefore clear that the consultation

exercise would not be able to proceed as planned within the initial extension period.

- 2.7 On 27<sup>th</sup> August 2020 the Community Services Committee met and agreed to officers' proposals to extend the consultation period from 31<sup>st</sup> August 2020 to 18<sup>th</sup> December 2020 with a new date to be set once the Regulations imposing restrictions of public gatherings allow it to proceed. Notification of the rearranged public meeting was distributed to all relevant consultees.
- 2.8 Due to continued restrictions arising from the Covid-19 pandemic, on 8<sup>th</sup> December 2020 the Community Services Committee met and agreed to officers' proposals to extend the consultation period from 18<sup>th</sup> December 2020 to 31<sup>st</sup> May 2021. A new date to be set once the Regulations imposing restrictions of public gatherings allow it to proceed. Notification of the rearranged public meeting was distributed to all relevant consultees.
- 2.9 However, due to a further increase nationally in Coronavirus cases in the latter part of this year restrictions on public gatherings have continued and/or been re-imposed rather than relaxed and so it is now clear that the consultation exercise will not be able to proceed as planned within this extension period.

### **3.0 RECOMMENDATIONS**

It is recommended that Community Services Committee:

- a) Note that the Executive Director has written to the relevant consultees advising that the Committee will be asked to further extend the consultation period until 23 December 2021;
- b) Agree there is further extension of the current consultation period, due to end on 31 May 2021, to 23 December 2021;
- c) Agree a new date for the public meeting is established once the UK/Scottish Government restrictions on public assemblies allow it to proceed.

### **4.0 DETAIL**

- 4.1 Following agreement of the draft proposal at the Community Services Committee on 12<sup>th</sup> March 2020, officers commenced the statutory consultation exercise under the 2010 Act on 19<sup>th</sup> March 2020, with regard to the proposed closure of Skipness Primary School.
- 4.2 As part of the consultation exercise the Education Authority has published the proposal paper, advertised it, and notified Education Scotland and all of the relevant consultees as prescribed by Schedule 2 of the Act, inviting them to make representations on the proposal.

- 4.3 The original six week consultation period commenced on 19<sup>th</sup> March and was due to end at close of business on 15<sup>th</sup> May 2020, in order to meet the statutory requirements and include at least 30 school days. A public meeting was also arranged for 6<sup>th</sup> May at 7pm in Skipness Village Hall.
- 4.4 However, shortly after commencement of the consultation the coronavirus outbreak caused schools to be closed and restrictions on public gatherings were enforced as part of the “lockdown” measures. It was therefore clear that the consultation exercise would not be able to proceed as originally planned. Therefore, at its meeting on 16<sup>th</sup> April 2020, the Business Continuity Committee agreed to officers’ proposals to extend the consultation period from 15<sup>th</sup> May 2020 to 31<sup>st</sup> August 2020 and to cancel the public meeting scheduled for 6<sup>th</sup> May 2020, with a new date to be set once the Regulations imposing restrictions of public gatherings allow it to proceed.
- 4.5 It was identified within the note for extension of the consultation period on 16<sup>th</sup> April that if a public meeting was unable to proceed in the current climate, a further extension of the consultation period may be subsequently required. At its meeting on 27<sup>th</sup> August 2020, the Community Services Committee agreed to officers’ proposals to extend the consultation period from 31<sup>st</sup> August 2020 to 18<sup>th</sup> December 2020 due to the continuing restrictions on public gatherings as a result of the Covid-19 pandemic.
- 4.6 At the meeting of the Community Services Committee on the 8<sup>th</sup> December 2020, a further extension of the consultation period was proposed by officers’ due to a continuation of restrictions on public gatherings as a result of the Covid-19 pandemic. The Committee agreed to an extension of the consultation period from 18<sup>th</sup> December 2020 to 31<sup>st</sup> May 2021.
- 4.7 It should firstly be noted that the consultation has remained open since 19<sup>th</sup> March 2020 and that it is still possible for stakeholders to submit written consultation responses in the meantime. This is because in terms of Section 6(4)(b) of the Act, the consultation period is required to run continuously.
- 4.8 The consultation period is also required to run for at least six weeks and include at least 30 school days in terms of Section 6(4)(c) of the Act. The original consultation timeframe was clearly set having regard to this requirement. However, due to the coronavirus outbreak, all schools in Scotland were closed shortly after 19<sup>th</sup> March 2020 and after re-opening in August 2020 were closed again in January 2021. Therefore, the further extension to the consultation period proposed by officers satisfies this requirement of at least 30 school days, starting from 12<sup>th</sup> August 2020.
- 4.9 In terms of fixing a new date for the public meeting, this is required to take place during the consultation period under Section 7 of the Act. From 17<sup>th</sup> May 2021 Argyll and Bute has been allocated a Protection Level of 2 under the current Scottish Government Guidance, this only allows for indoor gatherings of up to four people from two households. This accordingly means it is not currently possible to hold a public meeting in the conventional sense. Accordingly, officers intend to liaise with the Scottish Government in the first instance to ascertain at

what point a public meeting can go ahead in the current circumstances and what forums the Scottish Government would deem acceptable for this. Given that the public meeting is to take place during the consultation period, it should be noted that if the public meeting is unable to proceed in the current climate, a further extension of the consultation period may be subsequently required.

- 4.10 If the aforementioned is approved, dialogue will take place with Education Scotland to advise them of the changes and to work with them on altering the timelines at the back end of the process, including revised timescales for completing all the necessary reports and the final implementation date. A communication will also be issued to all stakeholders advising why and how the consultation period has been further extended. A notification of the change to the consultation timeframe will be posted on the Council's website (<https://www.argyll-bute.gov.uk/school-consultations-and-proposals>) and notice of the rearranged public meeting will be issued to all the relevant consultees once it is confirmed.

## **5.0 CONCLUSION**

- 5.1 Given the current Coronavirus (Covid-19) pandemic this report sets out proposals to further extend the ongoing statutory consultation exercise with regard to the proposal to close Skipness Primary School and to hold a rearranged public meeting once the UK/Scottish Government restrictions on public assemblies allow it to proceed.

## **6.0 IMPLICATIONS**

- 6.1 Policy – proposals in line with previous committee decisions
- 6.2 Financial – none arising from this report
- 6.3 Legal – proposals comply with *Schools (Consultation) (Scotland) Act 2010*
- 6.4 HR – none
- 6.5 Fairer Scotland Duty: none
- 6.5.1 Equalities - protected characteristics - none
- 6.5.2 Socio-economic Duty - none
- 6.5.3 Islands - none
- 6.6 Risk - appropriate measures put in place to ensure the learning and teaching environment remains safe
- 6.7 Customer Service – proposals allow all relevant stakeholders to engage for an extended period of time

**Douglas Hendry, Executive Director with responsibility for Education**  
**Councillor Yvonne Mcneilly, Policy Lead for Education**

6<sup>th</sup> May 2020

**For further information contact:**

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[Simone.McAdam@argyll-bute.gov.uk](mailto:Simone.McAdam@argyll-bute.gov.uk)



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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****10 JUNE 2021**

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**MINARD PRIMARY SCHOOL**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to update the Community Services Committee on the current situation of Minard Primary School, and invite Members to agree to the recommendations outlined.

**2.0 RECOMMENDATIONS**

The Report recommends that Community Services Committee agree that:

- a) Minard Primary School is continued to be mothballed on a temporary basis for the next year and that the School premises be retained during this time on a care and maintenance basis.
- b) During the intervening period, Education Officers will start the pre-consultation process when it is permissible under the Regulations relating to public gatherings and produce an Options Appraisal paper for the Committee's June 2022 meeting for a decision in relation to the future of Minard Primary School.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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**MINARD PRIMARY SCHOOL**

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**3.0 INTRODUCTION**

- 3.1 There have been no pupils attending Minard Primary School since October 2018. As such, the School has been *de facto* mothballed for over two years. Three pupils in the Minard catchment area currently attend Furnace Primary School, two children attend Inveraray Primary and nine children attend Lochgilphead Joint Campus Primary. Of the children who are of pre-school age, two children attend Pre 5 Provision at Furnace and three children attend Inveraray Nursery.
- 3.2 The Community Services Committee previously agreed on 8 December 2020 to extend the mothballing until May 2021 and that the preliminary work and Options Appraisal would be undertaken during this time.
- 3.3 The Education Service have been unable to undertake the community pre-consultation and Options Appraisal due to further 'lockdown' measures that have been enforced since January 2021.

**4.0 RECOMMENDATIONS**

The Report recommends that Community Services Committee agree that:

- a) Minard Primary School is continued to be mothballed on a temporary basis for the next year and that the School premises be retained during this time on a care and maintenance basis.
- b) During the intervening period, Education Officers will start the pre-consultation process when it is permissible under the Regulations relating to public gatherings and produce an Options Appraisal paper for the Committee's June 2022 meeting for a decision in relation to the future of Minard Primary School.

**5.0 DETAIL**

- 5.1 It is proposed that Minard Primary School building be retained for the next year on a care and maintenance basis.

- 5.2 The School Roll at Minard Primary has declined over the last few years and as of October 2018, there have been no pupils attending the School. As such, the School has been *de facto* mothballed for over two years. Three pupils in the Minard catchment area currently attend Furnace Primary School, two children attend Inveraray Primary and nine children attend Lochgilphead Joint Campus Primary. Of the children who are of pre-school age, two children attend Pre 5 Provision at Furnace and three children attend Inveraray Nursery.
- 5.3 All members of staff from Minard Primary School have either been redeployed into other posts within the authority or accepted redundancy.
- 5.4 The mothballing of a school is a temporary closure. It does not require a statutory consultation to be carried out as it is an informal non-statutory measure. It is appropriate where the Authority considers that a school is not presently viable, but does not wish to close it immediately in order to assess the prospects of the number of pupils in the area increasing to the extent that the school should be re-opened in the future.
- 5.5 The Scottish Government's Statutory Guidance on the *Schools (Consultation) (Scotland) Act 2010*<sup>1</sup> stresses that this flexibility to close a school for a temporary period is not used to undermine the requirements of the 2010 Act to consult on all closure proposals. Mothballing is only appropriate for a temporary period, should be subject to at least an annual review and, in most cases, should last no more than three years in total.
- 5.6 Minard Primary School has been *de facto* mothballed since October 2018, we are seeking further continuation of this mothballing and in the intervening period, Education Officers will start the pre-consultation process when it is permissible under the Regulations relating to public gatherings and produce an Options Appraisal paper for the Committee's June 2022 meeting for a decision in relation to the future of Minard Primary School.

## 6.0 CONCLUSION

- 6.1 It is proposed that Members agree to continuing the temporary mothballing of Minard Primary School until June 2022, after which the Committee will decide the future of the School, based on the community pre-consultation and Options Appraisal paper in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.

## 7.0 IMPLICATIONS

- 7.1 Policy – None
- 7.2 Financial – If the mothballing of the School is agreed, there will be costs associated with the upkeep and maintenance of the School premises.

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<sup>1</sup> <https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/>

7.3 Legal – The provisions of the *Schools (Consultation) (Scotland) Act 2010* will subsequently apply if the Authority later decide to formulate a proposal under that Act in order to determine the future of Minard Primary School.

7.4 HR – None

7.5 Fairer Duty Scotland

7.5.1 Equalities – None at present

7.5.2 Socio-Economic Duty – None at present

7.5.3 Islands – None at present

7.6 Risk – None at present

7.7 Customer Service – None at present

**Douglas Hendry**  
**Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly**  
**Policy Lead for Education**

**For further information contact:**

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Sandra Clarke  
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[SandraClarke2@argyll-bute.gov.uk](mailto:SandraClarke2@argyll-bute.gov.uk)  
17 May 2021

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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**SOUTHEND PRIMARY SCHOOL**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to update the Community Services Committee on the current situation of Southend Primary School, and invite Members to agree to the recommendations outlined.

**2.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee agree that:

- a) Southend Primary School is mothballed on a temporary basis and that the building be retained on a care and maintenance basis.
- b) Officers will prepare a review of the school's mothballing for the Committee's June 2022 meeting at which members can decide on a continued period of mothballing or request officers to begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Southend Primary School.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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**SOUTHEND PRIMARY SCHOOL**

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**3.0 INTRODUCTION**

- 3.1 As of April 2021 there will be no pupils attending Southend Primary School. Pupils residing within the Southend catchment area currently attend schools within Campbeltown. The pre-school aged children within the catchment area attend nursery settings in Campbeltown. There are no Primary 1 pupils registered to attend Southend Primary School in session 2021-22.

**4.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee agree that:

- a) Southend Primary School is mothballed on a temporary basis and that the building be retained on a care and maintenance basis.
- b) Officers will prepare a review of the school's mothballing for the Committee's June 2022 meeting at which members can decide on a continued period of mothballing or request officers to begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Southend Primary School.

**5.0 DETAIL**

- 5.1 It is proposed that the Southend Primary School building be retained for two years on a care and maintenance basis.
- 5.2 If there are no registered pupils by the commencement of session 2022/23, it is proposed that a preliminary assessment of options regarding the future of the school be undertaken by way of an Options Appraisal, in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*. Should the school subsequently be considered for formal closure, a statutory consultation process in accordance with the 2010 Act will be necessary.
- 5.3 The school roll at Southend Primary School has been small but stable over a number of years but as of April 2021 there were no pupils attending the school.

- 5.4 The school roll declined rapidly over a short period of time, due to families moving outwith the catchment area and parental choice for placing requests to other schools, leaving no enrolled pupils at Southend Primary School.
- 5.5 As of April 2021 there will be no pupils in Southend Primary School. Pupils residing within the Southend catchment area currently attend schools within Campbeltown. The pre-school aged children within the catchment area attend nursery settings in Campbeltown. There are no Primary 1 pupils registered to attend Southend in session 2021-22.
- 5.6 All members of staff from Southend Primary School have either been redeployed into other posts within the authority or accepted redundancy.
- 5.7 The mothballing of a school is a temporary closure. It does not require a statutory consultation to be carried out as it is an informal non-statutory measure. It is appropriate where the Authority considers that a school is not presently viable, but does not wish to close it immediately in order to assess the prospects of the number of pupils in the area increasing to the extent that the school should be re-opened in the future.
- 5.8 The Scottish Government's Statutory Guidance on the *Schools (Consultation) (Scotland) Act 2010*<sup>1</sup> stresses that this flexibility to close a school for a temporary period is not used to undermine the requirements of the 2010 Act to consult on all closure proposals. Mothballing is only appropriate for a temporary period, should be subject to at least an annual review and, in most cases, should last no more than three years in total.
- 5.9 As no pupils have been attending Southend Primary School since April 2021, it is recommended that the School is mothballed on a temporary basis until March 2022, at which point members will decide on whether to continue the mothballing of the school or begin the pre-consultation process in line with the *Schools (Consultation) (Scotland) Act 2010*.
- 5.10 During the period of mothballing, officers will monitor the situation and gather information in relation to the preliminary requirements with regard to possible rural school closures under the 2010 Act. In particular, this process will look to identify and assess the various options that are available regarding the future of Southend Primary School.
- 5.11 In the event of a school age pupil moving to live within the catchment area for Southend Primary School and seeking to attend the School, the present situation is that the School may require to re-open at the next appropriate session if a sufficient level of demand for the School can be demonstrated.

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<sup>1</sup> <https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/>

## **6.0 CONCLUSION**

6.1 It is proposed that Members agree to the temporary mothballing of Southend Primary School until June 2022, after which the Committee will decide on a continued period of mothballing for the school or for the Education Service to begin gathering the necessary information to carry out the exercise of assessing the options for the future of Southend Primary School, in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.

## **7.0 IMPLICATIONS**

7.1 Policy – None

7.2 Financial – If the mothballing of the School is agreed, there will be costs associated with the upkeep and maintenance of the School premises.

7.3 Legal – The provisions of the *Schools (Consultation) (Scotland) Act 2010* will subsequently apply if the Authority later decide to formulate a proposal under that Act in order to determine the future of Southend Primary School.

7.4 HR – None

7.5 Fairer Duty Scotland

7.5.1 Equalities – None at present

7.5.2 Socio-Economic Duty – None at present

7.5.3 Islands – None at present

7.6 Risk – None at present

7.7 Customer Service – None at present

**Douglas Hendry**

**Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly**

**Policy Lead for Education**

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Simone McAdam

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1 April 2021



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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****10 JUNE 2021**

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**ACHALEVEN PRIMARY SCHOOL**

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**1.0 EXECUTIVE SUMMARY**

1.1 The purpose of this report is to update the Community Services Committee on the current situation of Achaleven Primary School, and invite Members to agree to the recommendations outlined.

**2.0 RECOMMENDATIONS**

The report recommends that Community Services Committee agree that:

- a) Achaleven Primary School is mothballed on a temporary basis and the School premises be retained on a care and maintenance basis.
- b) Officers will prepare a review of the school's mothballing for the Committee's June 2022 meeting at which members can decide on a continued period of mothballing or request officers to begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Achaleven Primary School.
- c) The community will have pre-arranged access to the building to promote community functions.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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**ACHALEVEN PRIMARY SCHOOL**

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**3.0 INTRODUCTION**

- 3.1 There will be no pupils attending Achaleven Primary School from August 2021. There are eight pupils living currently attending Achaleven Primary School. Four of these children are in Primary Seven and will be moving on to Oban High School in August 2021. One family is leaving the area. The families of the remaining three pupils have made the decision their children will attend Lochnell or Dunbeg Primary School. Transport will be provided. There are no children of pre-school age registered for Primary One at Achaleven School in session 2021-22.

**4.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee agree that:

- a) Achaleven Primary School is mothballed on a temporary basis and the School buildings will be retained during this time on a care and maintenance basis.
- b) Officers will prepare a review of the school's mothballing for the Committee's June 2022 meeting at which members can decide on a continued period of mothballing or request officers to begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Achaleven Primary School.
- c) The community will have pre-arranged access to the building to promote community functions.

**5.0 DETAIL**

- 5.1 It is proposed that Achaleven Primary School buildings be retained on a care and maintenance basis
- 5.2 If there are no registered pupils by the commencement of session 2022/23, it is proposed that a preliminary assessment of options regarding the future of

the school be undertaken by way of an Options Appraisal, in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*. Should the school subsequently considered for formal closure, a statutory consultation process in accordance with the 2010 Act will be necessary.

- 5.3 The school roll at Achaleven Primary School has been small over a number of years. In June 2021 a group of Primary 7 pupils leave, the remaining families consider a school of three pupils too small to be viable. There are no Primary 1 pupils registered to attend Achaleven in session 2021 – 22.
- 5.4 All members of staff from Achaleven Primary School have been redeployed in other posts within the Authority. The janitor/cleaner continues to ensure the school premises are retained on a care and maintenance basis.
- 5.5 The mothballing of a school is a temporary closure. It does not require a statutory consultation to be carried out as it is an informal non-statutory measure. It is appropriate where the Authority considers that a school is not presently viable, but do not wish to close it immediately in order to assess the prospects of the number of pupils in the area increasing to the extent that the school should be re-opened in the future.
- 5.6 The Scottish Government's Statutory Guidance on the *Schools (Consultation) (Scotland) Act 2010*<sup>1</sup> stresses that this flexibility to close a school for a temporary period is not used to undermine the requirements of the 2010 Act to consult on all closure proposals. Mothballing is only appropriate for a temporary period, should be subject to at least an annual review and, in most cases, should last no more than three years in total.
- 5.7 As no pupils will be attending Achaleven Primary School from August 2021, it is recommended that the School is mothballed on a temporary basis until June 2022. In the intervening period, officers intend to monitor the situation and gather information in relation to the preliminary requirements with regard to rural school closures under the 2010 Act. In particular, this process will look to identify and assess the various options that are available regarding the future of Achaleven Primary School. The findings of these investigations will be presented to the Committee in the form of an Options Appraisal.
- 5.8 In the event of a school age pupil moving to live within the catchment area for Achaleven Primary School and seeking to attend the School, the present situation is that the School may require to re-open at the next appropriate session if a sufficient level of demand for the School can be demonstrated.

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<sup>1</sup> <https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/> (See Paragraphs 63-65.)

## **6.0 CONCLUSION**

- 6.1 It is proposed that Members agree to the temporary mothballing of Achaleven Primary School until June 2022, after which the Committee will decide on a continued period of mothballing for the school or for the Education Services to begin gathering the necessary information, carry out the exercise of assessing the options for the future of Achaleven Primary School, in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.

## **7.0 IMPLICATIONS**

- 7.1 Policy – None
- 7.2 Financial – If the mothballing of the School is agreed, there will be costs associated with the upkeep and maintenance of the School premises.
- 7.3 Legal – The provisions of the *Schools (Consultation) (Scotland) Act 2010* will subsequently apply if the Authority later decide to formulate a proposal under that Act in order to determine the future of Achaleven Primary School.
- 7.4 HR – None
- 7.5 Fairer Duty Scotland
- 7.5.1 Equalities – None at present
- 7.5.2 Socio-Economic Duty – None at present
- 7.5.3 Islands – None at present
- 7.6 Risk – None at present
- 7.7 Customer Service – None at present

**Douglas Hendry, Executive Director with responsibility for Education**

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2021

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## EDUCATION CHANGE PROGRAMME – OVERVIEW REPORT

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### 1.0 EXECUTIVE SUMMARY

- 1.1 The Scottish Government has identified Education as its top priority service in recent years and it has been the focus of a wide range of policy reviews with a clear ambition to improve education and close the poverty related outcome gap with John Swinney, Depute First Minister stating in 2018;

*‘Closing the attainment gap is this government’s number one priority. Every child should have the best possible start in life, no matter their background.’*

- 1.2 The Scottish Education policy direction as set out in Scottish Government National Improvement Framework provides challenge and legislation to Scottish Education to raise attainment with a focus on improving learning outcomes. One of the driving forces within current educational reform in Scotland is to empower schools, Head Teachers and teachers roles within the delivery of the local authority service and devolve resource management as much as possible. In Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill, (2017), the Scottish Government advocated a shift towards a self-improving system where empowered Head Teachers are leaders of learning, working closely with other leaders, teachers and other professionals, to lead curricular development and improvement. Part of this development has seen the protection of teacher numbers and the consequential increase on financial pressures within other parts of the service.
- 1.3 To deliver a sustainable Education service in this rural area a change programme has been introduced and is being led by an Education Transformation Board constituted of a range of key stakeholders. The scope of activity is being undertaken through 10 workstreams and an update and recommendations on the key issues being covered in each of those is set out in this report pack. The workstreams can be classified as a) those which impact on direct delivery of service and b) the enablers which are essential to underpin the changes in infrastructure and environment required to ensure high quality Education services in the future.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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**EDUCATION CHANGE PROGRAMME – OVERVIEW REPORT**

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**2.0 INTRODUCTION**

- 2.1 This report pack sets out the key findings of ten workstreams which were undertaken as part of a change programme to scrutinise and evaluate key elements of the Education service in this area. The work challenged existing practices and aimed to discover if new and improved ways of working could be implemented to secure high quality education services for the future benefit of children and young people in Argyll and Bute. It took particular account of the challenges faced due to the significant geographic and scale factor dispersion encountered in the Learning Estate. The empowerment of headteachers in accordance with national policy was at the heart of the discussions.

**3.0 RECOMMENDATIONS**

Members are asked to agree and note as required the following list of recommendations which have emerged from the aggregation of all the accompanying workstream reports which have formed the overall Education Transformation Programme.

**School Leadership Structures**

- 3.1 Agree the school leadership model which will support a cluster of schools.
- 3.2 To progress with the wider engagement stage and implementation for the three early adopter clusters in Kintyre, Bute and Dunoon.
- 3.3 To note the consultation process, led by the Chief Education Officer, which will meet the needs of our communities, our staff and their representative bodies and the wider group of stakeholders.

### **Streamlining Central Education Management Team**

- 3.4 Approve the implementation of the new structure for 2022/23 onwards.

### **Business Managers for Schools**

- 3.5 Note the work carried out by the group has been concluded and no further action will be taken in relation to this.

### **Schools Generating Additional Income**

- 3.6 Note the options being explored in respect of increasing the letting of school facilities and agree that an outdoor market is piloted at Lochgilphead Joint Campus in early summer.
- 3.7 Note the outcome of the benchmarking exercise carried out with other local authorities in respect of sponsorship activity and that no further action will be taken in this regard.
- 3.8 Agree that arrangements are put in place to pilot the use of Oban High School car park on a commercial basis.
- 3.9 Agree that all schools in Argyll and Bute proactively seek to save energy in respect of a reduction in electricity, water and waste, for example via the Eco Schools Programme.
- 3.10 Note that the use of school hostels on a commercial basis will be explored as part of the Shared Services Project with HSCP, being led by Commercial Services.
- 3.11 Note that there is limited scope to utilise the Argyll Art Collection on a commercial basis, however it is recommended that schools are encouraged to continue using pupil artwork/photography to raise funds.
- 3.12 Note that a number of funding streams are being explored to support the continued investment in the Argyll Art Collection to ensure that it is curated and conserved for future generations.
- 3.13 Agree that arrangements are put in place to pilot a wraparound hours model within Campbeltown.

