

Public Document Pack

Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Executive Director: Douglas Hendry



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18 August 2021

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **BY MICROSOFT TEAMS** on **WEDNESDAY, 25 AUGUST 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 - 10)
Community Services Committee 10 June 2021
4. **ARGYLL & BUTE LOCAL POLICING PLAN (2020-2023) - QUARTERLY REPORT (QTR1 - 2021/2022)** (Pages 11 - 12)
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland
5. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q1 - 1 APRIL 2021 - 30 JUNE 2021** (Pages 13 - 22)
Report by Local Senior Officer, Scottish Fire and Rescue Service
6. **ARGYLL & BUTE HSCP - PERFORMANCE REPORT JUNE 2021** (Pages 23 - 34)
Report by Head of Strategic Planning, Performance & Technology, Argyll & Bute HSCP
7. **LIVE ARGYLL**
 - (a) Monitoring and Performance Reporting - Update Report (Pages 35 - 40)
Report by Executive Director with responsibility for Commercial Services
 - (b) Live Argyll Annual Report 2020/21 (Pages 41 - 70)
Report by General Manager, Live Argyll

8. **COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC PLAN FOR CLD IN ARGYLL AND BUTE 2021-2024** (Pages 71 - 94)
Report by Executive Director with responsibility for Education
 9. **SERVICE ANNUAL PERFORMANCE REVIEW 2020/21 - EDUCATION SERVICE** (Pages 95 - 108)
Report by Executive Director with responsibility for Customer Support Services
 10. **KEY PERFORMANCE INDICATORS FQ1 2021/22 - EDUCATION SERVICE** (Pages 109 - 130)
Report by Executive Director with responsibility for Education
 11. **ARGYLL AND BUTE - ANNUAL EDUCATION PLAN** (Pages 131 - 206)
Report by Executive Director with responsibility for Education
 12. **LEARNING ESTATE STRATEGY** (Pages 207 - 240)
Report by Executive Director with responsibility for Education
 13. **REPORT ON ARGYLL AND BUTE COUNCIL RESPONSE TO SCOTTISH GOVERNMENT LEGISLATION ON THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD** (Pages 241 - 248)
Report by Executive Director with responsibility for Education
 14. **SQA SCHOOL ALTERNATIVE CERTIFICATION AWARDS 2021** (Pages 249 - 254)
Report by Executive Director with responsibility for Education
- REPORT FOR NOTING**
15. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2021 - 2022** (Pages 255 - 258)

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, 10 JUNE 2021**

Present: Councillor Yvonne McNeilly (Chair)

Councillor Jim Anderson	Councillor Donald MacMillan BEM
Councillor Gordon Blair	Councillor Barbara Morgan
Councillor Mary-Jean Devon	Councillor Gemma Penfold
Councillor Lorna Douglas	Councillor Alastair Redman
Councillor Audrey Forrest	Councillor Alan Reid
Councillor Kieron Green	Councillor Elaine Robertson
Councillor Graham Hardie	Margaret Anderson
Councillor Julie McKenzie	

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
 Wendy Brownlie, Acting Head of Education: Learning and Teaching
 Stuart McLean, Committee Manager
 Roslyn Redpath, Principal Educational Psychologist
 Albert Bruce, Group Manager, Scottish Fire and Rescue Service
 Gregg McKearney, Group Commander, Scottish Fire and Rescue Service
 Chief Superintendent John Paterson, Police Scotland
 Fiona Davies, Interim Chief Officer, Argyll & Bute HSCP
 Stephen Whiston, Head of Strategic Planning, Performance and Technology,
 Argyll & Bute HSCP
 Patricia Renfrew, Interim Head of Service – Child Health and CAMHS, Argyll &
 Bute HSCP
 Mandy Sheridan, Service Improvement Officer, Argyll & Bute HSCP

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from William Stewart Shaw, Church Representative, and Alison Palmer, Teacher Representative.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTE

The Minute of the Community Services Committee held on 11 March 2021 was approved as a correct record.

In order to give Officers time to resolve connectivity issues with Police Scotland, the Chair ruled, and the Committee agreed, to vary the order of business and consider the report by Scottish Fire and Rescue Service next.

4. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q4 - 1 JANUARY 2021 - 31 MARCH 2021

Group Manager, Albert Bruce, presented a report highlighting Scottish Fire and Rescue Service's review of local performance within Argyll and Bute for Q4 2020-2021. He

thanked all the Partner agencies for their support and the excellent work they did in their response to Covid and the help they have provided in looking after the local communities.

He then, along with Group Commander, Gregg McKearney, responded to a number of questions.

Decision

The Committee reviewed and noted the content of the report.

(Reference: Q4 2020/21 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

Councillor Audrey Forrest joined the meeting during consideration of the foregoing item.

5. ARGYLL AND BUTE LOCAL POLICING PLAN (2020 - 2023) - QUARTERLY REPORT (QTR 4 - 2020/21)

Chief Superintendent Paterson presented the Quarter 4 – 2020/21 update in relation to the Argyll and Bute Local Policing Plan 2020—2023. He also referred to correspondence he had issued to the Committee regarding an offer to all elected Members to attend one of three briefing days in Edinburgh looking at public order policing; and providing information on the COP 26 Climate Conference. He advised of the Body Worn Video consultation launched on 1 June 2021, running to 31 August 2021, and asked if Members could encourage as many people as possible to participate in this consultation. He then responded to a number of questions.

Decision

The Committee reviewed and noted the content of the report.

(Reference: Report for Q4 2020/21 by Divisional Commander for Argyll and West Dunbartonshire Division, Police Scotland, submitted)

Councillor Lorna Douglas joined the meeting during consideration of the foregoing item.

6. ARGYLL & BUTE HSCP - PERFORMANCE REPORT MARCH 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 considered and noted the IJB Health and Social Care Partnership report as at March 2021.

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

7. 2020/21 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2020-23

Consideration was given to the first annual review of the Children and Young People's Service Plan 2020-2023 which was approved by the Community Services Committee in

November 2020. The review considered updates on 2020/21 progress, provided information on developments that have taken place since the plan was published and set out key plans in the year ahead.

Decision

The Committee agreed:

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

(Reference: Report by Deputy Chief Officer, Argyll & Bute Health and Social Care Partnership dated 19 April 2021, submitted)

8. CHILD POVERTY ACTION PLAN REVIEW 2020-21

Consideration was given to a report providing the Committee with information relating to child poverty work, the Argyll and Bute Child Poverty action Group and the Child Poverty action Plan Review 2020-2021.

Decision

The Committee agreed to:

1. approve the Child Poverty Action Plan Review 2020-2021; and
2. note that the Child Poverty Action Plan Review would go to the Integrated Joint Board on 16 June 2021 and the Community Planning Partnership on 30 June 2021.

(Reference: Report by Chief Officer, Argyll & Bute HSCP and Child Poverty Action Plan Review 2020-21, submitted)

9. CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

A report updating the 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 was considered.

The report also detailed 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.

Decision

The Committee agreed:

1. to continue 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;
2. to note 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 Work Officer;
3. the attainment funding for Care Experienced Children and Young People would support the continued input from the Principal Teacher for Care Experienced Children and Young People role and roles of the Care Experience Health and Wellbeing Liaison Officers; and
4. 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 the Corporate Parenting Board and the Community Services Committee.

(Reference: Report by Executive Director with responsibility for Education, submitted)

10. EDUCATION SERVICE FQ4 2020/21 PERFORMANCE REPORT

A paper presenting the Community Services Committee with the FQ4 2020/21 performance report for the Education Service was considered.

Decision

The Committee reviewed and scrutinised the FQ4 2020/21 performance report as presented.

(Reference: Report by Executive Director with responsibility for Education dated 20 April 2021, submitted)

11. TRAUMA TRAINING PROGRAMME

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.

Consideration was given to a report advising of progress with the establishment of a strategy and delivery plan to develop a trauma informed workforce across managers, practitioners and carers, with an appropriate level of training for each group that would lead to changes in practice to improve outcomes for children and young people.

Decision

The Committee agreed to:

1. note the progress of the strategy against initial objections;

2. support the ongoing commitment that across all services, we would build a trauma responsive workforce to make a difference to the lives of children and young people, parents and carers, and our staff; and
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.

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

The Chair ruled, and the Committee agreed, to adjourn the meeting for 10 minutes.

The Committee reconvened at 1.10 pm.

12. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

(a) Skipness Primary School

In response to the current Coronavirus (Covid-19) pandemic, a report setting 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 was considered.

Decision

The Committee agreed:

1. to note that the Executive Director had written to the relevant consultees advising that the Committee would be asked to further extend the consultation period until 23 December 2021;
2. to a further extension of the current consultation period, due to end of 31 May 2021, to 23 December 2021; and
3. that a new date for the public meeting is established once the UK/Scottish Government restrictions on public assemblies allow it to proceed.

(Reference: Report by Executive Director with responsibility for Education dated 6 May 2021, submitted)

(b) Minard Primary School

A report updating the Committee on the current situation of Minard Primary School was considered.

Decision

The Committee agreed that:

1. 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; and

2. during the intervening period, Education Officers would 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.

(Reference: Report by Executive Director with responsibility for Education dated 17 May 2021, submitted)

(c) **Southend Primary School**

A report updating the Committee on the current situation of Southend Primary School was considered.

Decision

The Committee agreed that:

1. Southend Primary School be mothballed on a temporary basis and that the building be retained on a care and maintenance basis; and
2. Officers would prepare a review of the school's mothballing for the Committee's June 2022 meeting at which Member could decide on a continued period of mothballing or request Officers begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Southend Primary School.

(Reference: Report by Executive Director with responsibility for Education dated 1 April 2021, submitted)

(d) **Achaleven Primary School**

A report updating the Committee on the current situation of Achaleven Primary School was considered.

Decision

The Committee agreed that:

1. Achaleven Primary School be mothballed on a temporary basis and that the building be retained on a care and maintenance basis;
2. Officers would prepare a review of the school's mothballing for the Committee's June 2022 meeting at which Member could decide on a continued period of mothballing or request Officers begin a preliminary exercise with a view to starting the pre-consultation process to consider the future options for Achaleven Primary School; and
3. the community would have pre-arranged access to the building to promote community functions.

(Reference: Report by Executive Director with responsibility for Education, submitted)

At this point Councillors Audrey Forrest and Graham Archibald Hardie declared a non-financial interest in the following report as they were Live Argyll Board Members. They claimed the benefit of the dispensation contained at Section 5.18(2) of the Standards Commission's Guidance and Dispensations Note dated July 2018 to allow them to speak and vote on this item of business.

Councillor Jim Anderson also declared a non-financial interest in the following report as he was a Live Argyll Board Member and his wife was a teacher. He claimed the benefit of the dispensation contained at Section 5.18(2) of the Standards Commission's Guidance and Dispensations Note dated July 2018 to allow him to speak and vote on this item of business.

13. EDUCATION CHANGE PROGRAMME

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. 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.

A report pack setting 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 was considered along with an update from the Executive Director who advised of representations received from members of the public regarding the proposals contained with the report pack.

Decision

The Committee agreed to:

1. request that the Executive Director – Education progress with a programme of engagement with our communities, our staff and their representative bodies and the wider group of stakeholders in relation to the school leadership model.
2. request that the Executive Director – Education report back to a future meeting of the Committee on the outcomes from the engagement action, before progressing these elements of the Education Change Programme.
3. note that the remaining elements of the programme which require decisions from Members would be brought forward as part of the further report agreed in terms of recommendations 1 and 2 above.

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

14. SQA - ALTERNATIVE CERTIFICATION MODEL (ACM)

A report providing 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 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education, submitted)

15. ADDITIONAL RESOURCES

(a) Additional Funding - Health and Wellbeing

A report providing 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 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education, submitted)

(b) Additional Welfare Rights Support

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.

A report advising 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 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Legal and Regulatory Support, submitted)

16. COMMUNITY SERVICES COMMITTEE WORK PLAN 2021/2022

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

Decision

The Committee noted the contents of the report.

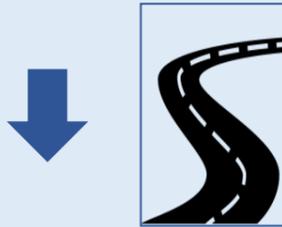
(Reference: Community Services Committee Work Plan 2021-2022, submitted)

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, A83 and A85.



The total number of road casualties in Qtr 1 fell from 15 to 11, as compared to the same period last year. Fatal road collisions increased marginally from 0 to 1, while both serious and slight injuries decreased from 6 to 4 and 9 to 6, respectively.

Compared to Qtr 1 figures last year, road traffic offences fell by 4.3%, from 646 to 618 (-28). The current figure is also 19% below the previous 5 year avg (n=764). Insurance offences recorded the highest reduction, falling from 103 to 73 crimes (-30), followed by speeding – which fell from 230 to 210 (-20) year on year. Careless and dangerous driving offences also fell slightly on the previous year. Meanwhile, offences relating to neglect of traffic directions and driving without a test certificate increased from 15 to 38 (+23) and from 47 to 64 (+17) respectively.

Violence & Antisocial Behaviour



At the end of Qtr. 1 Group 1 crimes of violence increased by 31.8% - rising from 22 to 29 crimes. The current figure is also significantly higher than the previous 5 year average (n=19). Crimes relating to threats and extortion have risen from 2 to 6 year on year.

Approx. 77% of crimes of violence occurred in a private space and in the majority, the victim knew the offender.

130 stop searches have been carried out at the end of Qtr 1, which equates to 43 per month.

Complaints relating to disorder fell by 47.8%, from 1,629 to 850 at the end of Qtr. 1. This was largely due to a reduction in the number of public nuisance incidents recorded during the initial lockdown.

ASB related crimes increased by 5.1%, from 372 to 391. Common assaults increased from 100 to 165, which is also above the previous 5 year average (n=153). Approximately 63% of common assaults were committed by persons known to victims, with 37 being domestic related. Crimes relating to Breach of the Peace and Threatening & Abusive Behaviour reduced from 194 to 165 (-29) year on year.

The detection rate for violent crime overall is relatively unchanged at 58.6% compared to 59.1% the previous year. The detection rate for serious assault fell from 100% to 87.5%, which is marginally below the previous 5 year rate of 92.9%. The detection rate for common assault has also reduced from 80% to 73.3%, which is also 6.7 percentage points below the previous 5 year rate.

Public Protection



Group 2 sexual crimes fell by 16.7% in Qtr 1 compared to the same period in the previous year, to a total of 50 crimes (10 fewer victims). However, rape offences increased from 5 to 13 (+8). However, approximately 62% (n=8) of recorded rape crimes related to non-recent reports. 12 of the 13 crimes were committed by persons known to the victim. Crimes relating to indecent images/communications fell from 26 to 12 year on year.

79% of sexual crimes occurred in a private space, mainly residential dwellings.

83% of sexual crimes were committed by persons known to the victim.

The detection rate for Group 2 sexual crime has increased by 31% to 66%. The detection rate for rape (53.8%) has reduced by 6.2%, but remains above the previous 5 year rate of 45.2%.



34 missing person reports were recorded within Argyll & Bute in Qtr 1, which equates to around 11 per month. 84 missing persons incidents have been recorded on Storm.

Compared to figures recorded at the end of Qtr 1 last year, domestic abuse incidents in Argyll and Bute fell by 15.7%, from 166 to 140. The number of domestic crimes increased by 36.3%, rising from 80 to 109 - though remaining below the previous 5 year average of 116.

The number of incidents in which an adult concern was raised fell from 363 to 350 (-3.6%) at the end of Qtr 1. However, the number of recorded child concerns increased by 34.1%, rising from 413 to 554 year on year.

YTD 22 complaints about the police were recorded within Argyll & Bute, a reduction from 36 in the same period last year. The number of allegations about officers on duty also fell, from 50 to 19 year on year.

Major Crime & Terrorism



14 persons linked to serious and organised crime have been arrested across Argyll & West Dunbartonshire in the reporting period. £91,775 has been seized under POCA.

Drug possession charges decreased by 41.6% from 149 to 87. Detections for drugs supply have reduced by 67.1% from 14 at the end of Qtr 1 last year to 5 this year. Both figures are currently below the previous 5 year average.



In total, 53 cyber-crimes have been recorded within Argyll & Bute at the end of Qtr. 1 - a slight reduction from 58 in same period last year. 29 crimes related to online fraud, 12 to threatening messages sent online or via social media, 6 to indecent communication / images, 4 involved accessing computer systems without authorisation and 2 related to breach of bail conditions or court orders.

Acquisitive Crime



Vehicle crime reduced by 35.7%.



Housebreakings reduced by 34.8%.

The total number of acquisitive crimes recorded in Argyll & Bute increased by 1.8%, from 163 to 166 at the end of Qtr. 1. However, this remains 17.2% below the previous 5 year average (n=200). Fraud crimes have continued to rise with 55 crimes recorded YTD, compared to 35 last year. Social engineering and online market frauds in particular have been associated with a considerable increase, followed by bank and other monetary account takeovers. Meanwhile, housebreaking and motor vehicle crimes have both fallen, from 23 to 15 (-8) and 14 to 9 (-5) respectively. HB and MV crime both remain below the previous 5 year average.

FRAUD PREVENTION

Following the success and demand, further funding has been secured for call blocker devices. A protocol has been implemented to enable Social Work and Police Scotland to request these devices for vulnerable people. Members of the public who know of anyone vulnerable are also being encouraged to request devices. Since the beginning of 2021, Police Scotland and Argyll & Bute Trading Standards have installed 66 call blocker devices for vulnerable people who were being subjected to nuisance telephone calls. Initial analysis has shown that 33% of calls received were nuisance or scam calls. Projected benefits over the next 4 years are that the devices will have blocked 64,833 nuisance calls, prevented 105 scams, saved vulnerable households £309,736, led to a reduction of £287,702 in NHS, social care & police costs, and an increase in wellbeing & quality of life valued at £303,641, with total benefits in the region of £901,080.

DISABILITY HATE CRIME

Police Scotland is linking up with the Oban Disability Access Panel and Oban Youth Café to progress the identification and delivery of Keep Safe Training. Young people from the Youth Café will learn about disability hate crime and will become Hate Crime Ambassadors promoting awareness amongst their peers and in their community. The young people will then identify local businesses in Oban willing to undertake Keep Safe Training to become a nationally recognised Keep Safe premises.

ONLINE CHILD SEXUAL ABUSE

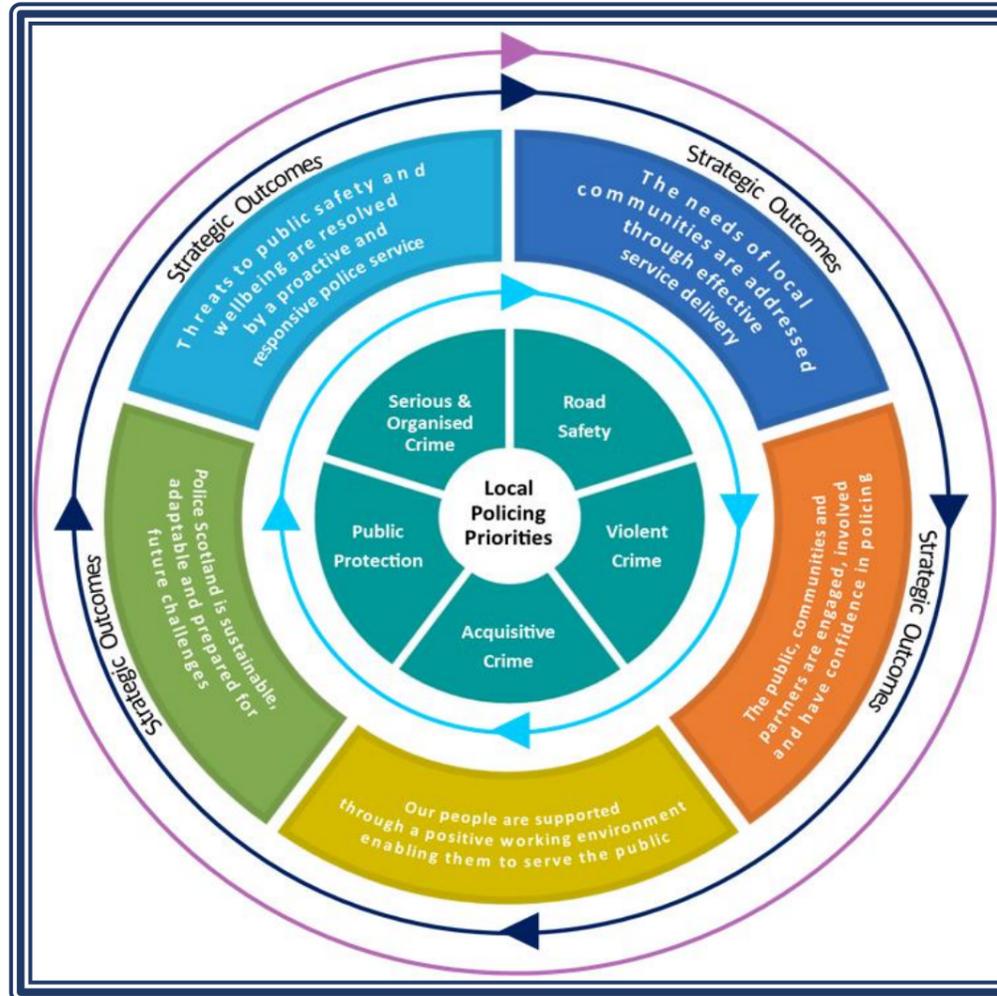
We are working with Argyll Third Sector Interface, supported by West Dunbartonshire Community Volunteering Service to deliver a virtual seminar to raise awareness of Online Child Sexual Abuse. This event will be aimed at Education staff, staff supporting children who are Looked After and Accommodated, as well as Third Sector groups who support and engage with young people.

The online event will take place in August and will be coordinated by local officers from the Community Engagement Team with support from our national Partnerships, Prevention and Community Wellbeing division. The event will be recorded so that it can be shared with others who haven't been able to attend and will be promoted through Child Protection Committee networks as well as to parents and carers through school networks.

We are also promoting the "Click CEOP" report button which enables young people and others to report incidents of Online Child Sexual Exploitation where they may not wish to directly approach statutory services. Through the Child Protection Committee and third sector groups, the details of how to download this button to their own websites will be shared and promoted to young people.

DOMESTIC ABUSE AWARENESS TRAINING FOR VETS

A training input delivered by Medics against Violence and supported by Police Scotland was delivered to local Vets in Bute and Cowal. Research has demonstrated links between animal abuse and domestic abuse and this training enables vets and their staff to recognise signs of domestic abuse, be more confident in discussing it, enabling them to better signpost individuals to support agencies. Letters have been issued to other vets throughout Argyll and Bute to offer this training to them as well.



ROAD SAFETY AND ROAD CRIME

We continue to respond to community concerns about road safety and speeding, carrying out enforcement and awareness raising activities on trunk roads and at highlighted locations throughout Argyll & Bute including a day of action in Loch Awe, Taynuilt and Connel and Dunoon. Part of this activity includes Operation Close Pass which was also held in Cowal recently. This operation highlights the space that cyclists need, to be able to use our roads safely. Any drivers who pass an unmarked police cyclist too closely, are stopped and given advice using a specially designed mat which shows them how much space a person on a bicycle needs during an overtaking manoeuvre. Police Scotland's Mounted Branch, Road Policing Unit & British Horse Society Scotland also ran the 'Lose The Blinkers' initiative to protect horse riders and horses whilst on the road. This followed an incident in Clachaig where a driver was charged with dangerous driving for passing a horse too quickly.

BIKE MARKING

In Dunoon, more than 70 bicycles were security marked recently including pupils' bikes from Dunoon Primary School. A number of bicycles were also security marked at a bike register event held at Ganavan Sands. Many other members of the community were spoken to during these events with crime prevention & rural watch advice being provided.

STAYCATIONS

Through the Economic Growth Fund, joint patrols between Police Scotland and Local Authority Wardens have been taking place throughout Argyll & Bute and will continue throughout the summer to enhance patrols out with the National Park.

THE HERBERT PROTOCOL

Police Scotland and partner agencies across the Care Sector in Argyll & Bute area have launched The Herbert Protocol. This is a well-established initiative which aims to assist in tracing missing vulnerable people who have dementia. The Herbert Protocol is a document that can be populated with vital information such as a person's description, photograph, contact details, medication required and significant locations relating to them. In the event of the individual being reported missing, the information can be quickly provided to police officers to assist with the missing person enquiry.

PREPARING FOR THE AGE OF CRIMINAL RESPONSIBILITY (Scotland) ACT 2019

The Age of Criminal Responsibility (Scotland) Act 2019 is currently scheduled to be implemented in October 2021, raising the age of criminal responsibility from 8 to 12 years of age. Training has been prepared and practitioner focus groups are underway with information portals already in existence to prepare officers for this change.

LOOKING AHEAD

- Easing of Lockdown restrictions
- Resumption of events / parades
- Summer visitors / tourism
- COP26
- Age of Criminal Responsibility (Scotland) Act 2019

ARGYLL & BUTE SPECIAL CONSTABLES SHORTLISTED AT LOCAL AWARDS

Two Special Police Constables (SPC) from Argyll & Bute were shortlisted for local awards hosted by Argyll Third Sector Interface. One colleague was shortlisted for providing over 20 years policing service on the Isle of Jura and another colleague shortlisted for his contribution to volunteer policing during the COVID 19 pandemic where he deployed on a full time volunteering basis with his policing colleagues on Rothesay.

BODY WORN VIDEO (BWV) CONSULTATION

We are undertaking a 12 week consultation to help shape the use of Body Worn Video by our police officers, staff and special constables when interacting with the public. The views of everyone within Argyll & Bute are extremely valuable to us, and will be used to help inform our protocols, code of practice and training to ensure that BWV is used in an appropriate and proportionate way. In so doing, we will be better equipped to protect the public, our staff and provide best evidence at court.



**Argyll & Bute Performance Report Q1 -
1st April 2021 - 30th June 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
Cowal Ward	4	0	0	3	0	5
Dunoon Ward	1	0	1	7	0	8
Helensburgh and Lomond South Ward	1	0	0	9	0	6
Helensburgh Central Ward	4	1	5	10	2	16
Isle of Bute Ward	2	0	0	5	1	14
Kintyre and the Islands Ward	0	0	0	0	3	8
Lomond North Ward	0	0	2	12	0	7
Mid Argyll Ward	0	0	3	3	1	11
Oban North and Lorn Ward	1	0	4	5	1	11
Oban South and the Isles Ward	1	0	1	3	1	21
South Kintyre Ward	3	0	0	0	0	7
Total Incidents	17	1	16	57	9	114

Year on Year Change	-6%	0%	78%	50%	-10%	14%
3 Year Average Change	-2%	-60%	-35%	21%	-4%	-6%
5 Year Average Change	-5%	0%	-17%	8%	2%	1%

About the statistics within this report

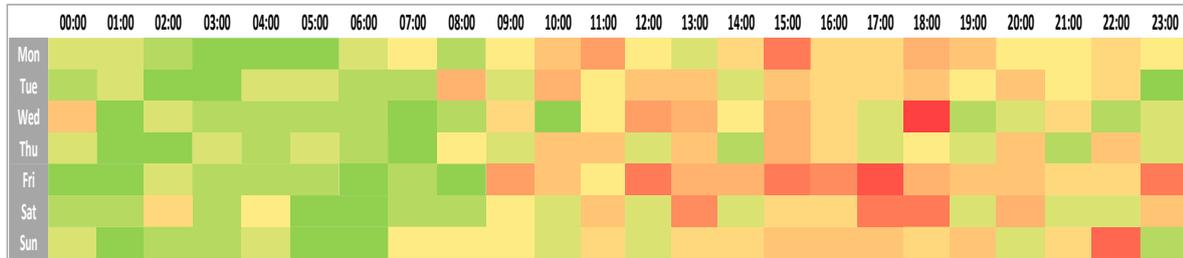
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference 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

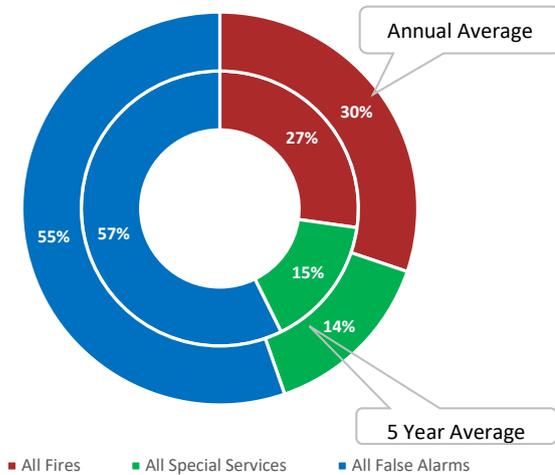
Argyll & Bute Activity Summary

 <p>148 fires primary & secondary</p> <p>↑ 29% (33)</p>	 <p>71 special services</p> <p>↑ 163% (44)</p>	 <p>271 false alarms</p> <p>↑ 27% (58)</p>
 <p>490 total number of incidents</p> <p>↑ 38% (135)</p>	 <p>17 fire & non-fire casualties</p> <p>↑ 55% (6)</p>	 <p>£224,580 economic cost of ufas incidents</p>

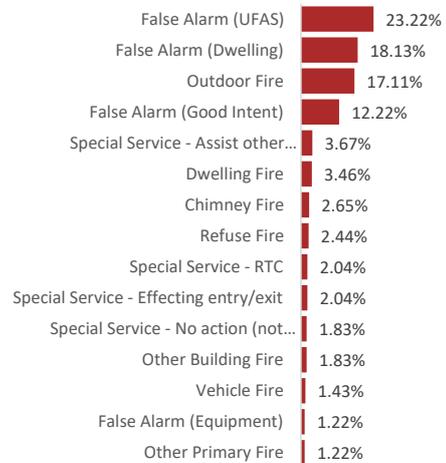
Activity by Time of Day



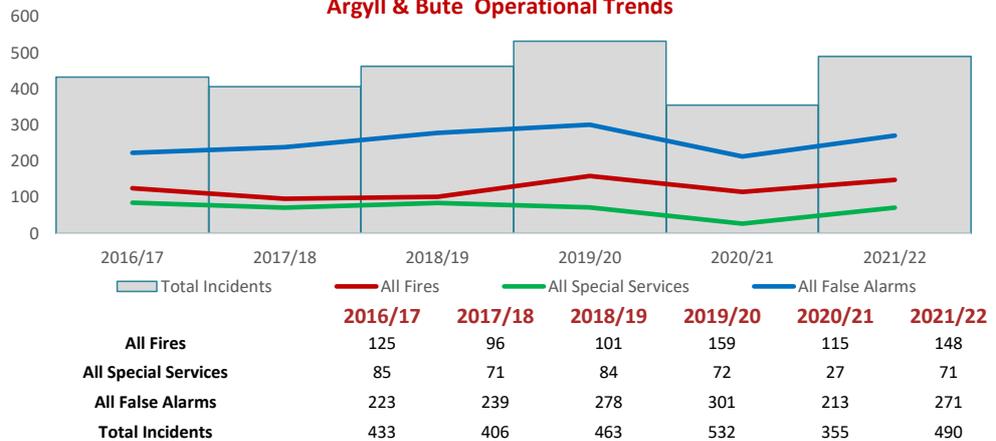
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



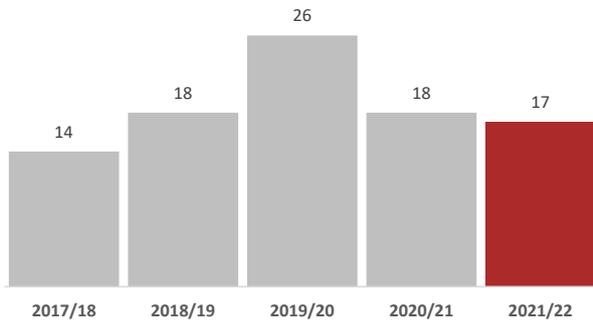
Domestic Safety - Accidental Dwelling Fires



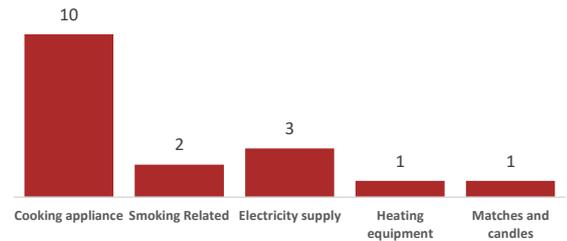
Performance Summary

Year on Year: -6%
 3 Year Average: -2%
 5 Year Average: -5%

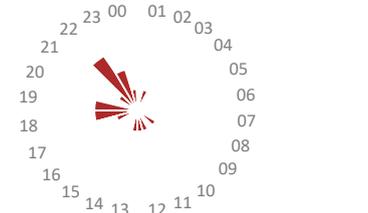
Accidental Dwelling Fires to Date



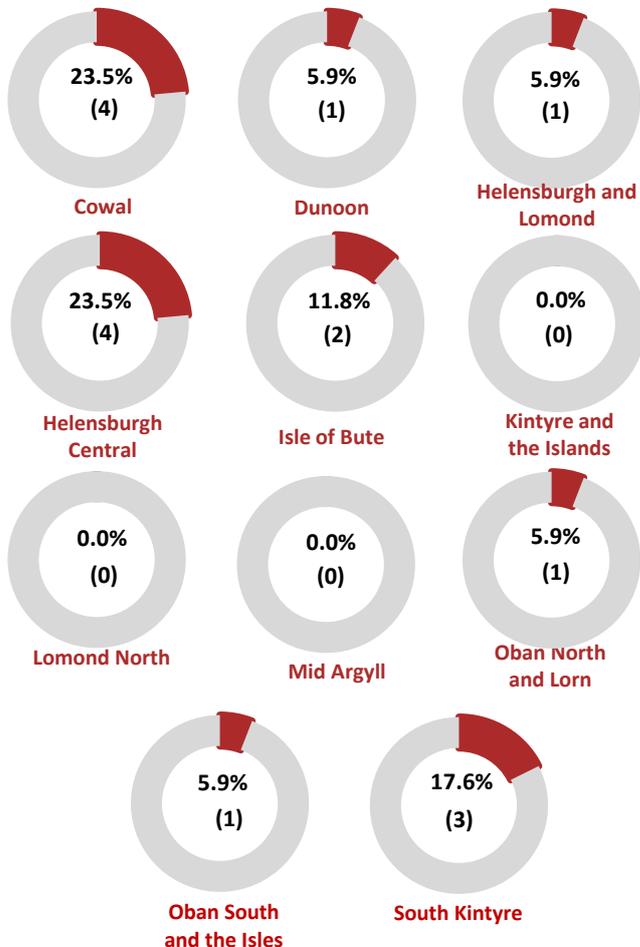
Main Source of Ignition



Accidental Dwelling Fires by Time of Day



Accidental Dwelling Fires Activity by Ward (% share)



Severity of Accidental Dwelling Fires



No Firefighting Action
35.3% (6)



Direct Firefighting
11.8% (2)



Heat/Smoke Damage Only
41.2% (7)



No fire Damage
58.8% (10)

Human Factors



Distraction
29.4% (5)



Alcohol/Drug Impairment
35.3% (6)

Automatic Detection & Actuation



Detection Present
76.5% (13)



Detection Actuated
53.8% (7)



Calls Made via Linked Alarms
41.2% (7)

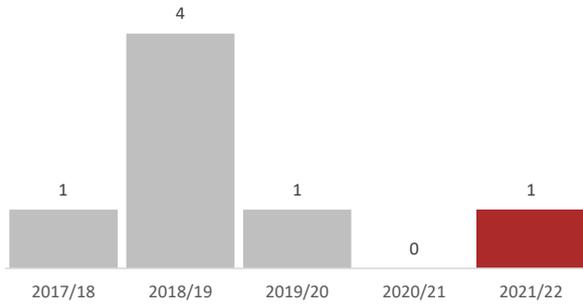
Domestic Safety - Accidental Dwelling Fire Casualties



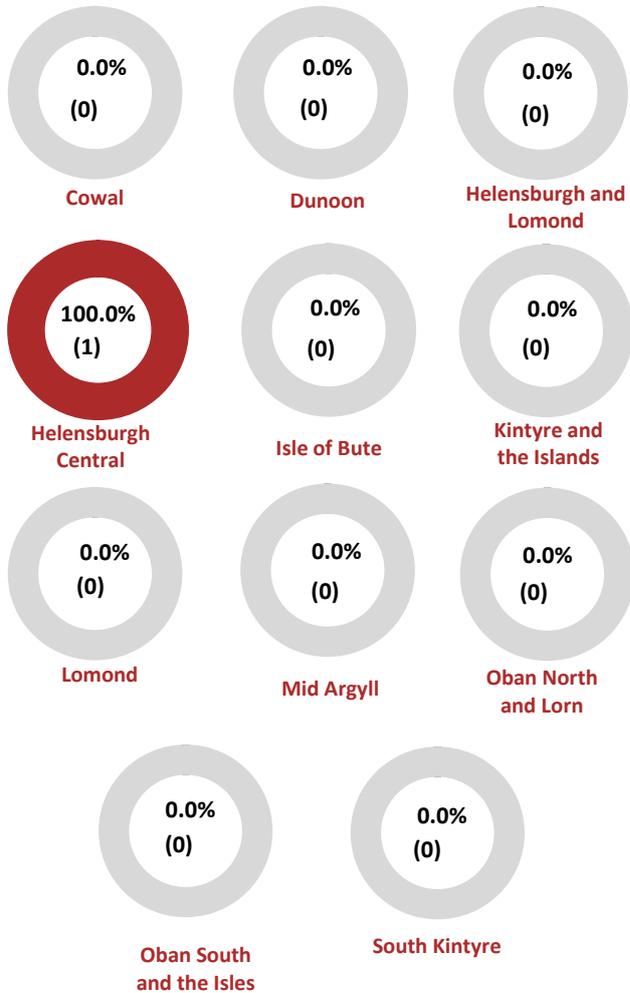
Performance Summary

Year on Year ▲ 0% 3 Year Average ● -60% 5 Year Average ▲ 0%

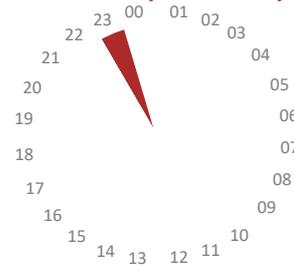
Accidental Dwelling Fire Casualties Year to Date