### **Devolved School Management**

- 3.14 Note the progress made in relation to the revised Scheme of Devolved School Management in line with new legislation.

### **Learning Estate Strategy**

- 3.15 Note the ongoing work in relation to the Learning Estate Strategy and that a presentation will be made to the Community Services Committee in August.

### **Digital Literacy**

- 3.16 Note the ongoing work to increase the use of digital technologies to enhance learning and teaching across Argyll and Bute in order to provide our learners with a flexible and modern education experience.

### **Curriculum and Learning**

- 3.17 Note the ongoing work to develop commonality of senior phase timetables across Argyll and Bute for implementation on a phased basis in sessions 2021/2022 and 2022/2023.

### **Early Years Review of Central Team**

- 3.18 Endorses the work undertaken by the Early Years transformation workstream to review the work structure and roles of the Early Years Team.
- 3.19 Agree that the workstream should continue with the planned actions and that a further update will come to the Community Services Committee in December 2021.

### **Asymmetric Week**

- 3.20 Agreed that the asymmetric week structure is not introduced in Argyll and Bute schools at present but could be revisited in the future once the common senior phase timetable is established and embedded and its associated benefits have been confirmed and realised.

## **4.0 DETAIL**

- 4.1 The Scottish Government's vision for Education in Scotland is:
- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
  - Achieving Equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.



The National Improvement Framework is designed to deliver the twin aims of excellence and equity and provides challenge and legislation to Scottish education authorities to raise attainment with a focus on improving learning outcomes. This is based on a self-improving system through enhanced empowerment for Schools and Headteachers.

- 4.2 Within this context for education policy and practice consideration is required on the impact for rural schools. Education policy-makers and practitioners must understand their place in a much larger and interconnected manner in relation to social, economic and environmental influences. The importance of place and space in the delivery of rural education is an important factor on the achievements of the young people involved.
- 4.3 In Argyll and Bute the following percentage of schools are classified as Accessible Rural 7.0%, Remote Rural 5.2% and Very Remote Rural 38.3%. This is in comparison to a Scotland percentage of Accessible Rural 11.7%, Remote Rural 3.2% and Very Remote Rural 2.9%. Currently 48 schools within our authority are listed as Remote or Very Remote Rural.
- 4.4 The OECD Education Working Paper No 196, Echazarra and Radinger (2019) describes distinctive characteristics which shape the learning experience in rural contexts. This research was carried out across OECD countries and partners in relation to learning in rural schools across the OECD countries and based on PISA 2015 and TALIS 2013 data. This document describes the unique characteristics of rural areas and communities across countries. It also gives an update view on rural education across countries and in an international context. In section 5 the paper puts forward considerations drawn from the research that should influence policies that may help to overcome barriers in rural education.
- 4.5 The areas identified are:
  - Contextualising policies and research by reflecting the role of place, and developing local and school capacity in rural areas
  - Preparing and developing teachers and leaders for rural contexts, and building supportive professional working environments in rural schools
  - Connecting rural schools with other schools and supports
  - Making effective use of technologies and distance learning for student and educator learning
  - Reorganising school networks
  - Facilitating transitions to secondary and post-secondary education and the labour market
- 4.6 The main focus over the last few years has been on the sustainability and viability of rural schools and the definition of what is viable and what is not. This issue has often been contentious. Slee and Miller (2015) in their literature on school closures found little evidence that school closures have an economic impact on communities, however, does impact on demographic changes within communities. Rural schools face a unique set of challenges, predominately due to their geographic context. Although some rural schools have successfully and

creatively met these challenges, many still struggle. The need to attract and retain highly qualified teachers, for example, is especially pronounced in rural schools and many job adverts are unfilled.

4.7 This is a time of significant change for Education and Children's Services. The pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Despite these challenges, it is important that we remain ambitious to ensure the best outcomes for our children and young people.

4.8 The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed
- We have tackled the significant inequalities in Scottish society
- We have improved the life chances for children, young people and families at risk

These are inarguably the driving forces behind the work we do and are reflected in national strategies such as the National Improvement Framework (NIF) for Scottish Education and in our local strategies for delivering services in Argyll and Bute. The key drivers for improvement which feature in the Scottish Government's annual NIF and Improvement Plan are:-

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

4.9 Scotland's curriculum – Curriculum for Excellence (Cfe) – helps our children and young people gain knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. Cfe places learners at the heart of education. At its centre are four fundamental capacities which reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:-

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

4.10 Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:-

- A curriculum which is coherent from 3 to 18
- A **broad general phase**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability.

- A **senior phase** after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities.
- Opportunities for developing skills for learning, life and work.
- Opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge.
- Support to help them move into positive and sustained destinations beyond school.

4.11 The Council's approved overarching strategy for Education is "Our Children Their Future" which states that "Our vision is underpinned by our values: respect, openness and fairness". This vision will be delivered for all our children through the following 6 key objectives".

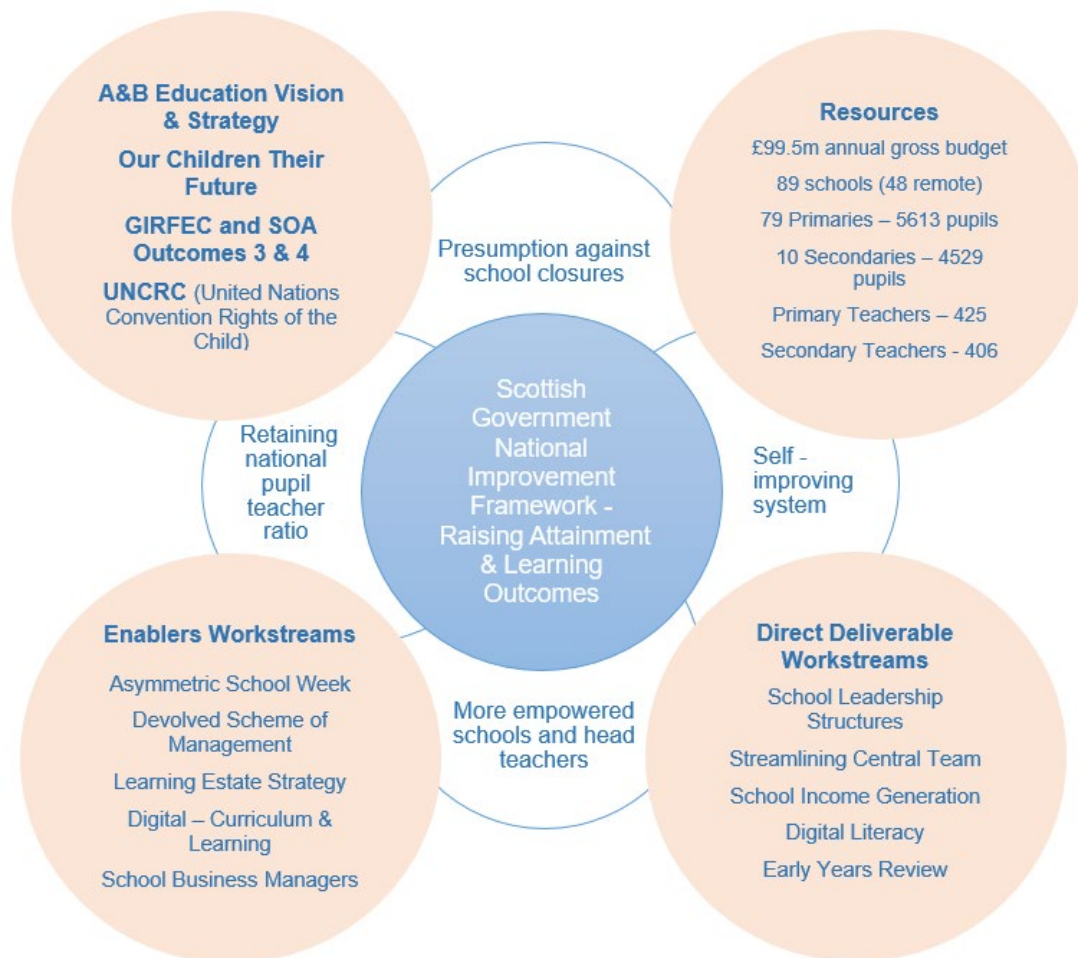
- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

4.12 To deliver a sustainable Education service in this rural area of Argyll and Bute a change programme has been introduced and is being led by an Education Transformation Board constituted of a range of key stakeholders. The scope of activity is being undertaken through 10 workstreams and an update and recommendations on the key issues being covered in each of those is shown in the attached sections of this report pack. The workstreams can be classified as a) those which impact on direct delivery of service and b) the enablers which are essential to underpin the changes in infrastructure and environment required to ensure high quality Education services in the future.

1. Schools Leadership Structures
2. Streamlining Central Management Team
3. Business Managers for Schools
4. Generating Additional Income
5. Devolved School Management
6. Learning Estate Strategy
7. Digital Literacy
8. Curriculum and Learning
9. Early Learning and Childcare
10. Asymmetric Week

### **A Change programme for a sustainable Education service**

## Summary environmental scanning overview



- 4.13 The central ring in the above diagram highlights the key national vision that Education focuses upon and the four mid connecting blocks show key parameters of national policy which services must operate within. The four outer circles show the resources and strategic local context for the Education service in Argyll and Bute and the 10 workstreams that have been taken forward to help achieve a sustainable service for the future.
- 4.14 Teacher numbers - the Local Government Finance Circular No. 5/2021 Section 4 sets out the condition that Councils must continue to support both maintaining the pupil teacher ratio at a national level and ensuring that places are provided for all probationers who require one under the teaching induction scheme in order to retain additional staff funding. The Council's annual teacher employee costs are just over £50m which is essentially a non-controllable cost due to the national pupil teacher ratio target which, if breached, could result in a direct financial penalty. The national ratio is reported annually through the Summary Statistics for schools from the Scottish Government. Over the last 7 years, the National ratio has remained fairly constant between 13.5 and 13.6. The position in Argyll & Bute since 2014 has varied between 12.2 and 12.5, leaving marginal scope for

change. The challenge of filling teacher vacancies in many rural parts of the area is an ongoing issue.

- 4.15 It is recognised that change is necessary and the focus is on challenging the status quo and doing things differently to improve services through the use of enhanced digital learning opportunities and empowered management practices that complement the dispersed rural population of this area. The impact of the pandemic over the last year has highlighted the need to have a flexible approach. This may require an alternative way of undertaking business but the emphasis will be to retain valued services in a local setting. The workstreams form the foundation blocks for achieving the longer term programme outcomes. The programme followed the key principles of the Prince 2 methodology with a project team undertaking each of the 10 options being taken forward and providing regular highlight reports to the Board.
- 4.16 A key ingredient in taking forward a number of the workstream recommendations will involve extensive stakeholder consultation. The Council has no in-house marketing resource and additional capacity has been procured in order to effectively undertake this aspect of the implementation stage.

## **5.0 CONCLUSION**

- 5.1 Education Scotland reported to Council in late 2018 that the authority had made positive and continued progress in the improvement of the strategic management of the Education service and noted the strong capacity to enhance educational leadership across the authority. Building on this position, a programme of transformational change was initiated to ensure that pro-active strategic leadership would be at the core of ongoing educational improvement activities. This set of reports provides members with an update on the work that has been carried out and proposals for continuous improvement.

## **6.0 IMPLICATIONS**

- 6.1 Policy – The proposals fit with national and local Education policy
- 6.2 Financial – no cost demands and potential savings identified by workstream
- 6.3 Legal – Enables the Council to meet its duties as an Education authority
- 6.4 HR – TU's have been involved and full detailed consultation will be undertaken during the implementation phase for agreed options
- 6.5 Fairer Scotland Duty: - N/A
- 6.5.1 Equalities - protected characteristics – in line with requirements
- 6.5.2 Socio-economic Duty – proposals take full account of rural place perspective

- 6.5.3 Islands – consistent pan area approach and impact assessment on specific islands will be undertaken during implementation phase
- 6.6. Risk – every effort taken to manage and mitigate risks from proposals
- 6.7 Customer Service – delivering improved front line service at the core of all the proposals

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Policy Lead for Education**

10 May 2021

**For further information contact:**

Louise Connor, Head of Education: Learning & Teaching, and Chief Education Officer

Donald MacVicar, Transformation Project Officer

## SCHOOL LEADERSHIP STRUCTURES

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### 1.0 INTRODUCTION

- 1.1 The school leadership workstream was tasked with developing a strategy and models that could be implemented across our school estate in relation to the leadership and management of a cluster of schools.
- 1.2 To meet the brief and most importantly the challenges of delivering excellent learning and teaching, empowered leaders and learners and best value across our learning estate we have developed our own cluster leadership model. This model reflects the diversity of Argyll and Bute schools and understands our learners, staff, parents and communities in their specific contexts. The main focus of the model centres upon the educational benefits for our learners.
- 1.3 The Argyll and Bute cluster leadership model has been created with the input of Head Teachers and education professionals from across the authority. The model we have created is scalable and reflects the rural nature and uniqueness of the delivery of education in our area.
- 1.4 There are a number of challenges in delivering education in an authority as diverse as our own. These challenges include the equality of educational opportunity and improving attainment for all. The school leadership model for a cluster of schools will deliver educational benefits for both learners and school leaders.
- 1.5 For our learners the educational benefits include improved educational outcomes, improved curriculum development and learning and teaching meeting learners' needs, improved sharing of resources and improved partnership working with schools in a cluster all resulting in positive and sustained destinations for our young people.
- 1.6 For our school leaders the educational benefits include empowerment of school leaders, career enhancement and progression, continuing professional development (CPD) opportunities and reducing the likelihood of failure to recruit to key posts.

## 2.0 DETAIL

- 2.1 In preparation for this workstream considerable research has been undertaken on models of school leadership both across Scotland and further afield. We have also evaluated and considered the lessons learnt of our shared headship model. With this information we embarked on a series of workshops with Head Teachers (HTs) from across the authority with experience in leading primary and secondary schools; rural, remote rural and town schools and; schools with very small, small, medium and larger rolls to create our own Argyll and Bute leadership model.
- 2.2 22 Head Teachers have participated in 7 workshops and the school leadership model they helped to create has been developed iteratively using theoretical clusters of schools to draw out a model which at each workshop has been tested and improved upon.

### Leadership Model

- 2.3 This school leadership model which has been developed supports a group of schools termed a cluster. The cluster can include primary, secondary and 3-18 schools. The cluster of schools should be thought of as a virtual campus with each of the schools within the cluster retaining their own identity within the campus model, including the school's names, uniform, plans, handbook and importantly the schools values and their ethos are shared and respected by all of the schools within their cluster.

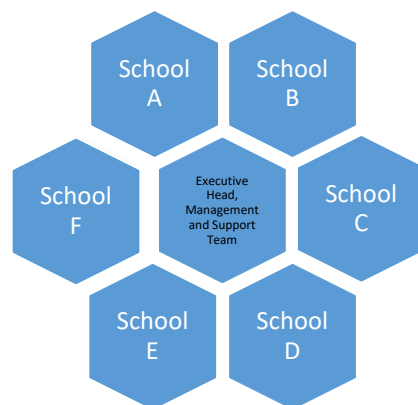


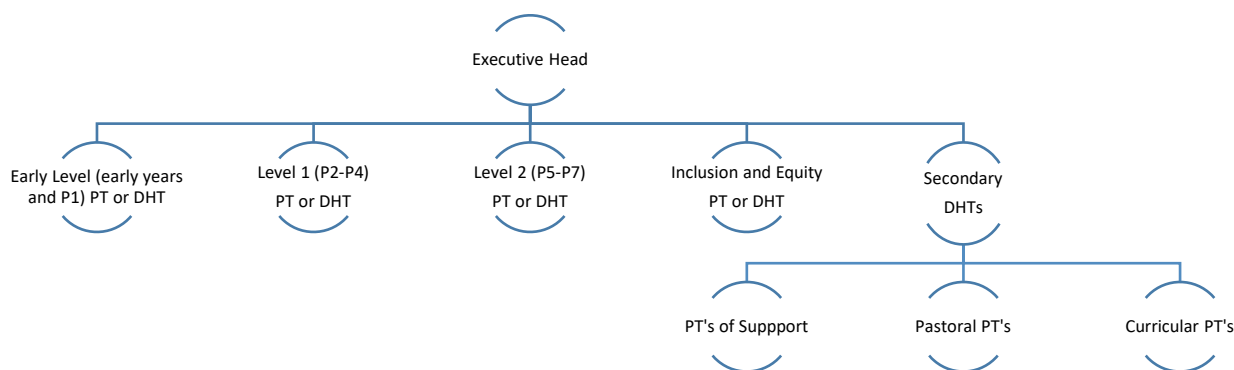
Figure 1: virtual campus

- 2.4 The cluster of schools will be led by an Executive Head Teacher. The leadership team which sit under the Executive Head will be based on a thematic



approach and will support the curricular levels within Curriculum for Excellence across the schools within the cluster, figure 2. The entitlement to deputy head teachers and principal teachers that make up the cluster leadership team will be determined by a combination of the combined roll and other factors unique to the cluster.

Figure 2 Cluster leadership model



- 2.5 This thematic approach provide us with the opportunity to develop expertise at each level of Curriculum for Excellence across early years and the primary and secondary sectors. There are benefits in coherence in curriculum, sustainability and support for transitions. This model also provides better career progression and better training and mentoring at each of the levels.
- 2.6 Due to the difference in inspection approach, differing paperwork, policies and planning for Early Years there would be management support for all Early Learning and Childcare (ELC) and primary 1 classes across the cluster. This could be a Principal Teacher (PT) or a Deputy Head Teacher (DHT) for Early Level depending on the size of the cluster. Level 1, primary 2 to 4, and Level 2, primary 5 to 7, would also have management and leadership provided by a PT or DHT across the cluster, again dependent on the size of the roll, the unique challenges and makeup of the cluster. Inclusion and equity including the Pupil Equity Fund (PEF) agenda and Additional Support Needs (ASN) support would also benefit from its own management and PT or DHT support across the cluster to augment the support provided by the central team.
- 2.7 This thematic approach with the primaries also mirrors the approach taken in secondary schools of pastoral care and the promoted points' model in secondary. The secondary promoted posts model has been revised following discussions at the Education Budget Working Group which reports to the Education Transformation Board.
- 2.8 This leadership model enables parents, and other professionals, who wish to discuss a pupil's well-being and/or attainment access to a senior educationalist who will have comprehensive knowledge of the pupils in their cohort and who

can respond to issues relating to the appropriate age and stage of education irrespective of which school their child attends.

- 2.9 The executive head and the senior leadership posts within a cluster will be challenging roles and those taking on the role will be supported by the authority to develop the necessary skills, capacity and experience. Recruitment to these posts will follow the council's recruitment process which will be reviewed to ensure that it meets the requirements for posts of this seniority in the Education Service and could include an element of chief officer recruitment process and importantly as per the legislative requirement will involve the parent councils.

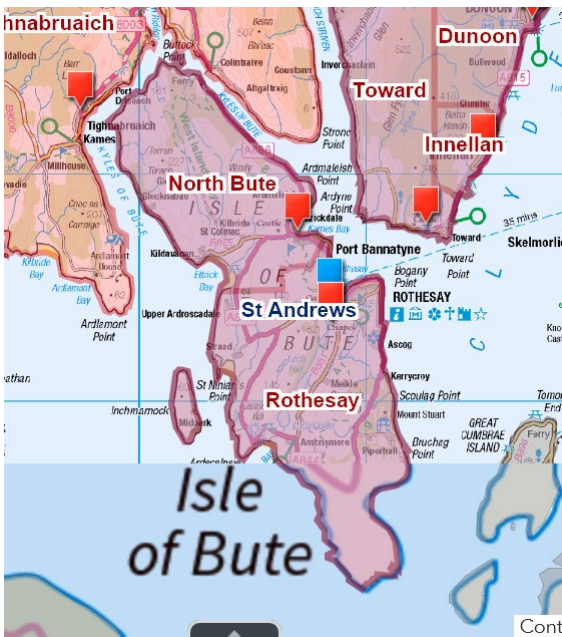
### **Clusters**

- 2.10 In identifying the schools that will be included in a cluster geographical and community connections are the dominant factor. The combined number of pupils should not limit the number of schools under the one Executive Head Teacher and their leadership team. The model can be sized up and down according to the number of schools and the combined roll. The leadership team in a cluster of smaller school may have a teaching commitment and in the larger clusters these posts would be non-teaching. Leadership posts would either be depute head teachers or principal teachers and the minimum requirement is that the posts in the model in figure 2 are in place and in each school building there is a promoted member of staff. Leadership posts with a curricular responsibility and who also retain responsibility for a school building could be given the title head of school.
- 2.11 Staff would become part of a cluster and not part of a school and could therefore be moved accordingly either on a temporary basis to provide cover or on a longer term basis to support a specific development need in one of the schools. Educational resources would be purchased and shared amongst all of the schools in the cluster, providing best value and equity. Better targeting of resource will allow smaller schools to benefit from more and better access to resources and opportunities to support learning and teaching.
- 2.12 Following workshops and engagement with the Chief Education Officer a number of clusters have been identified for Argyll and Bute. The intention is that the move to this new model should take place on a phased basis and, to embed all learning from the implementation to progress with an initial phase of three clusters as early adopters. These clusters would be in Kintyre, Bute and Dunoon.
- 2.13 The proposed Kintyre cluster would see a cluster with a combined roll of 885 pupils and 1 secondary and 6 primaries coming together all situated on the Kintyre peninsula, map 1. The educational benefits for the proposed Kintyre cluster are detailed in appendix 1 below.



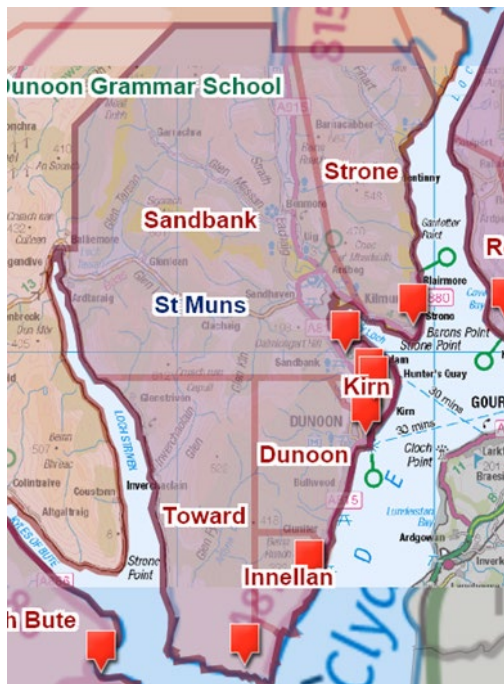
Map 1 – potential Kintyre cluster

2.14 The proposed Bute cluster would include the two primaries and the joint campus on the Isle of Bute, map 2, and create a cluster with a combined roll of 649 pupils



Map 2 – potential Bute cluster

2.15 The proposed Dunoon cluster would see a cluster of potentially 7 primaries and 1 secondary with a combined roll of 1,450 pupils. The primaries would be within or in close proximity to the town of Dunoon, map 3.



Map 3 - potential Dunoon cluster

- 2.16 The Early Adopter clusters in Bute and Dunoon include the Roman Catholic denominational primaries of St Andrews and St Muns and we are mindful of the legislation regarding denominational education, specifically the Education (Scotland) Act 1980 as amended. An education authority has the sole power to appoint teachers to denominational schools, but there are additional statutory requirements which we are subject to. Any teacher appointed to a denominational school must be approved as regards religious belief and character by representatives of the church or religious body in whose interests the school is conducted (Section 21(2A) of the Education (Scotland) Act 1980). We are meeting with the Catholic Church to discuss our proposals and once these discussions have concluded we will confirm the inclusion of the denominational primaries. In the event of the Church having no interest in denominational primary schools being part of the early adopter clusters then that matter will not be pursued further.
- 2.17 In order to progress the implementation of the early adopter clusters comprehensive consultation and engagement will be carried out with communities, staff, trade unions and the wide range of stakeholders. These proposals do not constitute “relevant proposals” under Schedule 1 of the Schools (Consultation) (Scotland) 2010 Act and on the basis that the schools retain their own existing identities and locations, then the 2010 Act would not be triggered. Consultation and engagement can therefore follow a format and approach of our choosing which reflects the needs of our communities, our staff and their representative bodies and the wider group of stakeholders led by the Education Service.

- 2.18 In order to support the implementation it will be necessary to engage in communication and engagement with multiple stakeholders and a wide and diverse group of communities. Our aim is to be accountable, authentic and approachable which will increase adoption and build advocacy for our model.