Accidental Dwelling Fire Casualties by Ward (% share)

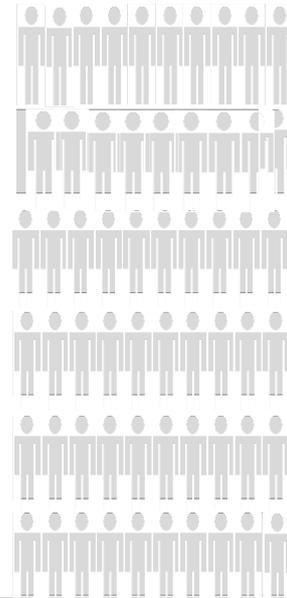


Fire Casualties by Time of Day

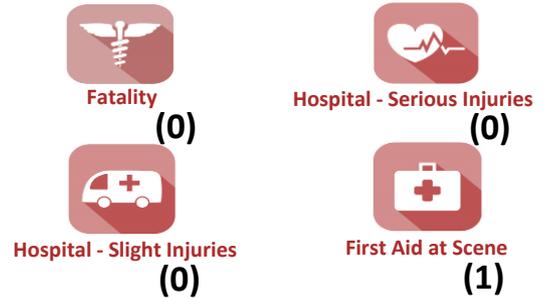


Nature of Injury

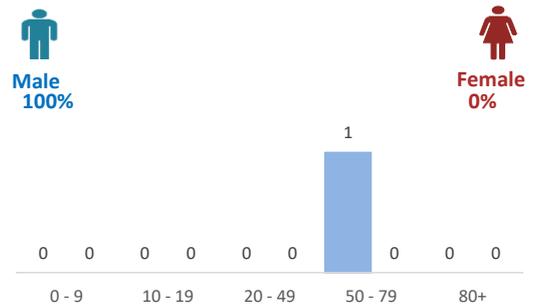
smoke inhalation



Extent of Harm



Age / Gender Profile



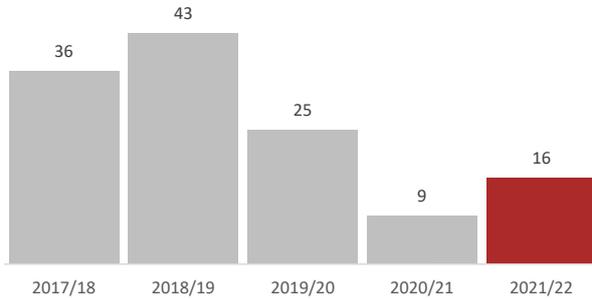
Unintentional Injury or Harm



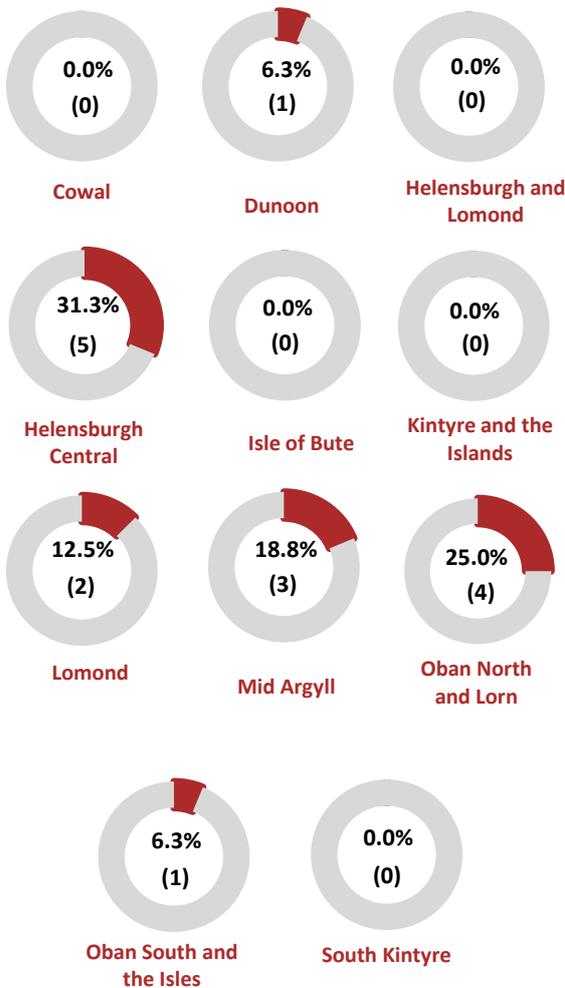
Performance Summary

Year on Year: 78%
 3 Year Average: -35%
 5 Year Average: -17%

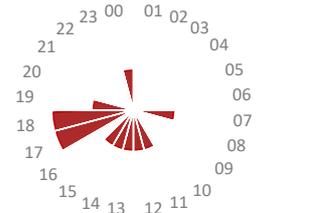
Non-Fire Casualties Year to Date



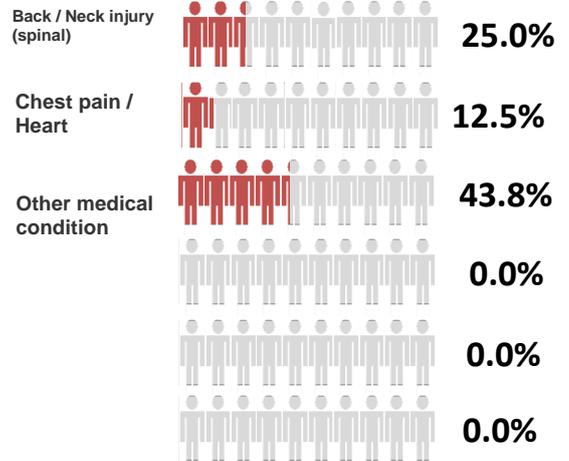
Non-Fire Casualties by Ward (% share)



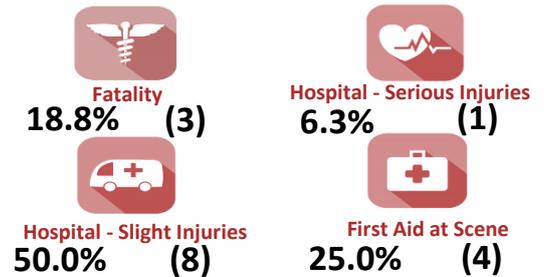
Non-Fire Casualties by Time of Day



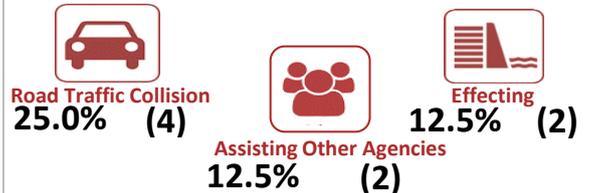
Nature of Injury



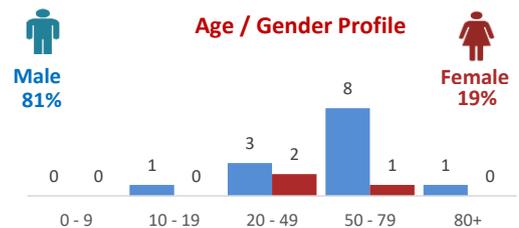
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



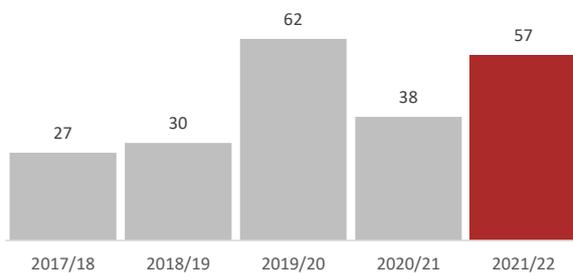
Deliberate Fire Setting



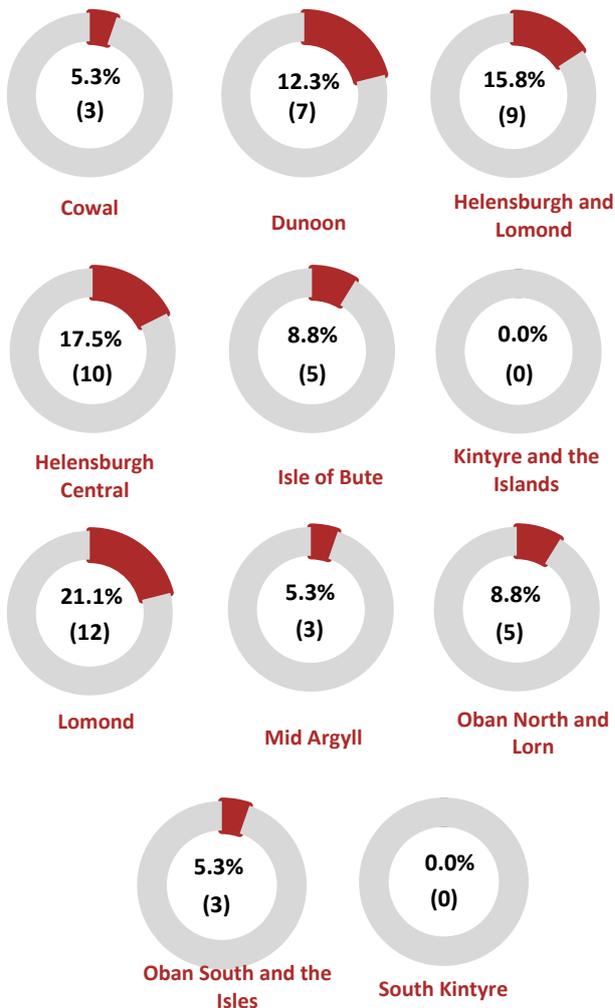
Performance Summary

Year on Year	3 Year Average	5 Year Average
50%	21%	8%

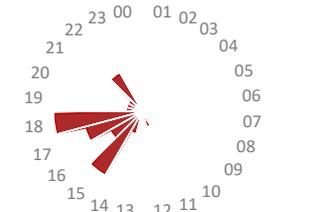
Deliberate Fires Year to Date



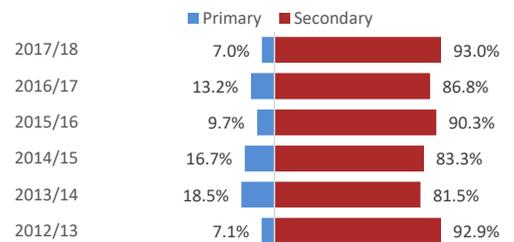
Deliberate Fires by Ward (% share)



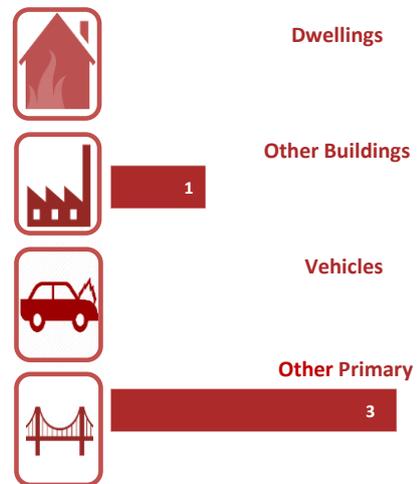
Deliberate Fires by Time of Day



Deliberate Fires by Classification



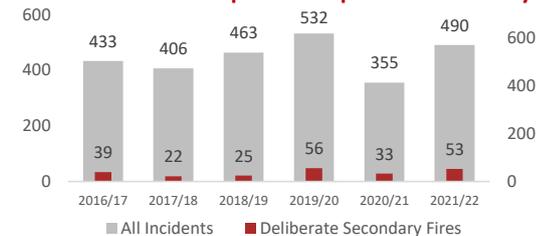
Primary Fire Ratio by Activity Type



Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity



Non Domestic Fire Safety

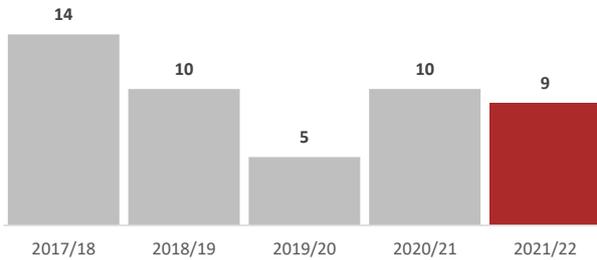


Performance Summary

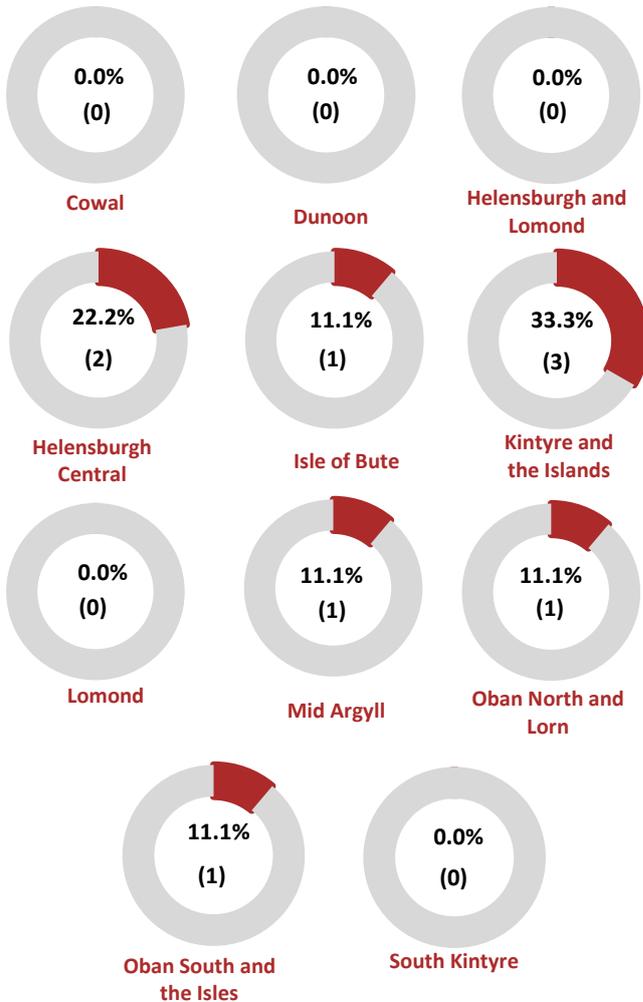
Year on Year 3 Year Average 5 Year Average

● -10% ▲ -4% ◆ 2%

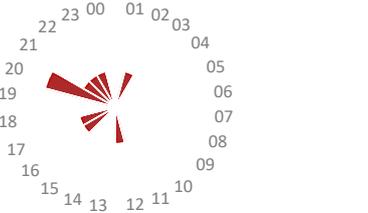
Non-Domestic Fires Year to Date



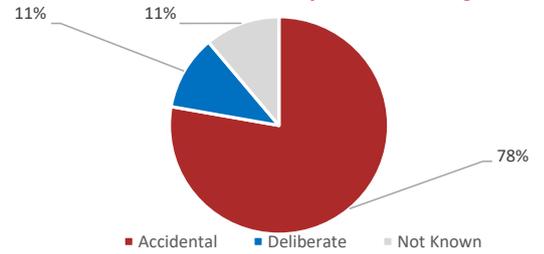
Non-Domestic Fires by Ward (% share)



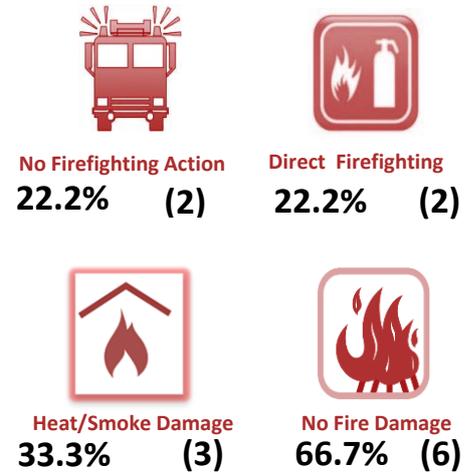
Non-Domestic Fires by Time of Day



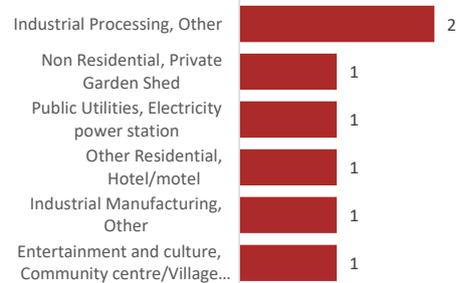
Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



Non-Domestic Fires by Premises Type

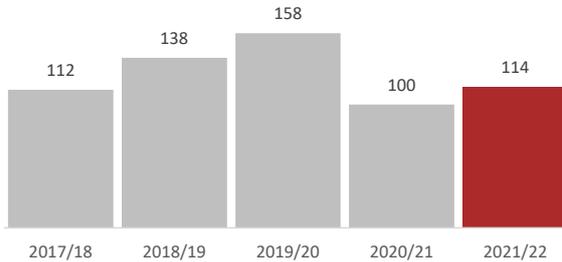


Unwanted Fire Alarm Signals

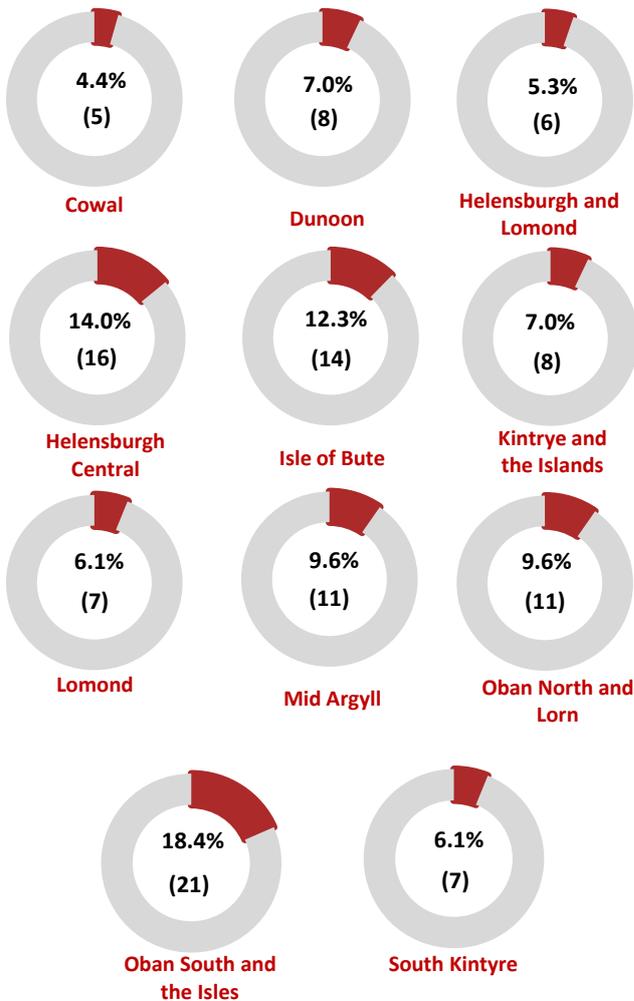


Performance Summary
 Year on Year: 14%
 3 Year Average: -6%
 5 Year Average: 1%

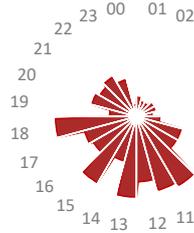
Unwanted Fire Alarm Signals Year to Date



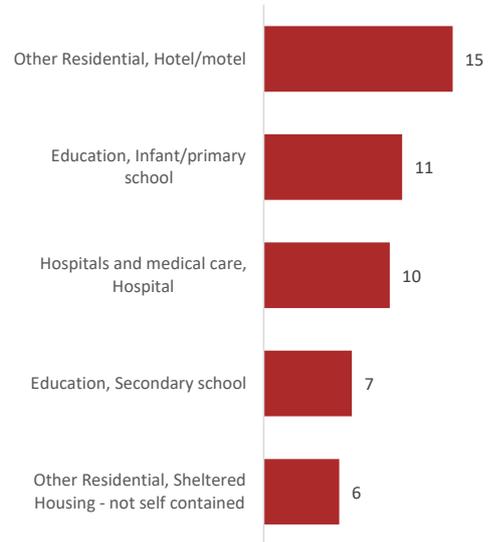
Unwanted Fire Alarm Signals by Ward (% share)



Unwanted Fire Alarm Signals by Time of Day



Unwanted Fire Alarm Signals - Top 5 Premises



Unwanted Fire Alarm Signals Activity Ratios



UFAS Percentage Against all Incidents

23% (114)

UFAS Percentage Against all False Alarms



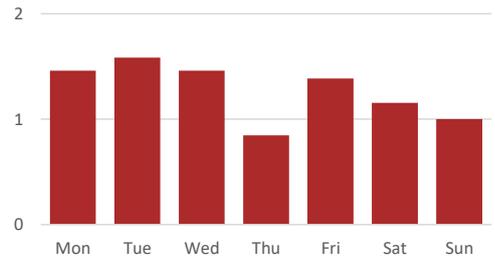
42%

Human Influence and Alarm Activations



31.6% (36)

Average Unwanted Fire Alarm Signals per Day





Argyll & Bute Health & Social Care Partnership

Community Services Committee

Date of Meeting: 25 August 2021

Title of Report: Argyll & Bute HSCP- Performance Report June 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 June 2021

1. Introduction

The IJB has continued with its temporary suspension of normal outcome performance reporting and instead is 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. 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 alongside the ongoing vaccination of staff and public and the delivery of test and protect.

The attached report was presented to the IJB in June 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

Direct 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

Integration Joint Board**Agenda item:****Date of Meeting:****Title of Report:** Integration Joint Board- Performance Report (June 2021)**Presented by:** Stephen Whiston - Head of Strategic Planning & Performance**The Integrated Joint Board is asked to:**

- Consider the current Covid19 activity within Argyll & Bute, NHS Highland and Greater Glasgow and Clyde
- Consider the HSCP performance progress regarding remobilisation of activity in line with NHS Highland performance target for 2021/22 agreed with Scottish Government to 70%-80% of 2019/20 activity

1. BACKGROUND

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 therefore provides the IJB with 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.

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 positive COVID19 cases for the last 7 day period (8-14th may 2021) The data is shown by Local Authority and Health Board areas to illustrate prevalence, the overall Scotland wide data provides the national backdrop.

	Latest 7 Day Total	Last 7 day rate per 100,00 population	Total
Scotland	1903	34.8	229,774
NHS Highland	18	5.6	5178
Argyll & Bute	1	1.2	1453

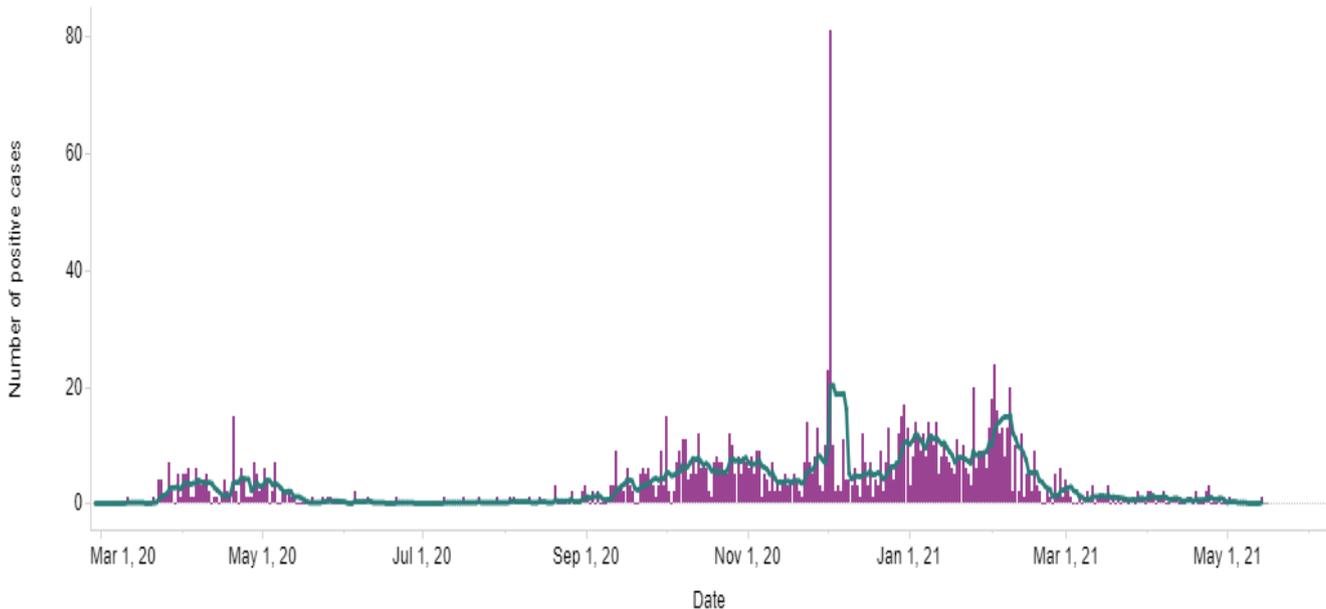
(Data Source- PHS COVID19 Data 8- 14th May)

The Argyll & Bute trend analysis with regards to positive COVID19 cases for May 2021 identifies a continued reduction in the 7 day moving average with a number of days reporting no infections, overall numbers remain very low.

What information would you like to see? Select location:

Daily figure 7 day moving average
 Most recent data incomplete

Positive cases by specimen date in Argyll & Bute



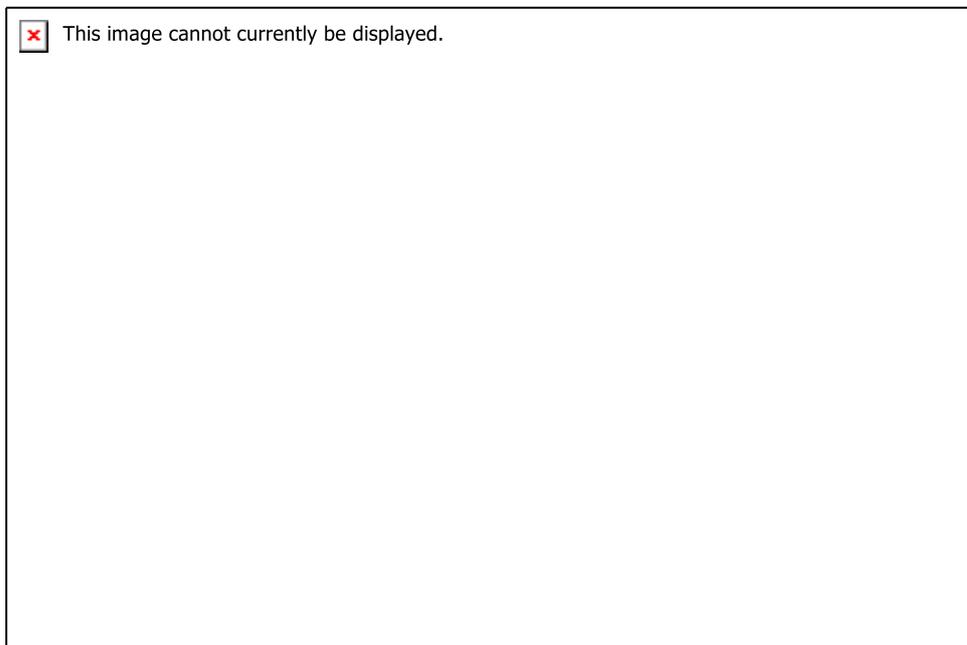
(Data Source- PHS COVID19 Data -March 2020- May2021)

3.1 Immunisation Performance

The graph below identifies the estimated percentage of people in Argyll & Bute who have had Dose 1 and Dose 2 as a percentage of the population data for each age band. Public

Health Scotland (PHS) continue to work on data completeness and quality assurance at source and the focus is on identifying the general percentage trends in order to view overall progress. There are a number of variables which will affect data counts and the table below offers a snapshot for the period the 25th May.

Trends identify good progress with regards to the percentage who have received both doses in 65- 80+years' age groups. Progress is being made alongside this with Dose1 across the 50-64 years age groups with an increasing trend in Dose 2 recipients.



(Data Source-NHS open data. COVID-19 Vaccination in Scotland - Datasets - Scottish Health and Social Care Open Data (nhs.scot) Accessed 25th May 2021)

4. REMOBILISATION PERFORMANCE

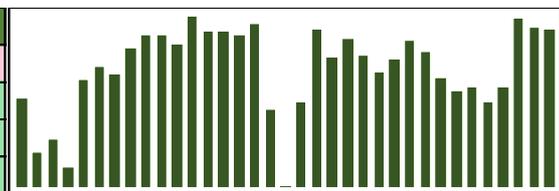
The tables below summarises and illustrates the HSCP service remobilisation performance against agreed SGHD target (70-80%) across Health and Social care showing significant progress being made.

Argyll and Bute HSCP Remobilisation Cumulative Performance to 2nd May 2022

	April Cumulative (to W/E 2nd May)			Weekly Activity Trend (6 Sep 2020 to 2nd May 2021)
	Target	Actual	%Var	
TTG				
TTG Inpatient & Day Case Activity (All Elective Admissions)	40	31	-23%	
REFERRALS				
Total Outpatient Referrals	803	732	-9%	
Total Urgent Suspicion of Cancer Referrals Received	28	47	68%	

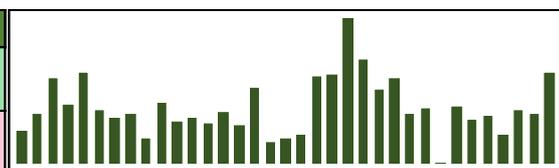
OUT PATIENTS
Total New OP Activity Monitoring
Total Return OP Activity Monitoring
Total AHP New OP Activity Plan
Total AHP Return OP Activity Plan

Target	Actual	%Var
652	593	-9%
904	1260	39%
556	791	42%
1312	2508	91%



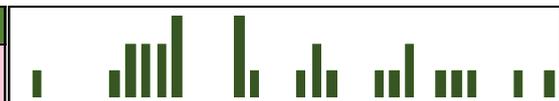
DIAGNOSTICS
Total Endoscopy Activity Monitoring
Total Radiology Activity Monitoring

Target	Actual	%Var
50	67	34%
462	449	-3%



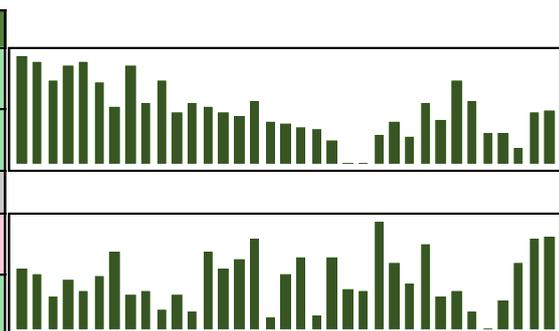
CANCER
Total 31 Days Cancer - First Treatment Monitoring

Target	Actual	%Var
9	2	-78%



UNSCHEDULED CARE
Total A&E Attendances Monitoring (LIH)
Total A&E Attendance (AB Community Hospitals)
Total % A&E 4 Hr (LIH)
Total Emergency Admissions IP Activity Monitoring (LIH)
Emergency Admissions IP Activity Monitoring (AB Community Hospitals)

Target	Actual	%Var
408	592	45%
1244	1754	41%
165	157	-5%
148	167	13%

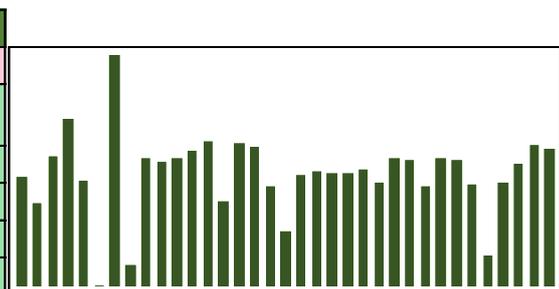


ADULT SOCIAL CARE
Total Number of Adult Referrals
Total Number of UAA Assessments
Total Adult Protection Referrals
Total New People in Receipt of Homecare
Total New Care Home Placements
Total No of Delayed Discharges

April Cumulative (to W/E 2nd May)			Weekly Activity Trend (6 Sep 2020 to 2nd May 2021)
Target	Actual	%Var	
716	916	28%	
224	258	15%	
24	22	-8%	
36	26	-28%	
16	14	-13%	
10	9	-10%	

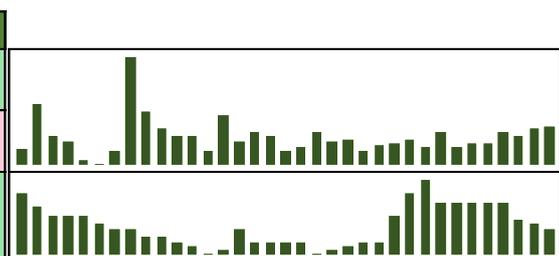
COMMUNITY HEALTH
Total Mental Health – New Episodes
Total Mental Health – Patient Contact Notes
Total DN – New Episodes
Total DN – Patient Contact Notes
Total AHP - New Episodes
Total AHP - Patient Contact Notes

Target	Actual	%Var
80	47	-41%
584	797	36%
92	118	28%
4032	4203	4%
276	321	16%
2523	2735	8%



CHILDREN & FAMILIES SOCIAL CARE
Total Number of Child Request for Assistance Referrals
Total Number of New Universal Child Assessments
Total Number of Children on CP Register

Target	Actual	%Var
196	231	18%
88	80	-9%
38	31	-18%



(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)

Assessment:

The information presented shows good progress with regards to the scale of mobilisation of our services in the HSCP with increasing activity across our health and care system. Some points to note

- Improvement in delayed discharge performance as at 2 May
- 15% increase in performance against target with regards to new Universal Adult Assessments
- Increasing emergency activity in A&E and admissions in our hospitals
- Outpatient referral rates remain lower than our activity plans

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 14th April 2021

Performance against the February 2021 position shows

- 9.3% reduction in percentage 12 week breaches for Consultant Outpatient activity,
- Mental Health breaches are down 3.8%, however still remain high with regards to breaches overall performance.
- Overall number of people on the Outpatient Waiting List notes a 5% reduction for this month against February position.

All Specialties	Total on List	% Breaches	% of Referrals Booked	% of Referrals Unvetted
Main Specialty				
Consultant Outpatient	1088	26.5%	40.3%	5.2%
Scopes *	121	34.7%	42.1%	0.0%
MSK **	788	59.1%	21.7%	2.3%
AHP	495	30.1%	34.7%	4.4%
Mental Health	754	73.2%	8.1%	0.7%
Nurse Led Clinics	120	19.2%	58.3%	0.0%
Other/Non MMI	670	17.6%	23.9%	4.5%
TOTAL OPWL	4036			

A breach is classed as waiting over 12 weeks

* Scopes breach is over 6 weeks

** MSK breach is over 4 weeks

(Data Source- Outpatient Waiting List Breaches as at 14th April 2021)

5.2 Virtual New & Return Outpatient Performance

The table below illustrate the scale of virtual new and return consultant outpatient performance for Lorn & Islands Hospital and Community Hospitals in Argyll and Bute.

Month End Virtual Consultant Outpatient Activity				
Reporting Period	Lorn & Islands Hospital New	Lorn & Islands Hospital Return	Community Hospitals New	Community Hospitals Return
Cumulative as at 2 nd May	593	1260	220	443
Cumulative as at 30 th May	981	1841	392	657
Variance	+ 388	+581	+172	+114

(Data Source- NHS Highland Remobilisation Plan Data- Virtual New and Return Outpatient Activity/May 2021)

With regards to Inpatient and Day Case Treatment Time guarantee performance in the Lorn & Island Hospital the graph in appendix 1 shows a continued reducing trend in the percentage of people waiting more than 12 weeks for their Treatment

HSCP Waiting Times Performance Assessment:

As part of our remobilisation planning, services are working hard to reduce waiting times and ensure return patients are being followed up within timescales. Additional remobilisation funding has been secured and will significantly help by allowing Waiting List initiative clinics to be organised and provide additional appointments across all specialities.

This has seen in summary:

- Inpatient /Day Case Treatment Time Guarantee(TTG) performance notes an overall 11.1% reduction in total percentage breaches this month compared with the previous month, data at the 8th April noted 17.3% total breaches dropping to 6.2% at the 6th May
- Inpatient /Day Case (TTG) performance notes a 44% reduction in the in total current and future breaches over 12 weeks from 8th April to the 6th May
- Inpatient /Day Case (TTG) notes 100% reduction in un-booked patients at 6-7 weeks and 8-12 weeks for the period 8th April to 6th May

Across the HSCP our main priorities are:

- Increasing the amount of local eye injection clinics for Ophthalmology patients.
- Utilising Advanced Physio Practitioners to support our Orthopaedic service and reduce the waiting times for patients.
- Working in Partnership with local Community Optometrist to provide shared care with the NHSGGC Consultant Ophthalmology service and develop a virtual Ophthalmology service fit for the future.
- Creating a centralised appointing service to improve patient pathways and ensure equity of access to care across all our hospital sites.
- Create a “Clean room” with sufficient airflow within LIH to repatriate ENT services back to Argyll and Bute as these were stopped due to Covid19 risk of aerosol generating procedure required for Naeso Endoscopes.