### **3.0 CONCLUSION**

- 3.1 After consideration of the information provided above detailing the School Leadership Structures workstream, elected members of the Community Services Committee are asked to approve:

- a) The school leadership model which will support a cluster of schools.
- b) To progress with the wider engagement stage and then implementation for the three early adopter clusters in Kintyre, Bute and Dunoon.
- c) To note the consultation process, led by the Chief Education Officer, which will meet the needs of our communities, our staff and their representative bodies and the wider group of stakeholders.

- 3.2 The opportunity to develop and implement cluster leadership models across Argyll and Bute are both exciting and innovative. They offer real benefits to learners and leaders in our schools and will help us to address our biggest challenge of equity of provision in an authority as diverse as ours.

- 3.3 As we move to the wider consultation and engagement all stakeholders will have the opportunity to shape the model to ensure it meets their needs. There will be challenges but the opportunities that this offers Argyll and Bute's children and young people are clear and will see us responding to both the policy and legislative requirements from Scottish Government and the demands of our communities.

### **4.0 IMPLICATIONS**

- 4.1 Policy – the school leadership model fits with both national and local Education policy.
- 4.2 Financial – there will be no cost demands and implementing the model could deliver potential savings when implemented.
- 4.3 Legal – implementing the model helps to ensure the authority meets its statutory duties and inspections.
- 4.4 HR – full and detailed consultation will take place with the Trade Unions.
- 4.5 Fairer Scotland Duty: - a full equality impact assessment will take place as we move to the implementation phase.

- 4.5.1 Equalities - protected characteristics
- 4.5.2 Socio-economic Duty
- 4.5.3 Islands
- 4.6. Risk – every effort will be taken to mitigate against risks as we progress with the implementation.
- 4.7 Customer Service - delivering improved front line service is at the core of this proposal.

Appendices: [Educational Benefits Reports](#)

Appendix 1 – Kintyre Cluster

Appendix 2 – Bute Cluster

Appendix 3 – Dunoon Cluster

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

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Morag Brown

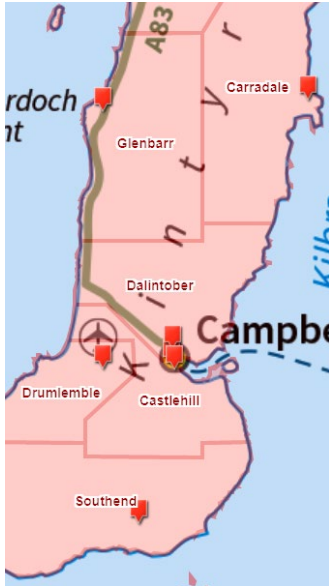
Business Improvement Manager

Louise Connor

Chief Education Officer

19.05.2021

## Appendix 1: KINTYRE CLUSTER EDUCATIONAL BENEFITS

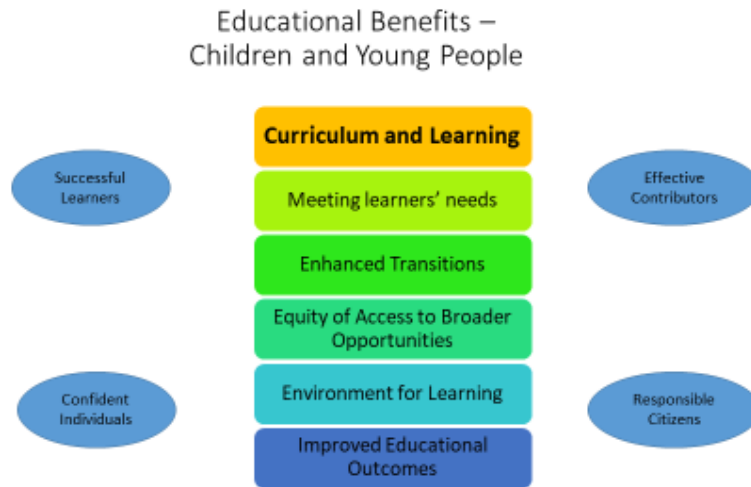


- ▶ Castlehill PS
- ▶ Drumlemble PS
- ▶ Carradale PS
- ▶ Glenbarr PS
- ▶ Dalintober PS
- ▶ Southend PS
- ▶ Campbeltown Grammar

Combined school rolls: 885  
combined ELC roll: 54

	<u>Castlehill</u>	<u>Drumlemble</u>	<u>Carradale</u>	<u>Glenbarr</u>	<u>Dalintober</u>	<u>Southend</u>	<u>Campbeltown Grammar</u>
School roll	202	32	16	10	241	6	378
ELC roll		2	1		51		
Forecast school roll 2024	164	11	10	44	186	0	413

Assessment of the likely educational benefits on pupils:



The Education Service believes that there will be considerable educational benefits arising from this cluster proposal. These centre around;

- Curriculum and Learning;
- Meeting learners' needs;
- Enhanced transitions;
- Equity of access to broader opportunities;
- Broadening the range of opportunities;
- The environment for learning and
- Improved educational outcomes.



## Curriculum and Learning

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are empowered to design their curriculum to meet the specific needs of their children and community.

There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of Curriculum for Excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

The curriculum includes a broad range of experiences across key contexts, including learning within individual curricular areas, learning across curricular areas (interdisciplinary learning), opportunities for achievement and wider experiences which reflect the whole school's ethos. Teachers plan across these four contexts to ensure every child and young person develops knowledge, skills and attributes for success in learning, life and work.

In Kintyre, the joint headship models between Castlehill, Drumlemble and Carradale and Dalintober and Glenbarr have already established highly effective partnerships and developed positive working relationships between all the schools. The schools work closely together to plan and implement improvements for children and young people in the area. This facilitates joint working and a shared understanding of the needs in the community. The Kintyre cluster will offer a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The ethos of the schools is very positive and conducive to helping pupils succeed.

Curriculum and learning provision to children and young people in Kintyre will benefit from a cluster model of school leadership and improvement activities:

- The opportunities for curriculum design and moderation between staff in different schools will be enhanced, leading to greater sharing of good practice and innovation in curriculum building. The process of collegiately designing learning experiences and assessment tools will also naturally promote a more consistent understanding of standards among teaching staff, which will provide increased levels of reliability and validity in assessment data across the Kintyre cluster schools.

- Pupils across schools will benefit from working together in a more frequent and structured way. The pupil voice will be stronger, learners will increasingly share their learning, thinking and ideas and pupils will have greater opportunities to develop social and interpersonal skills and broaden their range of learning experiences. Examples of pupil experiences which already benefit from close working between Kintyre schools are the Digital Pupil Committee and the range of learning visits between schools which were occurring before COVID restrictions were introduced.

### **Meeting Learners' Needs**

The shared headships model in Kintyre has provided clear indications of how learners' needs can be more effectively met via a cluster model of governance and management.

- As referred to above, the cluster model allows more effective strategic approaches to curriculum planning – the continued development across schools of opportunities within the curriculum to meet the needs of all our children and young people.
- Cluster leadership will ensure children and young people receive a consistent learning experience across the Kintyre cluster. In the present joint-headships model, collegiate planning of curriculum and learning experiences across schools has led to high quality consistency in provision, while recognising the different contexts and cultures in individual schools.
- In a Kintyre cluster model, support staff will share experience, expertise and skills to ensure all staff are upskilled to address the needs of our children and young people. In the existing joint-headships model, there has been more effective collaboration between key staff on best practice and effective interventions in meeting learners' needs. Examples exist of practice in one Kintyre school having been successfully adopted for pupils in another school through the enhanced channels for communication and practice-sharing created by the model.
- Furthermore, the fluidity and flexibility in staffing created across a cluster of schools will allow the most appropriately skilled staff to direct their practice and expertise towards the children in the cluster who most require it, irrespective of which school a pupil attends.
- The cluster model also creates improved opportunities for our gifted and talented children and young people. Collegiate work between cluster schools will allow better pathways to be developed to ensure gifted and talented pupils in Kintyre have wider opportunities and a clear plan for progression in all curricular areas.

### **Enhanced Transitions**

A cluster model in Kintyre will facilitate smoother, more coherent and effective transitions for all learners.

- In Kintyre, the closer connections between schools will allow pupils in a rurally remote setting such as Carradale to have regular and structured contact with their peers in the more urban area of Campbeltown over the whole of their primary education, preparing them more effectively for transition to secondary school, both in terms of their interpersonal relationships and their understanding of the different environment and context.
- As indicated above, the increased collegiate working and sharing of practice and information across the cluster will ensure the planning and delivery of more personalised and bespoke enhanced transition opportunities for vulnerable children and young people.
- The cluster model will benefit planning for transitions. Collaborative work between cluster schools will reduce the need for individual planning between Campbeltown Grammar School and each individual primary, freeing up resources, and increasing the consistency and quality of transitional provision, particularly in the key Responsibility of All areas of Literacy, Numeracy and Health and Wellbeing.
- This level of enhanced planning between secondary and primary schools within the cluster will allow an effective combination of face-to-face and digital transition provision to be delivered over a longer period of time. Provision to primary children by secondary staff will become a norm, enhancing overall curricular learning experiences for children, as well as greatly benefitting their transition experience.

### **Equity of Access to Broader Opportunities**

In a Kintyre cluster model, a broader range of opportunities can be offered to all pupils through the combining of budgets, resources and professional expertise, and the greater logistical capacity the model would bring.

- The quality and consistency of curriculum and educational experiences provided to learners will be increased as a result of greater planning and evaluation between staff across schools. Such benefits have already been achieved via the existing model of joint headships in the area.
- Similarly, and as previously referenced, there will be greater opportunity to collegiately plan and develop the important learning context of interdisciplinary learning, where planning and provision cover outcomes across a range of subject areas.

- Opportunities to recognise and celebrate pupils' achievement across the whole Kintyre cluster will be increased, increasing children and young people's motivation to achieve and progress, and developing their understanding of the wider educational context across the area.
- The cluster model in Kintyre will support the sharing across schools of opportunities stemming from each school's local community projects and partnerships. This will strengthen a curriculum which broadens pupils' experiences and develops life and employability skills. Examples of projects which are being shared through the existing joint-headships model in Kintyre include three primaries working together with the BBC Scottish Symphony Orchestra and the Bikeability programme. Head Teachers see great potential to develop these and a wide range of new projects within the cluster model.
- The greater capacity of staff to plan more effectively across schools, bringing greater and more varied levels of experience and expertise, and an increase in effective logistical planning, will extend opportunities for children with specific or complex needs to access a wider range of opportunities, both with their peers, and as part of their individual educational plans.
- A greater balance of curriculum areas within the cluster curriculum framework will be achieved through the pooling of subject expertise among teachers, and the equitable delivery of subject areas to all schools. This will give pupils access to subject areas not previously available to pupils in some schools.

### **Environment for Learning**

The cluster model in Kintyre will allow all children to access a greater variety of high quality learning environments across a greater number of settings.

- Effective planning with parents and transport services will allow pupils to move around different cluster schools to take advantage of the facilities best suited to particular areas of learning. In the Kintyre cluster, this will allow pupils access to better facilities and provision relating to PE, Music and IT, and practical subjects such as Home Economics, Technical and Drama.
- Outdoor Learning provision will also be improved for all learners. The excellent Outdoor Learning facilities at Carradale Primary School, and the opportunities for learning beyond the classroom afforded by its unique rural location, will be made available to children from the more urban schools in and around Campbeltown.

- Conversely, the schools within Campbeltown will offer an effective, safe base for learning for pupils from rural schools such as Carradale Primary, and allow them more easily to explore learning in urban contexts and less familiar environments.
- The digital learning environment would be enhanced through a Kintyre cluster model. Teachers' knowledge and skills in using digital platforms for learning and teaching will be more effectively shared among colleagues, and teachers across the cluster will work collaboratively to build online learning experiences and resources for digital Family Learning in pupils' homes.

### **Improved Educational Outcomes**

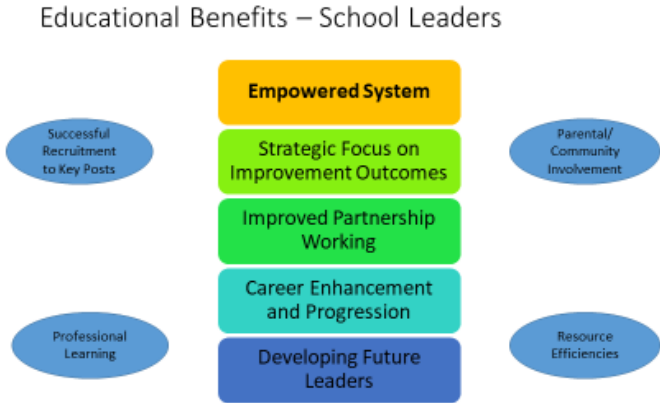
All of the above factors detailing the educational benefits of a cluster model for Kintyre will deliver improved educational outcomes for children and young people.

- Pupil attainment across the cluster, particularly in Literacy and Numeracy, will increase as a result of increased effectiveness in curriculum planning and delivery brought about by the high-quality, high-level collegiate work of teachers and leaders across schools.
- Similarly, the enhanced collaborative work of teachers across the cluster in developing the highest quality of learning, teaching and assessment will impact positively on pupil attainment.
- Strengths across the cluster will be shared. Existing good practice will be recognised and identified within the cluster, and incorporated into strategic planning to improve provision and ensure equity of experience for young people across the cluster.
- The cluster model will facilitate improved tracking and monitoring across the cluster from Early Level to 4<sup>th</sup> Level. This will inform curriculum development and planning, ensuring areas of lesser attainment are addressed. It will also allow development needs common to more than one school to be identified and addressed more efficiently and coherently. The cluster model of tracking and monitoring will allow the directing of expertise from other cluster schools to support a school's drive for improvement, and will encourage collaborative planning of interventions suggested by tracking and monitoring of attainment.
- While recognising the unique situation, context and curriculum rationale of each school within a cluster, the Kintyre cluster model will allow a strong degree of common, consistent strategic planning and self-evaluation. School Improvement

Planning and Standards and Quality Reporting across the primary schools in the joint-headships model currently focus on three common priorities – Digital Learning, Health and Wellbeing and Outdoor Learning – and this commonality of focus is leading to improved, more sustainable outcomes for pupils. A cluster model for Kintyre would allow such improvements to be further developed.

Assessment of the likely educational benefits for school leaders:

The cluster model will bring a range of benefits relating to the empowerment of school leaders in their work to improve provision and outcomes for children and young people, and the development of leadership skills in the education workforce.



**Strategic Focus on Improvement Outcomes**

- As referred to above, the establishment of common strategic improvement priorities across the Kintyre cluster will enhance capability, coherence and consistency in improvement planning, allowing for greater consultation, planning and collaborative sharing of practice between staff in different cluster schools. This has been a successful aspect of the existing joint-headships model in Kintyre, which will be developed and built upon.

- Cluster budget planning will allow for greater discussion around how financial resources are used coherently and sustainably to improve learning experience for children and young people. The sharing of resources can allow spending to go further, creating best value for stakeholders. Using common resources will also allow strategic planning among cluster staff relating to how resources are best employed for learning.
- The Executive Leadership model across the Kintyre cluster will create greater consistency of leadership. The Executive Head Teacher, Depute Head Teacher and other staff empowered to take on leadership roles would lead specific aspects of improvement across the cluster, and have a valuable overview of progress across the different schools.
- The cluster model puts in place the same Head Teacher from Pre-5 to S6. This will establish strong relationships with families and build trust, encouraging and empowering parents and carers of children at all stages to contribute to planning and self-evaluation for improvement.
- Staff will be employed to the cluster, both teaching and support staff. Staff can therefore bring their particular strengths and areas of expertise to support other schools within the cluster.

### **Career Enhancement and Progression and Developing Future Leaders**

Empowerment of education staff, and building their motivation, participation and ambition will be at the heart of cluster model provision.

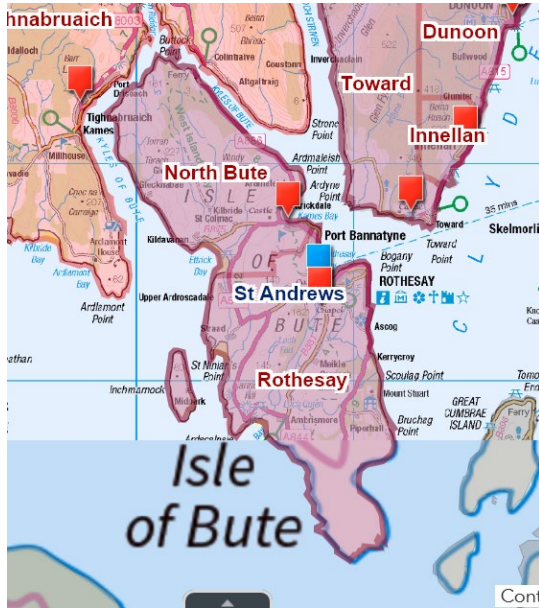
- Executive Headships will be attractive, well-remunerated posts, attracting high-quality candidates, both from within the Kintyre area, and from elsewhere in Argyll and Bute and Scotland. This will help address the issue of attracting staff to the Kintyre area.
- The executive nature of remits and responsibilities of Head Teachers and Depute Head Teachers within the cluster model will allow practitioners to more quickly and effectively develop their capacities and capabilities as leaders. Argyll and Bute will therefore be able to “grow our own” leaders, encouraging staff retention and creating a staff with understanding of local contexts and issues.
- The frequent strategic engagement with each other of staff from across the cluster will build their capability and motivation to drive improvement. Such engagement develops knowledge and insight into learning, improving both delivery of learning experiences and understanding of how to bring about improvement. These cluster-wide strategic conversations will empower and build confidence in teachers, preparing them for leadership and creating sustainability of leadership in Kintyre.

## Stakeholders - Improved Partnership Working

- The opportunity for children and young people to work more closely with their peers in other schools will broaden their learning experiences, create more opportunities for peer support, help them apply their skills in unfamiliar contexts and develop interpersonal and communication skills and confidence.
- A cluster model in Kintyre would bring improved communication among school staff and between ELC, primary and secondary sectors. Co-ordination and planning of all aspects of educational provision would be enhanced.
- Existing external partnerships established by schools will extend to all schools in the Kintyre cluster, broadening learning experiences and opportunities for children and young people. Events and experiences organised in conjunction with partners would be accessible to all pupils in the cluster.
- The achievements of children and young people will be more widely recognised and celebrated across all schools in the cluster.
- A cluster model would improve communication between schools and parents/carers, achieving greater consistency in sharing information with parents across the area.
- More consistently developed partnership between schools and parents/carers will create an environment for Family Learning across the Kintyre cluster, where children's learning extends into the home. A cluster model will allow consistent support for parents/carers across schools, helping them in engaging effectively with their children's learning, and in creating the appropriate environment for learning in the home.
- Greater partnership working between schools and their communities will benefit the whole community of South Kintyre, bringing the community together and establishing links between geographical areas which previously did not exist.
- Closer working between Parent Councils would be achieved through a Kintyre cluster model. Good practice, knowledge and skill would be more readily shared between Parent Councils, and the parental voice of the whole cluster community would become stronger.



## Appendix 2: BUTE CLUSTER EDUCATIONAL BENEFITS

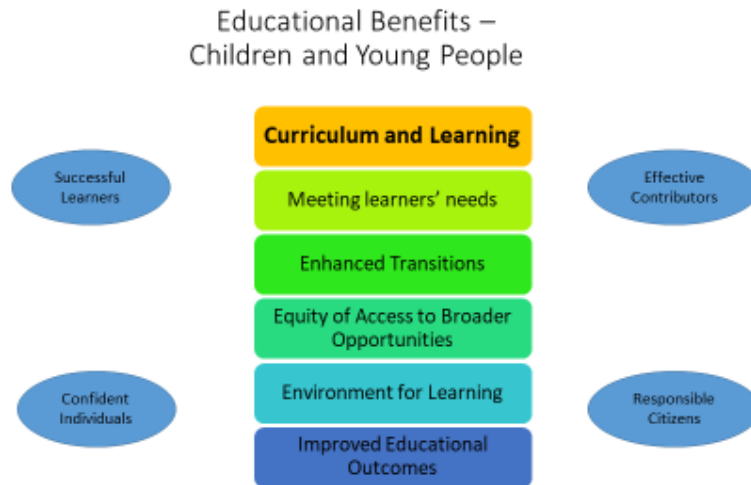


- ▶ Rothesay Joint Campus
- ▶ North Bute PS
- ▶ St Andrews PS

Combined school rolls: 649  
ELC roll: 45

	<u>Rothesay Primary</u>	<u>Rothesay Academy</u>	<u>North Bute</u>	<u>St Andrews</u>
<b>School roll</b>	246	307	38	58
<b>ELC roll</b>	45			
<b>Forecast school roll 2024</b>	234	294	34	46

## Assessment of likely educational benefits on pupils



The Education Service believes that there will be considerable educational benefits arising from this cluster proposal. These centre around;

- Curriculum and Learning;
- Meeting learners' needs;
- Enhanced transitions;
- Equity of access to broader opportunities;
- Broadening the range of opportunities;
- The environment for learning and
- Improved educational outcomes.

## Curriculum and Learning

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community.

There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of Curriculum for Excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

The curriculum includes a broad range of experiences across key contexts, including learning within individual curricular areas, learning across curricular areas (interdisciplinary learning), opportunities for achievement and wider experiences which reflect the whole school's ethos. Teachers plan across these four contexts to ensure every child and young person develops knowledge, skills and attributes for success in learning, life and work.

The Bute Cluster offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The cluster has a very positive ethos and conducive to helping pupils succeed.

The Bute Cluster has already established highly effective partnerships and developed positive working relationships between all the schools. The Cluster works closely together to plan and implement improvements for children and young people in the area.

There is a focus in the cluster on outdoor learning which starts with the ELC and follows into the broad general education and strong partnerships exist with Mount Stuart Trust, Beach Watch Bute and Live Argyll.

The cluster is well established and supportive of each other sharing resources. In the past three years Rothesay Joint Campus leadership team have supported North Bute and St Andrews at times of change in their senior leadership team and recruitment challenges.

## Meeting learners' needs

- As referred to above, the cluster model allows more effective strategic approaches to curriculum planning – the continued development across schools of opportunities within the curriculum to meet the needs of all our children and young people.
- Cluster leadership will ensure children and young people receive a consistent learning experience across the Bute cluster.
- In a Bute cluster model, support staff will share experience, expertise and skills to ensure all staff are upskilled to address the needs of our children and young people. This will be particularly of benefit in areas such as bereavement, mental health awareness, those at risk of becoming school refusers. Throughout this sharing of experience and resources parents will be informed and aware of the wider choices open to them around the range of support available and how it can be utilised to meet their child's needs.
- Rothesay Joint Campus benefits from a family liaison officer who is based in the school on a full time basis. This post has been at the forefront of the development of nurture and crisis intervention and there is now a high level of expertise in supporting children who have experienced trauma. This support will be extended across the cluster to meet community need.
- Furthermore, the fluidity and flexibility in staffing created across a cluster of schools will allow the most appropriately skilled staff to direct their practice and expertise towards the children in the cluster who most require it, irrespective of which school a pupil attends.
- Being an island Bute schools access to supply staff can be challenging, a cluster model would allow more flexible use of staffing resources both teaching and non-teaching and ensure that needs can be supported effectively.
- The cluster model also creates improved opportunities for our gifted and talented children and young people. Collegiate work between cluster schools will allow better pathways to be developed to ensure gifted and talented pupils in Bute have wider opportunities and a clear plan for progression in all curricular areas.

- There is a high level of ASN support provided in Bute including a number of pupils who speak English as an additional language. The cluster leadership structure would offer enhanced approaches to GIRFEC and a consistency of approach which would maximise the use of resources both physical and human.

## **Enhanced transitions**

A cluster model in Bute will facilitate smoother, more coherent and effective transitions for all learners.

- In Bute the closer connections between schools will allow pupils to have regular and structured contact with their peers over the whole of their primary education, preparing them more effectively for transition to secondary school, in terms of their interpersonal relationships. This will be particularly beneficial to children in the smaller primary schools of North Bute and St Andrew's. This will enhance transition opportunities for vulnerable children and young people and support earlier pastoral transitions for all. Enhancement of key staff/pupil relationships over a longer period of time which will alleviate pupil anxiety with regard to transitions.
- As indicated above, the increased collegiate working and sharing of practice and information across the cluster will ensure the planning and delivery of more personalised and bespoke enhanced transition opportunities for vulnerable children and young people within the cluster curriculum plan.
- The cluster model will benefit planning for transitions. Collaborative work between cluster schools will reduce the need for individual planning between Rothesay Academy and each individual primary, freeing up resources, and increasing the consistency, expectations and quality of transitional provision, particularly in the key Responsibility of All areas of Literacy, Numeracy and Health and Wellbeing.
- This level of enhanced planning between secondary and primary schools within the cluster will allow an effective combination of face-to-face and digital transition provision to be delivered over a longer period of time. Provision to primary children by secondary staff will become a norm, enhancing overall curricular learning experiences for children, as well as greatly benefitting their transition experience. Shared cultural experiences such as producing joint school shows/concerts and sharing visiting speakers/workshops/productions will also enrich curricular experiences of children and young people.