5.1 Greater Glasgow & Clyde Outpatient and Treatment Times Guarantee Activity Performance-

NHS GG&C have reported the following progress against their remobilisation plan for the patients referred to its hospitals as at the end of March 2021 and is summarised in Table below:

	Actual Activity (July 2020 to March 2021)	Target (July 2020 to March 2021)	Difference	Status
New Outpatient Referrals received	230,229	258,455	-28,266	-10.9%
New Outpatient Activity	154,993	139,065	15,928	11.5%
TTG Inpatient/Day Case Activity	32,732	32,561	171	0.5%

(Data Source- GG&C Phase 2 Remobilisation Performance Report April 2021)

NHS GG&C are undertaking a range of service review and design actions to progress their mobilisation plans similar to NHS Highland and Argyll and Bute notably:

- **Clinical Prioritisation** – Focus on Priority 1 and 2 patient care for all specialty patients. Full clinical review of longest waiting P2 patients with active plan developed to accommodate. P2 orthopaedic care is being supported in part at Golden Jubilee National Hospital
- **Remote Consultation** –approximately 50% of new outpatient appointments are carried out remotely at present. Building on the success of this is a key aim whilst accepting that face-to-face consultations will continue to be required for a range of patients. “Near Me” consultations also continue to be undertaken.

5.3 NHS Scotland Health Board KPIs Remobilisation Performance

The graph in Appendix 2 illustrates the national position on Outpatient Waiting times for NHS Boards as at May 2021.

Assessment: NHS Highland Board have 48% proportion of Outpatients waiting more than 12 weeks as at May 2021, statistically this is below the overall proportion for Scotland at 50%

6. GOVERNANCE IMPLICATIONS

6.1 Financial Impact

NHS Highland remobilisation plan has received additional funding from the Scottish Government and this includes direct funding to the HSCP.

6.2 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 as part of our mobilisation plans.

6.3 Clinical Governance

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

7. EQUALITY & DIVERSITY IMPLICATIONS

Service delivery has been impacted by the Covid19 pandemic and ongoing and EQIA will be required to be undertaken.

8. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

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

9. RISK ASSESSMENT

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

10. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Public and user updates are available nationally at the Scottish Government COVID 19 website as well as HSCP and NHS Highland communications

11. CONCLUSION

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

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

12. DIRECTIONS

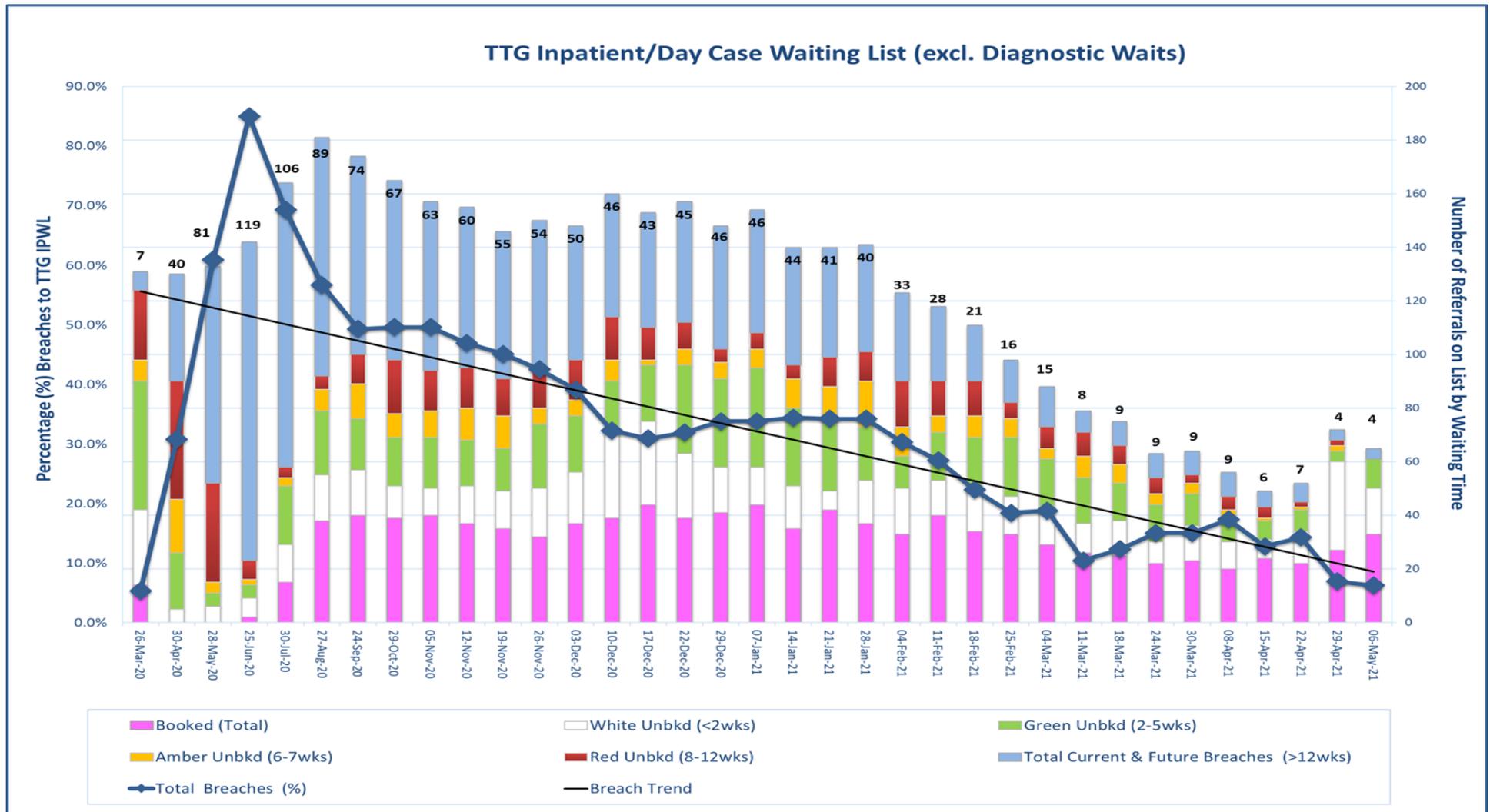
Directions required to Council, NHS Board or both.	Directions to:	tick
	No Directions required	x
	Argyll & Bute Council	
	NHS Highland Health Board	
	Argyll & Bute Council and NHS Highland Health Board	

REPORT AUTHOR AND CONTACT

Author Name: Stephen Whiston

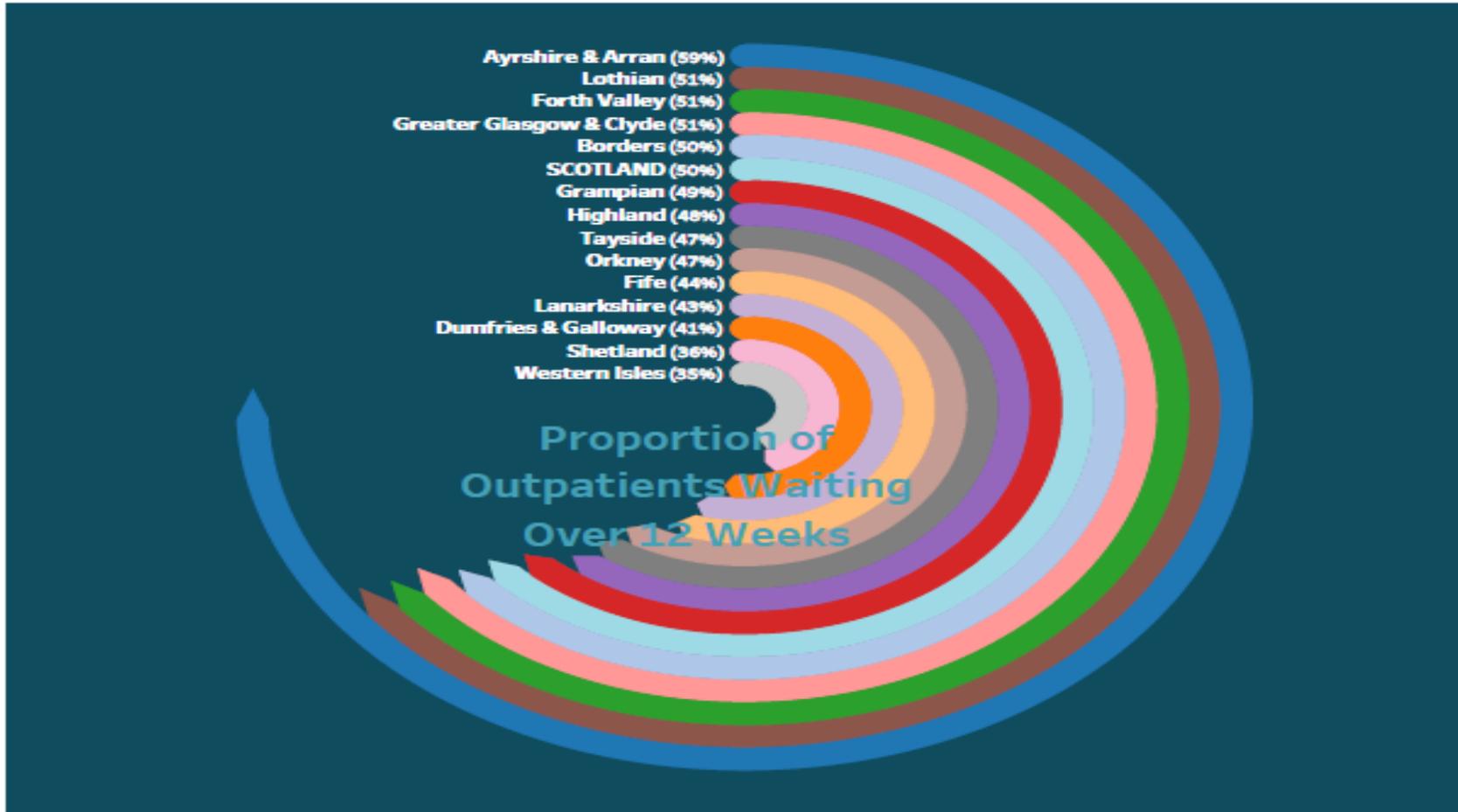
Email: stephen.whiston@nhs.scot

Appendix 1- Lorn & Islands Hospital –Inpatient/Day Case Waiting Lists Summary – to 6th May 2021



Appendix 2

NHS Scotland Board Level Outpatient Waiting times Key Performance Indicators- May 2021



ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES

25 AUGUST 2021

**LIVE ARGYLL – MONITORING AND PERFORMANCE REPORTING – UPDATE
REPORT**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide the Community Services Committee with an update on the performance and monitoring arrangements between Live Argyll (LA) and the Council as set out in the various agreements between the Council and the Trust.

RECOMMENDATIONS

It is recommended that:

- 1.2 Members note and consider the contents of the report.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES

25 AUGUST 2021

LIVE ARGYLL – MONITORING AND PERFORMANCE REPORTING - UPDATE REPORT

2.0 INTRODUCTION

2.1 The purpose of this report is to provide the Community Services Committee with an update on the performance and monitoring arrangements between Live Argyll (LA) and the Council as set out in the various agreements between the Council and the Trust.

3.0 RECOMMENDATIONS

It is recommended that:

3.1 Members note and consider the contents of the report.

4.0 DETAIL

4.1 The Council approved the implementation of a Leisure and Libraries Trust on 24 November 2016, following a recommendation by the Community Services Committee of 21 November 2016.

4.2 Thereafter, LA was constituted on 29 September 2017 and the Council entered into a Transfer Agreement, Service Agreement, Support Services Agreement and Facility Licence. These set out a number of reporting and monitoring requirements.

SERVICES AGREEMENT

4.3 There is a Services Agreement in place between LA and the Council in respect of the leisure and library services to be delivered by LA on behalf of the Council. LA are operating in terms of their 2021-24 business plan.

BUSINESS PLAN

4.4 The Council in constituting LA was mindful of the code of guidance on funding external bodies and following the public pound. In exercising its business plan and delivering the services LA reports that it continues to adhere to those principles. The overarching business plan based on the financial operating model and services specification was previously agreed by the Council and

covers the period from 1st April 2021 to 31st March 2024. The plan refers, as with previous plans references 3 key themes set out below each of which LA advises is

- **Growth:** Pre Covid Pandemic forecast revenues for 20-21 were anticipated to be positive with a projected increase on previous years' revenue estimates. The cessation of services and on-going governmental restrictions have resulted in a significant reduction in income levels, however a combination of prudent financial management alongside both UK and Scottish Government support has meant that the company remains in a stable financial position. Whilst early indications are off a positive trend in terms of returning customer it is anticipated that it may take between 1 and 3 years to return to previous performance levels.
- **Participation:** Pre Covid Pandemic participation figures were strong with substantial individual increases within Leisure services. Library indicators were in line with national trends. Current usage levels are in line with expectations and sector trends. A further relaxation of restrictions will support the company in returning to a full service offering which will have co-related participation increases.
- **Quality:** LA continue to place a significant amount of emphasis on the quality of product and service on offer and introduced a range of measures and protocols identified and aimed at ensuring a consistent quality offering across all of their services.

BUSINESS PLANNING: SECTOR PLANS

4.5 LA report that despite the significant interruption to front line services, plans are in place to continue with implementing sector plan proposals and priorities for change. As with the vast majority of services, plans have been reviewed and where appropriate updated to ensure priorities support the organisation in its re-opening and recovery plan. It is understood that good progress is being made and the plans are on track to deliver or contribute to their proposed outcomes. The following are examples of current work sector plans:

- Re-purposing facilities to support commercial and service activity;
- Replacement leisure Management system with a focus on customer experience, introduction of an information and booking app, due to go live Autumn 2021;
- Enhanced borrowbox offering and launch of Press reader service.
- Introduction of a User Accreditation scheme;
- Introduction of a Volunteer scheme;
- Continuation with Helensburgh Innovation Hub; and
- Continuation with Helensburgh Victoria Halls Storage Project.
- Develop proposals to re-purpose Riverside reception area creating split level gym
- Development of an outreach programme to ensure wider accessibility

THE SERVICES / PERFORMANCE MANAGEMENT

SERVICE SPECIFICATION

- 4.6 LA is responsible for delivering Leisure, Library, Halls, Community Centres, Museum, Archive and Active Schools services across Argyll and Bute. The Service Specification sets out the specific services LA have committed to deliver and that they are required to ensure they adhere to those commitments.

PERFORMANCE MANAGEMENT

- 4.7 In order to establish if and to what extent they have complied in the provision of the services, the Services Agreement requires LA to provide operational performance information to the Council with a Performance Report on its operational performance in the second and fourth quarter of each financial year (namely June and December). LA are also required to provide a complete set of relevant accounts to the Council no later than 5 months from the end of each financial year. LA advised draft accounts were submitted May 2021 and audited accounts will be submitted by August 31st 2021.

PERFORMANCE REPORT

- 4.8 It is not appropriate to report on growth, participation and quality measures for the latest period given the governmental closedown of Leisure and Library services. The annual report for the period end March 2020, immediately preceding closedown clearly demonstrates positive trends across the significant majority of indicators. The 2021 annual report clearly highlights the positive impact of services which were able to continue and LA's commitment to returning and improving upon previous levels of performance.

LA report that analysis of performance data available for those services which were allowed to resume show a reasonable uptake to date and figures are in line with national and local customer survey expectations. It should be noted that it is envisaged that in some cases it may take between 1 and 3 years to return to pre-covid levels.

FINANCIAL POSITION

- 4.9 LA, continue to actively manage their financial position. LA have successfully accessed the UK Government Employee Retention Scheme alongside accessing some sector specific support funds. This has allowed the company to offset a 7 month loss of self-generated income and an on-going reduction in activity as a result of restrictions. A phased approach to re-opening is in place which takes cognisance of on-going government restrictions, customer demand and available governmental support. This approach is proving successful and is highlighted in the fact that LA have not requested any

additional funds, a position which is significantly different across Scottish Local Authorities where there is a £120 million in year shortfall being reported with Council being asked to fund individual shortfalls. LA further advise that in year position (21-22) whilst challenging is not anticipated to result in any further request for support. The financial position will continue to be reviewed by Commercial Services and Financial Services to confirm the final outturn.

2021 – 2024 LA after positive discussion with Council partners were able to fulfil their over-arching objective of being less reliant on management fee funding by absorbing a 10%, (£370k) funding reduction as part of their 21/22 settlement.

SCHEDULED DEVIATIONS

- 4.10 Against a background of national imposed restrictions it is considered that LA have fulfilled their service delivery obligations. It should be noted that LA were one of very few trusts which as a result of robust planning and collaboration with Council partners, re-opened their full Leisure service provision on the first allowable date. LA also maximised any digital offering available. LA advise that subject to restriction a return to a full service offering is planned for September 2021.

SUPPORT SERVICES AGREEMENT

- 4.11 There is a Support Services Agreement in place between LA and the Council in respect of central support services delivered by the Council to the Trust. As part of the requirements of the agreement, the operation of the support services are kept under annual review by the Council and LA. LA has advised that from their perspective, arrangements continue to operate satisfactorily with effective working partnerships in place.

OTHER DEVELOPMENTS

- 4.12 In addition to the monitoring and reporting requirements above LA report that there are a number of other developments coming forward in 2021 across all service areas including but not limited to:
- Undertaking the management and operation of Community Learning and Development service on behalf of the Council from June 30th 2021.
 - Working with NHS partners with continuing support in Vaccine and Testing programmes across Argyll;
 - Supporting Council and Third Sector partners with the community response to Covid19 pandemic.
 - Continue to work a range of partners in respect of utilising venues making these true community hubs.
 - Introduction of a virtual fitness class membership; and
 - Further expansion of their highly successful borrow-box service (digital book lending).

- 4.13 LA report that they will also continue to focus on their maximising charitable status strategy. This work stream will look at a number of areas including donations, legacy funding, grants and sponsorship as well as inclusion, accessibility, literacy, social interaction and mental health initiatives.

5.0 CONCLUSION

- 5.1 The current arrangements between the Council and LA are working well with no areas of service which are of particular concern. The specific reporting and monitoring requirements are deemed fit for purpose. Given the extra-ordinary operating circumstances of 2022, LA has adapted well and robust recovery plans are in place.

6.0 IMPLICATIONS

- 6.1 Policy - In line with Council policy in relation to Leisure and Libraries Trust
6.2 Financial – None
6.3 Legal - In line with relevant contractual agreements between Council and Live Argyll
6.4 HR - None
6.5 Fairer Scotland Duty: None
6.5.1 Equalities - protected characteristics – None
6.5.2 Socio-economic Duty:
6.5.3 Islands – None
6.6. Risk – as outlined in body or report above
6.7 Customer Service - None

Douglas Hendry, Executive Director with responsibility for Commercial Services
9th August 2021

For further information contact:

Ross McLaughlin, Head of Commercial Services, 01436 658 914



live
Argyll



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Welcome to our annual report 2020/2021

**Welcome from Andrew Nisbet,
Chair liveArgyll**

It is something of an understatement to say that 20/21 was an extremely difficult year due to the challenges that the coronavirus pandemic presented for our organisation and wider society. But, despite the challenges, this has been another year of success and achievement.

This year's annual report captures liveArgyll's work and documents some of the key achievements throughout the year. These successes are even more remarkable given the vastly changed operating environment. Achievements range from digitalisation and adaptation of services, re-purposing of facilities to support temporary service offerings, playing a key support role in the community response to the pandemic throughout Argyll & Bute and the continuation of our development aims and aspirations.

At the outset I must pay tribute and record my thanks to our management team and our staff group who have responded admirably to each and every challenge they have faced. Without their efforts and dedication liveArgyll would not be in such a stable position to move forward and face any post pandemic challenges. I would also like to thank our partner organisations, Argyll and Bute Council, Community Leisure UK, sportscotland, Creative Scotland and the many other organisations who individually and collectively provided us with support in various different guises.

liveArgyll is a "can do" organisation and this is clearly evidenced by the fact that despite the significant disruption to our front line services our focus remained on our core objectives and what we could offer. This "can-do" culture meant that wherever possible we endeavoured to offer a form of service to our users, be it online support, online fitness classes, digital music events or enhanced library borrow-box services. This pro-active approach to service adaptation meant liveArgyll was one of a very few organisations to re-open all of its leisure facilities at the earliest allowable date. Included in this report are case studies which highlight the impact and benefits delivered of being able to continue with an offering to our users.

liveArgyll as an organisation played, and continues to play, a key role in the community response to the pandemic. Working with NHS and Argyll and Bute Council, we supported a number of initiatives such as making our facilities available for a variety of purposes not limited to but including storage of medical equipment, vaccination clinics and community testing centres. A group of staff were also trained to support the national Test and Protect programme. Across Argyll and Bute individual members of staff also supported a range of local community initiatives including food support hubs, food and medicine delivery and community keeping in touch call programmes.



I am also pleased to say that despite the significant risks and uncertainty associated with the pandemic we were able to continue with a number of our proposals and priorities for change:

- Working alongside our council partners we were able to agree a 10% reduction to our 21/22 funding settlement which saw us achieve our original over-arching objective of being "less reliant of management fee funding".
- We were also able to invest in new equipment at our facilities.
- We successfully completed a comprehensive tendering exercise which saw an Argyll based company secure the contract for our new Leisure Management system and customer App.
- We also continued with a number of infrastructure improvement plans at various locations
- We were pleased to be able to invest and expand our Digital BorrowBox Library offering.



Undoubtedly there will be challenges ahead, however, we are in a stable position to meet these challenges and I am confident that liveArgyll will not only be able to return to excellent pre pandemic levels of performance but will build and improve upon these.



OUR FACILITIES & SERVICES

LEISURE

Aqualibrium
Helensburgh Pool
Mid Argyll Sports Centre
Riverside Leisure Centre
Rothesay Leisure Centre



HALLS & COMMUNITY CENTRES

Queen's Hall, Dunoon
Victoria Hall, Campbeltown
Victoria Halls, Helensburgh
Ramsay Hall, Isle of Islay
The Corran Halls, Oban
Kintyre Community Centre
Lochgilphead Community Centre
Dunoon Community Centre
Moat Centre, Rothesay



LIBRARIES

Campbeltown
Cardross
Dunoon
Helensburgh
Lochgilphead
Oban
Rosneath
Tobermory
Tiree
Rothesay
Tarbert
Sandbank Office
Islay Mobile Library



ARCHIVES

PITCHES

COMMUNITY LETS

CAMPBELTOWN MUSEUM

SERVICES

Active Schools and Sports Development
Local Studies
Community Learning

THE ORGANISATION

LiveArgyll was launched on 2nd October 2017 and provides sport, leisure, recreation and cultural opportunities for the communities of Argyll and Bute.

LiveArgyll is a not-for-profit charitable company, limited by guarantee.

(Charity No SC047545)

We have 7 Trustees, all of whom are volunteers and support the strategic direction and governance of the company led by Kevin Anderson, General Manager.

OUR VISION

“Our communities and visitors lead richer and more active lives.”

OUR VALUES

EMPLOYEES CUSTOMER SERVICE

The trust values all employees. Through investment we will maximise their potential, helping them to achieve their career aspirations and deliver high quality customer service that exceeds expectations

We are passionate about delivering the highest level of customer service

SAFETY

Ensuring the health and safety of employees and customers, going above and beyond legal requirements to provide a safe environment for all

INCLUSIVE EXPERTISE

Continuing to adopt an inclusive approach, recognising and respecting the needs of all within our communities

The trust will continuously build and enhance the knowledge and expertise of its workforce and strategic partners to deliver high quality services that respond to our customers needs

EQUALITY

Maintaining in depth policies and procedures to ensure equality in the workplace and for customers alike

DEVELOPMENT INNOVATION ASPIRATION

A continuous cycle of improving and introducing new products, services or processes

Understanding the need to be innovative across all areas of the business to reach and deliver new benchmarks in service delivery

The trust has a culture of being aspirational and will strive to challenge its status and align itself with continuous improvement and examples of best practice

WHY LEISURE AND LIBRARY TRUSTS MATTER...

What does working for communities and not profit really mean?



Balancing charitable and business objectives and remaining competitive within the sector is not always easy but essential for liveArgyll. Our work as a charity not only adds great value to our communities but can quite literally be life-saving and life changing.

Wider corporate social responsibility is at the heart of our organisation and we are very proud as a charity to reinvest every penny of income back into our facilities and services for the benefit of our customers and key partners that we serve. However, to ensure our continued success and longevity, we work on the basis of commercial principles for community good and match our community focus with a commercial offer that allows us to remain competitive in the market.



The liveArgyll website and partner page within this report demonstrates the rich and broad menu of services and activities we offer. We are always finding new ways to bring people together within our facilities and wider outreach programmes as the hubs of our communities and promote opportunities to be physically, socially and mentally active. Our case studies provide a flavour of the many examples of the real difference we are making to the lives of others.

liveArgyll has a unique role to play in addressing the unjust and avoidable differences in people's health across Argyll and Bute's population. It has the ability to deliver cost effective interventions; bring creative solutions to engage communities, families and individuals in improving and sustaining good health and wellbeing. The coronavirus pandemic has made clear the vital role leisure and library services will play in Covid-19 recovery, helping people to stay healthy and active in local communities.



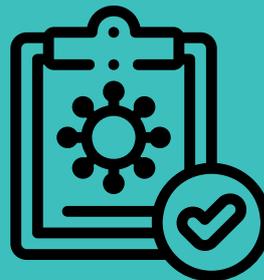
liveArgyll also works hard every day to collaborate effectively with a wide range of partners across all sectors including the statutory, third and private sectors, to ensure that work delivered on the ground is joined up and to achieve outcomes that are needed most in communities.

Supporting Our Communities



204

contracted staff are employed by liveArgyll contributing to local employment and the economy with **91%** living in the local area.



45%

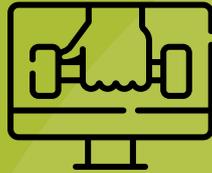
of our furloughed staff kindly volunteered during the pandemic with the Covid-19 multi-agency emergency response, with liveArgyll also supporting the NHS with Covid testing and vaccination centres, as well as storing equipment.



The collective social value of Scotland's leisure trusts is worth **£354.6m** which demonstrates that the impact of sports, leisure and culture and the value that they generate, far exceeds the level of public money invested in these services.

A YEAR IN NUMBERS

7500+ views of the online music festival Tides, supported by Creative Scotland and delivered in partnership with CHARTS and Dunoon Burgh Hall



During the Covid-19 closure period, **20+ weekly online fitness classes** were delivered to our communities free of charge, with an average of 200 people enjoying each class

45 Primary Schools

took on the Daily Mile Challenge -

51% of all primary schools



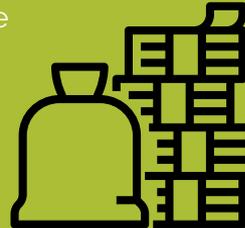
75 sports clubs and community groups are part of the new liveArgyll accreditation scheme



378 pupils and **112** school staff from all 10 secondary schools amassed an incredible 29,670 kilometres walking, cycling and scooting as part of the Active Schools Strava Challenge



£19,406 of funding was secured from Argyll and Bute HSCP to deliver an online 1:1 and group fitness and well-being programme as part of the Argyll Active Exercise referral programme



156 fitness classes were delivered weekly across 5 facilities/online



1150 children jumped into the pool as part of our learn to swim programme



Website visits increased from **211,000** last year up to an impressive **325,823** this year



Supporting safe well governed clubs by training **28** sports coaches in child protection in sport and **14** new child protection officers now in post

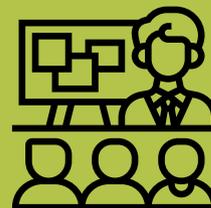


An exciting new partnership was formed with **MyZone**, a world leader in wearable technology to monitor physical activity



28,275 e-Books and e-Audio books were downloaded by our library members on BorrowBox our online library, an increase of

All **204** members of staff across all liveArgyll services completed their online Covid-19 awareness training delivered by our health and safety partners Right Directions



15,506 from the previous year



7 members of staff completed their Gym level 2 and 4 in indoor cycling, allowing for an expansion of the fitness class programme as well as further resilience across the area

WHAT OUR CUSTOMERS SAY...

We actively encourage feedback from our customers through our website, in person in our facilities, and through surveys and focus groups. This helps us improve the services we offer. Customers are also encouraged to share their inspirational stories and provide testimonials, which we really appreciate. Here are a selection of comments we have received this year:

"Thank you to all the staff for their excellent first aid care when I fell down the stairs. You guys cared for me and made me feel as safe and secure as this baby giraffe on this card. With much thanks."
(Swimming Pool Customer)

"My son's school wants him to read more and it's such a relief you're open again, especially since you've got books he likes." (Library Customer)

"My son loved the week, really enjoyed the small sided games can't wait until the next one!" (Sports Programme Customer)

"I wanted to write to tell you how much I enjoyed and appreciated the class. It was hugely beneficial to me: the pace and content was just right; the combination of physical movement and mindfulness is exactly what I need; and there was the added benefit of some connection to a community of others in similar circumstances. Thank you to all of your team, the volunteer leader was wonderfully empathetic in her delivery. I had a few emotional moments during the class that reflects the therapeutic value of the support you are providing. It has to do with my changed relationship to my body, which has become less certain and secure after the effects of cancer and chemotherapy. Just a few moments of self-massage and mindful movements helped me to "come back home" and offers me a path to reconnect. Feels good and I will continue with these movements as a daily practice." (Macmillan Move More Programme Participant)

"Borrowbox has been a god send during lockdown and great that you're open again too" (Library Customer)

"Thrilled that you are open again, really missed you!" (Library Customer)

"It was cool that we know the people who asked the questions, in authors live events you never know who the people are." (Primary Pupil)

"I just wanted to drop you a line to say how great it is that you've been able to re-open and to congratulate you on a creating an environment that feels safe and well organised. I've gone to all three spin classes this week and it's been really good - first thing on Monday morning there were cheery staff to welcome you at the door and guide you through the system, friendly faces checking us in, and it was clear the system for using the building was both safe and well thought through. All these preparations made me feel comfortable about returning to my classes and it was brilliant to be back! So - huge congrats and thanks to all involved, from those who had to plan and risk assess and prepare, to those who welcomed us back. And of course, to our fitness trainer at the class who has been great and has provided us with clear and straightforward instructions, even as they're changing daily. I've just booked all my classes for next week so looking forward to it!" (Fitness Class Participant)

"Great organisation, friendly and helpful staff, lovely pool, a great place." (Leisure Centre Visitor)

"I'm enjoying the click and collect service as I'm enjoying different authors." (Library Customer)

CASE STUDY 1

A Coach's Journey

In life we all walk our own paths, sometimes they intermingle but largely they are created and forged by us as travellers during lifes constant adventure.

My coaching journey began with a sports leadership programme at School run by the active schools team for Argyll and Bute in partnership with my Secondary School. I felt it was a good fit with my past experiences as a youth leader and I knew I wanted to keep up my work with children and young people anyway I could. My first time coaching solo was for a junior lunchtime dodgeball class however it was more monitoring and facilitating and less coaching and delivering.

Fast forward six years and I am now a fourth year Sport Coaching student at the University of the West of Scotland. Having worked with many agencies and schools in that time and built a deep wealth of knowledge and information from my coaching experiences. In my time I have worked alongside professional footballers, heavy athletes and very important members of staff at a local primary school who helped shape my desire to go down the path of disability sport coaching. Disability sport coaching has always been a passion of mine. I have autism and I can now say proudly I'm part of roughly only two percent of coaches in Scotland with a disability, which is a figure I want to see change throughout my eventual work empowering young people with disabilities in sport in Scotland.

This is why the Macmillian gentle movement volunteer coaching programme appealed to me. The chance to learn new valuable skills alongside



helping those who are very vulnerable with an aim to help build their health and wellbeing back up as closely to their former selves through gentle movement exercise was an opportunity I couldn't miss. In the short time I've been coaching alongside Mahalia and the gentle movement programme I've learned the gentle movement principles of Qigong and the exercises focused around those but also the importance of willfulness in Sport. On top of this, with the current

pandemic I have also learned the art of online coaching and how to facilitate calls and sessions, which I now do regularly. Since the pandemic's inception I have been unable to coach as everything came to a complete standstill. I still needed to build my hours up to pass third year at university so the gentle movement coaching and training provided me the hours to get my degree but also gave me many valuable and transferable skills I can add to my coaching style as previously mentioned.

Macmillian's gentle movement programme also allowed me to register as a LiveArgyll volunteer coach which is a huge stepping stone toward one of my eventual life goals of becoming an active schools disability coordinator, to work toward developing and delivering an empowering and inclusive sporting environment for young people to grow and develop as athletes or potentially coaches themselves. I cannot say if that for me will be an end goal in this coaching journey but for now I know that my work with LiveArgyll and Macmillian has only just begun and I have the gentle movement sessions organised by Mahalia to thank for the current opportunities before me.



CASE STUDY 2

Bookbug at liveArgyll Libraries

liveArgyll libraries are privileged to be in partnership with Bookbug. Bookbug is Scotland's universal early years book gifting programme and aims to inspire a love of stories, songs and rhymes from birth. We have been unable to deliver our Bookbug sessions throughout the pandemic but have risen to the challenge of promoting Bookbug using digital media to grow awareness of this fantastic programme.

In November 2020 we launched our liveArgyll libraries facebook page and shared Bookbug news with our many followers. We provided links to Bookbug updates and to online Bookbug sessions run by Scottish Book Trust and suggestions to parents and carers about sharing songs and rhymes with their wee ones such as using the Bookbug songs and rhymes app. This year, as part of the Bookbug Week – Bookbug's Big Splash - celebrations we launched our very own liveArgyll libraries Bookbug webpage which we update regularly with Bookbug news and events.

Our webpage also includes lots of help and information with regards to the Bookbug programme with links to the Bookbug website and monthly Bookbug book of the month competition. We also use our liveArgyll libraries facebook page to share information and Bookbug promotions.

Whilst working alongside our partners at the Scottish Book Trust we have found that many families have missed out on receiving their Bookbug bags over the past 12 -14 months so one of our priorities is to help gift both Baby and



Toddler bags to those who have not yet received them. We are currently running a social media promotion advising families/carers that they can contact their local library to make arrangements to call in to uplift their bags.



take part in their own outdoor sessions including 'We're going on a Bear Hunt at the Bishops Glen, 'Sharing a Shell' at the beach and 'Jack and the Flum Flum tree' on Dunoon pier.

With the success of our Bookbug and Janice videos we intend to run online sessions which will enhance our offering and reach families throughout the region who are unable to attend library sessions. Using our digital platforms has allowed liveArgyll libraries to reach a wider audience for Bookbug which we intend to continue in tandem with our Bookbug library session programme once we are up and running again.

During Bookbug Week we launched a series of Bookbug short videos which saw Bookbug and Janice, our library supervisor from Rothesay Library, out and about on the Isle of Bute sharing songs and rhymes. These videos have proved so popular that we now run them weekly on our facebook page. A selection of the videos can also be found on our Bookbug webpage for viewing at any time. To coincide with our Bookbug page launch we ran a competition inviting people to like our facebook page and count the number of videos on our webpage. As a result of this we had great engagement from Early Years settings throughout Argyll and Bute, including Dunoon Primary ELC who ran outdoor sessions during the week and shared photos with us. Sharon Waddell from the ELC reached out to us to tell us how much fun the children had had following Bookbug and Janice during the week, which led them to





CASE STUDY 3

Community Connections

Facility Details:

Aqualibrium, Kinloch Road, Campbeltown

Members:

Danny and Bronte Byrne

What services do you use and how often?

My son and daughter – Danny and Bronte attend fitness classes and use the gym on a daily basis.

What impact do our services have on you and your life?

Both Danny and Bronte have Down Syndrome, there is not an appropriate day program for them locally so we fill their days productively with volunteering, online classes for their interests and of course exercise at Aqualibrium.

Aqualibrium plays a big part in helping them to stay healthy, give them structure to their day and giving them positive experiences and interactions with others in our community.

The instructors are familiar to both Danny and Bronte and Jake and Emma have done an excellent job in running the classes.



Why do you use our services?

As mentioned it is important for Danny and Bronte to be part of the community as well as staying healthy. Attending the facility allows both of them to have the daily structure they require. In terms of support while at the gym or in the class, either mum or dad will accompany them to the classes and provide any support if required.

We feel that the facilities are safe to use with the staff and other users observing the social distancing as well as the increase in cleaning and maintenance, and the availability of cleaning products and hand sanitiser. We were also encouraged with the introduction of Online classes, Bronte particularly enjoyed the Yoga run by Rachel – the quality was the usual high standard.

What are we doing well?

From the moment we book the class's right through to attending the gym and fitness classes we feel well looked after. The level of cleaning and maintenance of the equipment, social distancing being observed and the use of one way system makes us feel safe and confident when using the classes and the gym, as well as the excellent provision of hand sanitizer throughout the buildings. The instructors have supported both Danny and Bronte as they returned to the services. In particular the use of the My Zone Online classes were a great benefit to Bronte.



CASE STUDY 4

A Home for Sport

Oban Hub – Oban Sailing Club - Kilbowie Project

Community sport hubs provide a home for sport. They bring together sport clubs and community organisations who want to develop and grow the sporting offering in the community. They focus on sustainable, community-led approaches that get clubs working together to develop an inclusive, safe and fun environment for sport. Community sports hubs in Argyll and Bute are supported by liveArgyll's Community Sports Hub Officer.

The Oban Community Sports Hub (OCSH) has 30 clubs and community groups working together for the benefit of the Oban community.

Being part of OCSH has helped us connect with other groups in Oban. We're developing our club through partnerships and OCSH has helped to cultivate those important partnerships that allow us to make the club more accessible to more people.

With the closure of the Kilbowie Outdoor centre in 2020, the Hub Officer and Oban hub clubs worked in partnership to enable hub clubs to utilise equipment from the site, before it was decommissioned. Oban Sailing Club were fortunate to be gifted a gig boat, something which

has been hugely impactful and far reaching. The Sailing Club members united and began a campaign to fundraise the money required to restore the boat. Initial investment came from liveArgyll's "Keep Playing, Stay Active: Small Grants for Hub Clubs" which allowed the Sailing Club to start the restoration, and secure further contributions from other organisations, individuals and businesses which enabled the club to surpass their target. A team of volunteers worked on the boat to enable it to become seaworthy.

The funding support from OCSH kick started a fundraising campaign that eventually brought the club over £6000 to restore a training boat gifted from the local outdoor centre that closed its doors allowing us to keep the asset in our community.





As part of the grant agreement, a strong link with Active Schools was forged. Working together, the Active Schools team, Hub Officer and Sailing Club have now been able to offer sailing to Oban High School. The summer 'Learn to Sail' courses for children and adults sold out this year, and with more courses added sold out again.

New coaches are now being identified and the club is working with RYA Scotland, taking part in hub inclusivity conversations and linking with other local sailing clubs to engage and learn more.

OCSH has also helped us focus on our club governance and policies so we are fit for purpose and can ensure that members have the best possible experience.

The boat is now seaworthy, and a live Facebook video of the first sailing was recorded and shared. The club have increased their profile and social media coverage from the programme. It was also at this time that the new Commodore was actively changing things in the club to ensure it was more inclusive.

"We so appreciated your friendly welcome and people's support rigging the dinghy and keeping a caring eye on us, and everyone on the water. It was a lot of fun sailing round the bay. Yours is such a lovely and friendly club for people of all ages, like one big family." - New Family Members

Due to the huge impact of this project, club membership has increased, schools club links are developing and more children are learning to sail!

CASE STUDY 5

The Furlough Experience



liveArgyll role:

Active Schools Co-ordinator

Volunteer role during furlough:

Volunteer Coordinator, Oban & Lorn

Organisation:

Argyll & Bute Council Care for People Team/ TSI

Tell us about why you considered volunteering and what your volunteering role involves:

I wanted to play my part in helping my local community to support those who are either

shielding or vulnerable at this time. The role involved receiving requests from the Care for People team to help members of the public with tasks such as shopping or dog walking. We then worked with our volunteer base to match the individual with someone who could help them out. The demand for requests was fairly high but did get quieter once everyone got used to their new routines.

Anything you would like to highlight about your volunteering experience:

It was a good challenge and extremely rewarding when requests were complete. I was overwhelmed at how helpful our local volunteers were and I never struggled to fulfil a request yet which shows just how willing everyone is to help.

My communication skills from my day job were very transferrable to my volunteer role allowing me to work effectively with different partners and members of the public to achieve a positive outcome. The local knowledge of the Argyll area I have built up also helped me with the logistics of organising things such as shopping requests, food bank requests and other queries such as electricity key top ups.

The volunteer role was very rewarding for me and I enjoyed working as part of a team providing for the community. The challenges faced during the lockdown raised both my own and others awareness of how vulnerable and fragile some individual's in our communities can be and how vital it is that we all help look out for each.

CASE STUDY 6

Tides

Argyll's first ever digital Music Festival "Tides" took place on 27th March 2021. The online from home digital music festival showcased the best talent from across Argyll and attracted some 9000 unique viewers.

With 3000 miles of coastline, Argyll and Bute is home to a community of musicians who turn their faces to the world, many from homes or studios looking outwards across lochs or seascape, which is as formative to their work as it is strengthening.

The pandemic has impacted on the ability to share music and this loss for both musicians and venues has resulted in our aim to bring musicians from Argyll and its outlying rural communities and islands direct to homes.

The newly formed liveArgyll, Dunoon Burgh Hall and CHArts project partnership team aimed to create a festival of music to swell tides of this time for sharing, to acknowledge the loss over recent



months and inspire us onwards. With fantastic submissions from the Cowal peninsula across many genres it was really tough to select the performers for the stages at Dunoon Burgh Halls, with a very tight shooting schedule and strict social distancing measures in place, we were very lucky to have these artists working with us on the first ever Tides Digital Festival. The partnership was also very fortunate to secure talented music producer Iain MacLean.



The event offered a platform for artists to unite as part of the online music festival, to access new audiences and develop their professional skills and practice. Artists applied to be part of the festival and were selected by the panel to perform as showcase artists at the festival. Eleven musicians also benefited from a small financial award per act. This financial support was made possible with the support of Creative Scotland as part of their Performing Arts Venues Relief Fund.

A number of musicians also reported that they had secured further business as a result of the

TIDES festival

17:00	GARY INNES	20:30	THE JACK RUBY 5
17:30	ABIGAIL PRYDE	21:00	ROBIN MILLER
18:00	THE CAMANS	21:45	LIAM SOMMERVILLE
18:45	SEYLAN BAXTER	22:15	BLAIR MCCOLM
19:15	HERON VALLEY	22:45	INVERHOOLEY CEILIDH BAND
20:00	MAIRI MCGILLIVRAY	23:15	GARY INNES (FINAL TUNE)

Additional Showcase of submitted work from musicians from across Argyll and Bute all available at 17:00



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festival. Given the success of the inaugural digital festival, the partnership will now explore options to build on Tides to provide a hybrid of in venue and digital offerings showcasing Argyll's music talent to audiences far and wide.

liveArgyll staff were delighted to be part of the digital festival, taking on various roles from project management to health and safety and technical support.

"Any music festival provides many challenges from a stage management and health and safety perspective, but even more so during a pandemic! However by good planning, collaborative working with producers, venue staff and artists we pulled together a terrific event." David Campbell, Business Support Officer - Operations

"I thoroughly enjoyed planning and delivering this unique project with a team of dedicated, creative and highly professional colleagues from liveArgyll, CHARTS, Dunoon Burgh Hall and producer Iain Maclean. Despite a very tight budget, manpower, resources and a challenging timeline the team worked tirelessly alongside our talented artists to make everyone very proud to be part of a very special event." Nicola Hackett, Business Development Manager

"I really enjoyed working with the staff at the Burgh Hall, learning their lighting and sound equipment and passing on little bits of valuable information I have gained during my time to the team at the hall. Working with Iain was really interesting coming from a live background myself it was intriguing to see how different the lighting needed to be in order to keep the audience's attention on the musicians during playback – so no fancy flashing and spinning. I was also intrigued by the camera crew and how we worked together to get the colours translating correctly onto film. It is really interesting how the camera picks up light differently to the eye." Duncan Keary, Theatre Technician



DIGITAL MARKETING

Funky floats Sessions
Free for members
From Saturday 22nd of December

FOR ONLY £1 CHILDREN SWIM
24th December - 4th January

liveArgyll

Argyll **Active** EXERCISE ON REFERRAL SCHEME

Want to become more active but not sure where to start?

liveArgyll | MACMILLAN CANCER SUPPORT right there with you | NHS Highland | BACPR

To find out more [CLICK HERE](#)

Become fitter and healthier in just 12 weeks!

liveArgyll Open and ready to safely welcome you back

Single Memberships **£24.99** per month
Family Memberships* **£39.99** per month

Visit www.liveargyll.co.uk and join today to take advantage of our membership prices, no joining fees, upgraded safety standards and new equipment.

With something for everyone, and all abilities, visit our facilities at Argyll and Bute.

liveArgyll, helping you get fit safely by:

- Keeping a safe distance
- Self-sanitising facilities
- Staff training and expertise
- Screening and frequent cleaning
- Hand sanitising stations

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Let's Exercise! Weekly Fitness Timetable

Day	Time	Class	Instructor
M	08:00-08:30	HIT (Body Weight)	Anna
	12:15-12:45	Core Stability	Anna
	17:15-17:45	Flex & Fitness	Louise
T	08:00-08:30	HIT (with Dumbbells)	Louise
	10:00-10:30	Full Body Fitness	Louise
	17:15-17:45	Legs, Bums & Tums	Anna
W	07:15-07:45	Spin	Anna
	08:00-08:30	Dumbbells Leg, Bums & Tums	Louise
	17:15-17:45	HIT (with Dumbbells)	Anna
T	08:00-08:30	HIT (Body Weight)	Louise
	10:00-10:30	Full Body Fitness	Louise
	17:15-17:45	Core Stability	Anna
F	07:15-07:45	Full Body Fitness	Anna
	08:00-08:30	Core Stability	Anna
	17:15-17:45	Flex & Fitness	Louise

Follow us at our facebook page <https://www.facebook.com/liveargyll>

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Jumpstart a healthy change in your life
We're here to support you!

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ONLINE FITNESS FREE FOR OUR MEMBERS

Join us in our Virtual Classes!

CUSTOMER UPDATE

RE-OPENING ROUTE MAP & YOUR QUESTIONS ANSWERED

liveArgyll

MENTAL HEALTH BENEFITS OF EXERCISE

- SHARPER THINKING AND MEMORY
- IMPROVED QUALITY OF LIFE
- BETTER SLEEP
- BETTER RESILIENCE
- BETTER SELF-ESTEEM
- BETTER MOOD

liveArgyll

BENEFITS OF SWIMMING

- LOWER BLOOD PRESSURE
- BURN FAT
- CARDIOVASCULAR HEALTH
- HEALTHY JOINTS
- IMPROVE QUALITY OF LIFE
- CONTRIBUTES TO MUSCLE MASS MAINTENANCE

liveArgyll Libraries

Campbeltown - Cardross - Dunoon - Helensburgh
Islay Mobile Library - Lochgilphead - Oban - Rosneath
Rothesay - Tarbert - Tiree - Tobermory

Let's reset your fitness!

Join Now and invest in your health, feel more energetic, stronger and motivated, we can achieve it together!

Single Memberships Only **£24.99** month
Family Memberships* Only **£39.99** month

INCLUDES:

- Free access to all our Argyll and Bute facilities: Campbeltown, Helensburgh, Rothesay, Dunoon & MidArgyll.
- Swimming Pool
- Gym
- Fitness Classes
- Free Virtual Classes

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LOOKING AHEAD

Our Focus on the future is perhaps not surprisingly focused on our recovery and can be split into 2 main stages both of which are derived from our participation and growth objectives.

Stage 1 relates to the immediate term whereby we are seeking to return to normal levels of service across all of our activity areas at the earliest allowable date. As consumer confidence slowly returns we are seeking to return to pre-pandemic levels of performance and uptake by March 2022. We do not intend to simply return to previous models of delivery. We are mindful that our operating environment has changed alongside customer expectations and needs, therefore in many instances our strategy, policies and offering will be tailored to meet these changes and maximise any opportunities. We have the product, we have the price-point and we have the people. Our recovery plan and approach is suitably flexible to allow us to adapt to emerging trends or circumstances.

- **Product:** Wherever possible our offering will be tailored to usage patterns to ensure we are meeting customer requirements and needs.
- **Price:** We seek to encourage participation across all of our services and therefore intend to continue with our "Affordable for all" pricing model by holding our prices at existing levels through 21/22.
- **People:** Our staff are our best asset and throughout the pandemic we have continued to invest in a staff development and training programme to ensure liveArgyll has a reputation for delivery of professional quality services as well supporting staff with development and career path opportunities.

Stage 2 relates to our ambitious Growth aspirations. We not only seek to ensure our market penetration rate is sector leading, we want to ensure that our service offering is accessible to a wider range of users across a range of themes including demographic, geographical and those harder to reach groups. Amongst other things, this will require enhanced programming and scheduling, an assertive outreach and partnering

approach and maximising the use of technology.

In order to further support these Participation and Growth aspirations, we have a number of initiatives and projects in development. We have invested in a modern leisure management system and customer app which is due to come online in autumn 2021. This will transform how our current users and future users interact with us as an organisation and will allow customers to view, book and in specific cases access services at the touch of a button. We continue to expand our digital library offering and intend to launch a new PressReader service whereby users can access, free of charge, in excess of 7000 daily publications. We also intend to continue and improve our online library, click and collect service as well as roll out our self-service scanning functionality.

We also eagerly await the completion of the new Helensburgh Leisure complex. We are delighted with Argyll and Bute Council's continuing commitment and investment in leisure and health and well-being services and we are very much looking forward to maximising the many opportunities that will come along with having a modern well equipped facility.

We are very much looking forward to taking on a new service in July 2021 with the transfer of Community Learning and Development service from the Council. There are clear similarities between the services that liveArgyll offers and those which are delivered by Community Learning and Development. This is an exciting time for the liveArgyll team and we look forward to welcoming the Community Learning and Development team on-board and building and improving on the existing good work of their service.

"The future very much depends on what you do today", with this in mind I am confident that we are best placed to continue to meet our service obligations, fulfil our customer expectations and continue to be a vibrant successful organisation.

Kevin Anderson
General Manager



FINANCIAL STATEMENT

Consolidated Statement of Financial Activities (incorporating the income and expenditure account) for the year ended 31 March 2021

	Note	Unrestricted Funds £	Restricted Funds £	Pension Fund £	Total Funds 2021 £	Total Funds 2020 £
Income:						
Donations and legacies	5	1,914,078	-	-	1,914,078	-
Charitable activities	4	391,918	480,761	-	872,678	2,665,916
Management fee	4	3,788,545	-	-	3,788,545	3,615,205
Other trading activities		-	-	-	-	209,041
Total income		6,094,541	480,761	-	6,575,301	6,490,162
Expenditure:						
Charitable activities	6	(4,881,141)	(378,301)	(552,000)	(5,811,441)	(6,938,460)
Other trading activities		-	-	-	-	(208,001)
Total expenditure		(4,881,141)	(378,301)	(552,000)	(5,811,441)	(7,146,461)
Net income / (expenditure)		1,213,400	102,460	(552,000)	763,860	(656,299)
Transfers between funds		-	-	-	-	-
Other recognised gains / (losses):						
Actuarial gains / (losses) on defined benefit pension schemes	15	-	-	(3,621,000)	(3,621,000)	1,580,000
Net movement in funds		1,213,400	102,460	(4,173,000)	(2,857,140)	923,701
Reconciliation of funds:						
Total funds brought forward		448,074	71,626	(1,216,000)	(696,301)	(1,620,042)
Total funds carried forward		1,661,474	174,085	(5,389,000)	(3,553,441)	(696,341)

The Statement of Financial Activities includes all gains and losses recognised in the year. All income and expenditure derives from continuing activities.

FINANCIAL STATEMENT

Company Statement of Financial Activities (incorporating the income and expenditure account) for the year ended 31 March 2021

	Note	Unrestricted Funds £	Restricted Funds £	Pension Fund £	Total Funds 2021 £	Total Funds 2020 £
Income:						
Donations and legacies	5	1,914,078	-	-	1,914,078	-
Charitable activities	4	391,918	480,761	-	872,678	2,665,916
Management fee	4	3,788,545	-	-	3,788,545	3,615,205
Total income		6,094,541	480,761	-	6,575,301	6,281,121
Expenditure:						
Charitable activities	6	(4,881,141)	(378,301)	(552,000)	(5,811,441)	(6,959,182)
Total expenditure		(4,881,141)	(378,301)	(552,000)	(5,811,441)	(6,959,182)
Net income / (expenditure)		1,213,400	102,460	(552,000)	763,860	(678,061)
Transfers between funds		-	-	-	-	-
Other recognised gains / (losses):						
Actuarial gains / (losses) on defined benefit pension schemes	15	-	-	(3,621,000)	(3,621,000)	1,580,000
Net movement in funds		1,213,400	102,460	(4,173,000)	(2,857,140)	901,939
Reconciliation of funds:						
Total funds brought forward		446,995	71,626	(1,216,000)	(697,379)	(1,599,319)
Total funds carried forward		1,660,395	174,085	(5,389,000)	(3,554,520)	(697,380)

The Statement of Financial Activities includes all gains and losses recognised in the year. All income and expenditure derives from continuing activities.

FINANCIAL STATEMENT

Consolidated Balance Sheet as at 31 March 2021

	Note	£	2021 £	£	2020 £
Current assets					
Stock	12	8,097		16,328	
Debtors	13	80,489		132,743	
Cash at bank and in hand		2,231,061		883,211	
Total current assets		2,319,647		1,032,282	
Current liabilities					
Creditors: amounts falling due within one year	14	(484,088)		(512,623)	
Net current assets			1,835,559		519,659
Net assets excluding pension liability			1,835,559		519,659
Defined benefit pension scheme liability	15	(5,389,000)		(1,216,000)	
Net liabilities			(3,553,441)		(696,341)
Funds					
Unrestricted funds	16	1,661,474		448,034	
Restricted funds	16	174,085		71,626	
Pension reserve	15	(5,389,000)		(1,216,000)	
Total Funds			(3,553,441)		(696,341)

FINANCIAL STATEMENT

Company Balance Sheet as at 31 March 2021

	Note	£	2021 £	£	2020 £
Fixed assets					
Investments	11		1		1
Total fixed assets			<u>1</u>		<u>1</u>
Current assets					
Stock	12	8,097		8,762	
Debtors	13	80,489		139,269	
Cash at bank and in hand		2,229,981		883,211	
Total current assets		<u>2,318,567</u>		<u>1,031,242</u>	
Current liabilities					
Creditors: amounts falling due within one year	14	(484,088)		(512,623)	
Net current assets			<u>1,834,479</u>		<u>518,619</u>
Net assets excluding pension liability			1,834,480		518,620
Defined benefit pension scheme liability	15	(5,389,000)		(1,216,000)	
Net liabilities		<u>(3,554,520)</u>		<u>(697,380)</u>	
Funds					
Unrestricted funds	16		1,660,395		446,995
Restricted funds	16		174,085		71,626
Pension reserve	15		(5,389,000)		(1,216,000)
Total Funds			<u>(3,554,520)</u>		<u>(697,380)</u>

FINANCIAL STATEMENT

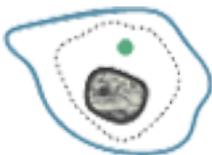
Operating results (excluding the pension liability adjustment)

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £	Total Funds 2020 £
Income:				
Charitable activities	2,305,996	480,761	2,786,756	2,874,956
Management fee	3,788,545	-	3,788,545	3,615,205
Total income	6,094,541	480,761	6,575,301	6,490,161
Expenditure:				
Charitable activities	(4,881,141)	(378,301)	(5,259,441)	(6,311,461)
Total expenditure	(4,881,141)	(378,301)	(5,259,441)	(6,311,461)
Net income / (expenditure)	1,213,400	102,460	1,315,860	178,700
Transfers between funds	-	-	-	-
Surplus/(deficit) from operations	1,213,400	102,460	1,315,860	178,700

The operating results for liveArgyll for the year ended 31 March 2021, excluding the pension adjustment, report an overall surplus of £1,315,860 of which £1,213,400 is in unrestricted funds and £102,460 is in restricted funds.

THANK YOU

Thank you to our partners, funders and stakeholders for their invaluable support throughout the year. As a local charity we couldn't achieve what we do without you!



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ARGYLL & ISLES



COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC PLAN FOR CLD IN ARGYLL AND BUTE 2021-2024

1. EXECUTIVE SUMMARY

- 1.1 This report updates the Community Services Committee on the development of the Community Learning and Development (CLD) Strategic Plan for 2021-2024.
- 1.2 The CLD Strategic Guidance for Community Planning Partnerships (2012) set out expectations on Community Planning Partnerships (CPP) to use CLD approaches to public service reform and to develop a clear framework for the planning and delivery of CLD by the Local Authority and partners.
- 1.3 The CLD Regulations of 2013 require a three year partnership plan for CLD to be developed by the Education Authority by 1 September 2021. This Plan will be subject to scrutiny through the newly formed Argyll and Bute CLD Strategic Partnership.
- 1.4 A new strategic CLD Partnership has been established involving key partners across the sector, with a clear remit and governance structure in place. During the preparation of the new plan all relevant local and national plans were reviewed in a CLD context, policy drivers considered, partner data analysed and a consultation exercise undertaken with learners to identify local need and emerging priorities. There is clear synergy between the identified CLD priorities and those of the CPP.
- 1.5 The most recent inspection by Education Scotland of the CLD Service in Argyll and Bute took place in 2019 with a subsequent follow up visit in 2020. Key lessons have been learned and focus given to these areas over the duration of the new plan.
- 1.6 Members are invited to:-
 - Note the areas requiring further action during the lifetime of the new plan
 - Approve the CLD Partnership Strategic Plan for 2021-2024

**COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC
PLAN FOR CLD IN ARGYLL AND BUTE 2021-2024**

2. INTRODUCTION

This report sets out the requirements for each local authority to develop a 3 year partnership plan for Community Learning, how the new partnership plan was developed and the reporting arrangements that have been put in place.

3. RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- i. Note the areas requiring further action during the lifetime of the new plan;
- ii. Approve the CLD Partnership Strategic Plan for 2021-2024.

4. DETAIL

4.1 The Strategic Guidance defines the purpose of CLD as:

- i. Improved life chances for people of all ages, through learning, personal development and active citizenship;
- ii. Stronger, more resilient, supportive, influential and inclusive communities.

4.2 CLD is defined as an approach that is used by a range of partners. CLD Learning providers should meet the outcomes above through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development; learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders; learning support and guidance in the community.

- 4.3 A new governance structure is in place including clear monitoring/reporting arrangements and performance scrutiny.

The council's Education Service will undertake the client role and remain as the key contact for liaison with Education Scotland. liveArgyll will be responsible for ensuring that the four statutory obligations, as set out in the Community Learning and Development (Scotland) Regulations 2013, are met:

- 1) To be clear about what CLD is and who the priority groups for CLD provision are within their authority – LA will deliver all CLD service requirements that meet both the service specification set out by the Council and Education Scotland requirements.
- 2) To secure provision in the area by looking at the needs of the priority groups and individuals;
- 3) To involve and consult with priority groups, individuals and stakeholders to find out what they need and want – an extensive consultation process will take place as part of the development of the new CLD plan priorities.
- 4) To create and publish a CLD plan every 3 years – liveArgyll have taken on the lead role in the development of the new plan and establishing the new strategic partnership. Progress reports will be prepared for the Community Services Committee and Local Area Planning Groups on an annual basis.

Along with the Employability Partnership the CLD Partnership will report to the Outcome 3 lead who will in turn report on the work of the partnerships to the CPP Management Committee.

- 4.4 The partnerships consulted with more than 700 learners, and wider community groups, to establish what they consider to be the most important priorities for CLD in the area. This exercise included a survey and focus groups targeting specific learners and target groups. Given the challenge of undertaking a consultation during the pandemic and the support required for many learners, further face-to-face consultation will take place in year one of the plan and the action plan will be updated to ensure emerging local needs are being met.

- 4.5 CLD needs in Argyll and Bute have been carefully considered and grouped under six key themes:

- Digital skills
- Core skills for learning, life and work
- Health and wellbeing
- Your voice
- The learner offer
- Improve how we work as a partnership

The partnership recognises the importance of ensuring organisations within the sector work together, sharing expertise, manpower and resources to reduce inequalities and support those who need it the most coming out of the pandemic.

The action plan sets out our shared priorities for the next three years to improve outcomes for individuals and communities across Argyll and Bute.

The partnership will monitor progress and produce a self-evaluation each year reporting the performance to Argyll and Bute Council and the Community Planning Partnership.

5.0 CONCLUSION

5.1 Members are asked to approve the CLD Strategic Partnership Plan for 2021-2024. The work of the partnership over the coming three years will focus on individuals and communities who are most disadvantaged with the aim of bringing about positive change in their lives and in our communities across Argyll and Bute.

6.0 IMPLICATIONS

6.1.1 Policy – The development of the CLD Plan supports the delivery of national outcomes. The Community Learning Service and CLD provision make a significant contribution to Outcomes 3, 4, 5 and 6 of the Argyll and Bute SOA.

6.1.2 Financial – none

6.1.3 Legal – The council is required to publish a 3 year Community Learning Plan as set out in the Community Learning and Development (Scotland) Regulations 2013.

6.1.4 HR – None

6.1.5 Equalities/Fairer Scotland Duty – It is not anticipated that any of the recommendations in this report will have a potential negative impact on any particular group or discriminate on the basis of age, disability, gender, race, sexual orientation, pregnancy and maternity or religion and belief.

6.1.6 Socio-economic Duty – none

6.1.7 Risk – any potential risks minimised via strong management/performance scrutiny governance arrangements

6.1.8 Islands – none

6.1.9 Customer Services – the needs of priority groups and individuals will be met in line with the Community Learning and Development (Scotland) Regulations 2013

25th August 2021

Douglas Hendry, Executive Director with responsibility for Education

Policy Lead – Councillor Yvonne McNeilly

For further information please contact:-

Nicola Hackett, Business Development Manager LiveArgyll

Appendix 1 – CLD Strategic Partnership Plan 2021-2024

STRATEGIC PARTNERSHIP PLAN

2021-2024



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Foreword

I am very pleased to introduce the Argyll and Bute Community Learning and Development (CLD) Strategic Partnership Plan for 2021-2024.

Since the last plan was published, young people and the wider community have been working tirelessly to defend and protect their human rights. In this time, we have seen the COVID-19 pandemic come about which has challenged, at some point every young person's rights, notably the situation which faced those in education. Life was not as we knew it and everyone had to adapt.

Thanks to the dedication of CLD workers and partners, services were able to continue and young people have kept up their amazing work. For instance in March of 2021, the UNCRC Incorporation (Scotland) Bill passed through the Scottish Parliament with unilateral backing. That is a significant achievement that every young person and activist had a role to play in.

As we recover from COVID-19, CLD has a huge role to play in this by supporting and empowering the community by providing programmes of training and resources as well as building skills, increasing community empowerment and more. The pandemic has proven that things can be done differently and as we emerge

from the pandemic, this must be reflected on to change and improve the way we do things. Also as we do this, it's really important we all work together to build the best service we possibly can that delivers for every person in our community.

CLD is enormously powerful. Every two years, the service supports the election and training of three MSYPs, a position I am very honoured to hold. Not only that, throughout the two year term the team work hard to support MSYPs and help us to engage with the community through consultation, youth groups and more. Speaking personally, being an MSYP supported by the Argyll and Bute community learning team has boosted my confidence, communication skills and has allowed me the platform to speak up about the issues that matter most to young people. However, it's not just MSYPs that CLD partners equip these skills with, it's every young person they work with, from those involved in youth forums to other participatory youth and community empowerment groups. The power of youth participation and engagement must never be underestimated and it is up to organisations to meaningfully engage young people and the communities in any decision they take that will affect us.

Following extensive data analysis



and consultation with stakeholders, the partnership identified six key themes to focus on for the lifespan of this plan. There are strong links to CPP priorities and they take into account wider strategic plans and emerging priorities across Argyll and Bute:

1. Digital skills
2. Core skills for learning, life and work
3. Health and wellbeing
4. Your voice
5. The learner offer
6. Improve how we work as a partnership

I am looking forward to seeing how CLD evolves over the next three years, looking at the important role CLD plays in support by COVID-19 recovery, ensuring the workforce has the necessary skills to support communities, empowering young people and ensuring our rights are protected. I am keen for this plan to be a 'live' document that will change and adapt to the needs of the community between now and 2024.

As I have always said, **'youth and community work changes lives'**

Cameron Garrett, Argyll and Bute MSYP, Convener of the Education and Lifelong Learning Committee and MSYP of the Year 2021

Introduction to CLD

Community Learning and Development (CLD) is a method of working with groups and individuals of all ages to engage in learning, personal development and active citizenship.

The Scottish Government's National Performance Framework clearly defines the specific focus of Community Learning by partners which should be to:

Improve life chances for people of all ages, including young people in particular through learning, personal development and active citizenship.

Create stronger, more resilient, supportive, influential and inclusive communities.



Support is focused on disadvantaged or vulnerable individuals or groups with the aim of bringing about change in their lives and communities. The term refers to a distinctive process of engagement and support with content that is negotiated with learners.

CLD activity has a strong focus on early intervention, prevention, tackling inequalities and includes the following:

- Community Development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- Youth work, family learning and other early intervention work with children, young people and families;
- Community Based Adult Learning including Adult Literacies and English for Speakers of Other Languages (ESOL);
- Learning for disadvantaged and vulnerable groups and individuals, for example people with disabilities, have care leaving experience or have a history of offending.
- Volunteer development
- Learning support and guidance in the community

The Community Learning & Development (Scotland) Regulations 2013 place a statutory requirement on local authorities to publish a plan every 3 years' outlining how it will co-ordinate and secure "adequate and efficient" Community Learning & Development (CLD) provision with other sector partners. Whilst Argyll and Bute Council are required by legislation to lead on meeting the requirements of the CLD Regulations, it is important to note that partners must also be meaningfully involved, taking collective ownership and responsibility to produce, implement and review the CLD Plan.

The newly formed Argyll and Bute Community Learning and Development Partnership will:

- Have clear roles and responsibilities of partners
- Plan effectively together
- Use data and learner feedback to shape priorities, identify gaps, trends, avoid duplication and maximise resources
- Raise the profile of the work of CLD and share good practice

Our Area

What we know about Argyll and Bute and our communities (as of June 2021)



690,964 hectares

spread across the second largest local authority area in Scotland with 23 inhabited islands



5.9% from 2018 to 2028, the population is projected to decrease from 86,260 to 83,796. This is a decrease of 5.9%



One in five of the population is aged between 0 and 19 years



The distance between main settlements and use of ferry services creates challenges in terms of reliability, time and the cost of travel



86 schools

there are ten secondary schools, seventy five primary schools and one school for pupils with complex additional needs in Argyll and Bute



32.8% of employee jobs in Argyll and Bute are in public administration, education and health compared to 29.8% for Scotland



£553 is the average gross weekly pay for full-time workers living in Argyll and Bute which is lower than the Scotland average of £595 with larger gap for female workers



4.7% of the working age population is claiming unemployment benefits with the 25-49 age bracket most impacted by the pandemic

Page 79



Estimated **20%** of children Argyll and Bute are living in poverty but the impact of Covid-19 has further impacted on families and communities, increasing the risk of poverty



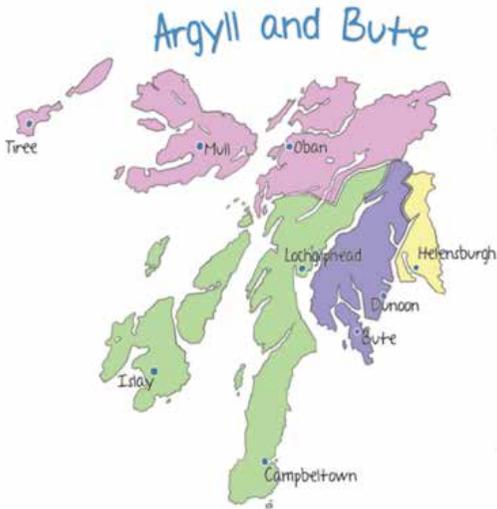
Thirteen data zones in Argyll and Bute are included in the 20% most overall deprived data zones in Scotland



990+ people in Argyll and Bute registered to volunteer as part of the Caring for People Covid-19 community response

Services are directed through four main areas:

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



Population

- Total population 85,900 (2020)
- Male 42,700
- Female 43,100
- 25% of population is 65+
- Under 18 years population 14,566

(Source: NOMIS official labour market statistics 2020)



In 2020 Argyll and Bute Schools were above the current national performance in Scottish Qualifications Authority (SQA) examinations in all four of the national measures; National 4, National 5, Higher and Advanced Higher.

Course	17/18 (A-C)			18/19 (A-C)			19/20 (A-C)		
	A&B Attainment %	National Attainment %	Difference %	A&B Attainment %	National Attainment %	Difference %	A&B Attainment %	National Attainment %	Difference %
Nat 4	100%	91%	8.90%	100%	89%	11.5%	100%	90.9%	9.1%
Nat 5	79.86%	77.40%	2.46%	79.43%	78.20%	1.2%	91.45%	88.9%	2.5%
Higher	78.79%	76.80%	1.99%	73.19%	74.80%	-1.6%	90.45%	89.2%	1.3%
Adv H	81.90%	80.50%	1.40%	75.68%	79.40%	-3.7%	95.70%	93.1%	2.6%

New CLD Partnership

Vision, Structure and Governance

Our Vision

"Working together to improve lives across Argyll and Bute by empowering individuals and communities to lead sustainable, fulfilling and happy lives through continuous learning, cooperative problem solving and removing barriers to engagement, health and wellbeing."

Values

The CLD Partnership has adopted the principles, values, ethics and competencies set out by the CLD Standards Council for Scotland. The principles that underpin CLD practice are:

Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;

Participation - supporting people to take part in decision making;

Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;

Self – determination - supporting the right of people to make their own choices

Partnership - ensuring resources and the range of skills and capabilities available are used effectively

The newly formed CLD Partnership will take a leading role in:

- Being responsible for the development implementation, monitoring and reporting of the Argyll and Bute CLD Plan. This will include the appropriate risk management and mitigations given manpower and resources available.
- Ensuring strategic priorities are aligned to key local and national plans and ensure there is no duplication of work

- Sharing and analysing data and identifying gaps to inform planning and decision making
- Fostering collaboration and where possible sharing resources across the partnership
- Putting in place delivery/workstream group arrangements to ensure effective implementation at operational and local level, taking into account geographical variations/needs.
- Evaluating and reviewing the CLD plan on a regular basis, taking into account changing learner needs and ensure a culture of self-evaluation and improvement.
- Communicating the work of the partnership to key partners, raising the profile of the work of the partnership and sharing and celebrating key successes.
- Identifying and sharing examples of good practice
- Contributing to Education Scotland CLD inspections and other appropriate CLD quality assurance measures.

Membership

Core membership of the partnership includes one representative from the following organisations/groups:

- liveArgyll
- HSCP - Public Health
- Argyll and Bute Council Education Service
- Argyll and Bute Council Economic Growth
- Argyll and Bute Drugs and Alcohol Partnership
- Argyll College UHI
- Third Sector Interface
- 3rd sector community organisations representative
- 3rd sector community trusts representative
- Strategic Housing Forum
- Skills Development Scotland
- Department for Work and Pensions
- Community Planning management team
- Argyll and Bute Council Community Development team
- Police Scotland
- Scottish Fire and Rescue
- Outdoor Learning sector representative

Resourcing the Plan

The Plan will be delivered using existing resources across the partnership members. liveArgyll's Community Learning team will also provide the capacity to lead and support local learning partnerships and planning processes.

Governance and reporting arrangements

Governance structures have been put in place at a strategic level (e.g. liveArgyll Board, Community Services Committee) and operational level (e.g. CLD Partnership, CPP Partnership) that will be utilised in terms of authorisation routes, scrutiny/performance management and liaising with key stakeholders/partners.

The diagram to the right illustrates the governance structure and highlights the key internal/external relationships.

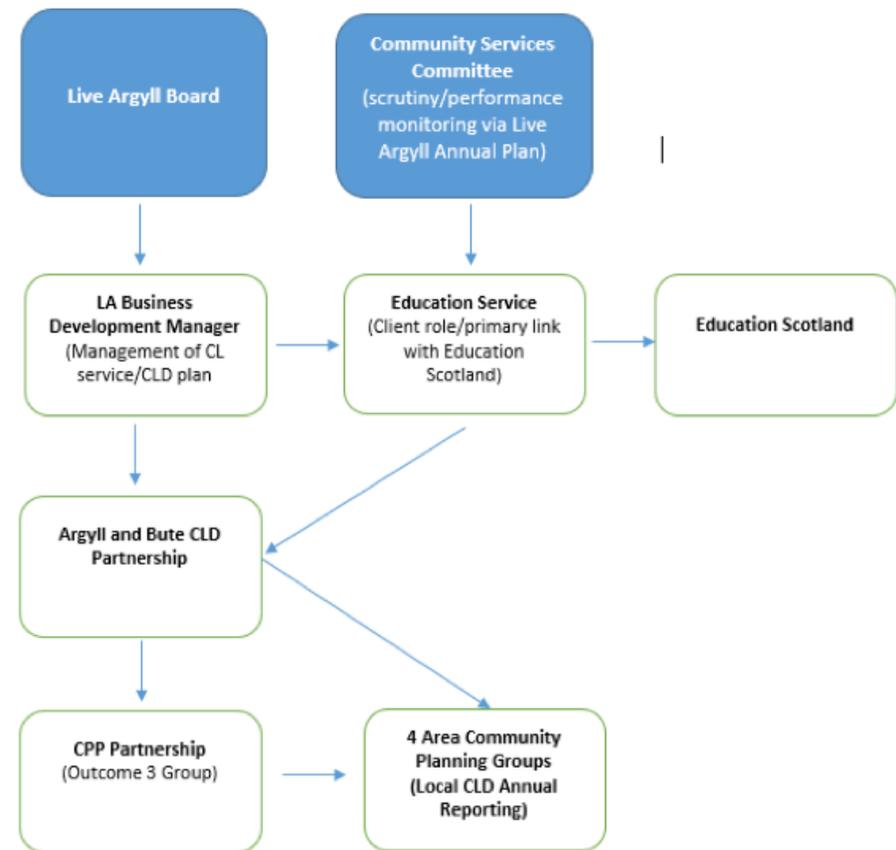
(Abbreviations: LA - LiveArgyll, CPP - Community Planning Partnership)

Quarterly updates on progress of the CLD Plan will be submitted to the Outcome 3 group within the Community Planning Partnership. This group has the remit to progress priorities around education, skills and training within the 10 year Local Outcome Improvement Plan for Argyll and Bute. The Outcome 3 group reports directly into the CPP Management Committee. Annual reports will be presented to the Community Services Committee of

Argyll and Bute Council as well as to Area Community Planning Group meetings. Education Scotland's Quality Improvement framework (How Good is the Community Learning and Development in our community) will be used to determine what worked well and where improvements could be made.