- Positive destination data can be shared across the Bute cluster and support the early introduction of career education within the primaries with sharing of secondary resources and specific subject expectations. Partnerships with local employers and the Mount Stuart Trust, the Pavilion Trust and Achievement Bute. Argyll College are also based at Rothesay joint Campus and have forged strong links with the school which has helped to prepare pupils for life beyond school.

### **Equity of access to broader opportunities**

In a Bute cluster model, a broader range of opportunities can be offered to all pupils through the combining of budgets, resources and professional expertise, and the greater logistical capacity the model would bring.

- The quality and consistency of curriculum and educational experiences provided to learners will be increased as a result of greater planning and evaluation between staff across schools. There will be the ability to broaden opportunities in curricular areas such as sport, STEM, hospitality. The sharing of learning resources which may be outwith a school's budget to purchase will also broaden learning opportunities.
- Similarly, and as previously referenced, there will be greater opportunity to collegiately plan and develop the important learning context of interdisciplinary learning, where planning and provision cover outcomes across a range of subject areas. Opportunities to showcase pupil work throughout the community will increase, including cluster events.
- Opportunities to recognise and celebrate pupils' achievement across the whole Bute cluster will be increased, increasing children and young people's motivation to achieve and progress, and developing their understanding of the wider educational context across the area.
- The cluster model in Bute will support the sharing across schools of opportunities stemming from each school's local community projects and partnerships. This will strengthen a curriculum which broadens pupils' experiences and develops life and employability skills. Currently our schools work with a variety of partners across Bute on a number of projects such as the Mount Stuart art project, Thomson Court (care home) inter-generational activities and Bute Museum. Head Teachers see great potential to develop these and a wide range of new projects within the cluster model.

- The greater capacity of staff to plan more effectively across schools, bringing greater and more varied levels of experience and expertise, and an increase in effective logistical planning, will extend opportunities for children with specific or complex needs to access a wider range of opportunities, both with their peers, and as part of their individual educational plans.
- A greater balance of curriculum areas within the cluster curriculum framework will be achieved through the pooling of subject expertise among teachers, and the equitable delivery of subject areas to all schools. This will give pupils access to subject areas not previously available to pupils in some schools.

### **Environment for learning**

The cluster model in Bute will allow all children to access a greater variety of high quality learning environments across a greater number of settings.

- Effective planning with parents and transport services will allow pupils and staff to move around different cluster schools to take advantage of the facilities best suited to particular areas of learning. In the Bute cluster, this will allow pupils access to better facilities and provision relating to PE, Music and IT, and practical subjects such as Home Economics, Technical and Drama.
- Outdoor Learning provision will also be improved for all learners. North Bute Primary will be well placed to share their good practice in Forest and Beach Schools with the more urban primaries on the island. Bute offers a unique outdoor environment sitting on the highland fault with tremendous marine, agriculture, aqua culture and forestry. Children have really turned to their natural environment over COVID and have been exploring the island and all it has to offer including setting up personal challenges of endurance.
- The digital learning environment would be enhanced through a Bute cluster model. Teachers' knowledge and skills in using digital platforms for learning and teaching will be more effectively shared among colleagues, and teachers across the cluster will work collaboratively to build online learning experiences and resources for digital Family Learning in pupils' homes.
- There will be increased opportunities to plan and share learning experiences across the Bute cluster and to familiarise children with the learning environments across the whole island both within and outwith the school buildings ie forest schools, beach schools, sports facilities and hospitality facilities.

## Improved educational outcomes

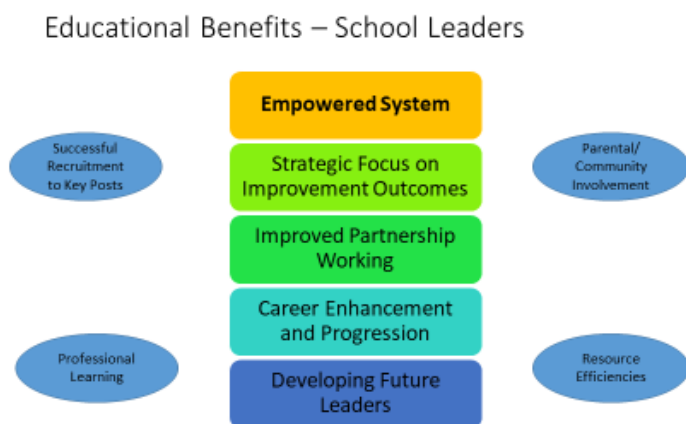
All of the above factors detailing the educational benefits of a cluster model for Bute will deliver improved educational outcomes for children and young people.

- Pupil attainment across the cluster, particularly in Literacy and Numeracy, will increase as a result of increased effectiveness in curriculum planning and delivery brought about by the high-quality, high-level collegiate work of teachers and leaders across schools.
- Similarly, the enhanced collaborative work of teachers across the cluster in developing the highest quality of learning, teaching and assessment will impact positively on pupil attainment. Enhanced moderation and assessment across schools will improve teacher professional judgement.
- Strengths across the cluster will be shared. Existing good practice will be recognised and identified within the cluster, and incorporated into strategic planning to improve provision and ensure equity of experience for young people across the cluster.
- The cluster model will facilitate improved tracking and monitoring across the cluster from Early Level to 4<sup>th</sup> Level. This will inform curriculum development and planning, ensuring areas of lesser attainment are addressed. It will also allow development needs common to more than one school to be identified and addressed more efficiently and coherently. The cluster model of tracking and monitoring will allow the directing of expertise from other cluster schools to support a school's drive for improvement, and will encourage collaborative planning of interventions suggested by tracking and monitoring of attainment.
- While recognising the unique situation, context and curriculum rationale of each school within a cluster, the Bute cluster model will allow a strong degree of common, consistent strategic planning and self-evaluation. School Improvement Planning and Standards and Quality Reporting across the primary schools in the Bute cluster will have a commonality of focus which will lead to improved, more sustainable outcomes for pupils.



## Assessment of the likely educational benefits for school leaders:

The cluster model will bring a range of benefits relating to the empowerment of school leaders in their work to improve provision and outcomes for children and young people, and the development of leadership skills in the education workforce.



### **Strategic Focus on Improvement Outcomes**

- As referred to above, the establishment of common strategic improvement priorities across the Bute cluster will enhance capability, coherence and consistency in improvement planning, allowing for greater consultation, planning and collaborative sharing of practice between staff in different cluster schools.
- Cluster budget planning will allow for greater discussion around how financial resources are used coherently and sustainably to improve learning experience for children and young people. The sharing of resources can allow spending to go further,

creating best value for stakeholders. Using common resources will also allow strategic planning among cluster staff relating to how resources are best employed for learning.

- The Executive Leadership model across the Bute cluster will create greater consistency of leadership. The Executive Head Teacher, Depute Head Teachers and other staff empowered to take on leadership roles would lead specific aspects of improvement across the cluster, and have a valuable overview of progress across the different schools.
- The cluster model puts in place the same Executive Head Teacher from Pre-5 to S6. This will establish strong relationships with families and build trust, encouraging and empowering parents and carers of children at all stages to contribute to planning and self-evaluation for improvement.
- Staff will be employed to the cluster, both teaching and support staff. Staff can therefore bring their particular strengths and areas of expertise to support other schools within the cluster.

### **Career Enhancement and Progression and Developing Future Leaders**

Empowerment of education staff, and building their motivation, participation and ambition will be at the heart of cluster model provision.

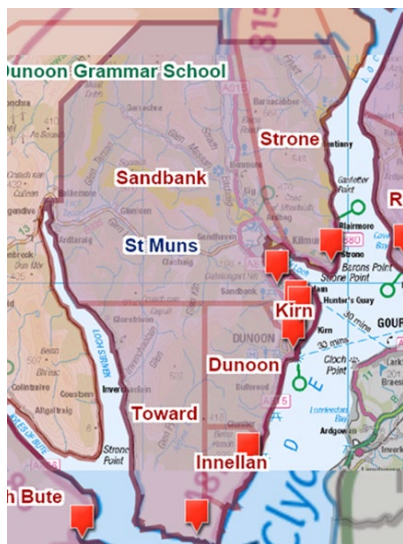
- Executive Headships will be attractive, well-remunerated posts, attracting high-quality candidates, both from within the Bute area, and from elsewhere in Argyll and Bute and Scotland, including accessible areas of Inverclyde and Ayrshire.
- The executive nature of remits and responsibilities of Head Teachers and Depute Head Teachers within the cluster model will allow practitioners to more quickly and effectively develop their capacities and capabilities as leaders. Argyll and Bute will therefore be able to “grow our own” leaders, encouraging staff retention and creating a staff with understanding of local contexts and issues.
- The frequent strategic engagement with each other of staff from across the cluster will build their capability and motivation to drive improvement. Such engagement develops knowledge and insight into learning, improving both delivery of learning experiences and understanding of how to bring about improvement. These cluster-wide strategic conversations will empower and build confidence in teachers, preparing them for leadership and creating sustainability of leadership in Bute.

## Stakeholders - Improved Partnership Working

- The opportunity for children and young people to work more closely with their peers in other schools will broaden their learning experiences, create more opportunities for peer support, help them apply their skills in unfamiliar contexts and develop interpersonal and communication skills and confidence.
- A cluster model in Bute would bring improved communication among school staff and between ELC, primary and secondary sectors. Co-ordination and planning of all aspects of educational provision would be enhanced.
- Existing external partnerships established by schools will extend to all schools in the Bute cluster, broadening learning experiences and opportunities for children and young people. Events and experiences organised in conjunction with partners would be accessible to all pupils in the cluster.
- The role of the Health and Social Care Partnership will be strengthened across the cluster leading to enhanced support and better outcomes for pupils and their families.
- The achievements of children and young people will be more widely recognised and celebrated across all schools in the Bute cluster and bring greater pride across the education being offered.
- A cluster model would improve communication between schools and parents/carers, achieving greater consistency in sharing information with parents across the island.
- More consistently developed partnership between schools and parents/carers will create an environment for Family Learning across the Bute cluster, where children's learning extends into the home. A cluster model will allow consistent support for parents/carers across schools, helping them in engaging effectively with their children's learning, and in creating the appropriate environment for learning in the home.

- Closer working between Parent Councils would be achieved through a Bute cluster model. Good practice, knowledge and skill would be more readily shared between Parent Councils, and the parental voice of the whole cluster community would become stronger.
- Greater partnership working would bring the community together. Schools would not be working as individual schools and would introduce more cohesive systems across the Bute cluster.

### Appendix 3: DUNOON CLUSTER EDUCATIONAL BENEFITS

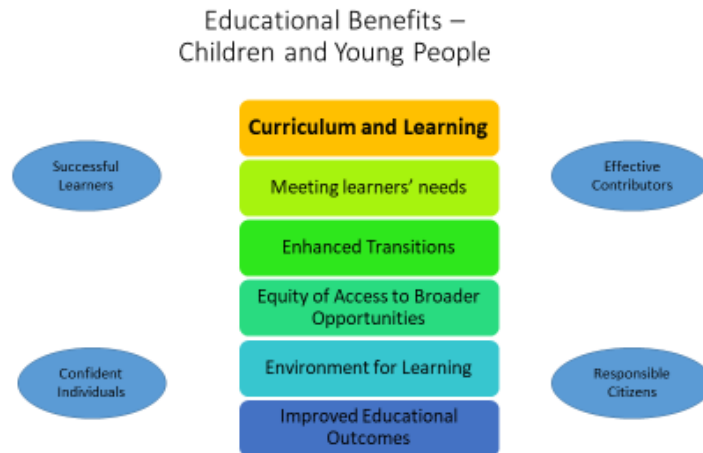


- ▶ Dunoon PS
- ▶ Kirm PS
- ▶ Sandbank PS including GMU
- ▶ St Muns PS
- ▶ Innellan PS
- ▶ Toward PS
- ▶ Strone PS
- ▶ Dunoon Grammar

Combined school rolls: 1,450  
 Combined ELC roll: 86

	<u>Dunoon</u>	<u>Kirm</u>	<u>Sandbank</u>	<u>St Muns</u>	<u>Innellan</u>	<u>Toward</u>	<u>Strone</u>	<u>Dunoon Grammar</u>
School roll	192	271	114	87	29	21	23	713
ELC roll	30	37	19					
Forecast school roll 2024	178	236	107	47	9	22	13	716

## Assessment of the likely educational benefits on pupils:



The Education Service believes that there will be considerable educational benefits arising from this cluster proposal. These centre around;

- Curriculum and Learning;
- Meeting learners' needs;
- Enhanced transitions;
- Equity of access to broader opportunities;
- Broadening the range of opportunities;
- The environment for learning and
- Improved educational outcomes.

## **Curriculum and Learning**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community.

There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of Curriculum for Excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

The curriculum includes a broad range of experiences across key contexts, including learning within individual curricular areas, learning across curricular areas (interdisciplinary learning), opportunities for achievement and wider experiences which reflect the whole school's ethos. Teachers plan across these four contexts to ensure every child and young person develops knowledge, skills and attributes for success in learning, life and work.

The Dunoon Cluster offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The cluster has a very positive ethos and conducive to helping pupils succeed.

The Dunoon Cluster of schools have already established highly effective partnerships and developed positive working relationships between all the schools. The schools in the proposed Dunoon cluster work closely together to plan and implement improvements for children and young people in the area. The school community has a similar context due to the small geographical footprint. This facilitates joint working and a shared understanding of the needs in the community.

## Meeting learners' needs

- As referred to above, the Dunoon cluster model allows more effective strategic approaches to curriculum planning – the continued development across schools of opportunities within the curriculum to meet the needs of all our children and young people.
- Cluster leadership will ensure children and young people receive a consistent learning experience across the Dunoon cluster. Individual Dunoon Primary schools will contribute strengths to develop a consistency of experience and opportunity across a range of curricular areas. For example, schools can be identified within the cluster which have a strong outdoor learning curriculum which would benefit other schools and secure equity. Work has already begun across the Dunoon cluster within the literacy curriculum. Accelerated Reader is a resource adopted by most schools in the area. The Dunoon Cluster model would expand on this shared approach to teaching and learning in literacy.
- In a Dunoon cluster model, support staff will share experience, expertise and skills to ensure all staff are upskilled to address the needs of our children and young people. Dunoon Grammar School and Dunoon Primary School both have Learning Centres which meet the needs of young people with complex needs. The knowledge and skills of staff who provide highly specialised support will be developed across the cluster providing a consistency of experience for children with additional support needs, thus securing inclusion and progress in learning.
- Furthermore, the fluidity and flexibility in staffing created across a cluster of schools will allow the most appropriately skilled staff to direct their practice and expertise towards the children in the cluster who most require it, irrespective of which school a pupil attends. The close proximity of schools within the Dunoon cluster will remove any barrier which may exist regarding travelling between settings.
- The Dunoon cluster model also creates improved opportunities for our gifted and talented children and young people. Collegiate work between cluster schools will allow better pathways to be developed to ensure gifted and talented pupils in Dunoon have wider opportunities and a clear plan for progression in all curricular areas. Partnership work already in place in individual schools would be expanded within the cluster to meet the needs of our highly able pupils and offer a breadth of experience. For example Dunoon Grammar School's links with Argyll College and local employers would afford opportunities for challenge and breadth of learning.



## Enhanced transitions

A cluster model in Dunoon will facilitate smoother, more coherent and effective transitions for all learners.

- In Dunoon the closer connections between schools will allow pupils to have regular and structured contact with their peers over the whole of their primary education, preparing them more effectively for transition to secondary school, in terms of their interpersonal relationships. This will enhance transition opportunities for vulnerable children and young people and support earlier pastoral transitions for all. This will be especially beneficial to the school with smaller P7 cohorts, such as Strone, Innellan and Toward Primaries, transitioning in Dunoon Grammar.
- As indicated above, the increased collegiate working and sharing of practice and information across the cluster will ensure the planning and delivery of more personalised and bespoke enhanced transition opportunities for vulnerable children and young people within the cluster curriculum plan.
- The cluster model will benefit planning for transitions. Collaborative work between cluster schools will reduce the need for individual planning between Dunoon Grammar School and each of the seven primary schools, freeing up resources, and increasing the consistency, expectations and quality of transitional provision, particularly in the key Responsibility of All areas of Literacy, Numeracy and Health and Wellbeing.
- This level of enhanced planning between Dunoon Grammar and the seven primary schools within the cluster will allow an effective combination of face-to-face and digital transition provision to be delivered over a longer period of time. Provision to primary children by secondary staff will become a norm, enhancing overall curricular learning experiences for children, as well as greatly benefitting their transition experience.
- Positive destination data can be shared across the Dunoon cluster and support the early introduction of career education within the primaries with sharing of secondary resources and specific subject expectations. Responsibility for securing positive destinations for learners lies with all, as detailed in Our Children, Their Future. By having a strategic overview of this data, the success of individual primary schools in contributing to a young person achieving a positive destination will be used to develop an effective primary curriculum which supports successful outcomes.

- Transition from Early Year to Primary 1 would be enhanced through strategic planning at cluster level. Greater opportunity would be afforded pre-5 children to take part in transition events. The Dunoon cluster will work effectively with partner providers such as Patchwork Nursery, Clyde Cottage, Innellan Family Centre and individual childminders. At the earliest opportunity each cohort will develop interpersonal relationships with their peers who will be attending different schools. These relationships will remain with them throughout their primary experience and the transition into Dunoon Grammar School, where they reform as one cohort.

### **Equity of access to broader opportunities**

In a Dunoon cluster model, a broader range of opportunities can be offered to all pupils through the combining of budgets, resources and professional expertise, and the greater logistical capacity the model would bring.

- The quality and consistency of curriculum and educational experiences provided to learners will be increased as a result of greater planning and evaluation between staff across schools.
- Similarly, and as previously referenced, there will be greater opportunity to collegiately plan and develop the important learning context of interdisciplinary learning, where planning and provision cover outcomes across a range of subject areas. Opportunities to showcase pupil work throughout the community will increase, including cluster events.
- Opportunities to recognise and celebrate pupils' achievement across the whole Dunoon cluster will be increased, increasing children and young people's motivation to achieve and progress, and developing their understanding of the wider educational context across the area.
- The cluster model in Dunoon will support the sharing across schools of opportunities stemming from each school's local community projects and partnerships. This will strengthen a curriculum which broadens pupils' experiences and develops life and employability skills. Increased communication with local groups such as, the Dunoon project, Bid Dunoon, The Cowal Highland Gathering and local tourism community will support the development of exciting tasks and opportunities

- The greater capacity of staff to plan more effectively across schools, bringing greater and more varied levels of experience and expertise, and an increase in effective logistical planning, will extend opportunities for children with specific or complex needs to access a wider range of opportunities, both with their peers, and as part of their individual educational plans.
- A greater balance of curriculum areas within the cluster curriculum framework will be achieved through the pooling of subject expertise among teachers, and the equitable delivery of subject areas to all schools. This will give pupils access to subject areas not previously available to pupils in some schools.
- The development of Broad General Education curriculum in Dunoon Grammar School will be developed by working closely with primary colleagues, thus securing a progression continuum as learners move across stages.
- In addition, the opportunities for increased partnership working both locally and nationally will support the induction of new opportunities across the Dunoon Cluster.
- At present, Dunoon schools with Early Years provision access the local environment to deliver the outdoor learning curriculum, in line with Argyll & Bute's Three Assets Approach. As stated above, the small geographical footprint of the Dunoon cluster means that they share the same environment, culture and context, but individually plan experiences with a range of opportunities. The new model of leadership would ensure that planning in Early Years is consistent across all settings with an equity of opportunities and experiences. Strengths would be shared to ensure a rich Early Years curriculum. Partnership working would also be developed in line with the Three Assets Approach

### **Environment for learning**

The cluster model in Dunoon will allow all children to access a greater variety of high quality learning environments across a greater number of settings.

- Effective planning with parents and transport services will allow pupils and staff to move around different cluster schools to take advantage of the facilities best suited to particular areas of learning. Facilities would be viewed as a shared resource which is equally accessible to all pupils. In the Dunoon cluster, this will allow pupils access to better facilities and provision relating to PE, Music and IT, and practical subjects such as Home Economics, Technical and Drama.

- Outdoor Learning provision will also be improved for all learners. For example, the excellent outdoor learning opportunities afforded at Toward and Innellan Primaries can be made available to schools who are based in town and therefore have a reduced capacity to offer rich learning experiences beyond the classroom.
- Outlying schools such as Strone, Toward and Innellan will also be able to use the facilities of the town schools which would allow them greater access to experiences in Dunoon town centre. These include theatre events, local museums, the swimming pool, local shops and community events.
- Children with additional support needs will be able to access learning environments and experiences equally across the cluster. For example Dunoon Primary has high and low sensory rooms that could be accessed for therapeutic purposes. Its Family Room, which was part of the refurbishment of Dunoon Primary, is a community facility situated in the centre of the town which could be accessed by all cluster schools for engagement with the wider Dunoon community.
- The digital learning environment would be enhanced through a Dunoon cluster model. Teachers' knowledge and skills in using digital platforms for learning and teaching will be more effectively shared among colleagues, and teachers across the cluster will work collaboratively to build online learning experiences and resources for digital Family Learning in pupils' homes.
- With the planned creation of a STEM HUB in the town, there is a unique opportunity for the Dunoon Cluster to work in close partnership with colleagues to develop highly effective Digital and STEM learning pathways. By developing this partnership as a cluster, equity of access and experience in this core area of education will be secured.

### **Improved educational outcomes**

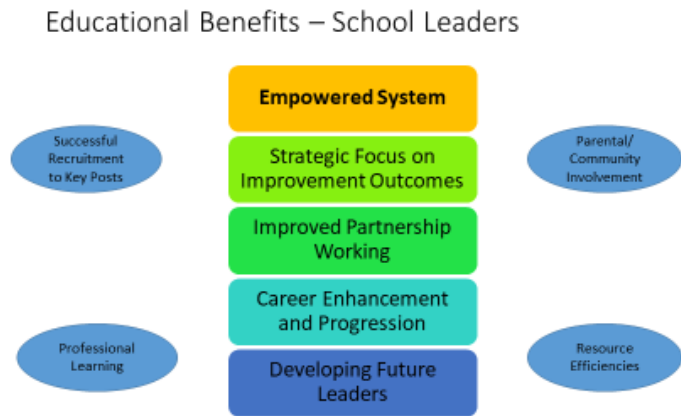
All of the above factors detailing the educational benefits of a cluster model for Dunoon will deliver improved educational outcomes for children and young people.

- Pupil attainment across the cluster, particularly in Literacy and Numeracy, will increase as a result of increased effectiveness in curriculum planning and delivery brought about by the high-quality, high-level collegiate work of teachers and leaders across schools.

- Similarly, the enhanced collaborative work of teachers across the cluster in developing the highest quality of learning, teaching and assessment will impact positively on pupil attainment. Moderation across the cluster will be 'built-in' to the Dunoon model and will not have to separately planned and implemented. Consistent moderation across all levels will result in a shared, ambitious standard of teaching and learning.
- Strategic planning on a cluster level frees time in individual schools to plan teaching and learning which has the greatest impact in the classroom.
- A strategic overview of attainment data across all schools will highlight areas of strength which will then be shared across the cluster. Existing good practice will be recognised and identified, and incorporated into strategic planning to improve provision and ensure equity of experience for young people across the cluster.
- The cluster model will facilitate improved tracking and monitoring across the cluster from Early Level to 4<sup>th</sup> Level. This will inform curriculum development and planning, ensuring areas of lesser attainment are addressed. It will also allow development needs common to more than one school to be identified and addressed more efficiently and coherently. The cluster model of tracking and monitoring will allow the directing of expertise from other cluster schools to support a school's drive for improvement, and will encourage collaborative planning of interventions suggested by tracking and monitoring of attainment.
- While recognising the unique situation, context and curriculum rationale of each school within a cluster, the Dunoon cluster model will allow a strong degree of common, consistent strategic planning and self-evaluation. School Improvement Planning and Standards and Quality Reporting across the primary schools in the Dunoon clusters will have a commonality of focus, which will lead to improved, more sustainable outcomes for pupils.

## **Assessment of the likely educational benefits for school leaders:**

The cluster model will bring a range of benefits relating to the empowerment of school leaders in their work to improve provision and outcomes for children and young people, and the development of leadership skills in the education workforce.



### **Strategic Focus on Improvement Outcomes**

- As referred to above, the establishment of common strategic improvement priorities across the Dunoon cluster will enhance capability, coherence and consistency in improvement planning, allowing for greater consultation, planning and collaborative sharing of practice between staff in different cluster schools.
- Cluster budget planning will allow for greater discussion around how financial resources are used coherently and sustainably to improve learning experience for children and young people. The sharing of resources can allow spending to go further,

creating best value for stakeholders. Using common resources will also allow strategic planning among cluster staff relating to how resources are best employed for learning.