As well as Outcome 3 priorities, the Community Learning Partnership will support the delivery of wider CPP priorities, particularly Outcome 4: Children and young people have the best possible start and Outcome 5: People live active, healthier and independent lives.

LiveArgyll's Community Learning management team will be link officers as members of the 4 Area Community Planning groups. There are also Community Development Officers supporting community groups to attend and have a voice.



Education Scotland Inspection

The most recent inspection by Education Scotland of the CLD Service in Argyll and Bute took place in 2019 with a subsequent follow up visit in 2020. Key lessons have been learned and focus given to these areas over the duration of the new plan.

Key Strengths Identified



Ambitious community organisations and volunteers, improving communities and enhancing the learning offer.



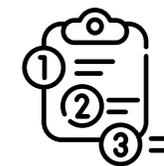
Youth voice and leadership opportunities, empowering young people to contribute to their communities.



Improvement Areas



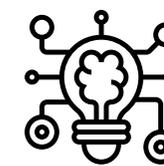
Strengthen the governance of CLD and develop a shared understanding of vision, values and aims.



Improve approaches to identifying the CLD offer across all partners to better inform resource allocation and joint planning.



Improve approaches to planning for improvement, including developing a systematic approach to shared self-evaluation, jointly setting targets, monitoring and reporting on progress.



Strengthen the collective adult learning offer across the partnership

Informing the new plan

A number of methods were used to help inform the new CLD plan:

1. Review of the 2018-2021 plan with key partners
2. CLD inter agency work group mapping of key local/national plans and strategies linked to CLD, analysis of data and emerging Covid-19 recovery plans, gaps and local need
3. Consultation programme using the VOiCE community engagement tool. Two elements included an online survey for young people, adults and wider organisations and a programme of face to face/online focus groups with learners

Policy context

The local and national policy context continues to evolve. In preparing the new CLD Plan, the partnership has taken into account relevant local and national strategies and plans as well as wider frameworks and consultation data as outlined in this table.

Local policy and planning context	National policy context	National drivers	Broader data
Outcome Improvement plan	Fairer Scotland	Strategic guidance for Community Planning Partnerships for CLD	Children's Services Joint Needs Assessment HSCP Joint Needs Assessment
Argyll and Bute Economic Strategy, 2019-2023	National Youthwork Strategy	Curriculum for Excellence	CPP Place standards
Argyll and Bute Council Corporate Plan	National Adult Learning strategy	GIRFEC	NOMIS labour market profile
Anti-Poverty Strategy	National ESOL Strategy	National Improvement Framework	Covid building back better consultation TSI national covid survey
Argyll and Bute Employability Partnership Action Plan	National Literacies Strategy	Attainment Challenge	Adult Learning Strategy consultation
Education Plan	Active Scotland Outcome Framework	How Good Is Our CLD	Inform Scotland data
Argyll and Bute Children and Young People Service Plan	National Performance Framework	Adult Literacies in Scotland	Scottish Attainment Challenge equity audit
Argyll and Bute Living Well Strategy	No One Left Behind	Adult Literacies Curriculum Framework	Education Scotland Equity and Outdoor Experiences 'add to action plan
Our Children Their Future Education Strategy	Developing the Young Workforce - Scotland's Youth Employment Strategy	A professional development framework for Scotland's adult literacies workforce	Performance data of partners in CLD Partnership
LiveArgyll Business Plan	National Strategy for Community Justice	Drugs and Alcohol Framework	Argyll and Bute CPP Place Standard consultation
Argyll and Bute Covid Recovery Plan	Preventing offending getting it right for young people	Education Scotland Guidance - developing CLD Plans 2021-2024	Salsus Survey
Argyll and Bute Corporate Parenting Plan	Youth Justice Strategy	National Standards for Community Engagement	LOIP locality profiles
Argyll and Bute Fire and Rescue Plan	Child Poverty Strategy for Scotland	UNCRC Scotland Bill	NHS Highland Social Mitigation Plan (Covid-19 recovery)
Argyll and Bute Policing Plan	Community Empowerment (Scotland) Act	Family Learning National Occupational Standards (NOS)	Young Scot lockdown lowdown
Argyll and Bute Strategic Volunteering Framework		National Mental Health Transition and Recovery Plan	TSI National Covid-19 survey

2018-2021 Plan Review

A review process of the 18-21 plan included feedback from a range of partners which is summarised below:

What went well



Partnership work on digital inclusion



Joint working to meet the needs of communities



Leadership opportunities for young people



Inter agency work at local level

Areas for improvement



Wider engagement with 3rd sector delivery partners



Regular review of data



Improved cascade of information and awareness of the strength of CLD work



Joint ownership of all key partners in developing the plan



Clear responsibilities of partners and where they will contribute

Consultation Programme

The consultation survey exercise involved 315 adults, 219 young people and 96 representatives of organisations. A focus group delivery framework was developed with the support of young people and 8 face to face focus groups took place across Argyll and Bute. An engagement plan was put in place to target specific individuals and groups within communities.

The survey themes were identified from:

- Local and national strategies
- Local and national data
- Education Scotland/Scottish Government CLD Plan guidance
- Emerging Covid recovery priorities across partners

The process:

- Inter agency work group - consultation and communications plan
- Involvement of young people in developing and testing the survey
- Digital marketing assets for partners
- Digital via survey monkey and paper options
- Support for learners/groups

The partnership has identified some gaps from the consultation process which was anticipated due to a variety of factors linked to the Covid-19 pandemic. Further face to face consultation has therefore been built into year one of the plan.

What we learned

The CLD consultation highlighted what was most important to adults, young people and wider community organisations:

Priorities - adults

	Priority 1	Priority 2
▶ Digital skills	Affordable internet (65%)	Online safety (57%)
▶ Poverty	Home budgeting (62%)	Employability skills (61%)
▶ Employability skills	Core skills (74%)	Preparing for work (57%)
▶ Health & Wellbeing	Mental health (77%)	Outdoor learning (50%)
▶ Your Voice	Developing confidence (75%)	Youth voice (56%)
▶ Work with young people	Access to mental health (69%)	Closing attainment gap (68%)
▶ Adult learning	Employability skills (65%)	Knowing what's available (61%)
▶ Barriers	Cost (66%)	Don't know what's available (61%)

Priorities - young people

	Priority 1	Priority 2
▶ Digital skills	Access to devices (78%)	Affordable internet (66%)
▶ Poverty	Employability skills (69%)	Improving reading and writing (60%)
▶ Employability skills	Gaining qualifications (76%)	Core skills (72%)
▶ Health & Wellbeing	Mental health programmes (85%)	Being more physically active (59%)
▶ Your Voice	Youth voice (79%)	Developing confidence (78%)
▶ Working with young people	Mental health programmes (81%)	Employability skills (69%)
▶ Adult learning	Gaining qualifications (72%)	Employability skills (63%)
▶ Barriers	Don't feel confident (66%)	Transport (61%)

Priorities - organisations

	Priority 1	Priority 2
▶ Digital	Basic digital skills (69%)	Access to devices (64%)
▶ Poverty	Home budgeting (64%)	Employability skills (63%)
▶ Employability	Core skills (81%)	Preparing for work (71%)
▶ Health & Wellbeing	Mental health programmes (81%)	Volunteering (60%)
▶ Voice	Developing confidence (82%)	Locality groups (56%)
▶ Youth	Closing attainment gap (82%)	Mental health and well-being (69%)
▶ Adults	Employability skills (72%)	Knowing what's available (65%)
▶ Barriers	Transport (71%)	Don't know what's available (70%)

Overall priorities

- Developing people's confidence, understanding and the skills required to influence decision making and service delivery - Your voice
- Developing core skills - Employability skills
- Mental health - Health and well-being
- Gaining qualifications - Adult learning
- Youth voice, having their voices heard - Your voice
- Closing the attainment gap - Work with young people
- Access to devices and affordable internet - Digital skills
- Knowing what learning opportunities are available - Adult learning

4 key barriers highlighted by adults, young people and organisations included:

Cost

Transport

Don't know what's available

Confidence

Assessing need and setting priorities



CLD needs in Argyll and Bute have been carefully considered and grouped under 5 key themes:

1. Digital skills

2. Core skills for learning, life and work

3. Health and wellbeing

4. Your voice

5. The learner offer

6. Improve how we work as a partnership

We recognise the importance of ensuring the partnership works together, sharing expertise, manpower and resources to reduce inequalities and support those who need it the most coming out of the pandemic.

The action plan sets out our shared priorities for the next three years to improve outcomes for individuals and communities across Argyll and Bute. The partnership will monitor progress and produce a self-evaluation each year reporting the performance to Argyll and Bute Council and the Community Planning Partnership.

Unmet need

We recognise that some identified needs will remain unmet.

Delivering an equity of provision across Argyll and Bute remains a challenge given the differing manpower, resources across our diverse urban, rural and island communities. Partners will continue to work together offer support for learners to access digital services as well as outreach activity where resources permit.

Cost for participants

The partnership will continue to work together to maximise funding streams to help reduce costs for targeted provision. Using a hybrid of face to face and digital delivery will also help maximise financial resources.

Transport

The partnership will share learner feedback with wider CPP/Locality Planning partners, deliver outreach programmes supported by volunteers and maximise use of online programmes working with local partners to reach rural/island communities.

Key Milestones

August 2021

Presentation of CLD Plan to Community Services Committee

October 2021

Review of performance framework/ data collection

December 2021

Further face to face consultation - phase 2

February 2022 (Annual)

Review of learner needs

June 2022 (Annual)

Partner self - evaluation

August 2022 (Annual)

Progress report to Community Services Committee

November 2022 (Annual)

Progress report to Locality Planning groups

Partners

With thanks to all partners within the CLD Partnership



Appendix 1

Argyll and Bute CLD Partnership Action Plan

What is the need?	Actions	Lead	Timescale Year 1 (short) Year 2 (med) Year 3 (long)	Outcome	Measure of success/impact
Theme 1: Digital Skills	Create a digital workstream sub group to develop a coordinated plan to support learners most in need with device allocation and support	Partnership chair	short	Learners with the most need are identified and supported	Number of targeted individuals confidently/actively using devices Case studies
	Review partner volunteering roles/opportunities to support digital development work with an assessment of training needs	TSI/liveArgyll/ Argyll and Bute Council	short	Coordinated volunteer opportunities in place to meet demand of learners with clear support mechanisms for volunteers	Number of volunteers supporting learners Learner and volunteer feedback
	Creation of basic digital upskilling courses to meet digital requirements for job preparation and day to day life skills	Argyll College UHI/liveArgyll/ SDS	short	Improvement in digital competency	Learner feedback Number of course attendees
Theme 2: Core skills for learning, life and work	Hold monthly meetings between leads of CLD and Employability Partnerships	NH/IB	monthly	Clear responsibilities within each plan, sharing of data/ identification of gaps/share good practice	Clear plans in place Evidence of coordinated planning and review
	Deliver tailored inter agency support programme to Syrian refugee community	Argyll and Bute Council/ liveArgyll/Argyll College UHI	short	Community integration, improved skills	Numbers of individuals transition into work Learner feedback Number of individuals completing ESOL courses

	Support the Argyll and Bute Employability Partnership to deliver the NOLB policy agenda and associated interventions, Young Person's Guarantee, the UK Government's Kickstart Scheme and Fair Start Scotland.	Employability Partnership	short	Multi agency support in place to deliver sustainable outcomes for those facing barriers to accessing work	Number of participants completing the programme (NOLB) Number of kickstart/YPG placements Learner feedback including outcome star Case studies
	Identify gaps from employer skills survey and work with employers to deliver programmes/courses based on employer needs (especially hospitality/construction)	Argyll College UHI/SDS/LiveArgyll/DWP&Job Centre Plus	medium	Increased SQA/college offering that meets the needs of employers	Number of participants completing courses Number of individuals gaining employment
	Offer a range accredited and wider achievement opportunities in schools and community settings with clear pathway/progression options	CLD Partnership	medium	Improved skills and training	Numbers of accredited learning and wider achievement opportunities number of participants completing courses Learner feedback Stakeholder feedback
	Offer a menu of co-ordinated high quality CLD volunteering opportunities in schools and community settings	CLD Partnership	medium	Improved skills and confidence	Learner feedback Case studies Number of individuals volunteering within CLD roles across the partnership
Theme 3: Health and Well-Being	Offer a range of planned programmes in safe spaces in schools and communities that support health and well-being of learners	CLD partnership/ Argyll and Bute HSCP	short	Improved quality of life	Case studies Well-being star ROI/Social value indicators

	Implement the link worker offer in targeted communities in Argyll and Bute as part of modernisation of primary care services	Argyll and Bute HSCP	short	increased referrals via social prescribing model and improved sign posting	Number of referrals Case studies
	Offer a menu of targeted physical activity/well-being programmes for learners	CLD partnership	medium	Increased physical activity levels Improved well-being and mental health Reduced anti-social behaviour	Number of learners taking part in activities Participant feedback including well-being star and participants reporting improved well-being
	Deliver a coordinated outdoor learning offer for young people and adults	liveArgyll/ Argyll and Bute Council/ 3rd sector	medium	Increased confidence	Number of participants making a positive lifestyle choice to support their health & well-being
Theme 4 - Your Voice	Develop a new youth voice model and pathway for youth voice	liveArgyll/ CPP/ Argyll and Bute Council	medium	Improved mechanisms across partners to better engage and support learners and groups in planning of service provision Enhanced youth voice that recognises the opportunities the youth work sector provides at realising the ambition contained within UNCRC	Increased number of individuals and groups formally engaged with the CLD partnership Case studies
	Implement mechanisms to better engage and support adult and young learners and groups in planning of service provision Review place standard data following consultation process	CLD Partnership/ LOIPS CLD partnership	short short	enhanced learner /community voice and empowerment	

Theme 5 - The CLD learner offer	Develop a menu of core CLD programmes including ESOL to deliver to targeted adults and young people	CLD partnership	medium	Clear learning offer that meets the needs of targeted individuals and communities	Number of individuals engaged in CLD activity Case studies Outcome star
	Identify gaps in family learning offer and examine how links can be made to promote and target parent/carer joint learning with children and young people	CLD partnership	medium	Improved outcomes for families Improved involvement of families in evaluation of family learning programmes Clear progression routes for adult learners as part of family learning activities	Parent/carer feedback and case studies Stakeholder feedback
	Undertake a mapping exercise of the work being undertaken by the 3rd sector in delivering CLD outcomes	liveArgyll/ TSI and 3rd sector/ CPP and community dev team	medium	Improved understanding of the range of local groups and organisations that are contributing to CLD outcomes and the needs of learners	
Theme 6 - Improve how we work as a partnership	Plan a rolling programme of self -evaluation/review using HGIOCLD and challenge questions	CLD Partnership	annual		
	Undertake further consultation with learners where gaps were identified in the consultation process and review the plan priorities quarterly as part Covid recovery	CLD Partnership	short	The plan fully meets the needs of learners post Covid	
	Representation of the CLD Partnership on all 4 area locality planning groups	liveArgyll	short	CLD Plan takes into account new priorities set out by LOIPs	

	<p>Raise awareness of the work of the CLD partnership as part of Covid recovery to include:</p> <ul style="list-style-type: none"> • Dedicated website • Sharing platform for members of the partnership • Develop a suite of case studies and videos • Deliver 2 CLD partnership good practice sharing events with all partners contributing to CLD per year (1 online/1 in venue) • Maximise the use of the new TSI database/website to undertake meaningful engagement work with the wider 3rd sector • Work with Standards Council for Scotland to raise awareness of CLD work with partners/communities and strengthening cross-sectoral participation • Celebrate the achievements of learners across the partnership • Ensure Community Learning has an active role in the work of the Northern Alliance, strengthen partnership work between Argyll and Bute and the partner authorities and share good practice. 	<p>CLD Partnership Northern Alliance</p>	<p>short</p>	<p>Increased awareness, signposting and uptake</p> <p>Improved joint planning and partnership work</p>	
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	<ul style="list-style-type: none"> • Map CLD workforce development needs of staff and volunteers with support from National Standards Council for Scotland, taking into account rurality of the workforce • Develop a joint programme of training and learning to meet the needs of our workforce • Commit to UNCRC joint training as a partnership • Explore health behaviour change training for CLD practitioners 	CLD Partnership	medium	The CLD workforce has the necessary skills to confidently deliver on the ambitions of the plan	<p>Number of training and learning opportunities</p> <p>Increased number of practitioners registered with Standards Council for Scotland</p> <p>Case studies</p>
	<p>Develop the use of GDPR compliant shared data and performance information for effective decision making and reporting, to identify gaps in provision and target those most in need by:</p> <ul style="list-style-type: none"> • Identifying what relevant CLD data local and national partners can share • Agreeing mechanism to collate, use and update the data using CLD basecamp group • Agreeing a set of performance measures for the duration of the plan with clear baseline • Utilise Dyslexia Scotland data for Argyll and Bute to effectively work with local partners to support targeted learners 	CLD partnership	short	<p>Robust performance management and reporting mechanisms in place.</p> <p>Effective decision making and targeting based on shared partnership data</p>	Set of performance measures and data sets

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SUPPORT SERVICES

25 AUGUST 2021

SERVICE ANNUAL PERFORMANCE REVIEW 2020/21 – EDUCATION SERVICE

1.0 EXECUTIVE SUMMARY

- 1.1 The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting.

This paper presents the Community Services Committee (CS) with the Service Annual Performance Review and Scorecard 2020/21 for the Education Service.

- 1.2 It is recommended that the CS Committee reviews and approves the Service Annual Performance Review (Service APR) and Scorecard 2020/21 as presented prior to publishing on the Council Website.

SERVICE ANNUAL PERFORMANCE REVIEW 2020/21 – EDUCATION SERVICE

2.0 INTRODUCTION

2.1 The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting.

This paper presents the Community Services Committee (CS) with the Service Annual Performance Review 2020/21 and Scorecard for the Education Service.

3.0 RECOMMENDATIONS

3.1 It is recommended that the CS Committee reviews and approves the Service Annual Performance Review (Service APR) and Scorecard 2020/21 as presented prior to publishing on the Council Website.

4.0 DETAIL

4.1 A consequence of Covid placed an unrepresented and unknown demand on staff and resources. To help mitigate this demand the normal arrangements for performance management and reporting were suspended with interim arrangements put in place.

4.2 One of these interim arrangements has been the temporary relaxation of the requirement for Managers to complete a Performance Review and Development (PRD) plan for all eligible staff. Managers were given an extension up to 31 May 2021 for completion. This extension is reflected in the PRD completion rate as presented in the Scorecard.

4.3 As we are now working within the Covid recovery phase alternative options for each PIF activity were presented to the SMT to consider on 29 March 2021.

4.4 It was agreed at the above meeting to present a simplified Service APR for 2020/21. Each review is supported by the Services' year-end Scorecard and consists of Case Studies which are examples that illustrate the positive contribution to our communities, any consultations that the Service has carried out and the significant challenges faced by the Service. Although the pandemic placed additional and unprecedented challenges on the services we deliver, rather than focus on the pandemic challenges the Service focused on the challenges that either created a specific pressure on a Success Measure or impacted on service delivery. The mitigating actions that were carried out are noted in the Service APR.

4.5 In total across the Council 87 Case Studies have been identified by Senior Officers and provide a broad range of imaginative and exceptional examples of service delivery throughout Argyll and Bute, with 7 now being presented to the CS Committee.

- 4.6 Following approval of the Service APR a selection of outstanding and informative examples will be collated for inclusion in the Council Annual Report 2020/21 in due course.
- 4.7 Attached to the Education Service APR is the Annual Scorecard. Where Covid has impacted on the expected performance of a Success Measure this has been noted on the Scorecard.
- 4.8 The Service Annual Performance Review and Scorecard 2020/21 are presented in Appendix 1.
- 4.9 Simplifying and focusing the Service Annual Performance Review 2020/21 in this manner is a proactive approach to help minimise back office functions / non-essential activities whilst maintaining a level of service that supports scrutiny, performance monitoring and our 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:
 - 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

Kirsty Flanagan, Executive Director with responsibility for Customer Support Services

25 June 2021

For further information contact:

Jane Fowler, Head of Customer Support Services 01546 604466

Appendix 1

Education Service Annual Performance Review and Scorecard 2020/21

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SERVICE ANNUAL PERFORMANCE REVIEW

NAME OF SERVICE: EDUCATION	PERIOD: FINANCIAL YEAR 2020/21
<p>1. DELIVERING OUR OUTCOMES</p> <p>Our case studies help illustrate the positive contribution the Service has made to our communities and provides examples of good service delivery.</p>	
<p>Corporate Outcome – Children Have The Best Possible Start Business Outcome BO107: The Support And Lifestyle Needs Of Our children, Young People And Their Families Are Met.</p> <p>Success Measure: EDU107_01 – Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020 The service was delighted to deliver 1140 hours provision for all entitled children by the original deadline of August 2020. We were one of only 11 Local Authorities to be in that position. This was a result of high quality partnership working between Property, Early Years and Catering and led to not only increased child care and education spaces for children but also increased employment opportunities across all localities. Our partnership working with private and third sector nurseries along with our growing relationship with child minders has enabled us to offer parents access to a range of attendance patterns and settings to ensure that families and our youngest children are well supported.</p> <p>Success Measure: EDU107_02 – Early level and childcare learners spend 50% of their funded time outdoors In response to delivering almost double the hours of Early Learning and Childcare the service developed a vision and strategy to ensure that our children are receiving a minimum of 50% of their ELC time in high quality outdoor learning. An intense package of professional Learning and support for staff, including the development of our own SQA verified qualification, has ensured staff have the skills, knowledge and confidence to deliver on this vision. All staff and children have also be supplied with suitable outdoor clothing to ensure they are comfortable in learning and play outdoors. As part of this vision we are delighted to have supported the opening of a new Outdoor Nursery in the walled garden of our Council Headquarters and look forward to opening another in Dunoon which will become a training centre for our own qualification.</p> <p>Success Measure: EDU107_07 – The percentage of schools that use the progress and achievement module] 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 at which they are currently working. 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.</p>	

SERVICE ANNUAL PERFORMANCE REVIEW

Success Measure: EDU107_09 – Support the increase in the uptake of available Grants, Allowances and Entitlements]

Over the last 12 months there has been a 15% increase in uptake of clothing grants. The full application process for applying for grants is now carried out on-line which has enabled the processing during the pandemic very simple to use.

Free School Meal (FSM) grants have seen an increase in uptake by 33% which is linked to the pandemic and the situation that families found themselves in over the last 12 months. Payments were made to families for FSMs over the holiday periods last year and additional hardship payments of £100 were made to families receiving FSMs in December and March. This also enticed more families to apply for this grant.

Whilst other grant uptake has increased over the last 12 months, the uptake of the Education Maintenance Allowance (EMA) has reduced by 29% despite Education writing directly to students to take advantage of this grant. One reason for this may be the reduced number of school days that students were in school during the Academic Year. During the last year Education have made the application for EMA electronic to simplify the process for applicants and hopefully the uptake will increase in the next Academic year.

Success Measure: EDU107_04-A counselling service is available in all secondary schools

A counselling service has now been established with the successful recruitment of a team leader who took up post at the beginning of December 2020 and 7.5fte counsellors in post from 11 January 2021. The Educational Psychology Service and HSCP managers have worked together with the research assistant and counselling service team lead to develop practice guidance, referral procedures and an evaluation framework for this newly developed service.

This well qualified and experienced team of counsellors provides a valuable Tier 1 service with clear routes for escalation of need to CAMHS services where required. From links with other local authorities it appears that Argyll and Bute has been more successful than many in attracting a large number of suitably qualified applicants to deliver this service to our children and young people from the age of 10 years up.

Since February 2021 almost 100 referrals have been received across all ten of our secondary schools and their associated primaries with counselling being delivered remotely to young people where the referral criteria is met and alternative supports provided where more appropriate.

Corporate Outcome – Education, Skills And Training Maximise Opportunities For All

Business Outcome BO108: All Our Children And Young People Are Supported To Realise Their Potential

Success Measure: EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model

Through the wellbeing recovery workstream the nurture strategy, initially developed by a strategic group led by the Educational Psychology Service, was reviewed and endorsed as a robust evidence based approach to enhancing support for children, young people and staff in the coming months and years.

SERVICE ANNUAL PERFORMANCE REVIEW

This proposed strategy was identified as being even more important in the context of recovery from the pandemic. The Nurture Strategy sits firmly within the continuum of support for mental health and wellbeing, enhancing prevention and early intervention approaches at a time of greatest need.

Training materials have been developed alongside a framework for self-evaluation.

Success Measure: EDU108_08-Implement actions arising from the Nurture Strategy

Following interview, a very well qualified and experience teacher was successful in being appointed to the Principal Teacher of Nurture post to join the Educational Psychology Service in the delivery of Our Children, Their Nurturing Education (OCTNE).

Information on training and the coach / consult model was sent to all schools to seek expressions of interest to engage with this initiative. 20 establishments across all sectors have signed up for phase 1 involvement. Training, implementation and evaluation materials have been developed.

Each school has identified a member of staff 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. There were rich large and small group discussions with very positive feedback from this on line training. Needs analysis interviews will take place with each school. A Bronze, Silver, Gold and Platinum achievement structure has been developed for schools including a framework and accreditation toolkit to support acquisition of each level.

The final strategy *Our Children, Their Nurturing Education* was fully endorsed through the Education Management Team and all aspects progressing as detailed in EDU108_08 below.

2. SIGNIFICANT CHALLENGES

The significant challenges faced by the Service during 2020/21. These challenges either created specific pressures on the Success Measures or impacted on delivery. Specific additional activity or mitigating actions were carried out to reduce the negative impact on service delivery.

Corporate Outcome – Children And Young People Have The Best Possible Start

Business Outcome BO107: The Support And Lifestyle Needs Of Our children, Young People And Their Families Are Met.

Success Measure: EDU107_04-A counselling service is available in all secondary schools

- a) Coordinating recruitment and finance processes across Education and the Health and Social Care Partnership (HSCP) to implement a service that meets needs across the Council and HSCP as specified by Scottish Government.

Mitigating Action: Ongoing liaison across managers and finance departments to ensure shared expectations on delivery.

SERVICE ANNUAL PERFORMANCE REVIEW

- b) No knowledge of new vulnerability that would emerge as a result of the pandemic

Mitigating Action: New workstream established to devised toolkits and advice for schools on how to identify the newly vulnerable children and young people.

- c) Keeping children and young people visible during lockdown periods

Mitigating Action: We reviewed and updated revised child protection and safeguarding procedures and worked on this on a multi-agency basis. A weekly child protection multi agency forum met weekly to alert services to emerging issues and concerns.

- d) Ensuring every child and young person in Argyll and Bute has the capability to engage effectively with learning from home through the data-driven distribution of digital devices and connectivity solutions

Mitigating Action: Information was gathered form all schools to ascertain which pupils and families were not equipped to engage effectively with home learning, either through absence or shortage of devices, or through connectivity issues. The Scottish Government's Digital Inclusion funding to the council (£447,035.72) was utilised to purchase 800 Chromebooks, 517 iPads, 254 SIMs and 235 portable routers, all of which have been distributed to individual pupils for whom an aspect of digital poverty had been identified as an obstacle to learning during COVID restrictions. Further spending by the authority on 265 iPads and 365 Chromebooks has been undertaken through the authority's share of £45m announced by the Deputy First Minister in February. These devices will be distributed to a mixture of families and schools, as informed by the further collection of data on remaining digital need across Argyll and Bute.

- e) Home Learning

Mitigating Action: From the beginning of the first period of home learning in late March 2020 until the present, weekly webinars have been run by the Digital Learning Team for all teaching staff to develop fundamental skills and confidence in delivering learning via online platforms, and then to develop those skills to allow more sophisticated and innovative approaches. The fact that such training continued throughout the period August – December 2020, when pupils were back in school, meant that teachers were immediately ready and prepared to provide high-quality online learning when the second period of home learning arose in January 2021. In total, there were over 1000 engagements by teachers with the training webinars and teacher feedback was positive.

SERVICE ANNUAL PERFORMANCE REVIEW

- f) Introducing support for families during summer holiday period 2020-21

Mitigating Action: Sub group pulled together bespoke solutions in identified locations throughout the Authority. This included working with third sector organisations to deliver this provision on our behalf.

- g) Having schools properly prepared to re-open in August. This included ensuring compliance with all Government Guidance and health and safety requirements

Mitigating Action: A working group was established to work together to produce bespoke guidance for schools. The 'working safely in schools' document was created and updated regularly in line with Scottish Government announcements. A generic risk assessment was circulated to all schools and PPE for all schools was co-ordinated centrally.

- h) Having the required staffing to facilitate a return to schools

Mitigating Action: Virtual Supply Teacher List compiled, close support with COVID staffing budget to cover any associated costs for COVID-related absences. Flow chart to support Head Teachers in the event of significant disruption to staffing.

- i) 2020 & 2021 exam diet, qualifications & certification

Mitigating Action: Sub-group regularly discussed SQA however it was a constantly moving picture which meant a more reactive approach was required. Close support to schools and each SQA co-ordinator.

- j) Delivering on our commitment to offer all eligible children an 1140 hours placement with the mitigations that were required under COVID

Mitigating Action: To ensure we were able to deliver on this commitment we increased staffing in a number of settings to ensure more children could be outdoors with safe ratios. Where possible we extended outdoor freeflow spaces and where not possible we purchased temporary shelters to allow for outdoor play in a non freeflow area. Members of the central Early Years Team also supported settings.

Corporate Outcome - Education, Skills And Training Maximise Opportunities For All

Business Outcome BO108: All Our Children And Young People Are Supported To Realise Their Potential

Success Measure: EDU108_08-Implement actions arising from the Nurture Strategy

SERVICE ANNUAL PERFORMANCE REVIEW

a) Release of staff from schools to fulfil secondments as a result of wider issues with availability and recruitment of teachers

Mitigating Action: Timescales delayed slightly however PT now in post and progressing developments.

3. CONSULTATION AND ENGAGEMENT - WE ASKED, YOU SAID, WE DID....

The following are all the consultations and resulting actions that the Service has carried out during this period.

We asked if parents were happy with the pattern of Early Learning and Childcare (ELC) attendance and the quality of provision. Views were collected by locality, collated and analysed and then discussed with individual settings as appropriate, the main outcomes were that parents looked for more flexible timings and were unhappy paying for snacks. As a result Early Years altered some start and end times to support parents with children in other schools. Changed some patterns of attendance to support changing requirements in an area. Ended requests for payments for snack

We asked how to better support Parent Councils via the Parental Advisory Group.

The Group fed back that a Parent Council Toolkit with information and training for parent councils would support this aim.

We have:

- Developed in collaboration with the PAG a Parent Council Toolkit website with information to support the work of Parent Councils.
 - Developed a 'Role of Parent Council' training PowerPoint for Parent Councils to use.
 - GTCS offered training to Parent Councils on their threshold fitness to teach policy.
 - Engagement sessions with the Northern Alliance and Education Scotland were offered to look at capturing learning from lockdown.
- Provided newsletters with information for Parent Councils – August newsletter 88 views, March newsletter 147 views

We asked parents what is important to you in the re-opening of schools after Covid lockdown?

They said (4065 responses):

- Having a safe environment for children and young people was top priority
- How returning will work with a blended approach was the main concern
- Having clear information on arrangements put in place would make them feel more comfortable
- Regular communication with teachers would support families the best

SERVICE ANNUAL PERFORMANCE REVIEW

We did

- Shared information with schools to support their preparations for returning to school
- We ensured clear communication from the centre to schools and parents
- We produced clear guidance for all schools to follow allow with a generic risk assessment template that could be adapted

We asked staff what was important in the re-opening of schools after Covid lockdown?

They said (517 responses)

- Focussing on the health and wellbeing of children and young people was the top priority
- The impact the lockdown will have had on pupils wellbeing was the biggest concern
- Having clear information on what is in place in school to make everyone safe would make staff more comfortable returning

We did

- Shared information with schools to support their preparations for returning to school
- We ensured clear communication from the centre to schools and parents
- We produced clear guidance for all schools to follow allow with a generic risk assessment template that could be adapted
- We provided schools with support and guidance on mental health and wellbeing for staff and pupils

We asked pupils what was important in the re-opening of schools after Covid lockdown?

They said (1296 responses)

- Time to play and be with friends was top priority for returning
- Concern that they might not be in school at the same time as friends was the thing they most worried about
- Ensuring that schools made sure that they were on track with their learning would help make them less worried about returning

We did

- Shared information with schools to support their preparations for returning to school

We asked for parental feedback on their experience of learning and teaching for Gaelic Medium (GM) pupils throughout first period of online learning / school closure during lockdown

They said that they would like further signposting to Gaelic Medium resources to support home learning and language acquisition.

We developed a specific Gaelic Education area on the Council website which now contains a comprehensive list (with links) to available resources to support Gaelic Medium, including adult and community learning

SERVICE ANNUAL PERFORMANCE REVIEW

EDUCATION – ANNUAL SCORECARD 2020/21

'Making Argyll and Bute a place people choose to live, learn, work and do business'

Argyll Bute COUNCIL Education Service Scorecard 2019-22
 Scorecard owned by: **Douglas Hendry** FY 20/21

[Click here for Ex. Director Douglas Hendry Scorecard](#) [Click here for all Business Outcomes and Success Measures](#)

- Community Learning & Development Team Scorecard
- All Schools Team Scorecard
- Quality Improvement Team Scorecard
- Psychological Team Scorecard
- Early Years Team Scorecard

[Click here for Management Information](#)

BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [EDU]

Success Measures **A** ↓

FY 16/17 FY 18/19 FY 20/21

BO109: All Our Adults Are Supported To Realise Their Potential [EDU]

Success Measures **R** ↓

FY 16/17 FY 18/19 FY 20/21

BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]

Success Measures **A** →

FY 16/17 FY 18/19 FY 20/21

BO115: We Are Efficient And Cost Effective [EDU]

Success Measures **G** ↑

FY 16/17 FY 18/19 FY 20/21

BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]

Success Measures **A** →

FY 16/17 FY 18/19 FY 20/21

BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]

Success Measures **A** →

FY 16/17 FY 18/19 FY 20/21

BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]

Success Measures **G** ↑

FY 16/17 FY 18/19 FY 20/21

Argyll Bute COUNCIL Education Service Scorecard 2019-22
 Scorecard owned by: **Douglas Hendry** FY 20/21

[Click here for Full Scorecard](#)

Management Information

RESOURCES			
People	Target	Actual	Status Trend
Total LGE Staff Absence [EDU]	2.07 Days	2.20 Days	R ↑
Total Teacher Staff Absence [EDU]	6.00 Days		
EDU % of PRDs completed	90 %	76 %	R ↑
Financial			
	Adjusted Budget	Actual	Status Trend
Finance Revenue totals EDU	£81,944,179	£81,919,299	A ↓

IMPROVEMENT Status

EDU Service	Actions	Total No	Off track	On track	Complete
EDU Service Improvements 2017-21		22	1	19	2
Education Audit Recommendations		Overdue	Due in future	Future - off target	
		0	7	2	
Health & Safety		Overdue	Rescheduled	Actions in Plan	Complete
Service H&S Plan Actions	R	3	6	9	6
H&S Investigation Actions		0	0	0	0
Customer Service EDU		Customer satisfaction			
Customer Charter		Stage 1 Complaints	67 %	R	↓
Number of consultations		Stage 2 Complaints	50 %	R	→

SERVICE ANNUAL PERFORMANCE REVIEW

'Making Argyll and Bute a place people choose to live, learn, work and do business'



Education Service Scorecard 2019-22

Scorecard owned by: **Douglas Hendry**

FY 20/21

[Click here for Full Scorecard](#)

BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]

Success Measure

A



EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model

Actual	Complete	
Target	On track	
Benchmark	Complete	

EDU108_02-The percentage of children that achieve their appropriate developmental milestones by Primary 1

Actual	70	
Target	70	
Benchmark	70	

EDU108_03-Maintain the number of primary pupils that become digital leaders

Actual	0	
Target	930	
Benchmark	0	

EDU108_04-Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls

Actual	100.0 %	
Target	80.0 %	
Benchmark	100.0 %	

EDU108_05-All secondary establishments have a minimum of two community business partners

Actual	100.0 %	
Target	75.0 %	
Benchmark	100.0 %	

EDU108_06-Produce our Annual Plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF).