- The Executive Leadership model across the Dunoon cluster will build on the effective cluster working partnerships already in place, while creating greater consistency of leadership. The Executive Head Teacher, Depute Head Teachers and other staff empowered to take on leadership roles would lead specific aspects of improvement across the cluster, and have a valuable overview of progress across the different schools.
- The cluster model puts in place the same Executive Head Teacher from Pre-5 to S6. This will establish strong relationships with families and build trust, encouraging and empowering parents and carers of children at all stages to contribute to planning and self-evaluation for improvement.
- Staff will be employed to the cluster, both teaching and support staff. Staff can therefore bring their particular strengths and areas of expertise to support other schools within the cluster.

### **Career Enhancement and Progression and Developing Future Leaders**

Empowerment of education staff, and building their motivation, participation and ambition will be at the heart of cluster model provision.

- Executive Headships will be attractive, well-remunerated posts, attracting high-quality candidates, both from within the Dunoon area, and from elsewhere in Argyll and Bute and Scotland.
- The executive nature of remits and responsibilities of Head Teachers and Depute Head Teachers within the cluster model will allow practitioners to more quickly and effectively develop their capacities and capabilities as leaders. Argyll and Bute will therefore be able to “grow our own” leaders, encouraging staff retention and creating a staff with understanding of local contexts and issues.
- The role of Principal Teachers in the cluster model will allow practitioners to gain experience in a middle leadership role which is vital to the effective leadership of a primary school.

- The frequent strategic engagement with each other of staff from across the cluster will build their capability and motivation to drive improvement. Such engagement develops knowledge and insight into learning, improving both delivery of learning experiences and understanding of how to bring about improvement. These cluster-wide strategic conversations will empower and build confidence in teachers, preparing them for leadership and creating sustainability of leadership in Dunoon.

### **Stakeholders - Improved Partnership Working**

- The opportunity for children and young people to work more closely with their peers in other schools will broaden their learning experiences, create more opportunities for peer support, help them apply their skills in unfamiliar contexts and develop interpersonal and communication skills and confidence. The wellbeing of our pupils will be directly impacted when given the opportunity to develop interpersonal relationships with their peers in other schools.
- A cluster model in Dunoon would bring improved communication among school staff and between ELC, primary and secondary sectors. Co-ordination and planning of all aspects of educational provision would be enhanced.
- Existing external partnerships established by schools will extend to all schools in the Dunoon cluster, broadening learning experiences and opportunities for children and young people. Events and experiences organised in conjunction with partners would be accessible to all pupils in the cluster.
- The achievements of children and young people will be more widely recognised and celebrated across all schools in the cluster.
- A cluster model would improve communication between schools and parents/carers, achieving greater consistency in sharing information with parents across the area.
- More consistently developed partnership between schools and parents/carers will create an environment for Family Learning across the Dunoon cluster, where children's learning extends into the home. A cluster model will allow consistent support for



parents/carers across schools, helping them in engaging effectively with their children's learning, and in creating the appropriate environment for learning in the home.

- Closer working between Parent Councils would be achieved through a Dunoon cluster model. Good practice, knowledge and skill would be more readily shared between Parent Councils, and the parental voice of the whole cluster community would become stronger.
- Greater partnership working would bring the community together. Schools would not be working as individual schools and would introduce more cohesive systems across the Dunoon cluster.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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## **STREAMLINING CENTRAL EDUCATION MANAGEMENT TEAM**

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### **1.0 INTRODUCTION**

- 1.1 The workstream aimed to analyse the role of the services within the remit of the central management support teams in the Education Service to establish if there is a more cost effective alternative service delivery model that can be implemented. Whilst it is recognised that the improvement of learning outcomes will not be enhanced by diminishing the overall support and challenge to schools, there is potential to undertake this function in a different way by streamlining the role of the central team, expanding partnership working within the Northern Education Alliance and potentially devolving some responsibilities to schools and their senior management teams to lead curricular development and improvement in line with the self-improving system.
- 1.2 The primary objective is to ensure a robust team with the capacity to support the sustainability and viability of schools within the unique geographic area of Argyll and Bute. To do this the project also requires to take account of the emerging findings on the most effective management arrangements for school leadership structures in future.

### **2.0 DETAIL**

- 2.1 The project scope covered a budget of around £1.7m, including 12 Education manager/officer posts, the Digital Learning and Community Learning Leads, and the 12 Education support HQ posts which are mainly administrative support. The Early Years support staff are not included other than the senior manager post and the Principal Psychologist costs are included to cover all central management roles. However, the Heads of Service budget is not included as it has been dealt with as part of the most recently implemented review of the Corporate Chief Officer structure.

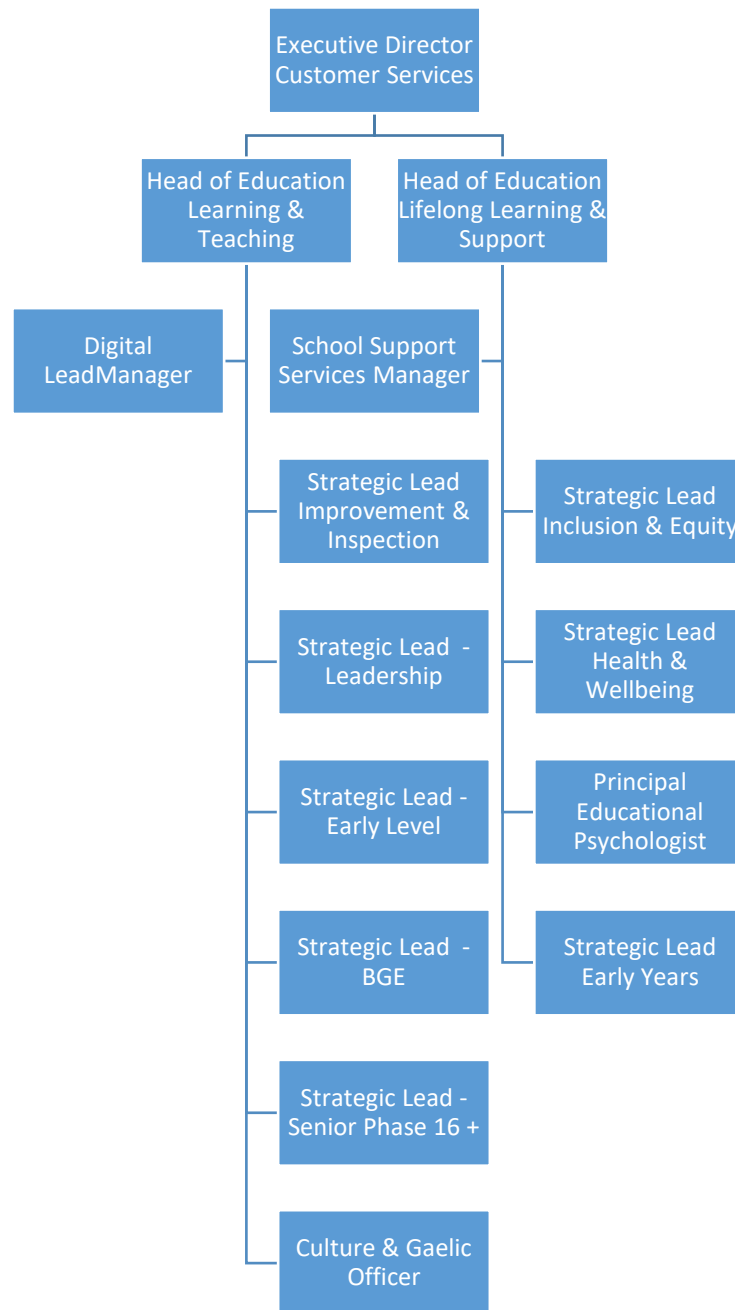
- 2.2 For background information, Education Scotland carried out an inspection of the Education functions of Argyll and Bute Council (INEA) in 2016 and returned in 2018 to carry out further visits to monitor progress. The follow up report stated that the authority had made positive and continued progress since the original inspection. It was noted that a key element within this was the strong capacity of the two Heads of Service to enhance educational leadership across the authority and the increased knowledge and capacity of the central team to provide higher levels of support and challenge. A sound evaluative process to identify risks had been put in place and a carefully structured annual programme of quality improvement school visits by central team officers provided a more consistent approach with a clear purpose and opportunities to engage with children and young people. The importance of having a robust and effective central support team to ensure the Council fulfils its statutory duties and complements the role of empowered Head Teachers was reinforced by Education Scotland.
- 2.3 The workstream looked at the roles of the senior management teams in larger schools to determine what capacity they have, and what amendments to job sizing would be required if those teams could take on broader quality assurance responsibilities in future for the benefit of the wider Council area. However, the Head Teacher charter already requires devolving more responsibility in relation to staffing, budgets, curriculum and learning and teaching directly to Head Teachers which limits the capacity available to undertake other work. The potential for current practitioners, e.g. Deputes, to undertake a pan authority lead role on key service themes was considered. It was felt that this works well for a time limited period when backfill can be arranged but that introducing posts of this nature, with time split weekly between the school and a broader area on a permanent basis would create management, accountability and job satisfaction issues.
- 2.4 There is also the possibility to create more formalised collegiate support within existing geographic cluster groups to reduce reliance on centrally provided services, but the move towards an Executive Headship model will take this approach forward in a more formal and enhanced manner.
- 2.5 The added value and potential economies of scale that could be achieved through increased partnership working within the Northern Alliance have also been considered and the potential option of collaborative groups of Head Teachers receiving more direct guidance from the Regional Improvement Collaborative (RIC). There are benefits in this partnership which are now bearing fruit, but they are unable to offer resources as a direct replacement for the capacity required to meet the Council's statutory duties as an Education authority.
- 2.6 Benchmarking of activities across a number of RIC's has identified that there are a range of approaches to providing the central education support functions in Councils. The information showed that although the Education manager, officer and support officer roles have standard national grades under the Teachers grading structures, the terminology applied to posts varies considerably and there is no commonly applied model. With the scaling factor across authorities so wide

ranging, even within RIC's, each Council has adopted its own staffing structure to accommodate local circumstances and no meaningful activity based costing could be undertaken.

- 2.7 A qualitative survey of head teachers on the role of the central team functions was completed in early 2020. The feedback was very positive about the role of the Support Services team, but other than the Additional Support Needs team, the responses provide limited information on some of the other professional Education roles. However, follow up enquiries highlighted the value and need for the quality improvement role provided.
- 2.8 The project has highlighted the logistical and geographic challenges in achieving 3 visits a year to each school. It was agreed that the comprehensive implementation of skype for business across the whole school estate would be of significant benefit for the productivity of the central team and that a geographical area based link officer role provided significant value. The Covid Pandemic has forced changes in the manner of providing support to schools and opportunities for enhanced digital learning support have been embraced across the central management team to the benefit of the teaching and other school staff. The role of the Digital Learning Lead within the central team was highlighted as being of key significance in supporting the quality and efficiency of the Education service of the present and future.
- 2.9 It was identified that there have been some minor inconsistencies within the operational implementation of the current approach within the four areas. This has proved a challenge due to the major impact of the Pandemic on Education Services over the last year. Staff turnover has impacted on the team and a number of roles have been covered on a temporary basis pending the outcome of this review. However, it has been agreed that there should be a clear management structure without any matrix reporting for staff and the arrangement with a known specific support contact for each school provides an effective working model and enhances the quality improvement function of the local authority.
- 2.10 The current arrangement of the Principal Educational Psychologist and her team reporting directly to a Head of Service has worked well in recent years and with the increasing need for specialised support from this team there is no proposal to alter this set up.
- 2.11 The School Support Services manager post and her team were highly valued in the Head Teacher survey undertaken prior to the Pandemic and have undertaken a wider range of activities over the last year to assist in the successful operation of the service. The role of the team in co-ordinating a wide range of functions has been of significant benefit to the Heads of Service and Head Teachers. The manager post will be re-evaluated to ensure it is appropriately graded for the work undertaken.
- 2.12 In addition to the above, there are currently 4 TZF grade posts, 8 TZE posts, 1 LGE 14 and 1 LGE 13 posts in the central team. Having considered in detail the

roles needed to sustain service improvements in future years and meet the requirements of the INEA inspection it is proposed that the team in future will comprise of 8 TZF posts, 1 TZE post and 1 LGE 14 post. In total, including the saving from the LGE 13 Community Learning post which is part of the central team and has just been agreed as a redundancy by the Council as part of the CLD staff transfer to Live Argyll, the revised structure will result in a saving of just over £300k from 2022/23 onwards. Due to retirements and managed vacancies it is anticipated that there will be no compulsory redundancies due to this proposal.

- 2.13 The proposed organisational structure for central Educational Support services is shown underneath. This reflects the need to provide cohesive area and sector links across Early Years, Primary and Secondary, and a strategic overview of all the key national priorities for Education set out in the National Improvement Framework. It also delivers on the focus for improvement and inspection to ensure that the key aims of excellence and equity are delivered.



2.14 All of the posts will have common responsibilities for sector strategic planning, Northern Alliance RIC workstreams and committee report preparation. In addition, the key areas of responsibility for the posts in the diagram are as follows.

Post	Key areas of responsibility
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Strategic Lead – Improvement & Inspection	<ul style="list-style-type: none"> <li>• Improvement planning</li> <li>• Self-evaluation in schools.</li> <li>• Support for HMI.</li> <li>• Data analysis</li> <li>• Performance Management</li> <li>• Co-ordination of school quality improvement visits</li> <li>• Quality assurance of challenge and support visits</li> <li>• Annual Plan</li> <li>• Ongoing engagement HMI visits</li> <li>• School Consultations</li> </ul>
Strategic Lead - Leadership	<ul style="list-style-type: none"> <li>• GTCS including referrals</li> <li>• Coaching strategy</li> <li>• Professional Learning at all levels - LA and National</li> <li>• Link schools group</li> <li>• Probationers</li> <li>• Newly Appointed Head Teachers.</li> <li>• School Quality Improvement visits</li> <li>• PRD &amp; Professional Update</li> <li>• Staffin6</li> </ul>
Strategic Lead – Early Level	<ul style="list-style-type: none"> <li>• Curriculum (2-6)</li> <li>• Learner pathways</li> <li>• Assessment and Moderation</li> <li>• Tracking and Monitoring</li> <li>• Link schools group</li> <li>• School Quality Improvement visits</li> <li>• Literacy and Numeracy</li> </ul>
Strategic Lead – BGE	<ul style="list-style-type: none"> <li>• Curriculum (6-12)</li> <li>• Learner pathways</li> <li>• Assessment and Moderation</li> <li>• Tracking and Monitoring</li> <li>• Link schools group</li> <li>• School Quality Improvement visits</li> <li>• Literacy and Numeracy</li> </ul>
Strategic Lead – Senior Phase & 16+	<ul style="list-style-type: none"> <li>• Curriculum (12-18)</li> <li>• Senior phase learner pathways</li> <li>• SQA</li> <li>• Positive destinations</li> <li>• Link schools group</li> <li>• School Quality Improvement visits</li> <li>• Participation</li> <li>• SDS</li> <li>• DYW</li> <li>• Transition</li> <li>• Accredited experiences and awards</li> <li>• Digital Learning Technologies</li> </ul>
Culture & Gaelic Officer	<ul style="list-style-type: none"> <li>• Gaelic</li> <li>• Modern Languages 1 +2</li> <li>• School Quality Improvement visits</li> <li>• Culture</li> <li>• Music provision</li> </ul>
Strategic Lead – Inclusion & Equity	<ul style="list-style-type: none"> <li>• Child Protection and Safeguarding</li> <li>• Pupil support</li> <li>• ASN</li> </ul>

	<ul style="list-style-type: none"> <li>• GIRFEC</li> <li>• Link Schools group</li> <li>• School Quality Improvement visits</li> <li>• Care experienced children &amp; young people</li> <li>• Home Learners</li> <li>• Interrupted Learners</li> <li>• LGBTQI</li> </ul>
Strategic Lead – Health & Wellbeing	<ul style="list-style-type: none"> <li>• Health and Wellbeing Curriculum</li> <li>• Lead link with HSCP and CFT</li> <li>• Partnership with other council services</li> <li>• Link Schools group</li> <li>• Global citizenship</li> <li>• UNCRC</li> <li>• Rights Respecting Schools</li> <li>• Parental Engagement</li> <li>• School Quality Improvement visits</li> <li>• Family learning</li> </ul>
Strategic Lead - Early Years	<ul style="list-style-type: none"> <li>• EY staffing</li> <li>• Support birth – 2</li> <li>• Management of community child minding service</li> <li>• EY services management &amp; delivery</li> <li>• Commissioning and engagement with funded providers</li> <li>• PL in ELC</li> <li>• Out of school care</li> <li>• QA for outside providers</li> <li>• SLA's</li> <li>• School Quality Improvement visits</li> <li>• Family support</li> <li>• QA ELC</li> <li>• HMI and Care Inspections</li> <li>• Support to Third sector childcare partners</li> <li>• Transitions</li> </ul>

### 3.0 CONCLUSION & RECOMMENDATIONS

- 3.1 This proposal is considered to offer a dynamic and flexible team structure which will enable the authority to successfully support the schools to meet the aims of the Council's vision for Education and the national policy directives relating to excellence and equity for all our children and young people. It has also taken account of the financial pressures on the front line school services and aims to deliver best value through a cost effective team and the delivery of savings in line with the forecast future demands on the Council's budget.
- 3.2 It recommended that members approve the implementation of the new structure for 2022/23 onwards.

### 4.0 IMPLICATIONS

- 4.1 Policy – This fits clearly with the Council's Education policies



- 4.2 Financial – This offers an annual saving of around £300k
- 4.3 Legal – Helps ensure the authority meets its statutory duties and inspections.
- 4.4 HR – There will be a reduction of 2 fte and no compulsory redundancies
- 4.5 Fairer Scotland Duty: - No implications
  - 4.5.1 Equalities - protected characteristics – in line with requirements
  - 4.5.2 Socio-economic Duty – N/A
  - 4.5.3 Islands – N/A
- 4.6 Risk- potential impact mitigated through proposals
- 4.7 Customer Service – supports the key front line delivery aims of the service

**Douglas Hendry, Executive Director with responsibility for Education**

**Yvonne McNeilly, Policy Lead for Education**

12 May 2021

**For further information contact:**

Louise Connor, Head of Education; Learning & Teaching, and Chief Education Officer

Donald MacVicar, Transformation Project Officer

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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## **BUSINESS MANAGERS FOR SCHOOLS**

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### **1.0 INTRODUCTION**

- 1.1 A Project Group was established to carry out a review of the business support in place for schools across the Authority and to ascertain if there was a benefit in carrying out a redesign of this support both in financial terms and in terms of service to the school.
- 1.2 The project was to look at the provision of business managers to support all schools and the benefits that would be associated with that post.

### **2.0 DETAIL**

- 2.1 The project Group was brought together incorporating the School Services Support Manager, 2 x AFAs, a secondary head teacher, 2 primary head teachers and a union representative of EIS
- 2.2 A questionnaire was developed and circulated to all head teachers throughout the Authority regarding the current provision and what additional functions could be carried out by a business manager that wasn't currently covered with the remit of the AFA currently in post. The feedback from Primary schools was that they were content with the current support that they received from their AFAs and would not be willing to give up any budget to support the post. Feedback from the larger secondary schools was that they would welcome the new post of Business Manager but most would be unwilling to sacrifice budget/posts to obtain it. There was one secondary school who would be willing to cover the costs of this post should it progress.
- 2.3 Feedback from other Authorities across Scotland had been collated but the disparity was too great to form any particular consistency from.
- 2.4 The group drafted a job description and person specification for the a new Business Manager based on the tasks carried out within other Local Authorities and there were a number of concerns raised in relation to the impact that these tasks would have on depute head teacher posts currently within our schools.

- 2.5 It was agreed that the establishment of a Business Manager post would mean that secondary schools would have to sacrifice a depute in order to facilitate the post. This would have an impact on progression for teaching staff which unions would be unhappy to support.
- 2.6 The Education Transformation Board agreed at the meeting held on 9 September 2020 that work by this group should be suspended due to the lack of appetite to progress this by schools. Work could resume at a later date should there be sufficient justification for that.

### **3.0 CONCLUSION**

- 3.1 That the Community Services acknowledge the work carried out by this group has been concluded and no further action will be taken in relation to this.

### **4.0 IMPLICATIONS**

- 4.1 Policy - none
- 4.2 Financial - none
- 4.3 Legal - none
- 4.4 HR - none
- 4.5 Fairer Scotland Duty: none
- 4.5.1 Equalities - protected characteristics - none
- 4.5.2 Socio-economic Duty - none
- 4.5.3 Islands - none
- 4.6 Risk - none
- 4.7 Customer Service - none

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**For further information contact:** Susan Tyre, School Services Support Manager

## SCHOOLS GENERATING ADDITIONAL INCOME

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### 1.0 INTRODUCTION

- 1.1 The purpose of this report is to update the Community Services Committee on work of the Income Generating Project Team that was set up to examine ways in which additional income could be generated across the school estate to offset budget reductions and help to provide a sustainable educational service in Argyll and Bute for future years.
- 1.2 The focus of the project was to look at developing a more innovative approach to the use of school buildings and to determine whether they can become more in the way of community/commercial assets in future. Building on the initial ideas which were generated by the Education Budget Working Group (EBWG), the Project Team focused on the following key areas:-
- A. Letting of School Facilities
  - B. Sponsorship
  - C. Commercial use of School Car Parks
  - D. Reduction of Energy Consumption
  - E. School Hostels
  - F. Argyll Art Collection
  - G. Early Years

### 2.0 DETAIL

- 2.1 To explore the feasibility of each of the income generating ideas a Project Team was established, consisting of the following membership:
- Donald MacVicar – Programme Manager
  - Laura Blackwood – Project Lead
  - Kjeld Thorup – Finance Rep
  - Anne Devine – Education Rep – Secondary
  - Alison Palmer – Education Rep – Primary
  - Kathryn Wilkie – Education Rep – Central Team
  - Lorna Cameron – Education Reps – Early Years
  - Ailsa Dominick – Education rep – Early Years
  - Jayne Jones – Commercial Services Rep
  - Carianne De Koning – Commercial Services Rep
  - David Allan – Commercial Services Rep

2.2 The following sections provide an update on the work that has been carried out to date by the Project Leads in respect of each of the proposals.

### 2.3 Letting of School Facilities

2.3.1 The focus of this proposal was to look at potential income generating opportunities by maximising the use of school facilities. A number of suggestions have been put forward by the Project Team, including:-

- A review of the current external letting arrangements for Secondary Schools – Live Argyll currently let all secondary school facilities out on behalf of the Council and retain any income generated. It is proposed that this matter is picked up as part of the annual review of the SLA in 2022/23. Linked to this, it is also proposed that the booking and charging processes for external lets are reviewed with a view to improving and streamlining the current set up.
- School Kitchens – an exploration of options to increase use of school kitchens during evenings and weekends, including partnership working with local businesses who would benefit from this arrangement. It is proposed that this option will be explored further once restrictions are sufficiently relaxed.

2.3.2 In addition to the above, one of the main areas identified was to market and promote the use of schools as venues for a range of community events. Taking account of the Covid-19 restrictions in place at the time of investigating these options, it was agreed that the most feasible course of action would be to pilot an outdoor market event, which are permitted. Following engagement with a number of Head Teachers, Lochgilphead Joint campus was identified as the pilot school.

2.3.3 If Members are agreeable, it is proposed that the outdoor market event will be arranged for a weekend in early summer (possible dates currently being explored in consultation with the Principal of Lochgilphead Joint Campus). The Council's Events Manager will lead on the arrangements for the event, building on the experience and success of similar events held at the Helensburgh Civic Centre. Stall Hire Scotland will be engaged to help facilitate stalls and market traders, and there will also be close working with the school, teachers, pupils, and the local community to identify a wide range of stalls for the event. The Council will raise income via stall/pitch fees and from operating their own drinks/catering stalls.

2.3.4 If the pilot event takes place and is deemed to be a success, plans would be put in place to replicate similar arrangements at other school locations across the authority.

### 2.4 Sponsorship

2.4.1 The proposal put forward by the EBWG was to look at opportunities to increase sponsorship activity across the Education Service/Council as a whole. At the present time there is a level of sponsorship activity already taking place across the authority, including a long standing sponsorship agreement with the Argyll

Piping Trust and other individual sponsorship arrangements across schools in respect of obtaining, for example, resources and equipment.

- 2.4.2 To assist in identifying any further sponsorship opportunities, a benchmarking exercise was undertaken with other local authorities, via the Association of Directors of Education in Scotland (ADES). All 32 Councils were contacted and a summary of the 6 responses received are detailed below:-

<b>Council</b>	<b>Sponsorship Activity</b>
Moray	Have put sponsorship on hold due to Covid-19, but have previously looked into specific advertising and sponsorship of Moray Music Centre. This included approaching instrument and accessory suppliers to request their sponsorship of programmes, advertising at concerts and promotion year round. No other sponsorship activity to report.
Dundee City	Application for Common Good Funding (Pipes and Drums Trust) on an annual basis (£58k) which they have to match fund to support staff costs. In addition, applications to other available funding streams.
Stirling	At present do not secure any income via sponsorship.
Highland	Explored the possibility of selling advertising space on Chromebooks but weighing up the modest levels of income and the potential negative reaction to advertising on pupil devices this was not pursued any further.
West Lothian	Use of sponsorship to fund corporate wide staff recognition and award programmes, and other one off events such as prizegivings/sporting events or to contribute to attendance at cultural events.
South Ayrshire	Have discussed the possibility of sponsorship but never progressed due to negativity attached to using schools for marketing purposes.

- 2.4.3 This was a useful exercise to carry out but unfortunately there were no new areas of sponsorship for the Council to pursue as a result, as the Council have or are currently carrying out all of those identified. On this basis the work on this workstream has been concluded by the Project Team.

## 2.5 Commercial use of School Car Parks

- 2.5.1 The project group were asked to investigate the opportunity to utilise school car parks as chargeable public car parking during periods (such as school holidays) when they weren't in use by the school. Initially officers from Education assessed the schools to shortlist those where it was considered there would be demand for public parking and where the school layout would be suitable for this purpose. On the basis of this exercise, it was recommended that Oban High School was used as a pilot project to assess the feasibility, practicality and legality of the proposal.

2.5.2 Initial consultations were then undertaken with the Headteacher of Oban High School and Roads officers who raised a number of matters for consideration, which are summarised below:-

- School car park should not be used by public during the school day (7.30 – 18.00) due to security, welfare and child protection issues. Acceptance that all other days/times are suitable;
- Consultation and engagement with the school and other stakeholders if a decision is taken to amend the use of the school car park;
- Any proposed parking charges require to be in line with those currently in operation by Roads;
- Liaise with Legal Services in respect of the proposals, including any potential restrictions around the management of school car parks, including, for example, the use of car registration recognition systems and the enforcement of parking breaches;
- Current demand and parking infrastructure within the locality.

2.5.3 Thereafter, it was considered important to assess the legality of the proposals with Legal Services, which focused on two main areas of concern. Firstly, is there anything in the title to the school grounds which prohibits the proposed use or could lead to it being challenged. Secondly, is the operation of a chargeable car park (including enforcement) possible outwith Roads existing procedures / orders either operated by the council or privately. These matters are currently being assessed and will be considered further by the project team in due course.

2.5.4 In the meantime some thought has been given to the potential operational options should the issues above be resolved. The car park could either be operated internally by the council or by an external company with profits being shared. The internal operation would require resources to manage the car park and investment in ticketing infrastructure although it may be possible to tie this in with existing Roads operations. Under external management this could be undertaken remotely by a web based supplier, who will manage your car parking spaces via an online app. There are little or no costs for the set up or management of such a service, with income generated shared 80/20 in favour of the council. The supplier would undertake appropriate marketing of the car parking spaces and provide local enforcement officers.

2.5.5 Camper van parking was also considered as part of this process as this can be a significant issue in areas with high volumes of tourists. However, following discussions with Roads, it was considered that the investment levels to provide waste disposal facilities together with the potential conflict of providing this in school grounds made this a more difficult requirement to satisfy.

2.5.6 In terms of next steps the Project Team will:-

- Continue to liaise with Legal Services to determine whether there are any legal reasons not to pursue a pilot within Oban High School;

- Engage with colleagues in Roads and Infrastructure to ensure that the proposed pilot is not materially at odds with wider parking policy in Oban;
- Consult with other local authorities to ascertain whether others have pursued the use of school car parks as public car parks and if there are any lessons to be learned for their experience;
- Put in place arrangements for a pilot at Oban High School, if there is a desire to proceed with the proposal.

## 2.6 Reduction of Energy Consumption

- 2.6.1 The initial scope of this idea from the EBWG was to investigate any options available for education premises to generate income from renewable energy, including the use of solar panels, biomass generators and any other investment opportunities.
- 2.6.2 Following initial investigations it was apparent that consideration of renewables projects and income across the school estate was already being addressed as an integral part of larger corporate renewables sourcing projects led by the Head of Commercial Services. A strategic review of the Council's estate, carried out with support from experienced external consultants, resulted in the delivery of a range of economically viable projects being delivered across the school estate including biomass and solar pv.
- 2.6.3 On the basis of the existing corporate projects the Education Transformation Board (ETB) changed the scope of this proposal to energy reduction, with a particular focus on what activities schools can undertake to save energy in respect of a reduction in electricity, water, and waste, which are key components of the Eco Schools programme.
- 2.6.4 The uptake of Eco Schools across the authority is high with 84 out of 92 schools registered, with the majority of them having secured bronze, silver or green flag awards. Primary schools are particularly active, whilst there is scope for secondary schools to do more in terms of the eco agenda. At present there is no real incentive for schools to drive this forward in terms of generating income however, there is an opportunity for schools to contribute to the Council's climate change agenda and potentially reduce utility charges, by utilising the Eco Schools programme in a more proactive manner to save energy and potentially reduce utility charges.

## 2.7 School Hostels

- 2.7.1 Arising from discussions at the Project Team, there was a suggestion that it would be worthwhile exploring the use of the school hostels in Oban and Dunoon, on a commercial letting basis during the 6 week summer break. This is an idea which has been looked at previously on a number of occasions but to date has not been progressed.
- 2.7.2 The management of the two school hostels previously sat within the Education Service, but operation now lies with the HSCP following the integration of social care services in 2016. The hostels are, however, Council owned buildings. It is understood that staffing within the hostel is undertaken on a 40 week basis



and that the revenue budget sits within the HSCP, funded via GAE, based on the number of pupils occupying the hostel as a proportion of the school roll. Any proposal to operate the buildings outwith term time will require agreement from colleagues within the HSCP and careful consideration would need to be given to a number of factors, including who would manage the building, and potential costs associated with any letting opportunities, such as the additional cost of leaning, changing beds etc...

2.7.3 Having considered the terms of this idea, the Project Team agreed that there would be benefit in exploring further and that the most appropriate avenue for this would be via the Shared Services Project being taken forward by Commercial Services in partnership with the HSCP. FSM Consultancy were appointed on 12<sup>th</sup> April for a period of 12 months to act as Programme Manager for this piece of work. The project will initially focus on 'quick win' service delivery savings options that can be achieved on a shared basis but there is merit in looking at the future use of school hostels on a longer term basis as part of this work.

## 2.8 Argyll Art Collection

2.8.1 The Argyll Collection is a unique collection of 173 artworks, established between 1960 and 1990 by Mr James H Tyre, an Art Advisor for the then Argyll County Council, as a learning resource for the young people of Argyll and Bute. He achieved this with support from the author Naomi Mitchison who travelled extensively in Africa and Asia. The collection is divided up between school, with the intention that the pieces are rotated on a regular basis. Elements of the collection are also used for public exhibitions. The collection has historically been managed by the Education Service.

2.8.2 The ETB asked the Project Team to look at the feasibility of utilising elements of the Argyll Education Art Collection on a commercial basis, including the production of prints and other merchandise such as mugs and coasters.

2.8.3 The Council are owners of the Argyll Collection, however this does not grant the right to copy or replicate elements of the collection. Legally, prior consent must be sought from the copyright owner. On this basis an exercise was undertaken to establish the copyright holder for artists within the collection. A search using the Design and Artists Copyright Society (DACS), which is the main organisation representing artists in the UK and overseas, has enabled us to locate representation for four artists (Joan Eardley, John Byrne, Alan Davie and Robert MacBryde). Unfortunately this significantly limits the artwork that can potentially be used for commercial purposes.

2.8.4 To establish whether there would be merit in producing merchandise, the Project Lead undertook some research to collate the average retail prices and production costs for a range of artwork products including mugs, coasters, prints, calendars and greetings cards. Information was gathered from a number of sources, including local and national suppliers, and both physical and online retailers. Based on these details it is estimated that the potential profit margins would be very modest. For example, it is projected that the sale of 100 units of each product (mugs, coasters, prints, calendars and greetings cards) would

result in income levels of around £2000-£2500 (minus 5-10% payment to copyright holder).

- 2.8.5 Assuming that the Council wished to pursue the option of using these artworks on a commercial basis, an application would require to be submitted to obtain a copyright licence. This application would specify the type of product being created, print/production run, proposed retail/wholesale price, where it will be sold etc... If granted, typically a charge of 5-10% is applied to the retail price of each unit produced, so this would also need to be factored into any estimated profit margins.
- 2.8.6 There is a clear cultural interest in the Argyll Art Collection but it is difficult to determine any potential commercial market. Due to the limited artwork available and the minimal profits that could be achieved it is recommended that this proposal is not pursued any further.
- 2.8.7 An alternative proposal which could be taken forward by the Education Service is the use of pupil artwork/photography on a commercial basis. This already happens across a number of primary and secondary schools, for example the sale of calendars and Christmas cards at various points of the school term to generate funds for the school. This approach could be expanded across the school estate, with schools retaining all profits made for the benefit of pupils.
- 2.8.8 It should also be noted that the Cultural Coordinator within the Education Service, who manages the collection, is currently exploring a number of possible funding streams that can be accessed to support the continued investment in the collection to ensure that it is curated and conserved for future generations.

## 2.9 Early Years

- 2.9.1 This proposal is in respect of assessing the feasibility of extending the provision of early years hours within local authority establishments, which would offer parents and carers the opportunity to purchase wrap around care for their children outwith their funded 1140 hours Early Learning and Childcare (ELC). Feedback from recent consultations undertaken with parents in respect of the roll out of 1140 hours suggests that there is a demand for increased flexibility/more wraparound care, particularly within more rural locations.
- 2.9.2 The current operating model varies across establishments, but is normally within local authority hours of between 9am to 3pm, on a term time or 48 week basis. It is proposed that a pilot is carried out during summer 2021 to test whether an adapted model, providing increased child care opportunities for parents/carers is feasible. The service are currently working within the Scottish Government Covid 19 Guidance and this may impact on any proposed pilot. It is recommended that the pilot is undertaken within one of the local authority establishments in Campbeltown, on the basis that there are limited nursery services offering wraparound care within the area for 3 and 4 year olds.
- 2.9.3 The proposed operating model for the pilot is detailed below:-

### Term Time

- Wraparound care could be purchased during holiday periods by families on a term time model.
- Wraparound hours could be sold outwith funded ELC between the hours of 8.30am until 9.00am and/or from 3.00pm until 5.30pm.
- 30 hours of funded ELC could be offered on a three day term time model of 8.30am to 5.30pm with the other two days being sold to families for wraparound.

#### 48 Week Model

- Sessions are offered 48 weeks of the year with sessions at 8.30am to 1.30pm or 12.00pm to 5.00pm and the opposite session sold for wraparound care.

2.9.4 In the event that the pilot is agreed, the Early Years Officers leading on this project will pick up the necessary next steps in terms of putting in place arrangements including, for example, consultation with all key stakeholders (e.g. manager, staff, parents/carers, HR, Finance, Procurement).

2.9.5 If the pilot is successful and a decision is taken to roll out the wraparound model, parents and carers would require to be advised of the operating model in time for ELC Registration week. For example, if starting August 2022, all information would need to be available for January 2022.

### **3 CONCLUSION**

3.1 Taking account of the work of the Project Team to date, Members are asked to consider the following recommendations in respect of each of the proposals discussed above:-

- i. Note the options being explored in respect of increasing the letting of school facilities and agree that an outdoor market is piloted at Lochgilphead Joint Campus in early summer.
- ii. Note the outcome of the benchmarking exercise carried out with other local authorities in respect of sponsorship activity and that no further action will be taken in this regard;
- iii. Agree that arrangements are put in place to pilot the use of Oban High School car park on a commercial basis;
- iv. Agree that all schools in Argyll and Bute proactively seek to save energy in respect of a reduction in electricity, water, and waste, for example via the Eco Schools Programme;
- v. Note that the use of school hostels on a commercial basis will be explored as part of the Shared Services Project with HSCP, being led by Commercial Services.
- vi. Note that there is limited scope to utilise the Argyll Art Collection on a commercial basis, however it is recommended that schools are encouraged to continue using pupil artwork/photography to raise funds.

- vii. Note that a number of funding streams are being explored to support the continued investment in the Argyll Art Collection to ensure that it is curated and conserved for future generations.
- viii. Early Years – agree that arrangements are put in place to pilot a wraparound hours model within Campbeltown.

#### **4.0 IMPLICATIONS**

- 4.1 Policy – proposals in line with national and local education policy
- 4.2 Financial – increased income generation / access to grant funding
- 4.3 Legal – in accordance with legislative requirements
- 4.4 HR – potential increase in staffing resource (e.g arising from extension of early years hours)
- 4.5 Fairer Scotland Duty: none arising from this report
  - 4.5.1 Equalities - protected characteristics – none arising from this report
  - 4.5.2 Socio-economic Duty – none arising from this report
  - 4.5.3 Islands – none arising from this report
- 4.6. Risk – none arising from this report.
- 4.7 Customer Service – possibility of increased access to services (early years)

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

11<sup>th</sup> May 2021

**For further information contact:**

Laura Blackwood  
Directorate Support Officer  
01546 604325

## DEVOLVED SCHOOL MANAGEMENT

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### 1.0 INTRODUCTION

- 1.1 Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The Devolved School Management (DSM) guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider “Fair Funding to Achieve Excellence and Equity in Education” consultation.
- 1.2 As a result, updated guidance has been issued to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.
- 1.3 The new guidelines were issued by Scottish Ministers under section 13 of the Standards in School’s etc. Act 2000 (the 2000 Act). The guidance was issued to Local Authorities in relation to their functions under Section 8<sup>3</sup> of the 2000 Act in relation to delegation schemes.
- 1.4 Full implementation of these guidelines was originally expected by April 2021. However, due to the outbreak of Covid 19 the implementation date was extended to April 2022. Local authorities are expected to update their individual scheme to take into account the new guidelines.

### 2.0 DETAIL

- 2.1 It was agreed at the first meeting of the Education Transformation Board that the revision of Argyll and Bute Council’s (the Council’s) Scheme of Devolved School Management would be included as one of the projects taken forward by the board.
- 2.2 A project team was established to review and update the Council’s DSM Scheme in accordance with the updated Scottish Government guidelines. The project team included stakeholders from Education and Finance.

2.3 The project team first reviewed the existing scheme against the new guidelines, using the framework document published by the Scottish Government and the updated DSM principles.

2.4 The updated DSM principles aim to build on and enhance the foundations and principles of the 2012 guidance, they are:

- Subsidiarity and Empowerment.
- Collaboration.
- Accountability and Responsibility.
- Clarity and Equity.

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- support excellence and equity - ensuring every child and young person has the same opportunity to succeed;
- be fair - placing the needs of all children and young people at the centre;
- be simple, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty; and
- deliver value for money – ensuring that every penny spent is used effectively

2.5 A fully revised Devolved School Management Scheme has been written and is currently in draft form. The updated scheme has been benchmarked against two other Local Authority schemes published in draft.

2.6 The draft document has circulated to the following groups for comment:

- Education Management Team;
- Education Budget Working Group;
- Headteachers; and the
- Joint Services Committee.

2.7 Training material has been produced in line with the updated guidance and will be delivered to Headteachers, aspiring leaders and other interested stakeholders when the updated guidance is published.

### **3.0 CONCLUSION**

3.1 The committee is asked to note the progress made in relation to the revised Scheme of Devolved School Management in line with new legislation.

### **4.0 IMPLICATIONS**

4.1 Policy

4.2 Financial

- 4.3 Legal
- 4.4 HR
- 4.5 Fairer Scotland Duty:
  - 4.5.1 Equalities - protected characteristics
  - 4.5.2 Socio-economic Duty
  - 4.5.3 Islands
- 4.6 Risk
- 4.7 Customer Service

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**12 May 2021**

**For further information contact:**

Sharon Macalister  
Principal Accountant – Education  
01546 604723

## LEARNING ESTATES STRATEGY

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### 1.0 INTRODUCTION

- 1.1 A project Group was established to look at a Learning Estate Strategy at the end of 2018. Members of the Project Group were pulled from all stakeholders within the Council and members contributed to the layout and content of the draft document that has been prepared for approval.
- 1.2 It was agreed at the first meeting of the Education Transformation Board that the Learning Estate Strategy would be incorporated as one of the projects being taken forward by the Board.

### 2.0 DETAIL

- 2.1 A full Learning Estates Strategy (LES) has been prepared which provides an overview of the current school estate and outlines the future priorities of the Service which is crucial for the future Education of every child within Argyll and Bute.
- 2.2 The Learning Estate Strategy will support the Education Service to realise the ambitions of equity and excellence for all by supporting the physical conditions for wellbeing and learning across learning estates to support sustainable and inclusive economic growth. The Strategy will set out the principles and priorities to drive the development of the learning estates across Argyll and Bute which aligns with the National Learning Estate Agenda.
- 2.3 Our learning estate will support the three key National education and skills priorities which are:
  - Getting it right for every child
  - Curriculum for Excellence
  - Developing the Young Workforce
- 2.4 The National Learning Estate Strategy (Connecting people, Places and Learning) sets out ten guiding principles:



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

Guided by the above National principles, the LES for Argyll and Bute lays down 5 guiding principles which align to those National strategies and have been developed through collaborative working across all Services of the Council and support from Northern Alliance colleagues. The 5 guiding principles and aspirations for the LES are as follows:

1. Learning environments in all schools should have a suitability grading of A or B
  2. High Quality Outdoor learning for 2-18 to be A or B standard for suitability
  3. Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability
  4. Argyll and Bute will maximise the use of the learning estate to benefit the wider community
  5. Future developments within our learning estate will create low carbon and digitally enabled schools and campuses
- 2.5 The LES sets out the background of the current position of the Education estate including the number of establishments, school rolls and occupancy rates, the most up to date condition and suitability surveys of all schools.
- 2.6 Outlined within the strategy document is also an outline of the aspirations surrounding Outdoor Learning, Digital Learning and the carbon footprint targets of the Council.

- 2.7 How we use our Learning Estate in the future has to change to include wider partnership involvement so that the whole community can benefit from having schools at the heart of the community and within the LES it is outlined how partnership working will be developed and how community use of schools will be strengthened.
- 2.8 As part of the development of this LES a new methodology has been put in place to project future rolls of schools within the Authority for up to 10 years which will be crucial to support decisions for future developments or renovations.
- 2.9 One of the guiding principles approved for the LES is that Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability. This ensures that all young people are able to attend a school within their local area that is fully accessible for their individual needs.
- 2.10 It was a priority of the project board when we were developing a LES that all the statutory processes relating to school premises were incorporated in the document and for that reason the following are all contained within the new strategy:
- Closing a school
  - Mothballing a school
  - Re-zoning a school catchment area

This will ensure clarity of the processes moving forward when required.

- 2.11 The 3 year capital investment programme for Education is outlined within the LES to ensure that the immediate priorities for the Service are captured.
- 2.12 Future Priorities will be outlined within a separate appendix to the document being worked up currently and will be available when a presentation is made to Committee in August.

### **3.0 CONCLUSION**

- 3.1 The committee is asked to note the ongoing work in relation to the Learning Estate Strategy and note that a full presentation will be made to the August Community Services Committee.

### **4.0 IMPLICATIONS**

- 4.1 Policy - The Learning Estate Strategy links direction to the Council's business outcomes BO107 (The support and lifestyle needs of our children, young people, and their families are met), BO108 All our children and young people are supported to realise their potential, BO109 All our adults are supported to realise their potential, BO115 We are efficient and cost effective and BO117

We encourage creativity and innovation to ensure our workforce is fit for the future.

This LEC will ensure that we have a learning estate to support excellence and equity for all our young people within Argyll and Bute.

Our LEC will provide a framework for future investment in our schools that complies with the National Learning Estate Strategy.

- 4.2 Financial – Investment in the Learning Estate is dependent on capital funding from the Council and all available parties that the Council can engage with which may include: Scotland’s schools for the Future, Scottish Government Learning Estate Investment Programme, Other Public Sector Organisations
- 4.3 Legal – The School Premises (General Requirements and Standards)(Scotland) regulations 1967 were reviewed and update in 2018. The Learning Estate Strategy will ensure that Argyll and Bute adhere to the legal requirements laid out within the regulations
- 4.4 HR - none
- 4.5 Fairer Scotland Duty: None
  - 4.5.1 Equalities - protected characteristics – One of the principles laid out within the LES is that Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B – this will ensure equity for all children and young people.
  - 4.5.2 Socio-economic Duty – none
  - 4.5.3 Islands – none
- 4.6 Risk – none
- 4.7 Customer Service – Full engagement will take place in relation to any changes within the LES

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**For further information contact:** Susan Tyre, School Services Support Manager

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES**  
**10 JUNE 2021**

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## **DIGITAL LITERACY**

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### **1.0 INTRODUCTION**

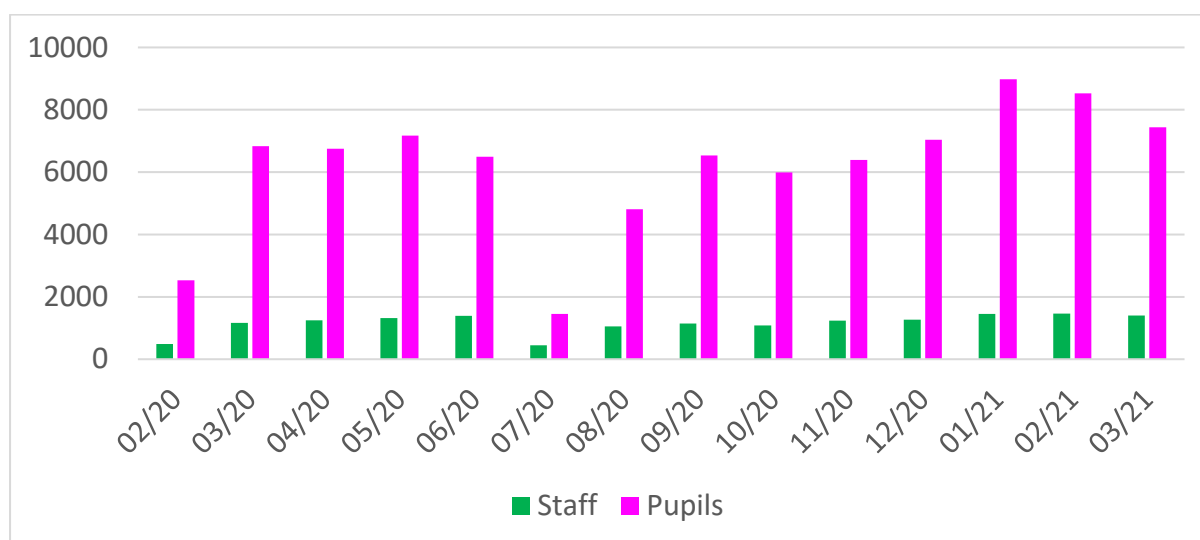
- 1.1 The purpose of this report is to inform and update members on the key purpose and objectives of Transformation Work stream 7 – digital literacy.
- 1.2 The purpose of this project is to increase the use of digital technologies to enhance learning and teaching in Argyll and Bute schools, develop practitioners' digital skills and improve education provision, opportunities and outcomes for learners. By realising these goals, the project seeks to bring about positive transformational change for learners, practitioners and education settings across Argyll and Bute.
- 1.3 A key factor in the project is progressing Argyll and Bute's implementation of "anytime, anywhere" learning in order to: offer equity of educational provision for learners regardless of place or context, expand and enhance curriculum choice, and remove barriers to learning. As a result of these factors, the project aspires to bring about improvement to children and young people's education, life chances and outcomes.
- 1.4 The project will develop the digital skills and confidence of practitioners, facilitating the creation of sustainable opportunities for high-quality linked learning across all schools in Argyll and Bute.
- 1.5 Online curriculum capability will be enhanced by developing means of sharing lessons, programmes of work, and learning and teaching resources across Argyll and Bute.
- 1.6 An essential component of the project will be facilitating the provision of a flexible, fast and reliable network infrastructure that meets the needs of educators and learners in providing "anytime, anywhere" learning.

## 2.0 DETAIL

### 2.1 Glow update

Glow is a national virtual learning environment offered by the Scottish Government to support the delivery of learning and teaching. The chart below illustrates Glow usage from February 2020 to March 2021, measured by the number of unique staff and pupils users each month during this period. These numbers indicate the number of individual users who accessed Glow per month (as opposed to the number of total logins, where an individual could be counted more than once).