Actual	Complete	
Target	Complete	
Benchmark	Complete	

EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to deve

Actual		
Target	70	
Benchmark		

EDU108_08-Implement actions arising from the Nurture Strategy-[EDU108_01]

Actual	75.0 %	
Target	75.0 %	
Benchmark	75.0 %	

SERVICE ANNUAL PERFORMANCE REVIEW



Education Service Scorecard 2019-22

Scorecard owned by: **Douglas Hendry**

FY 20/21

[Click here for Full Scorecard](#)

[Click here for Business Outcome 108](#)

'Making Argyll and Bute a place people choose to live, learn, work and do business'

BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]

Success Measure **A**

<p>EDU107_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020_Phase 4</p> <p>Actual: Green G Target: Green Benchmark: Green</p>	<p>EDU107_07-The percentage of schools that use the progress and achievement module</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU107_02-Early level and childcare learners spend 50% of their funded time outdoors</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>	<p>EDU107_08-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU107_03-The percentage of schools using the wellbeing application</p> <p>Actual: 93% R Target: 100% Benchmark: 93%</p>	<p>EDU107_09-Support the increase in the uptake of available Grants, Allowances and Entitlements</p> <p>Actual: 2,998 G Target: 2,665 Benchmark: 2,998 Covid Impact</p>
<p>EDU107_04-A counselling service is available in all secondary schools</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>	<p>EDU107_10-Develop and review the additional support needs training calendar for teachers and support staff</p> <p>Actual: Complete G Target: On track Benchmark: Complete</p>
<p>EDU107_05-Carry out bi-annual survey with agency stakeholders to enhance collaborative working with the Education Psychology Service</p> <p>Actual: On track G Target: Complete Benchmark: On track</p>	<p>EDU107_11-Circulate a minimum of 2 newsletters each year in line with new Parental Engagement Strategy</p> <p>Actual: Complete G Target: On track Benchmark: Complete</p>
<p>EDU107_06-Implement actions in Education Psychology Service arising from the bi-annual survey with agency stakeholders [Ref EDU107-05]</p> <p>Actual: 90% G Target: 90% Benchmark: 90%</p>	<p>EDU107_12-Maintain the percentage of all young people achieving a positive destination</p> <p>Actual: 94% R Target: 95% Benchmark: 94%</p>
	<p>EDU107_13-Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment</p> <p>Actual: 95.22% G Target: 94.00% Benchmark: 95.22%</p>

BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]

Success Measure **A**

<p>EDU116_01-Achievement of Customer Service Excellence Standard</p> <p>Actual: Not on track R Target: On track Benchmark: Not on track</p>	<p>EDU116_02-Hold authority wide capacity building opportunities for young people</p> <p>Actual: On track G Target: Complete Benchmark: On track</p>
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BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [EDU]

Success Measure **A**

<p>EDU106_01-Increase positive destinations for our looked after children in Argyll and Bute</p> <p>Actual: 71.4% R Target: 85.0% Benchmark: 71.4%</p>	<p>EDU106_04-Where there is a change in educational placement increase the percentage of our looked after children who have a completed transition plan in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU106_02-Increase the percentage of successful presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils.</p> <p>Actual: 0% R Target: 60% Benchmark: 0% Covid Impact</p>	<p>EDU106_05-Increase the percentage of our senior phase looked after children that have an individual tracking and monitoring plan in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU106_03-Maintain the low level of exclusion incidents experienced by our looked after children.</p> <p>Actual: 2 G Target: 5 Benchmark: 2</p>	<p>EDU106_06-The percentage of our workforce that are trained in implementing trauma-informed practices</p> <p>Actual: 75% G Target: 75% Benchmark: 75%</p>

BO109: All Our Adults Are Supported To Realise Their Potential [EDU]

Success Measure **R**

<p>EDU109_01-Maintain the number of adults engaged in employability programmes</p> <p>Actual: 35 R Target: 50 Benchmark: 35 Covid Impact</p>	<p>EDU109_02-Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps.</p> <p>Actual: 27 G Target: 15 Benchmark: 27</p>
<p>EDU109_03-To celebrate adult learner achievements each main town will host at least one event each year</p> <p>Actual: 0 R Target: 6 Benchmark: 0 Covid Impact</p>	

BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]

Success Measure **G**

<p>EDU117_01-Increase the percentage of our early years workers who have gained or are working towards professional qualifications.</p> <p>Actual: 65.0% G Target: 65.0% Benchmark: 65.0%</p>	<p>EDU117_02-Provide 6 probationer learning days to our probationer teachers</p> <p>Actual: Complete G Target: Complete Benchmark: Complete</p>
<p>EDU117_03-The Percentage of new head teachers who have or are working towards headship qualifications</p> <p>Actual: 90% G Target: 90% Benchmark: 90%</p>	

BO115: We Are Efficient And Cost Effective [EDU]

Success Measure **G**

<p>EDU115_01-Our Grant spend is maximised</p> <p>Actual: 295.0% G Target: 295.0% Benchmark: 295.0%</p>

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
25 AUGUST 2021

KEY PERFORMANCE INDICATORS FQ1 2021/22 – EDUCATION SERVICE

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 (SMT).
- 1.2 This paper presents the Community Services (CS) Committee with the FQ1 2021/22 performance report for the Education Service.
- 1.3 It is recommended that the CS Committee reviews and scrutinises the FQ1 2021/22 Performance Report as presented.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
25 AUGUST 2021

KEY PERFORMANCE INDICATORS FQ1 2021/22 – EDUCATION SERVICE

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 (SMT).
- 2.2 This paper presents the Community Services (CS) Committee with the FQ1 2021/22 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 FQ1 2021/22 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 ensure appropriate monitoring and scrutiny of performance management during the Council's Covid-19 response and recovery the SMT have agreed a Council-wide suite of 85 Success Measures (82 Success Measures plus 3 sub-measures).

These have been identified from the Service Plans as the Council's Key Performance Indicators (KPIs) for 2021/22.

The full list of all the KPIs, for all Strategic Committees is attached (appendix 1), the following is the full reporting profile of the KPIs –

- 47 Quarterly Measures for reporting every Financial Quarter
- 4 Annual Measures for reporting in FQ1 only
- 10 Annual Measures for reporting in FQ2 only
- 4 Annual Measures for reporting in FQ3 only
- 20 Annual Measures for reporting in FQ4 only

In line with the following schedule the relevant KPIs will be reported to quarterly to the appropriate Strategic Committees during 2021/22.

At the point of reporting some of the data for FQ1 2021/22 is currently unavailable. These KPIs will be updated in due course and reported in FQ2 2021/22. This applies to 9 KPIs which are detailed in Appendix 2.

Pyramid remains 'live' with all Success Measures aligned to Service Plans and updated as agreed.

- 4.3 Attached are the FQ1 2021/22 KPIs that are relevant to the CS Committee (Appendix 3).
- 4.4 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 the Education

Policy Lead: Councillor Yvonne McNeilly

29 July 2021

For further information contact:

Jane Fowler, Head of Customer Support Services

Tel: 01546 604466

APPENDICES

Appendix 1 – Full Suite of Council-Wide KPIs For 2021/22

Appendix 2 – Detail of KPIs with data currently unavailable

Appendix 3 – Key Performance Indicators for -

- Education Service

Number Of Success Measures: 85

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO101	We ensure information and support is available for everyone	CSS101_01	Improve the current accuracy rate for registration of births, deaths and marriages by the Council's Registration Service.	This is a quality measure for our statutory Registration Service. We issue informative articles on Council services and achievements as well as the area overall. This supports the overall objective of attracting people to the area.	FQ2 Annually (in arrears)
		CSS101_02	Increase public use of corporate social media sites on three categories of information: council news, community success and general use.		Quarterly
		CSS101_03	Increase the percentage of telephone service enquiries received by Customer Service Centres that are dealt with at the first point of contact by the Customer Service Centre.		Quarterly
BO102	We provide support, prevention and opportunities to help people make better lifestyle choices	DEG102_01	Protecting health of our people through the delivery of the formally approved Joint Health Protection Plan. (2020-2022 plan)	To monitor progress against the plan, to target our own and, multiagency work with partners, and to take corrective actions where appropriate. We distribute as much of the Scottish Welfare Fund as we can to help vulnerable people. We also have a statutory duty to do this.	FQ4 Annually
		FIS102_01	Maximise distribution of Scottish Welfare Fund.		Quarterly
		FIS102_02	Scottish Welfare Fund claims processed promptly. (consists of two measures)		Monthly and Annually
		FIS102_03	Maximise distribution of Discretionary Housing Payment (DHP) fund.		FQ4 Annually
		FIS102_04	Process all new benefits claims or changes in circumstances promptly and accurately. (consists of 3 measures)		Monthly
		LRS102_01	Advice and assistance from Welfare Rights is provided to Clients to ensure they maximise their income.		Quarterly
BO103	We enable a choice of suitable housing options	DEG103_01	Number of new affordable homes completed per annum.	We aim to have a good supply of affordable housing across the area. This will help keep people in the area and attract inward migration. This is a core requirement of the Local Housing Strategy and Strategic Housing Investment Plan (SHIP).	FQ4 Annually

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO103	We enable a choice of suitable housing options	DEG103_02	The percentage of positive homeless prevention interventions (prevent 1).	We personalise preventative measures to help people access a housing option that meets their needs. This statutory measure recognises the importance to prevent homelessness.	Quarterly
		DEG103_03	The number of empty properties brought back in to use per annum.	We want to reduce homelessness, improve affordability and help prevent dereliction. We aim to do this by improving the housing supply.	FQ4 Annually
BO104	Our communities are protected and supported	CPD104_01	Number of capacity building support sessions held with community groups.	This measure also relates to the impact measures of increased confidence and effectiveness of community groups through support. The number of support sessions directly relates to the impacts.	Quarterly
		CPD104_02	The percentage of groups who say their effectiveness has increased as a result of capacity building by the team.	This provides an indication of strengthening and developing community groups. This information would be used in inspections of Community Learning and Development.	FQ4 Annually
		CPD104_03	The percentage of groups whose users say they have an increase in confidence or wellbeing.	This illustrates whether the delivery of capacity building support sessions is making a difference to individuals. This measure would be used in inspections of Community Learning and Development.	FQ4 Annually
		DEG104_01	Undertake an enforcement intervention programme to high risk premises in respect of environmental health, animal health and welfare and licensing standards.	High risk premises and activities with the area are proportionally targeted. If any issues are identified, then corrective action takes place.	Quarterly
		LRS104_01	Undertake visits to all premises identified as high risk on the Trading Standards database.	Monitoring high risk premises reduces the risk of incidents to the public and the Council. These visits are profiled to occur throughout the year and are prioritised over the low / medium risk premises.	Quarterly
BO105	Our natural and built environment is protected and respected	DEG105_01	Respond to Building Warrant applications within 20 days.	Providing a prompt service helps support the local economy. This national target allows us to benchmark our performance.	Quarterly
		DEG105_02	The percentage of building warrants and amendments issued within 6 days from receipt of all satisfactory information.	Providing a prompt service helps support the local economy. This national target allows us to benchmark our performance.	Quarterly
		DEG105_03	Increase the use of the Building Standards service towards it being self-funding.	Market the Building Standards service to provide income generation to assist with budget reconciliation and junior staff development.	Quarterly
BO106	Our looked after young people are supported by effective corporate parenting	EDU106_01	Increase positive destinations for our looked after children in Argyll and Bute.	To ensure that our looked after young people have the best transitions possible to equip them for post school life.	FQ3 Annually
		EDU106_02	Increase the percentage of successful examination presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils.	Increasing successful presentations to exams helps to ensure our young people have the skills for life, learning and work and move to a positive destination.	FQ2 Annually

Appendix 1

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO106	Our looked after young people are supported by effective corporate parenting	EDU106_03	Maintain the low level of exclusion incidents experienced by our looked after children.	Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non care experienced young people.	Quarterly
		EDU106_04	Ensure there is a completed transition plan in place when a care experienced young person changes school / establishment	To improve the support for every looked after child the individual transition plan is implemented by staff.	Quarterly
		EDU106_05	Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.	This is specific to each child and helps to support the child's educational journey.	Quarterly
BO107	The support and lifestyle needs of our children, young people, and their families are met	COM107_01	Provide quality meals within cost margins to all pupils.	All pupils have the opportunity for a nutritious, quality school meal.	Quarterly
		EDU107_01	Support the increase in the uptake of available Grants, Allowance and Entitlements. Increase from 2018/19 baseline Clothing Grants Free School Meals Education Maintenance Allowance	To demonstrate the support that 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.	FQ2 Annually
		EDU107_02	A counselling service is available in all secondary schools.	This will provide support for mental health and wellbeing in our young people.	FQ4 Annually
		EDU107_03	All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place.	This ensures there is access to an appropriate curriculum for each child and young person that requires it.	FQ3 Annually
		EDU107_04	Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment.	It is important that our young people are getting the best possible opportunities to reach and maintain positive destinations.	FQ3 Annually
		EDU107_05	Maintain the percentage of all young people leaving school achieving a positive destination into further education, training or employment.	This demonstrates the high level of the number of our young people that achieve positive destinations. This gives an overall assessment of Young People in Argyll and Bute.	FQ2 Annually
BO108	All our children and young people are supported to realise their potential	CSS108_01	The percentage of Modern Apprentices that go on to a positive destination after completing the Argyll and Bute Council Modern Apprentice Programme.	We have created Modern Apprenticeship opportunities, it is important that we measure their success in terms of gaining work or further training as a result of our investment.	FQ4 Annually
		EDU108_01	Increase the uptake of wider achievement opportunities which complement traditional SQA awards and offer alternative ways to develop learning, life and work skills.	These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations.	FQ2 Annually
		EDU108_02	The percentage of children that achieve their appropriate developmental milestones by Primary 1.	The measure demonstrates that children are given the best start possible.	FQ2 Annually
		EDU108_03	Maintain the percentage of primary pupils that become digital leaders.	To demonstrate that young people are gaining the widest opportunities to become successful learners in the 21 century through digital resources.	FQ3 Annually
		EDU108_04	Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.	By making best use of digital technology also demonstrates the best use of staff across the area.	Quarterly

Appendix 1

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO108	All our children and young people are supported to realise their potential	EDU108_05	All secondary establishments have a minimum of two (local community) business partners.	Working with business partners provides wider learning opportunities for pupils and demonstrates partnership working.	FQ2 Annually
BO109		EDU109_01	Maintain the number of adults engaged in community learning and development (CLD) employability programmes.	To provide opportunities for citizens within Argyll and Bute to be life long learners and increase employability chances.	FQ4 Annually
		EDU109_02	Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps.	Official data indicates there is a steady rise in the number of unemployed adults aged 50+ that require assistance in Argyll and Bute.	FQ4 Annually
BO110	We support businesses, employment and development opportunities	DEG110_01	The 12 month survival rate of new small and medium sized businesses.	We support new small and medium sized business start-ups during the difficult first 12 months by offering free, impartial and confidential advice. This is a key driver to growing our economy.	Quarterly
		DEG110_02	The number of new business start-ups supported.	Topical or legislative workshops and/or advisory support is offered to new business start-ups. The advice given is free, impartial and confidential. This is a key driver to growing our economy.	FQ4 Annually
		DEG110_03	The time it takes to determine 'local' planning applications is no longer than 10% above the National Average.	This indicates the efficiency of the Council's planning process. Prompt planning application decisions is a driver to support and help grow the local economy.	Quarterly
		FIS110_01	Increase the total value of rates (NDR) relief awarded.	Good practice to support local businesses as to their entitlement, by the end of March 2020 we have to publish the level of relief to businesses.	FQ4 Annually
		FIS110_02	Maintain the percentage of suppliers that are paid within 30 days.	Based on good practice and to best support small and medium size businesses who rely on cash flow.	Quarterly
		LRS110_01	Maintain the percentage of all Council spend that is either under a contract or a Service Level Agreement (SLA).	Public Sector bodies should have a contract in place for the majority of their spend. This provides effective spend management and illustrates value for money.	Quarterly
		LRS110_02	Maintain the percentage of local suppliers that benefit from the awards of contracts via the procurement portal.	This demonstrates the proportion of local businesses that benefit from contract awards thus supporting and growing the local economy.	Quarterly
		LRS110_03	Maintain the percentage of all Small Medium Enterprises (SMEs) that win Council contracts.	This illustrates the level of support given to Small or Medium Enterprises. This is also reported to the Scottish Government.	Quarterly
	LRS110_04	Increase the number of community benefits that are delivered through the contracts we award locally.	This demonstrates that community benefits are being delivered.	Quarterly	

Appendix 1

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO111	We influence and engage with businesses and policy makers	DEG111_01	An enforcement intervention is performed in a consistent and fair manner with businesses fully supported throughout.	This is a requirement of the Scottish Government's Regulators Strategic Code. We seek feedback from our customers on a range of issues including fairness and officer behaviours. This is also essential evidence for the Customer Services Excellence award.	FQ2 & FQ4 Annually
BO112	Argyll and Bute is promoted to everyone	CSS112_01	Increase the use of #abplace2b and www.abplace2b.scot.	These budget-free marketing resources promote the area as a great place to live, work and visit. Increasing their use by ourselves and others is increasing the awareness of Argyll and Bute.	Quarterly
		DEG112_01	Deliver the Dunoon CARS (Conservation Area Regeneration Scheme) project. Percentage of project delivery to date Total spend to date	This strategic development project is delivering Stronger Places. It focuses on delivering physical improvements and creating an outstanding built environment and a sense of place.	FQ1 2022/23
		DEG112_02	Deliver the Rothesay TH (Townscape Heritage) project. Percentage of project delivery to date Total spend to date	This strategic development project is delivering Stronger Places. It focuses on delivering physical improvements and creating an outstanding built environment and a sense of place.	FQ4 2022/23
		DEG112_03	Deliver the Tarbert and Lochgilphead Regeneration Fund project. Percentage of project delivery to date Total spend to date	This strategic development project is delivering Stronger Places. It focuses on delivering physical improvements and creating an outstanding built environment and a sense of place.	Quarterly
		DEG112_04	Deliver the Lochgilphead CARS (Conservation Area Regeneration Scheme) project. Percentage of project delivery to date Spend to date	This strategic development project is delivering Stronger Places. It focuses on delivering physical improvements and creating an outstanding built environment and a sense of place.	FQ4 2024/25
		COM113_01	The percentage of operational buildings that are suitable for their current use.	This helps ensure property is safe and fit for purpose.	FQ2 Annually
		COM113_02	The percentage of internal floor area of operational buildings in satisfactory condition.	It is important to identify and monitor capital investment requirements. This helps ensure property is fit for purpose and helps budget allocation.	FQ2 Annually
		CSS113_01	Deliver the ICT and Digital Strategy Action Plan.	The actions delivered in the strategy ensure we continue to provide an efficient and effective ICT service to support the organisation.	FQ4 Annually
CSS113_02	Maintain the average time to resolve ICT incidents.	To support the Council to operate effectively and efficiently and any unforeseen ICT incidents are resolved as quickly as possible.	Quarterly		

Appendix 1

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO113	Our infrastructure is safe and fit for the future	RIS113_01	There are no 'avoidable' weight restrictions in place on our roads and bridges.	Weight restrictions can have a negative effect on the communities, businesses and tourism therefore no weight restrictions will be placed on roads if there is no alternative routes or if there is a local need for unrestricted vehicular access.	Quarterly
		RIS113_02	The percentage of roads in need of maintenance as defined by the annual survey.	A safe and reliable road network is a key requirement to ensure our communities, businesses and the tourist sector can thrive. The Road Condition Index (RCI) is a set of indicators used across the whole of Scotland for the local road network.	FQ4 Annually
		RIS113_03	The percentage of the top priority routes that receive winter weather treatment that are completed on time (Winter Maintenance operations).	To keep our road network safe and connected we strive to ensure that all top priority routes receive appropriate and timely winter weather treatment.	Quarterly
		RIS113_04	The percentage of Class 1 potholes that are repaired within 36 hours.	Robust pot hole repairs help keep our communities and roads safe. Insurance claims against the council are also kept to a minimum whereby reducing avoidable spend.	Quarterly
		RIS113_05	The percentage of street lighting fault repairs are completed within 10 working days.	Robust street lighting repairs help keep our communities and roads safe.	Quarterly
BO114	Our communities are cleaner and greener	RIS114_01	The percentage of waste that is recycled, composted or recovered.	We aim to reduce the amount of material going to landfill. Managing the percentage of waste that is recycled, composted or recovered helps to better understand landfill trends and, where possible, apply interventions to increase diversions from landfill.	Quarterly
		RIS114_02	The number of tonnes of waste sent to landfill.	The quarterly Biodegradable Municipal Waste (BMW) to landfill figure is measured by Scottish Environmental Protection Agency (SEPA) and is also a useful indicator of the volume of material going to landfill versus the volume of recycled material. The trea	Quarterly
		RIS114_03	Percentage of street cleanliness.	Measured by Keep Scotland Beautiful to ensure that our local environment in kept clean and tidy.	Quarterly
BO115	We are efficient and cost effective	CSS115_01	Increase the percentage of all Self-Service and automated contacts.	Increasing the volume of self-service and automated contacts reduces the use of other higher cost channels and improves our efficiency.	Quarterly
		EDU115_01	Our Grant spend is maximised: Gaelic Grant Glaif Looked After Children Attainment funding Scottish Attainment Challenge	Attainment and achievement for our children and young people can be supported if available and entitled grants are maximised.	Quarterly

BORef	Business Outcome	SM Code	Outcome success measures	Why measure this	Timescale
BO115	We are efficient and cost effective	FIS115_01	The agreed audit plan is delivered.	The agreed audit plan provides assurance that our processes and procedures are thorough.	Quarterly
		FIS115_02	Maintain the high rate of collecting Non-Domestic Rates (NDR).	It is important that all local taxes due are collected. We also submit our performance to the Scottish Government.	Quarterly
		FIS115_03	Maintain the high rate of collecting Council Tax.	It is important that all local taxes due are collected.	Quarterly
		LRS115_01	The percentage of complaints that are resolved at Stage 1 (within 5 working days).	This illustrates the majority of our complaints are resolved at Stage 1.	Quarterly
		LRS115_02	The percentage of Freedom of Information requests that are responded to within timescales.	This illustrates our compliance to the statutory Freedom of Information requirement.	Quarterly
		LRS115_03	The percentage of subject access requests that are responded to within the Data Protection Act timescales.	This illustrates our compliance to the statutory Data Protection Act requirement.	Quarterly
BO116	We engage and work with our customers, staff and partners	RIS115_01	Percentage of bins collected on time.	The percentage of bins collected on time is something which our communities tell us is important.	Quarterly
		A variety of important measures sit within this Business Outcome. They are routinely monitored and reported on at the appropriate boards and committees.			
BO116		CPD116_01	The information provided to our community groups, individuals and partners is easy to understand.	It is very important that this information is clear and inclusive. This information includes notifications of training opportunities, funding, general advice, signposting to other organisations, and information on legislation relating to community planning.	FQ2 Annually
		CPD116_02	All issues raised at Area Community Planning Groups are considered and responded to by the Management Committee.	It is important for all matters raised to be appropriately considered and responded to.	FQ4 Annually
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future	CSS117_01	The percentage of delegates who have reported an increase in their knowledge and/or confidence following completion of the Argyll and Bute Manager Programme.	It is important that the investment in the Argyll and Bute Manager Programme delivers the expected and effective outcomes.	FQ4 Annually
		CSS117_02	The percentage of responders who agree that our corporate training courses have met their learning needs.	Corporate training has to meet the needs of the learners and the organisation. This informs the training programme content ensuring training remains appropriate.	Quarterly
		EDU117_01	Increase the percentage of our early years workers who have gained or are working towards professional qualifications.	To ensure effective delivery of 1140hrs for our children and to ensure our workforce are appropriately qualified to work with them.	FQ4 Annually
		EDU117_02	Provide 6 probationer virtual learning days to our probationer teachers.	To continue and support the professional learning journey of our probationer teachers.	FQ1 Annually
		EDU117_03	The percentage of new head teachers who have or are working towards the statutory headship qualification.	To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people.	FQ1 Annually

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FQ1 2021/22 – KPIs with no data for reporting

CPD104_01 Number of capacity building support sessions held with community groups.

CSS101_01 Improve the current accuracy rate for registration of births, deaths and marriages by the Council's Registration Service.

This is an annual Measure but it looks back retrospectively to the registrations completed in 2020 as the accuracy is determined by independent inspection by National Records of Scotland. They are still doing that inspection so this figure is still the one from 2019. As soon as NRS complete their audit and publish the figure this metric will be updated.

DEG110_01 The 12 month survival rate of new small and medium sized businesses.

The data is still unavailable. An update on current status and future plans for survival monitoring has been requested. The survival rate of new SME businesses is monitoring activity undertaken by the Business Gateway National Unit (BGNU), COSLA.

Collection of survival data has been resumed and is now being analysed. A full year's worth of data should be available for 12 and 36 month survival.

LRS104_01 Undertake visits to all premises identified as high risk on the Trading Standards database.

No high risk routine inspections were scheduled in FQ1. High risk visit will recommence in July. Visit have taken place for Covid enforcement purposes only.

LRS110_01 Maintain the percentage of all Council spend that is either under a contract or a Service Level Agreement (SLA).

The financial spend information is not yet available from our national spend database. This is due to be available at the end of July, which will then allow the appropriate reports to be run and report the FQ1 spend in FQ2.

LRS110_04 Increase the number of community benefits that are delivered through the contracts we award locally.

To improve reporting this measure is currently being reviewed. Going forward the measure will better reflect the volume and variety of community benefits that are being delivered through the contracts we award. This measure will be reported on in FQ2.

LRS115_01 The percentage of complaints that are resolved at Stage 1 (within 5 working days).

The reports are run at the start of the second month after the quarter end. As with FOIs, Subject Access Requests and Stage 2 complaints it is normally the following month before the data is available. This will be reported in FQ2.

LRS115_02 The percentage of Freedom of Information requests that are responded to within timescales.

The reports are run at the start of the second month after the quarter end. As with Subject Access Requests and Stage 1 and 2 complaints it is normally the following month before the data is available. This will be reported in FQ2.

Appendix 2

LRS115_03 The percentage of subject access requests that are responded to within the Data Protection Act timescales

The reports are run at the start of the second month after the quarter end. As with FOIs and Stage and 2 complaints it is normally the following month before the data is available. This will be reported in FQ2.

Appendix 3

Delivering Our Outcomes – This highlights past performance as illustrated through our Key Performance Indicators (KPIs)

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

DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU106_03 Maintain the low level of exclusion incidents experienced by our looked after children.

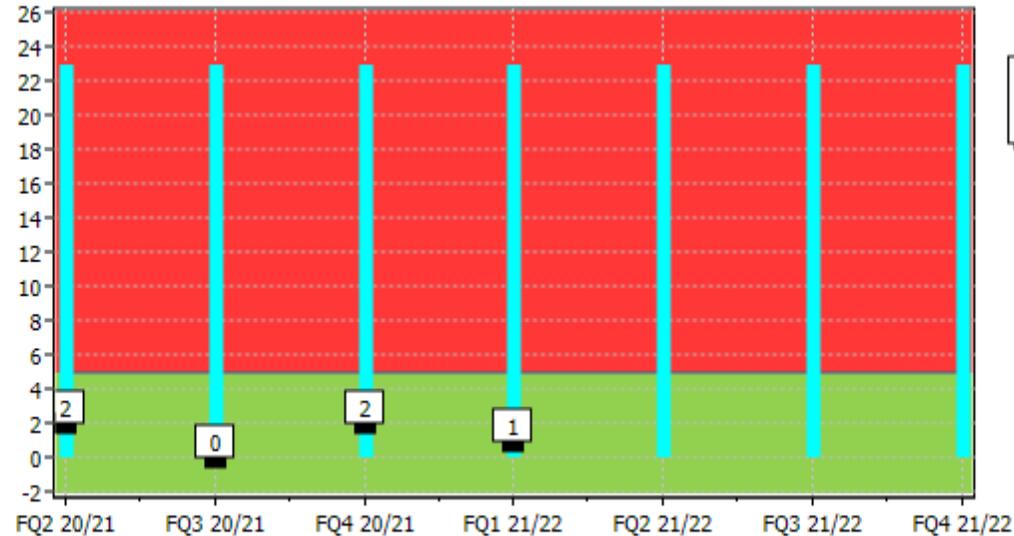
Why measure this? Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non-care experienced young people.

Commentary: On track. There has been one exclusion incident in May. There is ongoing liaison with schools to ensure we are looking at alternatives to exclusion and that the protocols for excluding Care Experienced Pupils are updated and followed.

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

TARGET FQ1	ACTUAL FQ1	BENCHMARK	PERFORMANCE
<5	1 G	2018/19 academic year: 23	↑

Latest status
FQ1 21/22
1



DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU106_04 Ensure there is a completed transition plan in place when a care experienced young person changes school / establishment

Why measure this? To improve the support for every looked after child the individual transition plan is implemented by staff.

Commentary: The level of individual tracking for this cohort is completed in 2 tiers. Individual tracking takes place at school level. This is then interrogated by the Principal Teacher for Care Experienced Children and Young People and where necessary individual interventions and / or support are put in place.

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

TARGET FQ1	ACTUAL FQ1	BENCHMARK	PERFORMANCE
100%	100%	2020/21: TBC	➔
	G		

Latest status
FQ1 21/22
100 %



DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU106_05 Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.

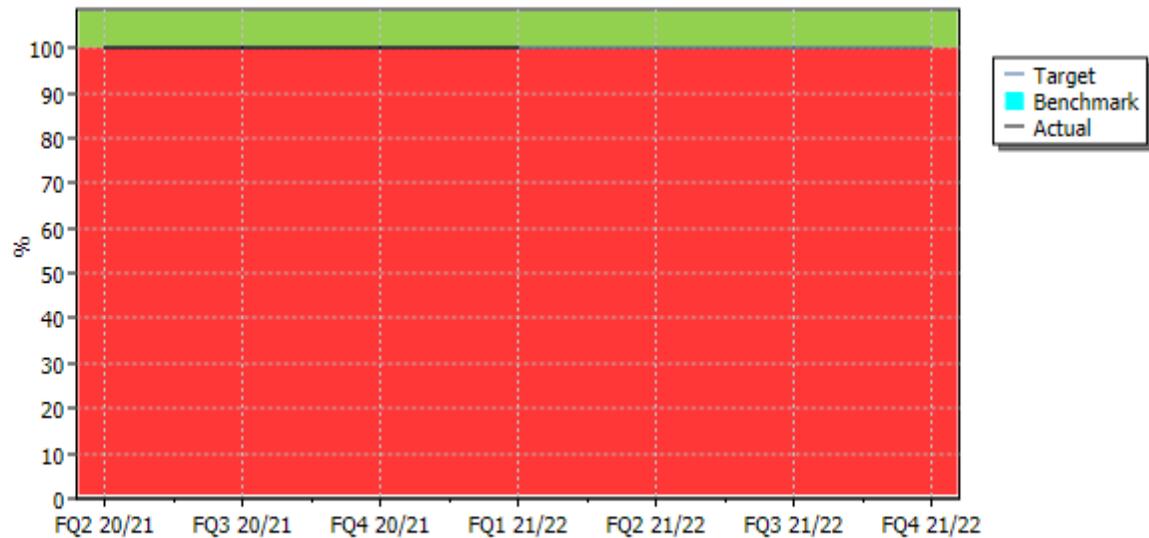
Why measure this? This is specific to each child and helps to support the child's educational journey.

Commentary: The level of individual tracking for this cohort is completed in 2 tiers. Individual tracking takes place at school level. This is then interrogated by the Principal Teacher for Care Experienced Children and Young People and where necessary individual interventions and / or support are put in place.

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

TARGET FQ1 100%	ACTUAL FQ1 100% G	BENCHMARK 2020/21: TBC	PERFORMANCE ➔
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Latest status
FQ1 21/22
100 %



DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU108_04 Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.

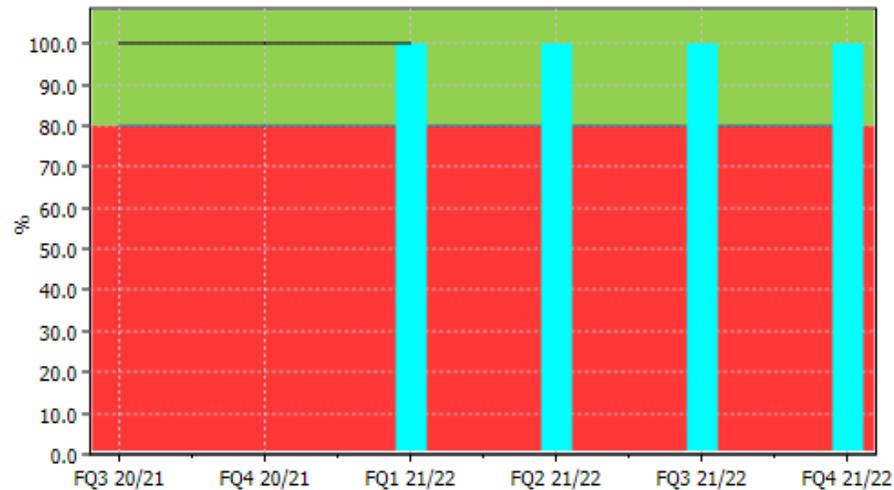
Why measure this? By making best use of digital technology also demonstrates the best use of staff across the area.

Commentary: All schools are able to deliver curricular provision via digital platforms, as was consistently evidenced during the periods of COVID-related school closure. Capability and confidence are being further developed via a programme of targeted training and support from the digital learning team, and through the increasing availability of nationally available digital learning resources eg. e-Sgoil and Scotland Learns. Further expansion will form part of the education change programme.

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

TARGET FQ1 80%	ACTUAL FQ1 100% G	BENCHMARK 2020/21:100%	PERFORMANCE ➔
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Latest status
FQ1 21/22
100.0 %



DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU115_01 Our Grant spend is maximised:

Gaelic Grant

Glaif

Looked After Children Attainment funding

Scottish Attainment Challenge

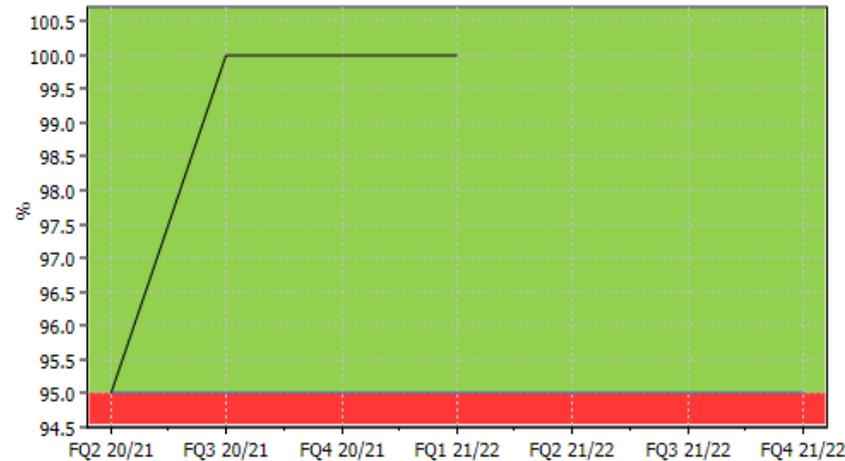
Why measure this? Attainment and achievement for our children and young people can be supported if available and entitled grants are maximised.

Commentary: Consultation, planning and regular ongoing evaluation of spend and impact relating to grant allocations - Gaelic Grant, Gaelic Language Act Implementation Fund, Scottish Attainment Challenge, Looked After Children Attainment fund and Pupil Equity Fund - have resulted in the maximizing of spend and impact for each funding stream. In 2020-21, we also received a grant allocation of just under £450k for the purchase of digital devices and connectivity solutions for pupils. Spending was prioritised to pupils in digital poverty, and the report on the positive impact of Digital Inclusion funding was submitted to the Scottish Government in June 2021.

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

TARGET FQ1 95% of each funding stream. Cumulative	ACTUAL FQ1 100% G	BENCHMARK 2020/21: TBC 2019/20: 95%	PERFORMANCE <div align="center" style="font-size: 2em; font-weight: bold;">➔</div>
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Latest status
FQ1 21/22
100.0 %



DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU117_02 Provide 6 probationer virtual learning days to our probationer teachers.

Why measure this? To continue and support the professional learning journey of our probationer teachers.

Commentary: Using virtual technology the newly qualified teachers (probationers) came together to present their action research project findings, despite the impacts of Covid it was encouraging to see the positive impact there work has had on our children and young people. In addition to this a report session was provided by the General Teaching Council for Scotland to support their understanding of the professional standards. 12 out of the 19 primary probationers allocated to us and 3 out of the 8 secondary probationers allocated to us have secured posts within the authority for 2021-22.

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

TARGET FQ1 Annual Measure Complete	ACTUAL FQ1 Annual Measure Complete G	BENCHMARK 2020/21: 6	PERFORMANCE ➔
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DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU117_03 The percentage of new head teachers who have or are working towards the statutory headship qualification.
Why measure this? To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people.

Commentary: During FQ1 we interviewed for a new cohort of In To Headship which provides aspiring head teachers with the statutory qualification to become a head teacher. We were delighted to appoint 4 primary candidates and 2 secondary candidates onto to this course.

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

TARGET FQ1 Annual Measure 90%	ACTUAL FQ1 Annual Measure 90% G	BENCHMARK 2020/21: 90%	PERFORMANCE ➔
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Latest status

FY 21/22

90 %



ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****25 AUGUST 2021**

ARGYLL AND BUTE – ANNUAL EDUCATION PLAN

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update Committee on the progress made by the Education Service in achieving the priorities included in the Argyll and Bute Annual Education Plan for 2020-21 presented at Community Services Committee in September 2020 and to outline priority actions for 2021-22.
- 1.2 To note that the Annual Education Plan will focus on recovery, renewal and improvement in light of COVID-19 and the national context
- 1.3 It is recommended that the Community Services Committee:
- Note the progress made with respect to priority actions within the 2020-21 Argyll and Bute Annual Education Plan;
 - Approve the 2020-21 Annual Education Plan (Appendix 1);
 - Approve the publishing of the 2020-21 Annual Education Plan; and
 - Approve the submission of the 2020-21 Annual Education Plan to Scottish Government.

ARGYLL AND BUTE – ANNUAL EDUCATION PLAN

2.0 INTRODUCTION

- 2.1 The statutory guidance prepared under section 13 of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act") as amended by section 4 of the Education (Scotland) Act 2016 ("the 2016 Act"). Section 13 enables the Scottish Ministers to issue guidance to Education Authorities in relation to their functions under section 3 to 8 of the 2000 Act, and Education Authorities are required to have regard to this guidance in discharging these functions.
- 2.2 The guidance focuses in particular on education authority duties which are designed to enhance equity and support improvement within schools and across education authorities.
- 2.3 Sections 3F, 3H and 6 of the 2000 Act: impose duties on Education Authorities in relation to annual planning and reporting; namely the publishing of an Annual Education Plan.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the progress made with respect to priority actions within the 2020-21 Argyll and Bute Annual Education Plan;
- Approve the 2021-22 Annual Education Plan (Appendix 1);
- Approve the publishing of the 2021-22 Annual Education Plan; and
- Approve the submission of the 2021-22 Annual Education Plan to Scottish Government.