As the chart shows, the number of individuals using Glow has increased significantly since February 2020 (just prior to the beginning of the home learning period); compared to Glow engagement in February 2020, March 2021's statistics illustrate a 189% increase in staff users and a 194% increase in pupil users; in both cases, this is almost triple the usage.



Another useful indicator of Glow usage is the number of user sessions per month for G Suite (online collaboration tools provided by Google). Peak usage for this application was in January 2021, where there was a 941% increase in G Suite usage, with nearly half a million sessions. The large numbers seen in January 2021 relate to the period where pupils were learning from home, and the tools within Glow were used to support the delivery of learning and teaching.

2.2 The Digital Learning Team has been organising and offering webinars to support education staff with online learning and teaching since March 2020. These have since supported more than 800 staff (and over 1000 when including webinars co-ordinated with partners). In January 2021 alone, the team directly supported 100 staff online via three digital skills webinars focussing on delivering remote learning and teaching, covering beginner-level introductions to Glow and Google Classroom as well as more advanced techniques such as creating virtual classrooms with avatars. The team continues to offer webinars across a range of subjects and to a range of staff.

- 2.3 The Digital Learning Team has supported identification of suitable video conferencing equipment for Hermitage Academy, Campbeltown Grammar School and Tobermory High School, and this has been costed at £21,528.59 for the three schools combined. This is in addition to the videoconferencing solutions already present in Oban High School and Tiree High School. The video conferencing equipment will support learning and teaching by affording the schools with more flexibility in learning delivery, including home learning and enhancing curriculum choice.
- 2.4 Following a £447,007.00 grant for digital inclusion from the Scottish Government, the Digital Learning Team co-ordinated the allocation and distribution of 1356 devices (Chromebooks and iPads, totalling a capital spend of £393,090.72) for learners with no, or insufficient, access to a suitable device for learning, and 254 connectivity solutions with 12 months of unlimited data (totalling a revenue spend of £53,945.00) for learners with no, or insufficient, access to the Internet. Protective cases and remote management software licensing for iPads were also arranged by the team. In addition to these devices and connectivity solutions, learners were also supported with devices lent to them for home learning by schools.
- 2.5 Following identification of schools that have insufficient bandwidth for aspects of learning delivery, it has been agreed that bandwidth speeds at 10 schools will be improved. The initial installation cost is £43,983.81, creating a new revenue increase of £19,471.58 and a subsequent total revenue of £42,161.54.

School	Current Speed	Current Revenue	New Speed (100mb bearer)	Install	New Revenue	Revenue Increase
Dalintober PS	8	2424.96	30	4219.16	3921.86	1496.9
Colgrain PS	8	2424.96	30	4530.18	4223.83	1798.87
St. Joseph's PS	8	1932.6	30	4530.18	4223.83	2291.23
Parklands School	8	2424.96	30	4530.18	4223.83	1798.87
John Logie Baird PS	8	2424.96	30	4530.18	4223.83	1798.87
Hermitage PS	12	2505	30	4530.18	4223.83	1718.83
Ardishaig PS	8	1840.56	30	4530.18	4223.83	2383.27
Cardross PS	8	1932.6	30	4145.25	5052.98	3120.38
Castlehill PS	8	2424.96	30	4219.16	3921.86	1496.9
Park PS	8	2354.4	30	4219.16	3921.86	1567.46
		22689.96		43983.81	42161.54	19471.58

- 2.6 In order to ensure that the Council's education network infrastructure can continue to support effective learning delivery, it was agreed that an external consultancy would take place to evaluate the network and identify improvements. A procurement exercise was carried out, and a well-established company was subsequently appointed; the projected cost of the consultancy is £16,256.62.

## **CONCLUSION**

- 3.1 The work to increase the use of digital technologies to enhance learning and teaching across Argyll and Bute Schools has been a success.
- 3.2 The project has developed the digital skills and confidence of practitioners, facilitating the creation of sustainable opportunities for high-quality linked learning across all schools in Argyll and Bute. Teacher engagement with digital learning has also been accelerated by the COVID-19 pandemic.
- 3.3 The focus on this area of transformation will continue and evaluation of progress to date suggests clear next steps:
- 3.4 A review will be undertaken to identify if other schools would benefit from increased investment in videoconferencing equipment to enhance curriculum choice for senior phase learners.
- 3.5 We will review bandwidth availability to identify schools who may also benefit from increased investment to support greater use of online tools for learning and teaching (such as Glow).
- 3.6 We will ensure that the school network continues to support effective learning delivery that remains current with constant technological evolution - in order to continuously provide our learners with a flexible and modern education experience. This will be achieved by the Education network consultancy evaluation which may identify costs associated with the Council's education network infrastructure.

## **4.0 IMPLICATIONS**

- 4.1 Policy: None
- 4.2 Financial: VC equipment has been installed in a number of schools to support shared Networked courses. Education network infrastructure consultancy. Costs will be incurred through the purchase of further digital devices to ensure digital equity.
- 4.3 Legal:
- 4.4 HR:
- 4.5 Fairer: Scotland Duty: Providing equity and inclusion to meet the needs of all young people.
  - 4.5.1 Equalities: Protected characteristics: All legislative requirements will be met.
  - 4.5.2 Socio-economic Duty: Reducing inequalities of outcome caused by socio-economic disadvantage are central to this area of transformation work.

4.5.3 Islands: The work stream recognises issues relating to island bandwidth speed availability.

4.6. Risk:

4.7 Customer Service: Continued support will be provided by Lead Education Officer.

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**For further information contact:** Gary Clark - Digital Lead - [gary.clark@argyll-bute.gov.uk](mailto:gary.clark@argyll-bute.gov.uk)



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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 JUNE 2021

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## CURRICULUM AND LEARNING

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### 1.0 INTRODUCTION

1.1 The purpose of this report is to inform and update members on the purpose and objectives of Transformation Workstream 8 – Curriculum and Learning.

1.2 The key purpose of this workstream is to further Argyll and Bute’s implementation of “anytime, anywhere” learning in order to:

- offer equity of education provision for learners;
- expand and enhance curriculum choice;
- remove barriers to learning and;
- articulate our “digital by default” theme.

1.3 To meet the challenges of delivering excellence and equity for all learners regardless of place and context our focus has initially been within the Senior Phase, taking account of the independent review of Scotland’s Curriculum for Excellence, led by the OECD.

1.4 Key areas of focus of this workstream have centered upon:

- Curriculum design;
- Local flexibility;
- Depth and breadth of learning in the Senior Phase;
- The transition from the Broad General Education (BGE) into Senior Phase;
- Vocational and academic learning and awards;
- Roles and responsibilities;
- Building the online curriculum capability through developing means of digitally sharing lessons and learning across Argyll and Bute Council;
- Developing the skills and confidence of educators in the effective use of digital technology to support learning and teaching;
- Sharing best practice across our schools;
- Ensuring that digital learning embraces the principles of high quality learning, teaching and assessment;
- Ensuring Digital Equity for all learners, irrespective of place and context.

## 2.0 DETAIL

- 2.1 The project team has focused on the development of a common timetable within the Senior Phase curriculum to ensure equity of a “Senior Phase offer” to Argyll and Bute’s young people regardless of place or context. Central to the Senior Phase offer is the incorporation of the courses offer delivered by Argyll College within the common timetable for the Senior Phase.
- 2.2 Two clusters have been formed each made up of five Secondary Schools. Cluster 1 incorporates Campbeltown Grammar School, Oban High School, Tiree High School, Tobermory High School and Rothesay Joint Campus. Cluster 2 incorporates Dunoon Grammar School, Hermitage Academy, Lochgilphead Joint Campus, Islay High School and Tarbert Academy.
- 2.3 In Cluster 1, the commonality of timetable means that young people can access courses from any of these schools regardless of the school they attend. Courses have been carefully considered to ensure those on offer can be taught successfully via the Virtual Conferencing medium.
- 2.4 In Cluster 1 a different school will coordinate learning for each individual course, with onsite staff delivering the virtual conferencing lessons to pupils in their own and other schools.
- 2.5 In Cluster 2, as part of the phasing in of the commonality of timetable, all schools have matched two blocks of learning per week, during which a different school will coordinate learning for each individual course.
- 2.6 Additionally where timetables overlap between Cluster 1 and Cluster 2, there is further scope for young people to access a wider range of school-based and college courses across our ten secondary schools.
- 2.7 Bespoke college courses have remained in place. As in previous years, each school individually makes arrangements with the Argyll College Schools Links Officer on which courses best suit the needs of their school. Additionally, a large number of Networked courses have been offered by the College to each cluster and in some cases across clusters. This widens access further, giving greater choice for young people across Argyll and Bute in their learning pathways and reducing the likelihood of courses not running due to small numbers.
- 2.8 The commonality of timetable approaches outlined above will ensure individual learners’ needs are met through enhanced curriculum and learning opportunities and better equity of access to broader opportunities. In particular it will bring increased personalisation and choice within learner pathways, more options in terms of subjects and levels, wider access to College courses and will ensure that the Senior Phase Learning offer is available to all young people, regardless of place or context.
- 2.9 To enable the digital delivery of learning and increased personalisation and choice for our young people within the Senior Phase, Argyll and Bute Council has funded the technology required to facilitate the virtual delivery of qualifications and wider achievement courses eg additional video conferencing facilities.

- 2.10 The commonality of timetable will improve educational outcomes for the young people of Argyll and Bute by supporting learners to access more bespoke senior phase learning options and pathways. This will lead to improved attainment and positive destinations for school leavers, and enhanced transitions to post-school life and learning.
- 2.11 The skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching continue to be developed. A rolling programme of after-school training in the use of Google Classroom, Google Meet and Microsoft Teams has been offered by the authority's Digital Learning Team. These sessions will continue on a regular basis. Training on the use of the live communication function of these platforms was also provided for all staff on INSET Days in November 2020.
- 2.12 Regular, high-quality direct communication between teachers and pupils was a recognised element of provision during the period of home learning, and has benefitted learner engagement and progress. Quality assurance of home learning was implemented through a survey issued to all schools to gather data on the types of home learning being provided for pupils, and the levels of direct communication with and feedback to pupils which were being offered.
- 2.13 Formal engagement by Education Management and schools with Education Scotland further established understanding and awareness of the high-quality practice expected in home learning provision. Sixteen schools across the authority engaged with Education Scotland in their programme of consultation with schools to establish the profile of home learning across the country.
- 2.14 The Alternative Certification Model put in place by the Scottish Qualifications Agency as a result of COVID-19 has developed secondary teachers' skills and capabilities in working with colleagues via digital platforms to agree standards in assessment, and in the moderation of assessment tools and pupil attainment evidence. The further development of such skills, and their extension to the primary sector is an ongoing priority.
- 2.15 Collaboration with the Digital Literacy Project Group has been central to the further distribution of digital devices to pupils to ensure digital equity. All 1338 Chromebooks and iPads allocated to Argyll and Bute Council through the Scottish Government Digital Inclusion Programme were delivered to schools for distribution to pupils with identified need. A further 220 SIM cards and 235 mini routers were distributed to pupils' families across the authority where connectivity issues prevented effective engagement with home learning.
- 2.16 In partnership with the Digital Literacy Project Group, a further audit of devices still required to ensure digital equity across the authority has been implemented, and as a result, a further 265 iPads and 365 Chromebooks have been purchased for distribution to school and/or families. Data has been gathered to ensure the distribution to school and families accurately reflects need in the context of digital equity. This ensures that Argyll and Bute Council will accurately target its allocation of the further £45m funding announced by the Depute First Minister to ensure pupils are equipped to engage fully with online learning.

- 2.17 Models of strong practice in the broadening of curricular pathways and opportunities for learners through virtual conferencing and digital streaming have been identified in the authority and will inform ongoing planning and training. There has been investment in digital conferencing technology in a total of five secondary schools, and the procurement of resources for the remaining schools is in progress.
- 2.18 A Working Group has been established to take forward the workstream priorities relating to digital learning. The work and progress of the group will be reported to the Transformation Board via regular Highlight Reports.

### **3.0 CONCLUSION AND RECOMMENDATIONS**

- 3.1 The work to develop commonality of timetable across Argyll and Bute Secondary Schools has been successful in enhancing equity of educational provision for learners and improved personalisation of learning pathways in the Senior Phase. It has led to expanded curriculum choice and has begun to remove the barriers to learning pathways associated with rural locations and limitations in subject availability.
- 3.2 The focus on this area of transformation will continue and evaluation of progress to date suggests the following clear next steps:
- i. We will explore how further alignment between schools can be achieved, including through continuing development of commonality of timetables and the further consideration of a standardised school day across all Secondary Schools in Argyll and Bute.
  - ii. Views will be collected from staff, pupils, parents and partners to evaluate the success of alignment once the first term in the new courses has been completed.
  - iii. The COVID-19 pandemic and its consequences for education have had the effect of accelerating teacher engagement with digital learning and the authority's drive to ensure digital equity for all children and young people. Progress towards the target outcomes of the workstream as they relate to Digital Learning and Digital Equity has been considerable, and next steps to overtake priorities will be focused through the Digital Learning Working Group.
  - iv. Professional learning for teachers will be provided to build further skill and confidence in providing high quality digital learning experiences for children in school and for children and their families at home.
  - v. The online networks established through the SQA Alternative Certification Model will be developed to allow effective curriculum development and

moderation to occur within and between schools to include the Broad General Education.

- vi. Work will continue to ensure digital equity for all pupils across Argyll and Bute, driven by accurate data on the needs of pupils and schools.
- vii. The equipping of schools with virtual conferencing technology and the training of staff in its use will be progressed to facilitate the broadening of choice in curriculum pathways for pupils across the authority's schools.

3.3 It is recommended that members note the improvements, agree that this area of transformation continue and approve next steps to ensure full implementation of the common senior phase timetable for school session 2022/2023.

#### 4.0 IMPLICATIONS

4.1	Policy	None
4.2	Financial	<p>Costs will be incurred through the purchase of further digital devices and connectivity solutions to ensure digital equity.</p> <p>VC equipment has been installed in a number of schools to support shared Networked courses. There may be further equipment costs as networked courses develop further.</p> <p>A change to all school day times would incur Transport and catering costs although projections suggest staffing costs would be reduced in the long term.</p>
4.3	Legal	The statutory duties of the Children and Young People (Scotland) Act 2014 and all previous relevant acts will be met.
4.4	HR	None
4.5	Fairer Scotland Duty	Providing equity and inclusion to meet the needs of all young people.
4.5.1	Equalities – protected Characteristics	All legislative requirements will be met.
4.5.2	Socio-economic Duty	Reducing inequalities of outcome caused by socio-economic disadvantage are central to this area of transformation work.
4.5.3	Islands	No differentiated impact.

Ongoing scrutiny and robust evaluations will monitor outcomes and impact on young people and staff.

4.7 Customer Service

Continued support will be provided by Lead Education Officer.

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**For further information contact:**

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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## **EARLY YEARS REVIEW OF CENTRAL TEAM**

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### **1.0 INTRODUCTION**

- 1.1 To build on the successful implementation of 1140hrs of Early Learning and Childcare by ensuring the central Early Years Team structure is effective in supporting all local authority settings, partner settings and childminders to deliver high quality Early Learning and Childcare.
- 1.2 To ensure that the central Early Years Team can effectively support and challenge all settings delivering 1140hrs to meet the statutory requirements of the National Standards.
- 1.3 Work effectively with colleagues in the HSCP to support children's development from birth to early level.

### **2.0 DETAIL**

- 2.1 A project team was put together chaired by the Acting Head of Service Teaching and Learning. Membership of the group includes representation from the Early Year Central Team, Teaching and non-Teaching Professional Associations, Headteachers from each locality with ELCs, Partner Provider Manager, Partner Child Minder, a Lead Early Years Officer from Shetland, Health, Social work, Legal a HR. The project team has met on three occasions from February.
- 2.2 The project team laid out the current structure and responsibilities of Early Years Team posts and relationships between posts to support all partners to participate in an evaluation of the suitability of the structure post 1140hrs.
- 2.3 The range of legislative requirements and core support that the Early Years Team must support was identified and from this a digital questionnaire created to gather the views of all partners of what currently works well and what functions may need to be changed or reviewed.
- 2.4 The questionnaire was distributed at the start of May to all Health Visitors,

Social Work Child and Families leads, Partnership settings, Local Authority settings and Child Minders and has 49 responses which are now being collated and analysed.

- 2.5 A subsequent questionnaire was created to gather the views of the Early Years Central Team members, this was based on the partner questionnaire and designed to gather the teams view on what works well and what could be improved with specific regards to statutory functions. This questionnaire closes on 14 May.
- 2.6 The project team intends to use the analysis of responses to review the current structure and roles to ensure they support statutory requirements and offer effective support and challenge.
- 2.7 Consultation with settings and the central early years team will be undertaken with regards to the redefined structure and roles with the intention to move towards implementation from September 2021, concluding March 2023.

### **3.0 CONCLUSION**

It is recommended that the committee:

- 3.1 Endorses the work undertaken by the Early Years transformation workstream to review the work structure and roles of the Early Years Team.
- 3.2 Agree that the workstream should continue with the planned actions and that a further update will come to the Community Services Committee in December 2021.

### **4.0 IMPLICATIONS**

#### 4.1 Policy

This work will assist the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) and deliver on the requirements of the new National Standards.

#### 4.2 Financial

Funding from Scottish Government is adequate in maintaining current staffing levels but will be required to be reviewed when the next settlement is confirmed.

#### 4.3 Legal

This work will assist the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) and deliver on the requirements of the new National Standards.

#### 4.4 HR



There may be a requirement to change remits but there will be no redundancies.

4.5 Fairer Scotland Duty

There are no potential issues around this.

4.6 Equalities - protected characteristics

This work aims to respond to the challenge of reducing inequality and improving outcomes for children and their families within the diverse geographical and social context of Argyll and Bute.

4.7 Socio-economic Duty

Early Years and Childcare must be free at the point of entry. All children in ELC will receive a free healthy and nutritious meal from August 2021

4.8 Islands

This work will ensure equity of support across our island communities.

4.9 Risk

A number of risks exist with workforce recruitment and development.

4.10 Customer Service

Maintaining an effective ELC service brings benefits to families.

**Douglas Hendry, Executive Director with responsibility for Education**  
**Councillor Yvonne McNeilly, Education Policy Lead**

For further information contact:

Wendy Brownlie

Acting Head of Service, Teaching and Learning

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**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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## **ASYMMETRIC WEEK**

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### **1.0 INTRODUCTION**

- 1.1 The purpose of this report is to update the Community Services Committee of the progress made by the project team considering the educational benefits and opportunities for best value in introducing an asymmetric week structure across schools in Argyll and Bute.
- 1.2 An asymmetric school week includes various start and finish times with some longer days and some shorter days. The most common asymmetric school week structure comprises four longer days and a short half day, but other patterns are also used. The overall number of hours learners are in school is the same.
- 1.3 Overall, the evidence base on asymmetric school week models is limited. While there is some anecdotal information about the potential advantages and disadvantages, there is little systematic research on the impact.

### **2.0 DETAIL**

- 2.1 A project team was established in December 2020 comprising of nine team members from Education, Legal, Finance and Transport and a team lead from Education.
- 2.2 The project team lead collaborated with the leads from the School Leadership Structures team and the Curriculum and Learning team due to the connectivity between the three projects.
- 2.3 The project team lead engaged with other local authorities, who have implemented this approach either partially (across one sector or in some schools within one sector) or wholly (across all primary and secondary schools) to share practice and to understand potential educational benefits and opportunities for best value.

- 2.4 The project team developed six options for asymmetric week structures for both primary and secondary sectors. Consultation on the six options was undertaken with focus groups of primary and secondary HTs respectively.

### **Potential Educational Benefits and Challenges**

- 2.5 A potential educational benefit of introducing an asymmetric week structure in primary schools was noted as its potential to increase opportunities for collaboration and joint planning with other primary schools and at cross sectoral level, thus supporting transition planning.
- 2.6 Potential educational benefits of introducing an asymmetric week structure in secondary schools were noted as its potential to: achieve staffing efficiencies as the thirty-three period week which underpins the asymmetric week, supports timetabling of staff for maximum efficiency; promote greater cohesion and consistency by enabling schools to align timetables; enhance opportunities for schools to work collaboratively with local colleges; facilitate more opportunities for pupils to access work experience; and, if the four longer days and one shorter day model was adopted, allow young people residing in hostels to travel home earlier on a Friday.
- 2.7 In addition to sector specific educational benefits, a number of potential benefits across both primary and secondary sectors were also identified as: increased opportunities for shared extra-curricular programmes; additional opportunities for meetings between staff and other professionals; the potential to improve the quality of staff Career Long Professional Learning (CLPL); and the potential to support transition activities.
- 2.5 A number of potential educational challenges associated with introducing an asymmetric week model were also identified. These were noted as the potential implications for: school transport, particularly pertinent in the case of learners from rural communities, childcare, for both parents and school staff, and IT infrastructures.
- 2.6 In addition to the above-noted challenges it was also noted that introducing an asymmetric week may cause a level of concern, principally amongst parents and carers but also staff and the wider school community. An asymmetric week may also reduce opportunities for extra-curricular programmes after long school days and discriminate against those who are not able to stay after school e.g. due to long journeys or reliance on school transport.
- 2.7 Finally, whilst the model has the potential to improve the quality of staff CLPL. It is worth noting that teachers are not obliged to remain in school outside of their contracted teaching time meaning that CLPL opportunities on co-ordinated pupil free afternoons would have to be run on a voluntary basis.

### **Potential Financial Benefits and Challenges**

- 2.8 A scoping exercise involving one school cluster was undertaken to establish the potential financial benefits and challenges of these options for a cluster of schools in Argyll and Bute.
- 2.9 In relation to catering a number of factors were considered as part of the scoping exercise. These included potential implications of the following: the uptake of school meals; staffing contracts; and income generation. In addition to these factors, the planned extension of provision of Free School Meals (FSM), catering for Early Years' learners and, the possible future provision of breakfast for primary pupils, had to be taken into account.
- 2.10 For the purposes of the scoping exercise, it was noted that whilst one asymmetric week model was cost neutral, others would potentially result in significant additional costs.
- 2.11 In relation to transport a number of factors were considered as part of the scoping exercise. These included the fact that a move to an asymmetric week structure would require the co-ordination of both the in-house and external transport fleets, the co-ordination of drop-off and collection times to minimise wait times for learners and, the co-ordination of bus connections with ferries, trains and planes, which is a significant factor due to the geographical nature of Argyll and Bute. In addition, it was noted there could be implications for staff contracts and potential disruption to public services (where these services are shared) in the form of variable timetables on different days of the week.
- 2.12 For the purposes of the scoping exercise, it was noted that the move to an asymmetric week was achievable but may result in increased cost, longer wait times for some learners and changes to staff contracts. The impact on bus connections with other modes of transport and the extent of disruption to public services would require further consideration.

### **3.0 CONCLUSION**

- 3.1 A number of potential educational benefits and challenges were identified in relation to an asymmetric week for both the primary and secondary sectors.
- 3.2 It was concluded that there are very limited opportunities for best value in introducing an asymmetric week structure to primary schools in Argyll and Bute. There are some opportunities for best value in the secondary sector in the form of staffing efficiencies, however, these would not be instantly achievable and would be realised over a longer timescale.
- 3.3 It was concluded that any potential benefits of introducing an asymmetric week structure would have to be off set against the potential catering and transport costs and challenges associated with this.

- 3.4 Following consultation with secondary HTs, it was acknowledged that the common senior phase timetable, developed by the Curriculum and Learning team and due for implementation in five schools in August 2021, does not align with an asymmetric week structure (which is underpinned by a thirty-three period week). Creating the necessary alignment would involve an additional layer of parental consultation and may delay the introduction of the common phase senior timetable.
- 3.5 It was concluded that almost all of the educational benefits identified, could be realised through the introduction of a common phase senior timetable without using the asymmetric week structure as a driver.
- 3.6 It is recommended that asymmetric week structure is not introduced in Argyll and Bute schools at present but could be revisited in the future once the common senior phase timetable is established and embedded and its associated benefits confirmed and realised.

#### **4.0 IMPLICATIONS**

- 4.1 Policy - None
- 4.2 Financial - None
- 4.3 Legal - None
- 4.4 HR - None
- 4.5 Fairer Scotland Duty: - None
  - 4.5.1 Equalities - protected characteristics- None
  - 4.5.2 Socio-economic Duty- None
  - 4.5.3 Islands - None
- 4.6 Risk- None
- 4.7 Customer Service- None

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Education Policy Lead**

**For further information contact: Victoria Quinn, Education Officer**

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EDUCATION SERVICE

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10 JUNE 2021

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**SQA - ALTERNATIVE CERTIFICATION MODEL (ACM)**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides an update on the SQA - Alternative Certification Model (ACM) arrangements for all certificated qualifications undertaken by young people in session 2020-2021 as a result of the cancellation of the 2021 examination diet due to COVID-19.
- 1.2 It is recommended that the Community Services Committee notes the arrangements in place for young people undertaking SQA qualifications in Session 2020-2021, the Alternative Certification Model stages and roles and responsibilities outlined in Appendix 1 and 2.