4.0 DETAIL

4.1 The Education Service must prepare and publish an annual plan setting out the steps we have taken, over the course of the planning period:

- to reduce inequalities of outcome experienced by as a result of socio-economic disadvantage, including the use of Pupil Equity Funding (PEF);
- to comply with the duties imposed on it by section 3B(3) (to seek and have regard to the views of the persons listed in section 3B(4) and to provide any advice and support the authority thinks appropriate to those persons in relation to its consideration of decisions of a strategic nature about the carrying out of its functions relating to school education;
- in pursuance of the NIF for Scottish Education; and
- to set out any educational benefits for pupils that the Authority considers have resulted from taking these steps.

4.2 The 2021-22 Argyll and Bute Annual Education Plan has been prepared in compliance with the statutory guidance and contains the following sections

1. Foreword and Introduction
2. Our Continuing Response to Covid-19
3. Our Children, Their Future
4. The Policy Context for Education Services
5. Addressing the National Improvement Framework
6. Self-Evaluation and Improvement Priorities for Session 2020/21
7. Bibliography and References

4.3 In light of the emerging national context for education, our plan takes cognisance of the recommendations from the Audit Scotland Report and will incorporate recommendations from the OECD review of Curriculum for Excellence.

4.4 The 2021-22 Annual Education Plan will focus on recovery, renewal and improvement in light of COVID-19 and the emerging national context for education.

4.5 An independent review of Curriculum for Excellence has been conducted and reported upon by the Organisation for Economic Co-operation and Development (OECD). The Scottish Government has initially accepted the report's recommendations and will work with practitioners, learners, parents and other key stakeholders to co-design a detailed implementation plan, to be published by early September. The implementation plan will set out the roles and responsibilities of all involved in delivering improvements, and the indicators to be used to measure progress and undertake systematic reviews of implementation. The report can be accessed using the following link:

<https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm>

The Service will respond to the implementation plan once published to deliver improvements across our secondary schools.

5.0 CONCLUSION

5.1 The planning and reporting processes at school, service and Education Authority levels are designed to produce robust, consistent and transparent data of the work of the Education Authority, to improve our understanding of what works and, ultimately, drive forward improvements that will improve outcomes for the children and young people of Argyll and Bute.

5.2 The 2021/22 Annual Education Plan presented to Community Services Committee has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2002 taking full account of the requirement to:

- Analyse the outcomes of the 2020/2021 Annual Education Plan and prepare and publish the Annual report of progress as soon as possible after 31 August 2021;
- Takes full account of the impact of Covid on our children and young people with a strong focus on recovery, renewal and improvement;
- Enables us to monitor the short- and longer-term impacts of Covid-19 (including the impact of remote learning) on our children and young people's learning and wellbeing and take action as required to mitigate the effects and improve outcomes; and
- Enables us to respond to the emerging national context for education and in particular the review of Curriculum for Excellence.

6.0 IMPLICATIONS

- 6.1 Policy:** The development of the Annual Education Plan supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework supports delivery on the SOA Outcomes 1 and 3; OCTF: Key Objectives 1-6; NIF: Priorities 1-4
- 6.2 Financial:** None.
- 6.3 Legal:** Council is required to prepare and publish the Annual Education Plan as directed within the Standards in Scotland's Schools etc. Act 2000, set out within the supporting Statutory Guidance published in March 2017.
- 6.4 HR:** None.
- 6.5 Fairer Scotland Duty:** None.
- 6.5.1 Equalities** The Annual Education Plan sets out the Councils response, delivered by Education Services to Section 3B of the 2000 Act which imposes duties on education authorities which are designed to promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- 6.5.2 Socio-economic Duty** None.
- 6.5.3 Islands** None.
- 6.6 Risk:** There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the Standards in Scotland's Schools etc. Act 2000 statutory guidance of March 2017.
- 6.7 Customer Services:** This report provides elected members with an overview of service performance for 2020-21 and priorities for 2021-22.

12th August 2021

Douglas Hendry
Executive Director with responsibility for Education

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

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Appendix 1 – Annual Education Plan 2021/22 and 2020/21 Progress Report



Annual Plan 2021/22 and 2020/21 Progress Report

Our Children, Their Future



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SECTION ONE: FOREWORD AND INTRODUCTION

Councillor Yvonne McNeilly, Policy Lead for Education



I am pleased to be able to present to you Argyll and Bute Council's Annual Education Plan for our educational establishments and services. This plan sends an important message about the significance which Argyll and Bute Council places on the delivery of Education.

The Education Vision and Strategy: Our Children, Their Future, contains six key objectives. We have continued their use in this plan as our key drivers for raising educational attainment and achievement for all children and young people in Argyll and Bute and as part of our improvement strategy, we intend to review and update this key policy during Session 2021/22.

The Annual Plan helps us to recognise and celebrate a wide range of the work of the Service, to celebrate both our young people and our staff. We have a great deal to be proud of in Argyll and Bute and this plan illustrates a number of the successes and achievements of our children and young people, our staff, as well as those of our schools and services. It is right to be proud of these achievements, but equally important to acknowledge that further improvement is still required.

Our plan draws together a range of information on the work of the Education Service for pupils, staff, parents and carers and our communities. It is aimed at ensuring that all of our children and young people are provided with the best possible educational experience and are best-supported to achieve their full potential. An example of this and one of which we are particularly proud, is our commitment to supporting the mental wellbeing of our children and young people as we move from recovery to renewal. Our strategy includes a range of help, support and advice which are available and includes our counselling in school service, our ongoing work to develop a trauma informed work force, our commitment to additional staff and our partnership working with three outdoor centres that have afforded all of our schools an outdoor learning experience.

As a service we are taking forward an Education Change Programme that will be the subject of a major engagement exercise with a wide range of stakeholders which will run through until 2022. Through this engagement we will ensure that we are well placed to respond to a period of significant national change, challenge and development for Scottish Education. This programme has equity and excellence of provision at its core, along with the needs of our children and families firmly at the centre.

The ongoing presence of the COVID-19 virus continues to present an unprecedented challenge for education in Argyll and Bute and schools across Scotland. Remote learning, once again, from January to March played a vital role in maintaining education provision and in supporting Argyll and Bute's children and young people, and I'd once again like to thank sincerely all of our teaching staff, parents, carers and pupils for their commitment and support during that difficult time. It is the commitment and effective partnership working through these circumstances which ensures we are able to continue to meet the needs of our children and young people.

Once again, I would like to thank all of our children, young people, staff, families and communities for their continuing support as we work to build a better future together.

Kind regards,

Y Nally

Yvonne

Douglas Hendry, Executive Director, Education

Our Vision is to ensure that together we will realise ambition, excellence and equality for all.

The Covid-19 pandemic meant that our teachers and staff returned to school in August supporting the Education and wellbeing of all of our pupils before a return to remote learning followed by a phased return to face to face learning for pupils.

The Education Service is proud of the remote learning that was delivered and continues to make use of digital learning platforms to enhance our learners' experiences. In session 2021-22 we will maintain our focus on recovery, renewal and improvement.



In line with national guidance from the Scottish Government, augmented by specific local advice, the Service will continue to keep abreast of changing circumstances as we move forwards, in particular, recommendations from both the Audit Scotland Report and the OECD review of Curriculum for Excellence.

Our Education Change Programme, which aims to deliver new agile ways of teaching and learning and improved leadership structures, will be the subject of a major engagement exercise with a wide range of stakeholders which will run through until 2022, while we continue to deliver services of the highest quality that inspire all our learners, improve learning experiences and strengthen our communities while continually improving our services for everyone who uses them.

The preparation and publication of this Annual Plan, as required by the Standards in Scotland's Schools etc. Act. 2000, places a focus on health and wellbeing and, importantly, performance reporting for Education in Argyll and Bute. It is consistent with the Scottish Government's requirements and the Regional Improvement Plan for the Northern Alliance Collaborative of which Argyll and Bute is a part.

Section 4 of the plan highlights the key objectives and actions to be addressed by the Service and by schools and establishments as an integral aspect of their improvement planning processes for session 2021/2022. I hope you find the Annual Plan both informative and useful.

The commitment of all our staff who are part of the Education Service enables us to continue to take forward our very high aspirations. Our continued focus is to ensure that we provide the best possible learning experiences for all our children, young people and adults – experiences which support and endorse our commitment to ambition, excellence and equality.

A copy of this plan will now be sent to Scottish Ministers, as required by the legislation. Argyll and Bute welcomes this step, allowing us to develop and foster increasing and deeper knowledge of the successes and challenges facing Scottish Education, to engage with and share good practice and further our commitment to improving the lives of all children and young people in Argyll and Bute. The Education Service always strives to make improvements, and we welcome any suggestions you may have which will help Argyll and Bute Council's Education Service to make, through its planning, the greatest positive impact on outcomes for our children, young people and communities.

Douglas Hendry,
Executive Director – Education

SECTION 2: OUR CONTINUING RESPONSE TO COVID-19

COVID-19 has continued to affect all those who live and work across Argyll and Bute during session 2020-21. August 2020 saw a full reopening of schools with restrictions, followed by a return to remote learning in January 2021 and then a phased return back to face to face learning between February and April 2020. It has been extremely challenging for all involved – children and young people, parents and staff.

As an Education Service tackling and addressing the challenges of COVID-19, our response has been, and continues to be, driven by the advice and guidance issued by the Scottish Government in relation to both health and educational issues. The six Education Recovery Workstreams set up in session 2019/2020, which articulate to the key priorities of the Scottish Government's own Covid Education Recovery Group (CERG), have continued to lead our response to the pandemic.

In Education, since COVID-19 restrictions were introduced, our work has had seven main focuses:

1. Wellbeing, Transitions and Safeguarding.

All aspects of our response to and planning around COVID-19 have had the government's scientifically-grounded health advice at their centre. The return to school of all children in August 2021 was once again informed by careful planning around activities and movement in schools, cleaning and transport.

Schools in Argyll and Bute already knew their pupils very well before COVID-19, and such knowledge was applied effectively in addressing the needs of the most disadvantaged children and their families. Our comprehensive programme of fulfilling free school meals (FSM) continued over both holidays and periods of lock down and a hardship payment was made in December 2020 to those in receipt of a free school meal. Head Teachers and staff maintained patterns of regular contact with vulnerable families in the form of welfare checks.

During lockdown, there was coordinated collaboration and planning between the Education, Social Work, Health and Educational Psychology services to look after those children and families identified as vulnerable, or who had become newly vulnerable as a result of the COVID-19 pandemic. Planning is in place to ensure this continues.

As children made a phased return to schools from February 2021, schools were encouraged to focus initially on wellbeing developments that are already being implemented such as nurture approaches and Promoting Alternative Thinking Strategies (PATHS).

Transitions and wellbeing training sessions were delivered by the Educational Psychology Service to staff from primary and secondary schools, with a session for Early Learning and Childcare (ELC) practitioners also taking place.

The Equality and Inclusion team worked with the Educational Psychology Service team to ensure new guidance and support was in place for children and young people who need a phased return to school after lockdown.

All children transitioning to primary and secondary school received a virtual transition via digital technology, with some afforded a face to face experience where COVID guidance and local circumstances allowed.

It was agreed by the Community Services Committee that consideration of a seventh year at secondary school be possible for those pupils with severe and complex needs to prepare for transition into adult life post-school.

Much work has been undertaken to support wellbeing. A set of resources to support our policy, *Our Children, Their Mental Health*, has been kept up to date and promoted within Education, the Health and Social Care Partnership (HSCP) and third sector to support all of our children and young people. This included Trauma Training modules which ensure appropriate support for children and young people, focus on all relationships and acknowledgment that many staff will also have found recent events and the move between phases of COVID to be traumatic.

2. To ensure that educational provision remained as full and stimulating as possible in the new context of Home Learning.

In August 2020 Argyll and Bute Council received £447,000 from the Scottish Government to address digital inequity. The funding was to be directed to ensuring that all pupils were able to engage effectively with online learning through having an appropriate digital device in the home. The funding was also designed to address issues with digital connectivity for pupils across the authority.

As a result of this funding, the Education Service purchased 800 Chromebooks and 556 iPads, all of which were distributed to the households which individual schools had identified as experiencing digital inequity. The knowledge each school had of disadvantage among its own pupils and families was central to ensuring the devices were equitably distributed.

As well as the above devices, 254 mini digital routers with associated SIM cards were purchased and delivered to households across the authority where household internet bandwidth was preventing engagement with online learning.

Throughout the year the Education Service has continued to develop the programme of professional learning for teachers in providing high-quality learning and teaching to pupils via online platforms, particularly Google Classroom, Google Meet and Microsoft Teams. The authority Digital learning Team provided weekly webinars for staff in key areas of online provision across different platforms, catering for different degrees of confidence and expertise, and ensuring learning progression. To supplement such sessions, formal training events were held for staff on In-service training days, covering both Google and Microsoft platforms, and delivered by our authority partners at Google and Microsoft.

During this period, the authority Digital Learning Depute Head Teacher – appointed in conjunction with the Northern Alliance Regional Improvement Collaborative and e-Sgoil – was effective in sharing further local and national learning opportunities with teachers, organising and leading such training, promoting and facilitating engagement with the Scottish Government’s National e-Learning Offer and ensuring Argyll and Bute’s voice was prominent at regional and national level in relation to developing digital learning and policy.

In December 2020, the Scottish Government announced that, as a result of high levels of COVID-19 infection, schools would not reopen in January 2021, and a further period of remote learning would be introduced for all pupils in Scotland.

The Education Service and all schools had already planned for a period of pupils learning at home before the official closure of schools. Thus, schools and pupils were well-prepared: pupils and families were clear on how to access the learning which would be moving to online platforms, and, from the start, many teachers were innovative and imaginative in their provision of learning. Good practice was shared among schools, and teachers were supported by the authority’s Digital Learning team in developing their expertise with online formats. The views of teachers, learners and parents on the delivery of home learning were gathered, and acted upon, improving provision. Statistical data shows that the majority of Argyll and Bute’s learners engaged strongly with home learning, and the feedback from families around the provision of home learning has been overwhelmingly positive.

3. To ensure that those put at the greatest disadvantage by COVID-19 were supported, particularly in terms of their ability to access the digitally-provided learning which was central to education continuing.

A second purchasing programme in partnership with the Scottish Government has ensured that learners and their families will continue to benefit from more digital devices at home and guaranteed connectivity during recovery and beyond.

4. To provide childcare support for the families of key workers vital to the country’s response to COVID-19.

Guidance on full safe opening was again updated by the COVID Recovery Workstream in August 2020 in line with the Scottish Government guidance. Blended ELC placements between indoor settings and childminders and indoor settings and outdoor settings were supported in Argyll and Bute.

In January, following the decision that most ELC buildings would not fully reopen, most Key Worker and Vulnerable children were supported within their own settings.

Registration for ELC and for Primary 1 was moved to an online virtual application that worked very well and will be retained and improved for use in future years.

Also in this period we agreed to participate in a Scottish Government pilot that ensures families who defer entry to Primary one for children of August-February birthdays

automatically receive an additional year of funded Early Learning and Childcare. This was very well received by parents whose children had missed a period of learning.

During the period of school closure and phased reopening between January and April 2021, the primary and secondary-aged children of key workers were looked after and received their educational provision within Hubs. Unlike the previous period of school closure in 2020, such pupils were accommodated in their own schools rather than in central hubs, which was a response to the feedback received from parents and carers, as well as from teaching staff, after the initial lockdown in Spring 2020.

5. To plan and prepare for the period of recovery after the reopening of schools, acknowledging that many children and their families would require focused support to re-engage with education in school, and that pupils would require support to get back on-track with their learning.

Argyll and Bute's schools have again been consistently and effectively responsive to the directives of the Scottish Government. Planning for all pupils to return to school has been rigorous across the authority, with support and guidance from Education Managers and Officers a constant factor. All education establishments continue to have contingency plans in place for any return to remote learning and effective communication with parents/carers from both schools and the Education Authority has been a priority.

The Education Authority clearly recognise the risks which periods of school closure have posed for learners' progress. It is working with schools to ensure that all aspects of educational provision balance children's welfare, health and wellbeing needs with the requirement to ensure that any gaps in learning caused by school closure are addressed. Assessing learners' progress in literacy, numeracy and other curricular areas, in order that the next steps in learning can be identified, has remained a priority.

6. To ensure that senior pupils in secondary schools whose SQA examinations have been cancelled have the same opportunities to progress successfully to their desired destination as they would in normal circumstances.

The cancellation of all SQA examinations in 2021 required schools and the Local Authority to follow the SQA's Alternative Certification Model (ACM) to ensure that all candidates received fair and accurate SQA Awards. In a change from the 2020 ACM, teaching staff were required to use only demonstrated attainment to support the Provisional Result(s) that were submitted by schools to the SQA by 25th June 2021.

Within the ACM there has been a significant priority placed on moderation to ensure fair and accurate judgements are made on the assessments completed by our young people. Teaching staff have undertaken additional Professional Development courses provided by SQA to ensure their judgements are in line with National expectations. Significant moderation of assessments used has been undertaken within schools, across the Local Authority and in some cases with schools in other Local Authorities.

Provisional Results were shared with learners on 25th June 2021 via e-mail and a letter was sent out confirming these. Supporting SQA documentation on eligibility to appeal provisional results was shared with learners and parents. Candidates will receive a certificate of their awards from the SQA on 10th August 2021.

We are also working closely with colleges and universities to ensure that our learners are appropriately rewarded in the courses and apprenticeships which many of our school-age young people were undertaking in collaboration with these institutions.

7. To ensure that, in Early Learning and Childcare (ELC), our ability to offer 1140 hours per year of high-quality pre-school education to every child remains on-track.

In June 2020, there were 1,530 children accessing 2,039 ELC spaces across a broad range of Early Learning and Childcare establishments, with approximately 160 children sharing their Early Learning and Childcare hours across more than one establishment.

Further to the Scottish Government's announcement on 30th July 2020 regarding the reopening of Early Learning and Childcare settings, we continued to deliver the 1140 hours model, with all settings opening from 11th August 2020. Scottish Government advice was followed to ensure the safety and wellbeing of all children, with particular regard to blended placements.

SECTION THREE: OUR CHILDREN, THEIR FUTURE

3.1 Argyll and Bute Education Vision: Our Children, Their Future

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

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

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

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

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise **ambition, excellence** and **equality** for all. Our vision sends a signal about the importance we attach to education, is simple in message and is recognised by everyone. This vision is effectively conveyed in this illustration:



The Education vision is underpinned by our values: **respect, openness** and **fairness**. This vision is being delivered for all our children through the following 6 key objectives.

We will:

- 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, and
- Strengthen leadership at all levels.

3.2 Our Children and Young People

Argyll and Bute, the second largest local authority by area, covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.12 persons per hectare). The population of around 86,000 is distributed across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2016). A further 35% live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

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

3.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 86,260 based on the 2018 mid-year population estimate produced by the National Records of Scotland (NRS). Between 1998 and 2018 the population of Argyll and Bute fell by 5.9% with positive migration into the area but not enough to counteract the greater number of deaths than births. Taking into account the national context the NRS 2016-based population projections suggests an east-west split across Scotland in terms of population increase and decrease, with the following local authorities' populations projected to decrease over the period 2016 to 2026: Comhairle nan Eilean Siar, Inverclyde, Argyll and Bute, North Ayrshire, Dumfries and Galloway, South Ayrshire, West Dunbartonshire, East Ayrshire.

The change in population is different across the four areas of Argyll and Bute, as shown below (from 2011 to 2016 NRS small area population mid-year estimates).

Helensburgh and Lomond – 0.3%
 Bute and Cowal – 5.0%
 Mid Argyll, Kintyre and Islay – 3.8%
 Oban, Lorn and the Isles + 0.9%

The decline in population experienced to date and that projected in the future presents a significant challenge to the overall viability of the area. This challenge is made more difficult by the variation in population changes over the areas within our Local Authority.

In addition to the changes in total population, the demographic balance is also changing. The table below shows the change in population over age cohorts projected for 2016 to 2026 and also the changes in demographics from 1998 to 2018.

Age	Change (1998 to 2018)	Projections (2016 to 2026)
0 to 15	- 25.6%	- 6.4%
16 – 64	- 11.2%	- 9.8%
65 and over	+33.7%	+ 14.0%

More people living longer is a real success. However, demographic changes do create a number of challenges for us in Argyll and Bute. These challenges range from:

- Changes to service delivery requirements for Community Planning Partnership partners;
- The availability of people to join the overall workforce;
- A smaller pool of people creating wealth, and
- How to enhance the economic or community contribution made by people.

Based on available figures at 2016, one in five of the population of Argyll and Bute (15.2%) is aged between 0 and 19 years (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones).

Age group	Number	Percentage of total population
Under 5	3,848	4.4%
5-15	9,390	10.8%
16-19	3,894	4.5%
20-29	9,218	10.6%
30-44	13,077	15.0%
45-64	26,147	30.0%
65 and over	21,556	24.7%
Total population	87,130	100%

Table 1: Argyll and Bute's Population (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones)

3.4 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) is the official tool for identifying and comparing deprivation levels across Scotland. SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to tackle deprivation. The SIMD is produced in terms of data zones, with data zones being ranked from 1 (most deprived) to 6,976 (least deprived)

SIMD calculates deprivation across seven 'domains':

- Income
- Employment
- Health
- Education, Skills and Training
- Access to Services
- Housing
- Crime

Levels of deprivation in each domain are calculated using a selection of indicators. Relative levels of deprivation are then calculated on the basis of weighting and combining the individual deprivation domains. The highest weightings are given to the Income and Employment Domains (28% each). The Access (to services) domain, which affects more data zones in Argyll and Bute than any of the other domains, has a relatively low weighting in the Overall index (9%). The other four domains taken into consideration for SIMD are Health, Housing, Crime and Education, Skills and Training

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2020, 13 out of the Council area's 125 data zones were identified as being amongst the 20% most overall deprived data zones in Scotland. All of these data zones are located within the area's towns. None of Argyll and Bute's rural data zones fall into the 20% most overall deprived data zones in Scotland. However, deprivation can, and does, occur elsewhere. Because the SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index.

3.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

- Seventy primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs;
- Two adult learning centres, and a Youth Centre, and
- Three Early Learning and Childcare Centres.

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

Pupil Roll in Argyll and Bute

The total school pupil roll stands at 10,211 (September 2020 Census), comprising 5,614 primary pupils, 4,535 secondary pupils and 62 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2020/21	10,211
2019/20	10,192
2018/19	10,303
2017/18	10,269
2016/17	10,316
2015/16	10,445
2014/15	10,565
2013/14	10,675

In 2020/21 our children and young people were supported in their learning by:

- 780.57 Full Time Equivalent (FTE) Teachers;
- 82.70 FTE Classroom Assistants
- 212.45 FTE ASN Assistants
- 11.88 FTE Pupil Support Assistants
- 94.41 FTE Clerical Assistants
- 17.80 FTE Technicians
- 169.86 FTE Childcare and Education Workers

Early Learning and Childcare Provision

Figures at June 2021

There are 1,507 children accessing 2,316 Early Learning and Childcare (ELC) places across a broad range of ELC establishments with approximately 90 children sharing their ELC hours across more than one setting.

Early Learning and Childcare spaces are currently available in 3 Council Nursery Centres, 49 ELC settings, 4 ELC Gaelic ~~bases~~, 24 voluntary, privately and independently managed ELC establishments, 3 outdoor nurseries (two voluntary and one local authority) and 29 funded partner childminders.

624 spaces are currently being used by children in the voluntary, private and independently managed ELC establishments. In addition, 67 children are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (40 with partner providers, 21 with local authority, and with 6

childminders). Also, we have 43 three and four year olds receiving funded ELC with a partner childminder

Early Learning and Childcare is available within 54 services provided in schools which are managed by Head Teachers. The largest services are supported by Lead Childcare and Education Workers. The three stand-alone nurseries are managed by Heads of Centre, supported by a senior manager within each provision.

Community Learning Service

The Community Learning team support adults and young people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. The Scottish Government's National Performance Framework sets out the strategic priorities for Community Learning:

- learning, personal development and active citizenship; and
- stronger, more resilient, supportive, influential and inclusive communities.

As part of the budget planning process for 2021-22, it was agreed to transfer the Community Learning Service from Education to Live Argyll. Live Argyll is a charitable company set up by Argyll and Bute Council to deliver a range of services including libraries, leisure facilities, Active Schools, archives, museum, sport development, halls, community centres and community lets.

The transfer of the Community Learning Service to Live Argyll was completed on the 30th June 2021 and the Trust now has responsibility for the delivery of work with young people, work with adults and leading the production and implementation of the Argyll and Bute Community Learning and Development Plan.

There are common priorities shared by Live Argyll and Community Learning and it is anticipated that areas such as volunteer development, literacy, health and wellbeing, community engagement and work with young people will be enhanced by the move, making for a better delivery of services to the public.

Contractual management arrangements are already established with regular reports and scrutiny of performance via the Community Services Committee. An Education Officer will ensure that effective links continue between Education and Live Argyll (Community Learning).

Support for Children and Young People with Severe and Complex Needs

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

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training for staff on

meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with partner agencies, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support for pupils and families, as required.

To enable access to a learning centre/enhanced provision for pupils with more complex ASN within their geographical area we have developed a learning centre facility within a school in the Helensburgh and Lomond area. This session there are also physical adaptations taking place in three schools to provide low sensory and high sensory rooms. This increases the availability of an individualised and enhanced curriculum to better meet the needs of the children and young people within their community.

Gaelic Medium Education

Gaelic Medium Education (GME) is available in five Early Learning and Childcare (ELC) provisions: Bowmore in Islay, Rockfield in Oban, Salen in Mull, Sandbank in Dunoon and Tiree. GME is available in 7 primary schools: Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department). The pupil roll in each Gaelic Medium (GM) provision is growing with Salen Primary School and Tiree Primary School having more pupils learning through the medium of Gaelic than English.

There is continuity and progression of language skills from primary to secondary in the associated secondary establishments: Islay High, Oban High, Tobermory High, Tiree High and Dunoon Grammar School. Four secondary establishments provide a fluent and learner pathway for students and one provides a fluent pathway only. Several of the secondary schools have used the skills of their existing staff to deliver other curricular areas through the medium of Gaelic, with further plans to extend this opportunity through the use of digital technology, allowing pupils to access learning experiences in schools other than their own.

All educational primary establishments providing GME have a Curriculum Rationale which details the bespoke requirements for young people learning through the medium of Gaelic and the need to create an ethos of Gaelic across the whole school. Secondary schools delivering GME have started to develop a bespoke rationale. School Improvement Plans include a designated section detailing specific GM priorities, targets and how they will be overtaken across the school session. These priorities align with Argyll and Bute's Gaelic Language Plan 2019-2023. Attainment data for GM pupils is tracked separately and the data is shared with the education authority to ensure a parity of quality assurance with English Medium provision. The resulting information is used to plan next steps in improvement within each provision and, collectively, as an education authority.

Gaelic Medium staff, across all sectors, are offered professional learning opportunities specific to GME each academic session – some delivered at an Argyll and Bute level and others at a national level. School leadership teams have regular 'Business Meetings' to discuss school improvement strategies specific to GME.

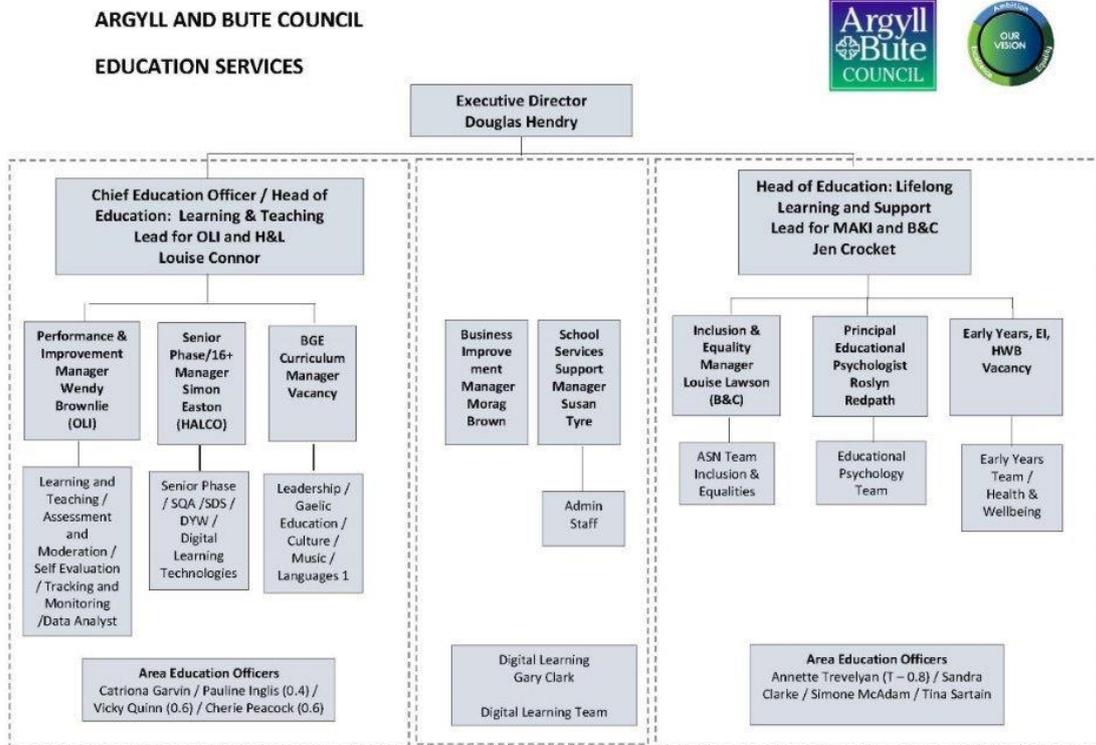
3.6 Resourcing Our Plan: The Education Budget

The budget for Community Services, Education is £85,072,970 as per Service Business Outcomes.

Service Business Outcomes		2021/22 Budget £
BO106	Our looked after young people are supported by effective corporate parenting	1,674,041
BO107	The support and lifestyle needs of our children, young people, and their families are met	8,385,938
BO108	All our children and young people are supported to realise their potential	76,997,108
BO116	We engage and work with our customers, staff and partners	33,333
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future	-20,132
BO999	Central/Management Costs	371,963
	Total	87,442,252

Further funding has been provided by Scottish Attainment Challenge Funding and Pupil Equity Funding (PEF) which is detailed in **Section 4** of the plan.

3.7 Education Service: Organisation Chart



\\ARCK-FS01\Argyll House\Education\secretariat\A Maggie Jeffrey\Masters\Central Education Team Structure July 2021.docx

July 2021

SECTION FOUR: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

This continues to be a time of significant change, challenge and uncertainty for Education Services, particularly in light of the emergence of the COVID-19 virus. The global pandemic, 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. Education is the most effective means that we have to improve the life chances of our children and young people. As we implement this Education Plan, where we look to renew, refresh and re-imagine our service delivery in light of the challenges and opportunities presented by this pandemic and the changes it has demanded, the health and wellbeing of all our children and young people remains at the heart of what we do.

4.1 The Standards in Scotland's Schools etc. Act 2000 and the National Improvement Framework for Scottish Education

The 2017 document "The National Improvement Framework (NIF) for Scottish Education: Achieving Excellence and Equity", published in December 2016, set out four National Priorities for Education. They are:

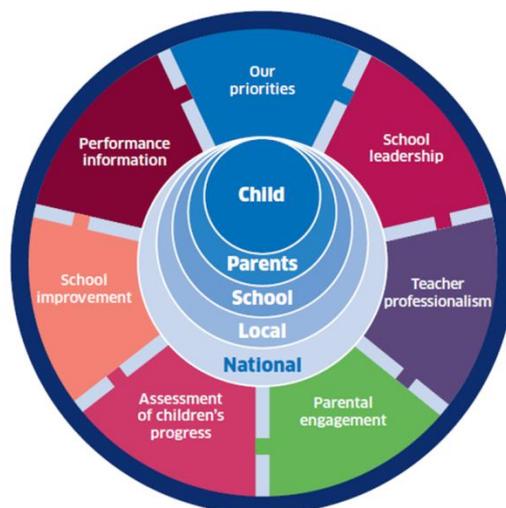
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations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

The improvement framework documentation notes further that:

"Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation."

Source: Page 2: 2017 National Improvement Framework for Scottish Education: Achieving Excellence and Equity.

These four priorities are set in the context of seven National Improvement Framework "drivers for improvement", summarised in the diagram below:



In addition to the National Improvement Framework, statutory guidance issued following the changes to the Standards in Scotland's Schools etc. Act 2000, stressed a number of other important elements which should be included within local authorities' annual improvement plans. These include that:

“Education Authorities, in carrying out their school education functions, must have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, where:

- An education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education, and
- An education authority is considering what steps to take to implement such a decision”.

The Authority must also seek and have “due regard” to the views of the following groups in relation to the Authority’s strategic decisions and steps to take to implement such decisions:

- a) The Head Teacher of such schools managed by the Authority as the Authority thinks appropriate;
- b) Such pupils as the Authority thinks appropriate;
- c) The parents of such pupils as the Authority thinks appropriate;
- d) The representatives of a trade union which appears to the authority to be representative of the teaching staff at such schools managed by the Authority as the Authority thinks appropriate;
- e) Such voluntary organisations as the Authority thinks appropriate, and
- f) Any other persons the Authority thinks appropriate.

The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed;
- Young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens;

- We have tackled the significant inequalities in Scottish society, and
- We have improved the life chances for children, young people and families at risk.

Further legislation and policies are in place which require to be taken account of when delivering Education Services. These include:

- The Education Additional Support for Learning (Scotland) Acts 2004 and 2009;
- The Children and Young People (Scotland) Act;
- The Scottish Schools (Parental Involvement) Act 2006;
- Teaching Scotland's Future: Report of a Review of Teacher Education (2010);
- Getting It Right For Every Child;
- Curriculum for Excellence;
- The Scottish Attainment Challenge;
- The National Improvement Framework;
- Raising Attainment For All;
- A Blueprint for 2020: The Expansion of ELC in Scotland;
- The Early Years Framework,
- Developing Scotland's Young Workforce, and
- Excellence and Equity during the COVID-19 Pandemic – Strategic Framework.

In addition the current national context and drivers will also influence how we deliver our Education Services ie

- Improving additional support for learning action plan (Morgan Review)
- The Promise findings of the Independent Care Review
- SQA Alternative Certification Model
- UNCRC incorporation
- OECD review of Curriculum for Excellence
- Audit Scotland Report
- Early Years expansion
- COP26 UN Climate Change Conference Glasgow November 2021

These are the driving forces behind the work of Education Services, reflecting national strategies such as the National Improvement Framework for Scottish Education as well as local strategies for the delivery of services in Argyll and Bute.

The **Education Service Annual Plan for 2021/2022** has been prepared in compliance with the statutory guidance set out within the "*Standards in Scotland's Schools etc. Act 2000*", Published by Scottish Government in March 2017.

It brings together a range of information from each of the areas of the Education Service in Argyll and Bute, reaffirming our shared vision for Education Services of **ambition, excellence and equality** for all. Our strategy for realising our shared vision is best explained by showing how our 6 key objectives link to each of the national drivers and improvement priorities.

Our Children Their Future (OCTF) Key Objectives	National Improvement Framework (NIF) Key Drivers for Improvement	National Improvement Framework (NIF) Key Priorities
Strengthen leadership at all levels	School Leadership	
	Teacher Professionalism	
Ensure high quality partnership working and community engagement.	Parental Engagement	
Ensure children have the best start in life and are ready to succeed.	Assessment of Children's Progress	Improvement in children and young people's health and wellbeing.
Equip young people to secure and sustain positive destinations and achieve success in life.		Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Raise educational attainment and achievement for all.	School Improvement	Improvement in attainment, particularly in literacy and numeracy
Use performance information to secure improvement for children and young people.	Performance Information	Closing the attainment gap between the most and least disadvantaged

SECTION FIVE: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have made in achieving the strategic priorities of the National Improvement Framework, including through our use of Pupil Equity Funding (PEF) in meeting our statutory duties of reducing inequalities.

1. Improvement in attainment, particularly in literacy and numeracy

There was no national (ACEL) data collection for P1, P4, P7 and S3, in June 2020 as a consequence of the Covid pandemic and resultant school closures,

Schools in Argyll and Bute continued to assess and track children and young people's skills in Literacy and Numeracy during session 2020-21, ensuring we have a robust knowledge around pupil levels of attainment. As we move from recovery this data will support us to ensure appropriate interventions are planned and implemented enabling learner progress. This data will be reported in the Annual Plan for 2022/23.

Our data shows that attainment across the authority from Primary 1-7 has dipped during the pandemic although progress in Primary 1 has been marginally less affected than progress at Primary 4 and 7. With reduced face to face interaction it is understandable that progress in talking and listening has been most affected and progress in numeracy least affected. Working in partnership with our Attainment Advisor and the Regional Improvement Collaborative, literacy and numeracy will remain a focus during our period of recovery, renewal and improvement.

Notably, this session, there have been high levels of engagement with virtual Career Long Professional Learning opportunities in Emerging Literacy across the authority. Effective use of Emerging Literacy progression frameworks have supported moderation activities across Early Level, which is leading to increased confidence and capacity in schools.

There has also been strong engagement with the Regional Improvement Collaborative Numeracy Officers with eleven schools participating in a numeracy Digitools Webinar and 32 practitioners enrolled in three virtual workshops. Networks have been established to support schools and clusters. This has enhanced career long professional learning and developed teacher confidence, providing validation for the work undertaken within Argyll and Bute. Feedback from schools has been very positive and schools report increased confidence in utilising a wider range of teaching approaches to meet the needs of learners.