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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**SQA - ALTERNATIVE CERTIFICATION MODEL (ACM)**

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**2.0 INTRODUCTION**

- 2.1 The Alternative Certification Model (ACM) was developed for National 5 courses, in response to the Deputy First Minister's announcement on 7 October 2020 of the cancellation of National 5 exams.
- 2.2 Following the cancellation of Higher and Advanced Higher exams on 8 December, it was decided that the ACM would be expanded to include Higher and Advanced Higher courses.
- 2.3 The First Minister announced on 4 January and 6 February 2021 that schools would be closed to most learners until at least 22 February and that remote learning would take place during this time. Consequently, the SQA developed a revised plan for the delivery of the ACM, with the submission date for provisional results being moved to the 25 June.

**3.0 RECOMMENDATIONS**

- 3.1 This report provides an update on the SQA - Alternative Certification Model (ACM) arrangements for all certificated qualifications undertaken by young people in session 2020-2021 as a result of the cancellation of the 2021 examination diet due to COVID-19.
- 3.2 It is recommended that the Community Services Committee notes the arrangements in place for young people undertaking SQA qualifications in Session 2020-2021, the Alternative Certification Model stages and roles and responsibilities outlined in Appendix 1 and 2.



## 4.0 DETAIL

4.1 The ACM model has five stages:

- **Stage 1 – Ongoing until April 2021**  
Teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA
- **Stage 2: April to May 2021**  
School, college and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on samples of assessment evidence from each school.
- **Stage 3: End of May to 25 June 2021**  
Schools, colleges, local authorities and SQA work through final stages of local and national quality assurance and feedback to reach provisional results that are consistent, equitable and fair.
- **Stage 4: By 25 June 2021**  
Schools and colleges submit quality assured provisional results to SQA.
- **Stage 5: Appeals process for 2020-21**  
The SQA have confirmed the appeals process for 2020-21 and information on this can be accessed via the following link: [2021 Appeals Service announced - SQA](#)

4.2 In contrast to the 2020 Alternative Certification Model, this guidance requires schools to undertake 'a holistic review of a candidate's performance as indicated by assessment evidence' with final grades being based upon teacher estimation and supporting evidence. This guidance can be accessed via the following link:

<https://www.sqa.org.uk/sqa/96760.html>

4.3 The ACM is fully outlined in Appendix 1 and provides detail of the 5 stages of the process.

4.4 The roles and responsibilities of teachers, Principal Teachers, Senior Leadership Teams and the Local Authority are outlined in Appendix 2.

4.5 Provisional results have to be submitted to the SQA no later than the 25<sup>th</sup> June 2021. Two additional in-service dates have been provided nationally to support the submission of these grades. These dates have been agreed for each of our schools in consultation with staff and our professional associations.

## **5.0 CONCLUSION**

- 5.1 In response to Covid-19 an alternative certification model was instigated by the SQA to ensure that Senior Phase pupils would be accredited for their national qualification courses at National 5, Higher and Advanced Higher level.
- 5.2 The Education Service has worked with Head Teachers to implement this model and are on track to submit provisional results to the SQA by the deadline of the 25<sup>th</sup> June 2021.

## **6.0 IMPLICATIONS**

- 6.1 Policy – The Standards in Scotland’s Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 6.2 Financial – None
- 6.3 Legal – None
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
  - 6.5.1 Equalities - protected characteristics
  - 6.5.2 Socio-economic Duty – none
  - 6.5.3 Islands – none
- 6.6. Risk – Reputational risk to Education Service if provisional grades are not submitted to the SQA by 25<sup>th</sup> June.
- 6.7 Customer Service – None

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Policy Lead for Education**

**For further information contact:**

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**Louise Connor**

**Head of Education: Learning & Teaching/Chief Education Officer**

## **APPENDICES**

### **Appendix 1 - Alternative Certification Model Stages**

#### **Stage 1: Ongoing until April 2021**

- Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing
- Subject-specific guidance on selecting the appropriate learner evidence is available for all subjects at National 5, Higher and Advanced Higher
- National 5, Higher and Advanced Higher assessment resources are available to help inform assessment planning and evidence gathering
- SQA supports schools and colleges by adding new materials and webinars to its established Understanding Standards programme
- Schools and colleges are supported by local and national networks
- Schools and colleges further develop assessment plans (including any assessment arrangements needed for individual learners) and become familiar with internal quality assurance arrangements for learner assessments, including standardisation of all assessment instruments and marking instructions, sampling of assessment evidence and teacher marking to ensure that national standards are being applied consistently
- Schools and colleges carry out internal quality assurance processes in line with agreed procedures and engage in local authority / RIC activity as appropriate

#### **Stage 2: April to May 2021**

- Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing
- Schools and colleges put in place and record any assessment arrangements required by individual learners
- Schools and colleges assess learner evidence, carrying out and recording decisions in line with internal quality assurance procedures.
- Schools and colleges continue to provide feedback to learners on progress, including results based on evidence
- Schools and colleges continue to carry out and engage in internal quality assurance in line with their procedures and local authority / RIC quality assurance processes
- During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.
- Schools and colleges start to develop provisional results based on the available learner evidence and feedback from local and national quality assurance, including checking that results are consistent across the centre and based on learner evidence
- Schools, colleges or local authorities can speak to SQA if further support is desired.
- SQA issues further information on how to submit the provisional results

#### **Stage 3: End of May to 25 June 2021**

- Learning, teaching and assessment should be concluding for the purposes of certification in 2020-21
- Schools and colleges provide ongoing assessment feedback to learners, including provisional grades based on evidence
- Schools, colleges and local authorities complete final stages of quality assurance, taking account of feedback from the prior stages
- Schools and colleges record provisional results based on evidence of demonstrated attainment for each learner
- Heads of centre sign off the outcomes per subject, and local authorities endorse the process and engagement in reaching those outcomes

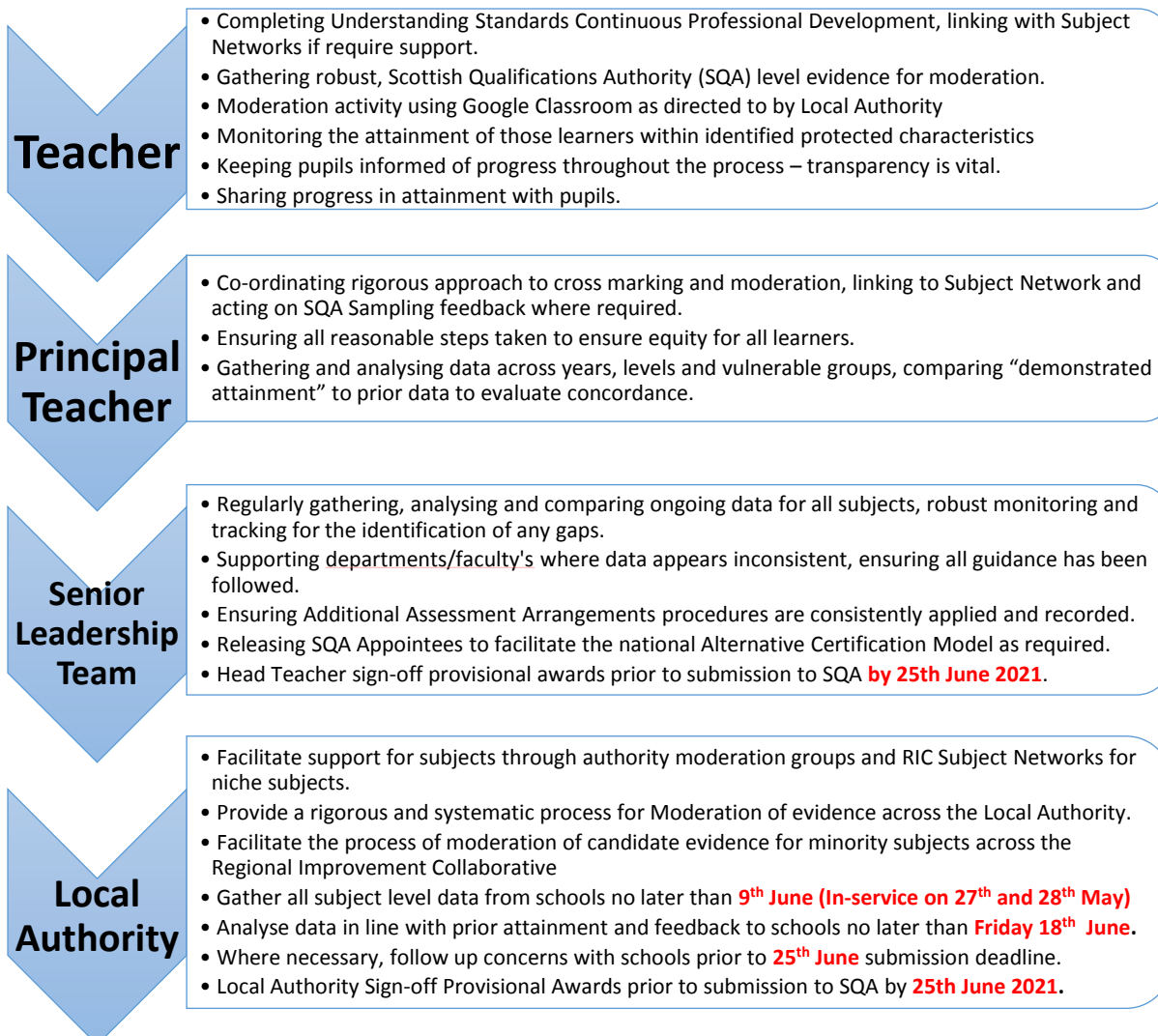
#### **Stage 4: By 25 June 2021**

- Schools and colleges submit provisional results by 25 June
- SQA undertakes administrative checks and addresses any queries with centres (eg potential data inputting errors)
- Schools and colleges retain learner assessment evidence.

#### **Stage 5: Appeals process for 2020-21**

- Appeals process for 2020-21 - to be advised following consultation.

## Appendix 2 - Roles and Responsibilities within Alternative Certification Model



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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
10 JUNE 2021

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**ADDITIONAL FUNDING – HEALTH AND WELLBEING**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides an overview of the planned spend of the additional £600,000 funding agreed by Council to boost the wellbeing and build back the resilience of young people, in particular those most vulnerable, following the Covid-19 pandemic, including counselling and increased provision of childcare for children under three.
- 1.2 It is recommended that the Community Services Committee notes the spending plan as outlined in Appendix 1.

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**10 JUNE 2021**

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**ADDITIONAL FUNDING – HEALTH AND WELLBEING**

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**2.0 INTRODUCTION**

- 2.1 Council agreed to fund a £600,000 package of measures to boost the wellbeing and build back the resilience of young people, in particular those most vulnerable, following the Covid-19 pandemic, including counselling and increased provision of childcare for children under three.
- 2.2 The spending proposals that we are outlining reflect the terms under which elected members awarded additional funds. All of the spending proposals offer educational benefits to our children and young people and reflect our vision and strategy outlined in our 6 key objectives contained within Our Children, Their Future.
- 2.3 They also reflect and link closely to the promotion of prevention and early intervention for mental health and wellbeing in our strategy document: Argyll and Bute Our Children Their Mental Health and Wellbeing January 2019.

**3.0 RECOMMENDATIONS**

- 3.1 This report provides an overview of the planned spend of the additional £600,000 funding agreed by Council to boost the wellbeing and build back the resilience of young people, in particular those most vulnerable, following the Covid-19 pandemic, including counselling and increased provision of childcare for children under three.
- 3.2 It is recommended that the Community Services Committee notes the spending plan as outlined in Appendix 1.

#### **4.0 DETAIL**

- 4.1 There are 3 broad areas covered within the spending plan:
- Mental Health and Resilience
  - Health and Wellbeing
  - Childcare and Nurture.
- 4.2 The spending plan outlines the areas where the Service will target further interventions to support our children and young people.
- 4.3 The total cost of the spending plan is £613,700 with the additional £13,700 being funded from the Education Service budget.

#### **5.0 CONCLUSION**

- 5.1 The additional funding received by the Education Service to support the health and wellbeing of our young people during the post Covid recovery period will greatly enhance the current strategies in place and add capacity to where it is needed most.

#### **6.0 IMPLICATIONS**

- 6.1 Policy – The Standards in Scotland’s Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 6.2 Financial – None
- 6.3 Legal – None
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - protected characteristics
- 6.5.2 Socio-economic Duty – None
- 6.5.3 Islands – None
- 6.6. Risk – None
- 6.7 Customer Service – None

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Policy Lead for Education**

**For further information contact:**

**Louise Connor**

**Head of Education: Learning & Teaching/Chief Education Officer**

Appendix 1 – Additional Funding Plan

	<b>Expenditure</b>	<b>Income</b>	<b>Description</b>
<b>Funding</b>		<b>600,000</b>	
<b>Spending Plan</b>			
<b>Mental health and resilience</b>	<b>167,900</b>		<p>Increasing the capacity of the existing counselling service for one year will support recovery, extend access to an already familiar and established service and prevent further mental health problems.</p> <p>Enhance our educational psychologist service capacity across Argyll and Bute for 1 year with a focus on supporting a successful full return to school for all children. This additional capacity will ensure that we target interventions to those children and young people who are identified as requiring health and wellbeing support during recovery from Covid. Already we are seeing an increased need to support and rebuild relationships with some of our children.</p>
<b>Health and wellbeing</b>	<b>355,840</b>		<p>Outdoor Programme delivered by three outdoor centre partners to provide enhanced support to schools and children across Argyll and Bute supporting physical and mental wellbeing in the full return to school following a second "lockdown". Extension of the Health and Wellbeing support worker posts which build on the very positive work previously undertaken on a supply basis to support the Health and Wellbeing of care experienced young people. These 1 year fulltime posts will be further developed to work 1:1 with</p>



			children most affected by COVID to support their recovery, attendance and attainment.
<b>Childcare and nurture</b>	<b>90,000</b>		Enhancement to our existing nurture staffing provision for one year will support the provision of nurture approaches across our schools in line with our nurture strategy. The post holder will work closely with the Education Psychology Team and the Principal Teacher of nurture to develop whole school approaches to nurture and offer enhanced support in the year of recovery. Already we are seeing an increased need to support and rebuild relationships with some of our children. Schools are also seeing a rise in the number of risk assessments required to ensure children are able to learn in a safe and calm environment. This post holder will mainly work remotely to support COVID specific relationships, restorative practices and risk assessments
	<b>613,740</b>	<b>600,000</b>	

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

LEGAL & REGULATORY SUPPORT

10 JUNE 2021

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## ADDITIONAL WELFARE RIGHTS SUPPORT

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### 1.0 INTRODUCTION

As part of the focus on Improving Opportunities for People and Communities, Argyll and Bute Council agreed to provide additional resources to proactively support people experiencing poverty and hardship by investing in two additional Welfare Rights support staff for two years. The amount of additional funding is £172k.

This report advises the Committee on the options considered and the option approved by the departmental management team in order to best achieve this aim in the timescale prescribed.

### 2.0 RECOMMENDATIONS

The Community Services Committee note the terms of the report.

### 3.0 DETAIL

The Welfare Rights team provide advice to clients on welfare rights issues to maximize income, support independence, prevent homelessness and reduce the impact of poverty on individuals and families.

As the Covid-19 restrictions are reduced, demand for advice is expected to increase. With improved and more flexible capacity Welfare Rights will be better placed to deal with the additional demand for the service.

The target for annual income generated through Welfare Rights intervention will be increased from £2.5 million to £2.75 million per annum.

Following discussion with the team and management on how to use this additional resource, the following non-exclusive areas for development were considered with the overall aim of **increasing income maximisation, increasing representation and an increase in referrals from untapped sources:**

- **Increased capacity for appeal representation and visits**

The Department of Work and Pensions have delayed reviews of time limited awards for disability benefits and reduced medical assessments for entitlement to or rate of benefit. This may result in additional demand in the near future.

DWP figures show that the numbers of ESA work capability assessments dropped by over 75% between Q2 2019 & Q2 2020 (170K to 40K). It is not currently clear how much of this drop is due to Covid & how much is due to the move to Universal Credit

DWP have confirmed the timetable for the resumption of face to face (F2F) assessments for health and disability benefits – F2F assessments for Personal Independence Payment and WCA for UC and ESA will resume from May 2021, initially for those it is unable to fully assess by other channels.

The resumption of F2F will hopefully reduce any current backlog, but is likely to increase the number of requests for assistance received by WR. Increased WRO capacity would assist with this additional expected demand for appeal representation.

The purpose of this will be to improve the capacity to deal with the expected increase in demand for assistance to dispute adverse decisions.

The outcome of this will be increased assistance with mandatory reconsiderations of benefit decisions and increased availability of appeal representation.

- **Greater engagement with partners, particularly the HSCP**

In 2019/20, 25% of referrals were received from the Health and Social Care Partnership. This figure increases to 36% if referrals from Macmillan support services are included. These referrals are a priority within the triage process and help to ensure resources are targeted at particularly vulnerable individuals and families

Using additional resources to produce and deliver briefings for HSCP colleagues would:

1. help to keep them updated with Social Security changes; and
2. lead to increased awareness of how their clients might be helped financially.

This could result in additional relevant referrals to WR and contribute to income maximisation for these vulnerable and disadvantaged clients.

Engagement with the HSCP is currently ongoing in relation to reducing child poverty and addressing poverty awareness however more capacity is needed to contribute to delivering the priority actions.

The purpose of this will be to increase the number of referrals to Welfare Rights from the Health and Social Care Partnership.

The outcome of this will be additional financial support through income maximisation for a vulnerable group of individuals or families.

- **More support for remote island communities**

There is limited availability of face to face welfare rights advice on the islands of Islay & Jura, Before Covid-19 restrictions, two welfare rights advisers visited Islay roughly every six weeks usually for two days at a time. In normal circumstances, interview slots are always fully booked in advance, and some clients have to wait until the next planned visit for their appointment.

There is a good relationship with health services on the island and referrals are regularly received and currently dealt with remotely. However pent-up demand for welfare rights advice is expected and extra capacity to assist would be beneficial.

Islands like Mull have been visited based on demand however it would be a further development of the service to be able to offer an occasional visit to some of the other islands post pandemic as restrictions allow.

The purpose of this would be to raise awareness on the islands of the availability of remote appointments for Welfare Rights advice and assistance.

The outcome of this would be to increase referrals to Welfare Rights and alleviate pent-up demand.

- **Increasing the profile of the service**

Increased capacity would allow the service to be further promoted amongst other partners and within the community. There would be more capacity to provide newsletters, disseminate information and deliver briefings on relevant topics. Attendance at community events could be increased.

The purpose of this would be to develop a Communications Plan to raise awareness of the service. Also to share information about changes to Social Security more widely and improve benefit take-up

The outcome of this would be increased knowledge of welfare rights and how to access the service and the triage process.

- **Staff development and training**

Extra resources potentially provide an opportunity for staff to further develop their knowledge and skills in the constantly changing field of Social Security. Although face to face advice will remain a necessity for many, staff need to be upskilled in alternative ways of working remotely and digitally. Training on new systems like Teams in order to deliver or take part in briefings is essential going forward.

The purpose of this is to engage with training providers both internal and external to explore opportunities for online training and staff development.

The outcome of this will be increased knowledge and skills as staff can access more training courses.

#### **4.0 Options considered by Departmental Management Team**

##### **Option 1 - Recruitment of two Welfare Rights Officers**

Welfare Rights Officers would be able to carry out all of the activities described in section 2, in particular providing appeal representation also designing and delivering training.

The staffing costs associated with this option may reduce the extra funding available to carry out some of the activities that would require travel, subsistence and accommodation costs like support for the islands and training. This option of recruiting may be limited as these are short-term contracts.

##### **Option 2 - Recruitment of one Welfare Rights Officer and one Welfare Rights Assistant**

This option would offer some extra capacity for all the activities described in section 2 including appeal representation. There would also be extra capacity for advice provision up to the stage of mandatory reconsiderations.

A Welfare Rights Assistant is able to assist with the organization and co-ordination of training. With this option, more funding will be available to support the provision of the activities described in section 2.

##### **Option 3 - Recruitment of two Welfare Rights Assistants**

This option would not increase capacity to deliver additional appeal representation or training. There would be additional support for delivering welfare rights advice in general and this could result in more appeals being lodged.

This option would be supportive in delivering most of the activities described in section 2. It is possible this option could result in an under spend of the funding as there is uncertainty about resuming face to face advice and travel.

#### **4.0 CONCLUSION**

Whilst all three options detailed above have their merits & demerits, the preferred option agreed by the Departmental Management Team was Option 2 with the WRO being based in the East, where it is predicted that demand will increase for appeal representation and/or challenging decisions and the WRA being based in the West, where additional capacity for advice services will reduce client waiting time.

The process for recruiting into these posts is underway.

#### **5.0 IMPLICATIONS**

- 5.1 Policy – None
- 5.2 Financial – Increase in income maximized for customers referred to the service
- 5.3 Legal – None
- 5.4 HR – None
- 5.5 Fairer Duty Scotland – None
- 5.5.1 Equalities – None
- 5.5.2 Socio-Economic Duty – None
- 5.5.3 Islands – Improved service to island customers
- 5.6 Risk – None
- 5.7 Customer Service – Improved service available to customers

**Douglas Hendry, Executive Director with responsibility for Legal and Regulatory Support**

**Mary Jean Devon, Policy Lead for Support Services**

**For further information contact:** Iain Jackson, Governance, Risk and Safety Manager 01546 604188 or Margaret-Ann Moran, Senior Welfare Rights Officer

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#### **Appendices**

Appendix 1 – current structure of Welfare Rights Team

## Appendix 1

Current structure of Welfare Rights section.

Senior Welfare Rights Officer	
East team – covering Helensburgh & Lomond and Cowal and Bute	West team – covering Mid Argyll, Kintyre & Islay and Oban, Lorn & the Isles
1 Welfare Rights Officer	3 Welfare Rights Officers
2 Welfare Rights Assistants – 1 temporary post and 1 post with temporary additional hours	1 Macmillan Welfare Rights Assistant – temporary post



## Community Services Committee Work Plan 2021 - 2022

**This is an outline plan to facilitate forward planning of reports to the Community Service Committee.**

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
<b>10 June 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr4 2020/21)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2020	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report March 2021	Argyll & Bute HSCP	Quarterly	
	2020/21 Annual Review of the Children and Young Peoples Services Plan 2020-23	Argyll & Bute HSCP		
	Child Poverty Action Plan Review 2020-21	Argyll & Bute HSCP		
	Care Experienced Children and Young People	Education		
	Education Performance Report FQ4 2020/21	Education	Quarterly	
	Trauma Training Programme	Education		
	Schools (Consultation) (Scotland) Act 2020 a) Skipness Primary School b) Minard Primary School c) Southend Primary School d) Achaleven Primary School	Education		
	Education Change Programme	Education		
	SQA - Alternative Certification Model (ACM)	Education		

## Community Services Committee Work Plan 2021 - 2022

	Additional Resources a) Additional Funding – Health and Wellbeing  b) Additional Welfare Rights Support	Education  Legal & Regulatory Support		
<b>26 August 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr1 2021/22)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q1 – 1 April – 30 June 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 4 2020/21	Argyll & Bute HSCP	Quarterly	
	Argyll & Bute Health and Social Care Partnership – Annual Report 2020/21	Argyll & Bute HSCP	Annually in August	
	Live Argyll – Monitoring and Performance Reporting Update	Commercial Services	Annually in August	
	Live Argyll Annual Report 2020/21	Live Argyll	Annually in August	
	Education Performance Report FQ1 2021/22	Education	Quarterly	
	Argyll and Bute Annual Education Plan 2021-24 Argyll and Bute Community Learning Plan	Education	Annually in August	
	External Education Establishment Inspection Report	Education	Quarterly	

## Community Services Committee Work Plan 2021 - 2022

16 December 2021				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr2 2021/22)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q2 – 1 July – 30 September 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 1 - 2021/22	Argyll & Bute HSCP	Quarterly	
	Education Performance Report FQ2 2021/22	Education	Quarterly	
	Draft Education Service Plan 2022-23	Education	Annually in December	
	External Education Establishment Inspection Report	Education	Quarterly	
10 March 2022				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr3 2021/22)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 2 2022/23	Argyll & Bute HSCP	Quarterly	
	Education Performance Report FQ3 2021/22	Education	Quarterly	

## Community Services Committee Work Plan 2021 - 2022

	External Education Establishment Inspection Report	Education	Quarterly	
<b>Future Reports – dates to be determined</b>				
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Education (Scotland) Act 2016	Education		
	Schools (Consultation) (Scotland) Act 2010 - Luing Primary School	Education		
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually in August	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Draft Education Service Plan	Education	Annually in December	
	Live Argyll Annual Report	Live Argyll	Annually in August	