Across Argyll and Bute we have 38 Quality Assurance and Moderation Support Officer (QAMSOS), including five new volunteers this session, these representatives have continued to attend national events. Evidence demonstrates that QAMSOS are effectively supporting schools in the moderation process particularly within literacy and numeracy and that this engagement has led to positive impact on teacher professional judgement, understanding of standards and improvements in assessment procedures in schools.

In session 2021/22 we will use digital technology to increase and improve the quality

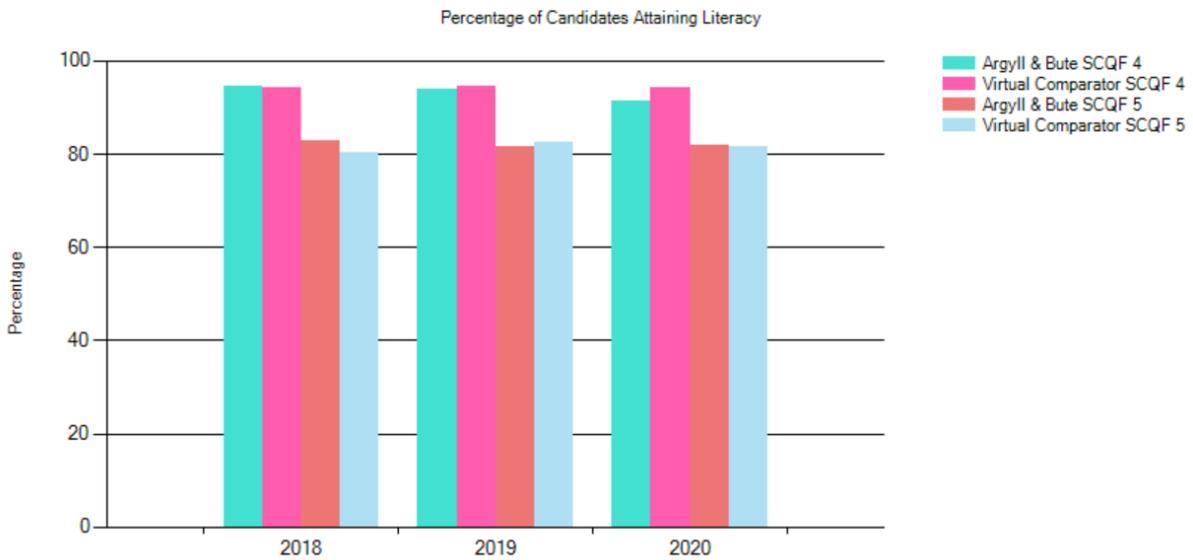
of moderation activities across clusters of schools.

As a result of remote learning many families reported feeling more included, involved and informed of their child’s learning and progress, we will continue to empower parents and families to support learners in their journey.

Attainment in Literacy and Numeracy (Senior Phase)

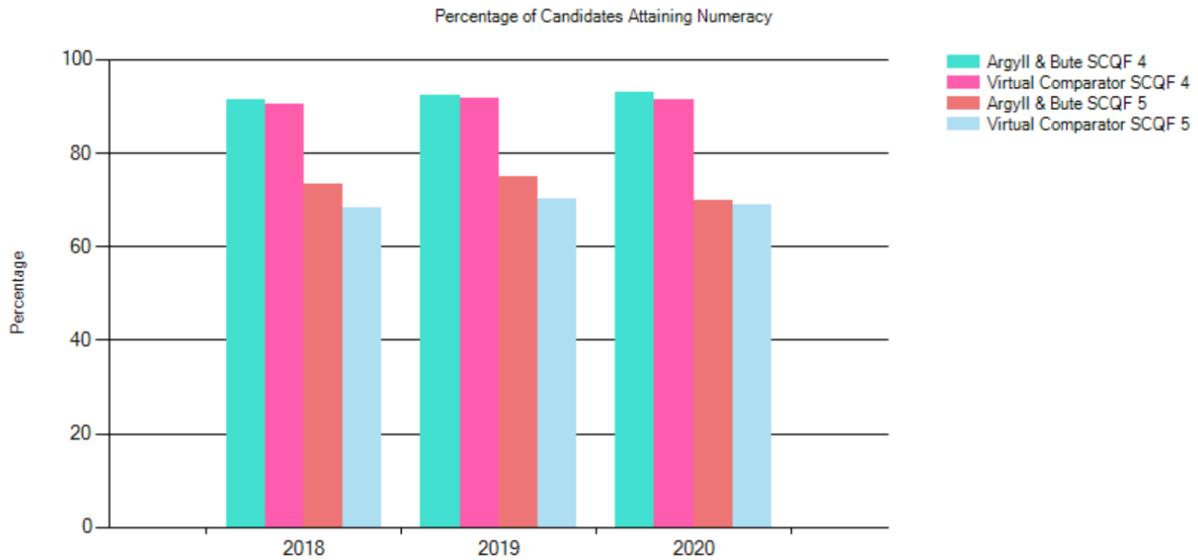
The percentage of young people in Argyll and Bute gaining literacy at SCQF level 4 (National 4) is below the Virtual Comparator however at SCQF level 5 (National 5) we are above the Virtual Comparator.

Improving Attainment in Literacy (S6 based on S4 roll)



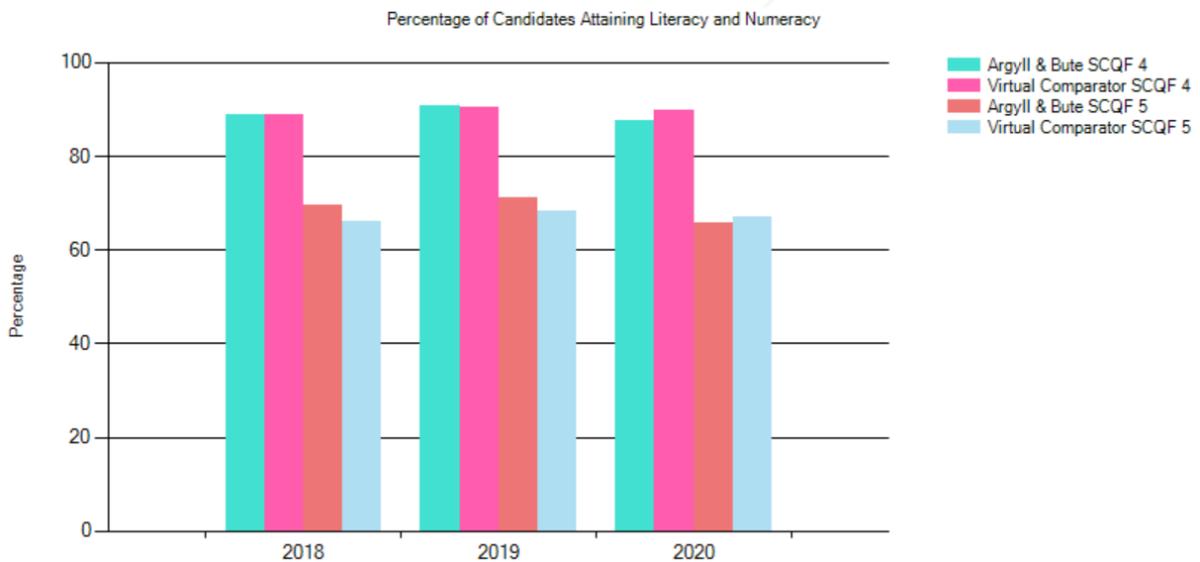
The percentage of young people in Argyll and Bute gaining numeracy at SCQF levels 4 and 5 are both above the Virtual Comparator.

Improving Attainment in Numeracy (S6 based on S4 roll)



The percentage of young people in Argyll and Bute gaining both literacy and numeracy at SCQF levels 4 and 5 are below the Virtual Comparator.

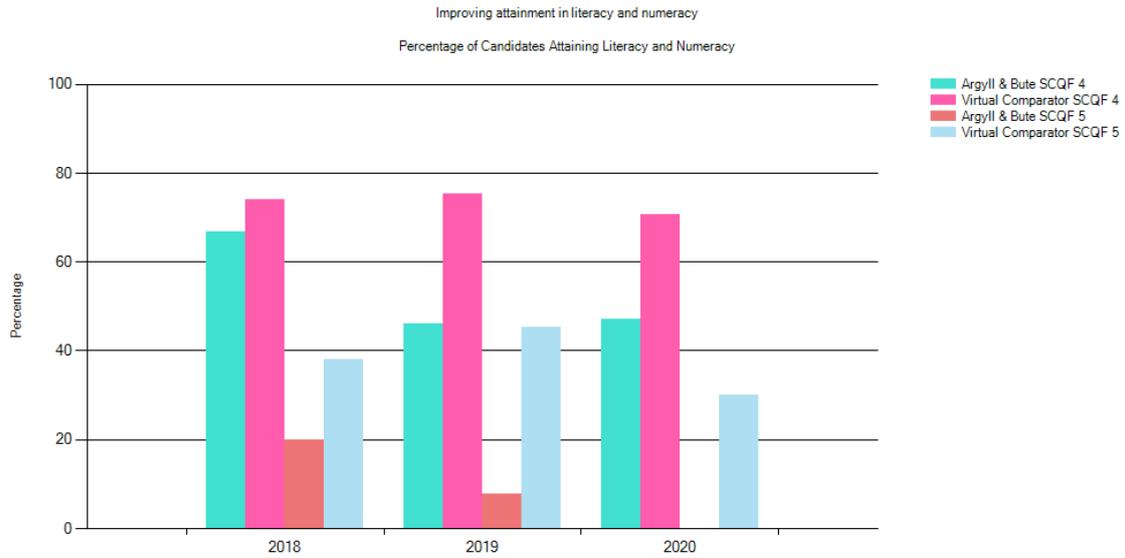
Improving Attainment in Literacy and Numeracy (S6 based on S4 roll)



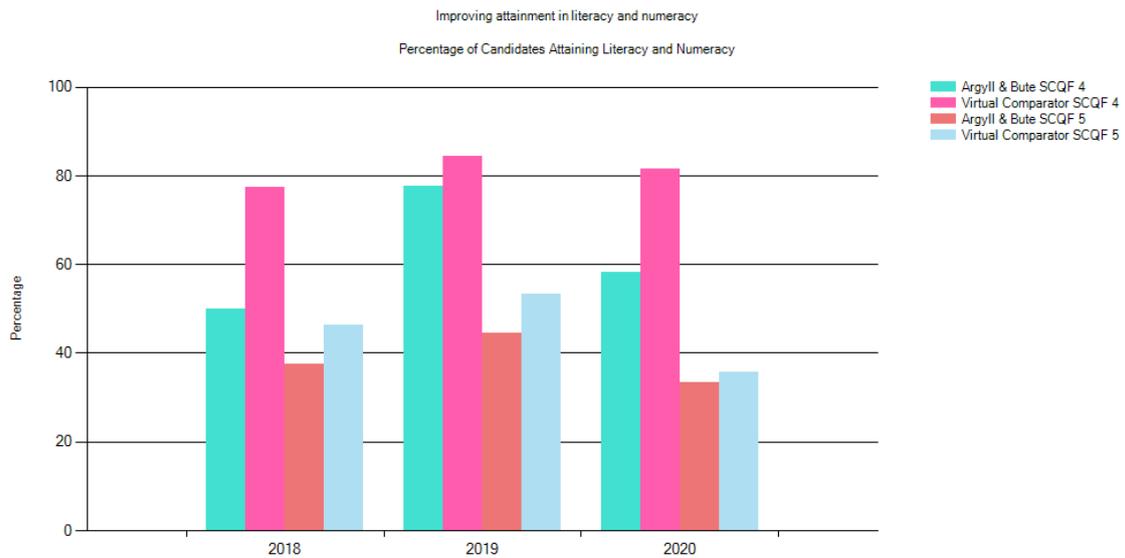
Attainment of Care Experienced Young People in Literacy and Numeracy (S4 and S5)

The graphs below demonstrate that, in 2020, the performance of S4 and S5 Looked After young people in Literacy and Numeracy was less than the Virtual Comparator. The fact that the cohort of young people is so small makes it difficult to attach significance to the trends over time noted below. Tracking and monitoring of care experienced young people at an individual level is supporting progress and positive outcomes.

S4 attainment



S5 attainment



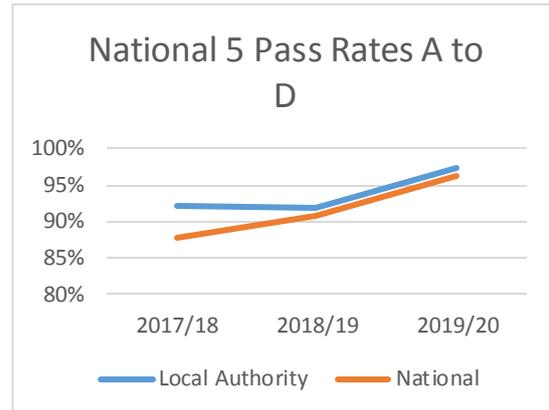
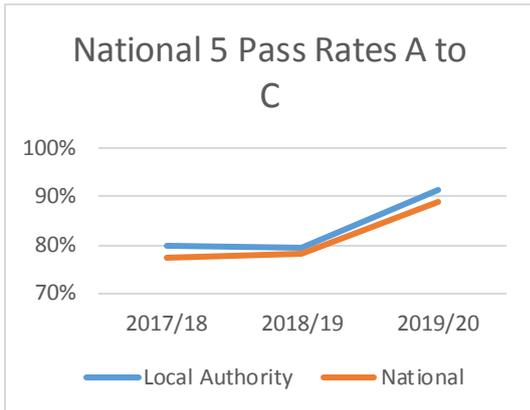
OUTCOMES IN NATIONAL QUALIFICATIONS – 2018-2020

Due to Covid 19, the 2020 national examination diet did not go ahead with the Scottish Qualifications Authority (SQA) developing an alternative certification model (ACM). This model asked teachers to use their professional judgement, and knowledge of pupils’ work, to make an estimate of the appropriate grade and band in line with the existing awards framework. This was based on learners’ demonstrated and inferred attainment of the required skills, knowledge and understanding for each course at National 5, Higher and Advanced Higher. For this reason this session’s results should not be compared to those of previous sessions, although we continue to identify areas

of strength and areas requiring development and improvement.

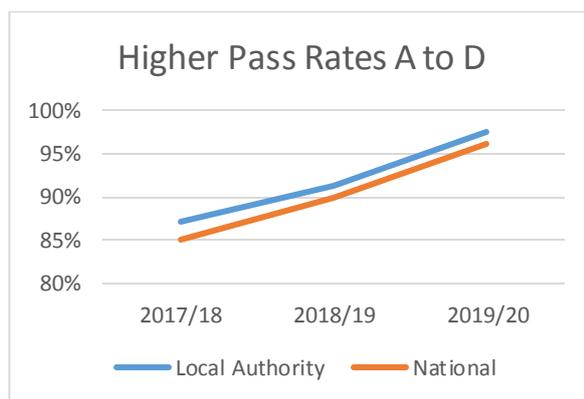
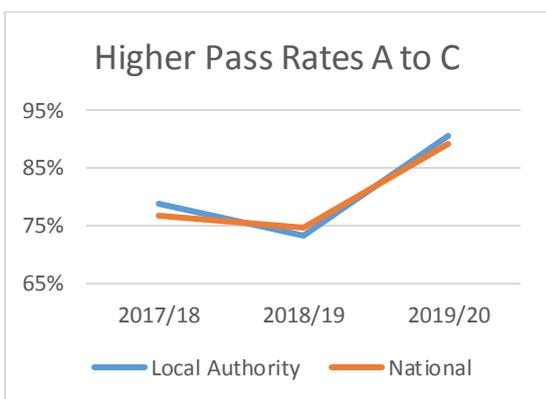
The following tables outline A-C and A-D pass rates in national 5, Higher and Advanced Higher qualifications. Outcomes for 2020/21 will be awarded in August 2021 by the SQA. Trends are reported on both a 3-year and 5-year basis.

National 5:

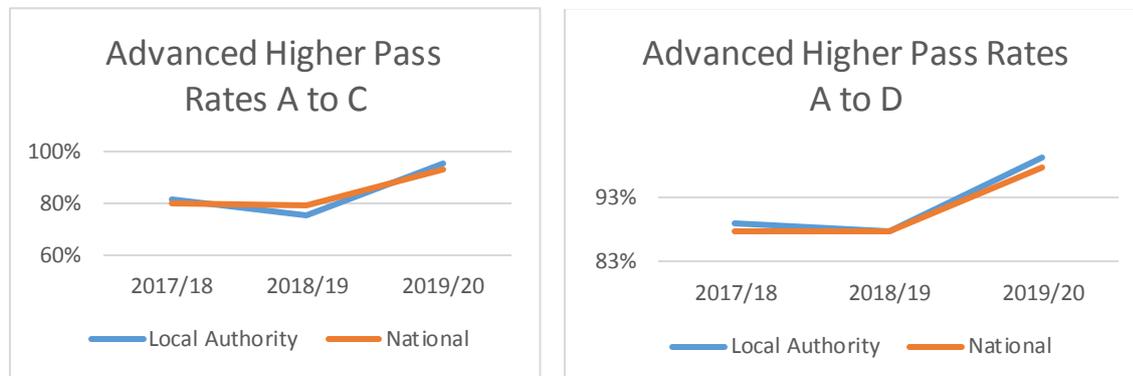


National 5 A-C and A-D pass rates in Argyll and Bute remain above the national average. This continues the trend of the past three years. This continues the trend of the past three years although caution must be exercised in analysing this data due to the implementation of an alternative certification model and the lack of comparative data from previous years.

Higher:



Higher A-C and A-D pass rates in Argyll and Bute followed a similar trend to the national results. Higher passes at A-C and A-D in Argyll and Bute increased in 2019/20 and are slightly above the national average. Again, direct comparisons cannot be drawn with previous years as a result of the alternative certification model implemented for 2020.

Advanced Higher:

Advanced Higher passes increased in 2019-20, reflecting the national trend, and in doing so, sit just above the national average figure at both A-C and A-D, again the implementation of the alternative certification model means that direct comparisons cannot be drawn with previous performance in these measures.

The OECD report on Curriculum for Excellence, published in June 2021 recommended *“adapting the pedagogical and assessment practices and the structure of learning pathways in the Senior Phase to enhance learners’ experience of upper-secondary education and help them develop CfE’s four capacities continuously.”*

The service will implement such changes once outlined in the Scottish Government Implementation Plan created in response to the OECD recommendations and due for publication in September 2021.

2. Closing the attainment gap between the most and least disadvantaged children

Professional learning on the dimensions of poverty across Argyll and Bute was offered as part of our CLPL catalogue and we continue to engage with the Northern Alliance Regional Improvement Collaborative (RIC) workstream on closing the poverty-related gap. Headteachers and other school-based staff have benefited from professional learning with the RIC workstream leads. Promoting Equity Week 2020, organised by the RIC and Education Scotland, saw active involvement from Headteachers and members of the central education team. Argyll and Bute has also contributed to national understanding of the challenges, especially for those living in poverty in rural areas. There is strong consensus that colleagues at all levels have improved their understanding of the challenges faced by children living in poverty. There is also a strong consensus that the Scottish Attainment Challenge has made an important contribution to this improvement. The stigma associated with poverty has reduced, and there is a strong understanding of schools' responsibility to address the attainment gap and accountability for doing so.

The Scottish Attainment Challenge 2015-20 Impact report for Argyll and Bute published in January 2020 highlights *“strong progress towards closing the gap between the most and least disadvantaged learners in several measures, including attainment in literacy and numeracy in the broad general education, especially in Primary 7 and the senior phase, especially at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 6.”*

and

“Some success in narrowing the gaps between the most and least disadvantaged learners in relation to attendance, inclusion, and sustained positive destinations for school leavers.”

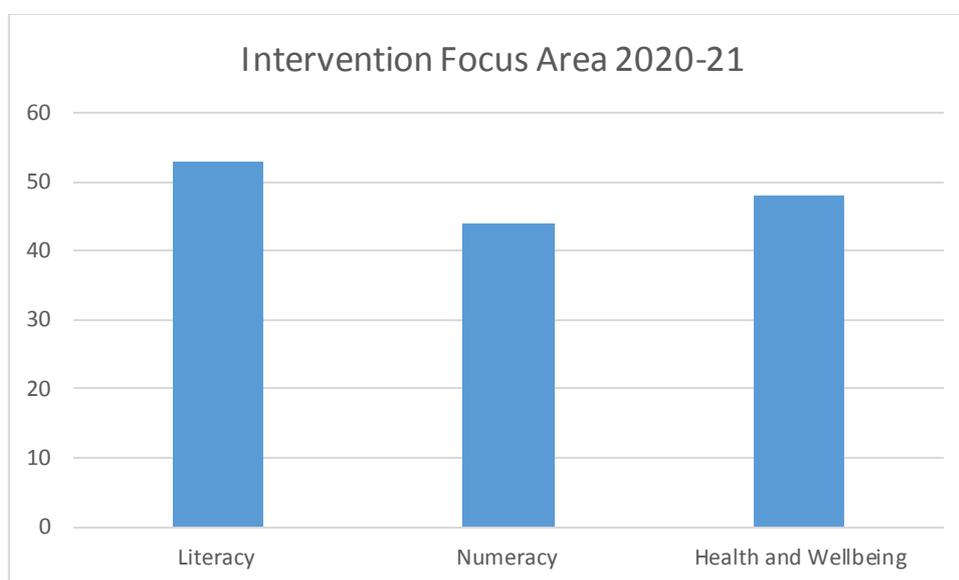
The picture of disadvantage due to poverty continues to be a complex one in Argyll and Bute. The Scottish Index of Multiple Deprivation (SIMD) data (2016) shows that 25% of pupils in Argyll and Bute live in the lowest SIMD deciles although we know that rural poverty is more intricate than SIMD alone. To progress towards closing the poverty related attainment gap and achieve the strategic priorities of the National Improvement Framework (NIF), the Scottish Government has continued to provide Pupil Equity Funding (PEF) which is allocated directly to schools.

Publicly funded primary, secondary and special schools receive £1,200 for each child in Primary 1 to Secondary 3, or equivalent, who are eligible and registered for free school meals. The total funding provided directly to Head Teachers in Argyll and Bute was £1,330,813 in 2020/21, with 86% schools receiving PEF funding. Secondary Schools received £323,540 of the funding.

Session 2020-21 has been unprecedented with the worldwide Covid-19 pandemic and the subsequent lockdowns that took place. With the onset of remote learning and economic factors brought about by the pandemic we have seen the need of families increase in our local communities. These pressures were recognised by the Scottish

Government and the PEF National Operational Guidance reflected this with a relaxing of their guidance around the spending of PEF funding. The focus remained in ensuring equity but the reality of the challenges Covid and school closures were taken into consideration. Many schools used their funding to support digital infrastructure and provide home learning resources with a focus on recovery and pupils Health and Wellbeing as schools re-opened. During quality improvement visits in session 2020/21 Education Officers discussed progress towards meeting outcomes and impact on children and young people. Outcomes were adapted as necessary to ensure a focus on closing the poverty-related attainment gap and meeting the challenges of Covid.

Argyll and Bute schools identified the following areas for PEF interventions through PEF planning in 2020-21. Although Covid-19 lockdowns and remote/blended learning impacted how schools spent their PEF funding, spending was largely directed to the following areas.



The challenges posed by lockdowns due to Covid for our local families were well understood by school leaders. During the pandemic there were numerous approaches to learning including remote, blended and school hub placements. Head Teachers targeted PEF funding to support the changing needs of those families experiencing disadvantage with a focus on continued improvement of pupils' attainment.

Within literacy and numeracy schools purchased online subscriptions to support progression of skills for pupils learning at home, additional resources to support access to the right materials for learning at home and assessment packages to identify gaps in learning on the return to school. Schools utilised PEF funded staffing to support the most vulnerable pupils online, through family welfare calls and also for support within school hubs. Schools employed PEF funding to increase digital infrastructure through purchasing additional devices and connectivity solutions to ensure all families were able to access online learning and had enough devices at home for children to access learning. Digital infrastructure development was also supported by the additional Scottish Government digital equity funding.

Health and Wellbeing came to the forefront of PEF funding spends for schools not only during lockdown periods but also on the return to school buildings. Schools used PEF funding to support pupils' readiness to learn through nurture approaches which included nurture groups, staff training and nurture areas. Schools also increased opportunities for Outdoor Learning as an approach to support pupils back into school by enhancing their social and emotional wellbeing; reducing anxiety and building resilience.

Argyll and Bute's Officers and Head Teachers work closely with a number of partners including Education Scotland, Northern Alliance, Children and Families and Health to support schools in closing the attainment gap between our most and least disadvantaged children.

We have worked in collaboration with the Education Scotland Attainment Advisor to develop the offering of support to schools as well as the approach to strategically gathering data on the use and impact of PEF. Through this partnership a number of information and support sessions were available to school staff to develop the planning, measurement and evaluation of PEF. Further support was available to schools through the Argyll and Bute PEF information pack and PEF planning proforma exemplar. This coherent planning format is improving the consistency of data gathered centrally on PEF interventions and the impact of these in order for a wider sharing across establishments of what works well to close the gap.

The Education Scotland Attainment advisor reported to Head Teachers highlight messages on improvements in outcomes for children and young people from the Scottish Attainment Challenge 2015-2020 report:

We are seeing a positive impact of the interventions that PEF funding has supported since 2016. Attainment in literacy in the BGE (2016-2019) illustrates the attainment gap narrowing by 13%; and attainment in numeracy in the BGE (2016-2019) illustrating the attainment gap has narrowed by 2%.

This narrowing of the attainment gap is illustrated in the table extract shown below from the March 2021 Scottish Government Report 'Improving outcomes for young people through school education'. Argyll and Bute's young people have the smallest gap between the most deprived and least deprived school leavers achieving five or more awards at level five (2014/15 – 2018/19).

We are seeing a positive impact of the interventions that PEF funding has supported since 2016. Attainment in literacy in the BGE (2016-2019) illustrates the attainment gap narrowing by 13%; and attainment in numeracy in the BGE (2016-2019) illustrating the attainment gap has narrowed by 2%.

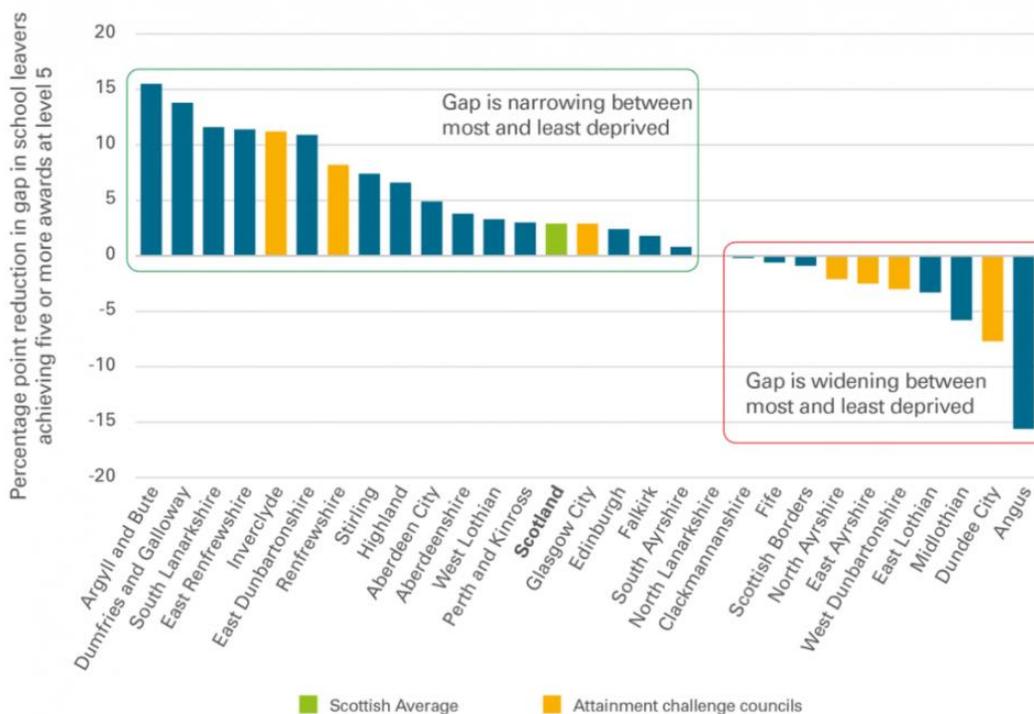
This narrowing of the attainment gap can also be seen between the most deprived and least deprived school leavers achieving five or more awards at level five (2014/15 – 2018/19) as illustrated in the table extract shown below from the March 2021 Scottish Government Report:

"Improving outcomes for young people through school education"

Exhibit D

Change in gap between most deprived and least deprived pupils in percentage of school leavers achieving five or more awards at level five, 2014/15 – 2018/19

The gap between SIMD Quintile 5 (least deprived) and SIMD Quintile 1 (most deprived) has narrowed in most councils although it has increased in ten.



Note: Due to small numbers this analysis does not include Moray, Western Isles, Orkney and Shetland.

Source: Insight Database, Scottish Government

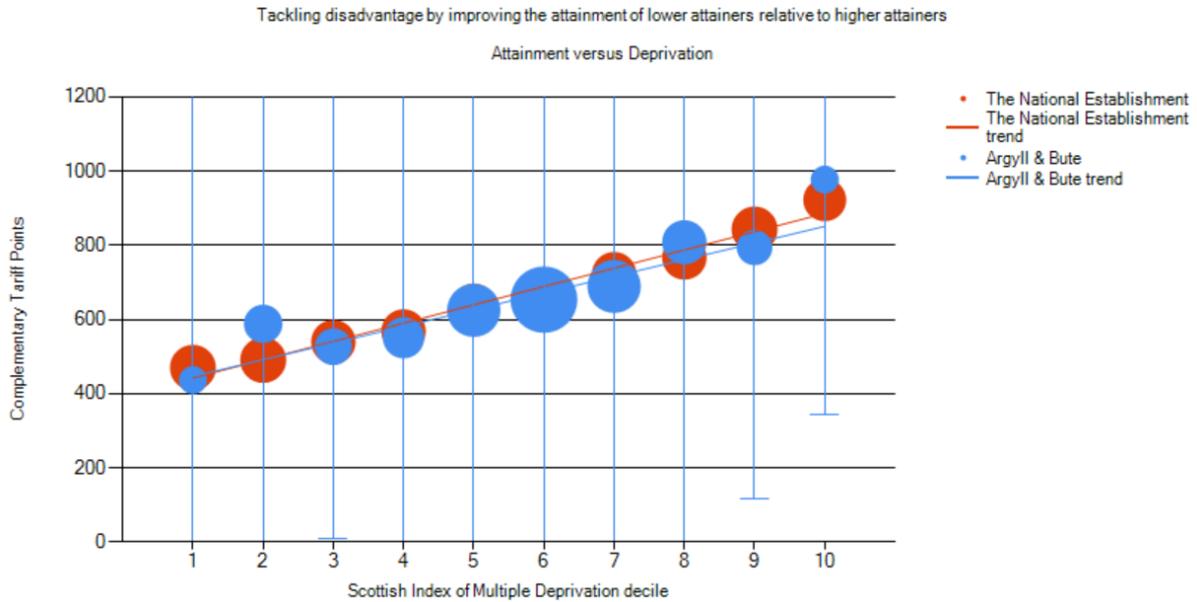
The findings in relation to our progress towards closing the poverty-related attainment gap show that we have taken significant steps towards our goal and that we have a sound strategic framework in place for the future.

The Central Education Team, in collaboration with key partners, will continue to support schools in their strategic planning, monitoring and evaluation of PEF interventions in order to reduce the poverty related attainment gap for our children and young people experiencing disadvantage.

Attainment versus deprivation (S6 pupils based on the S4 roll)

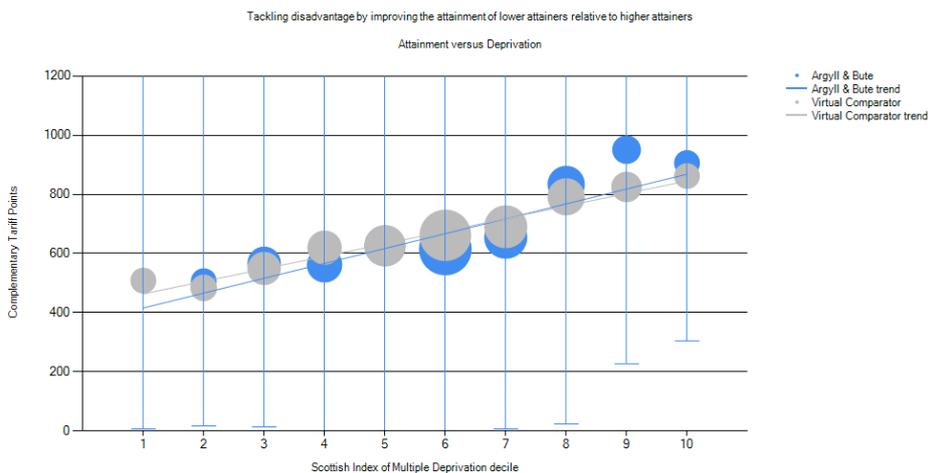
The 2020 data in the graph below shows the average tariff points (points allocated to pupil exam attainment) achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) pupil groups in Argyll and Bute compared with the National data. Group (decile) 1 represent the most disadvantaged pupils, while decile 10 represents the least disadvantaged. Argyll and Bute candidates in SIMD decile 2 are outperforming young people nationally. In SIMD deciles 1 and 9, young people’s performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

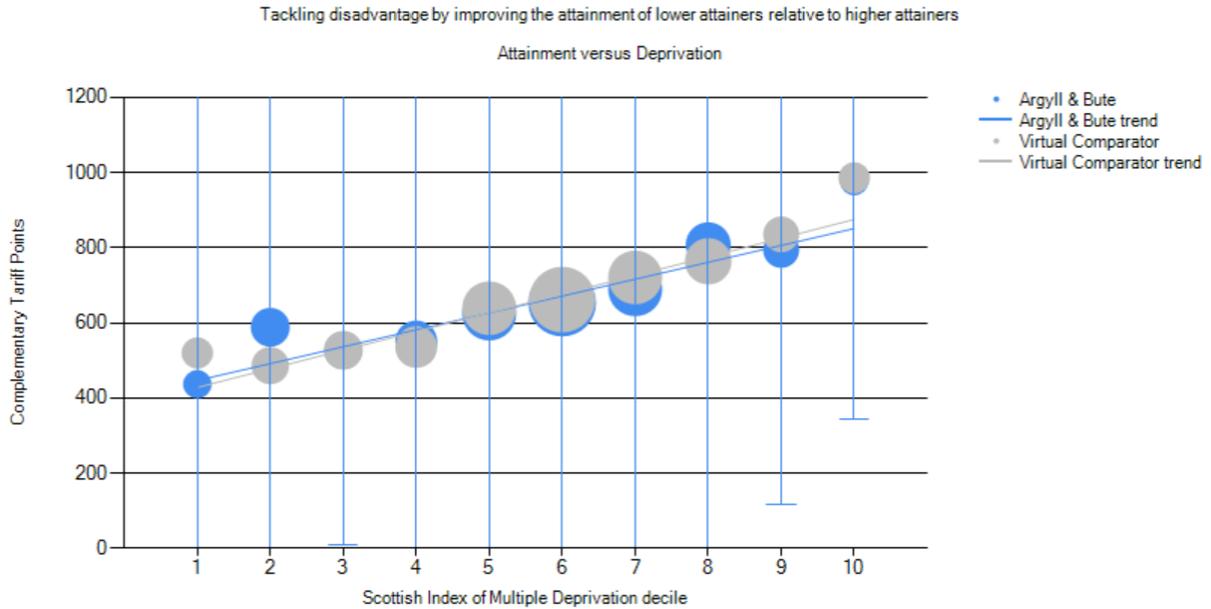
Argyll and Bute v National



The 2020 data in the graphs below shows the average tariff points achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data – pupils from similar backgrounds across Scotland. Pupils in SIMD 2 and 8 are outperforming their Virtual Comparator equivalents, while pupils in SIMD 1, 7 and 9 are underperforming or only slightly underperforming compared with the Virtual Comparator.

Argyll and Bute v Virtual Comparator

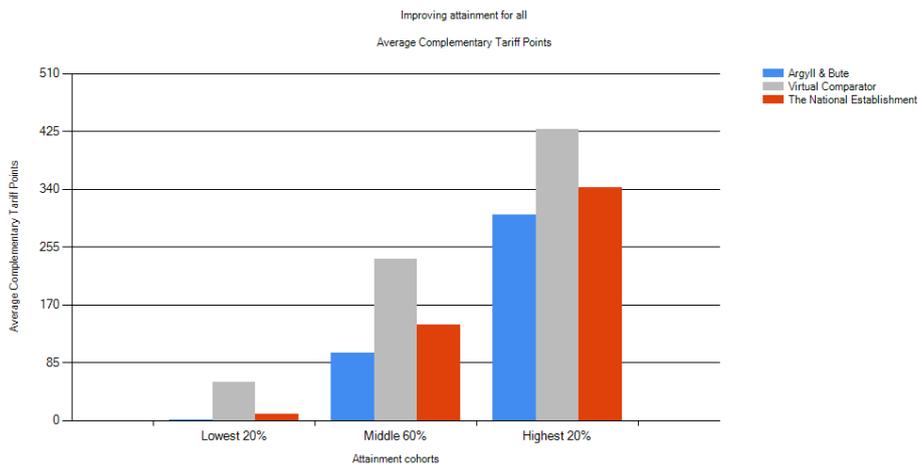




Attainment of Care Experienced Young People

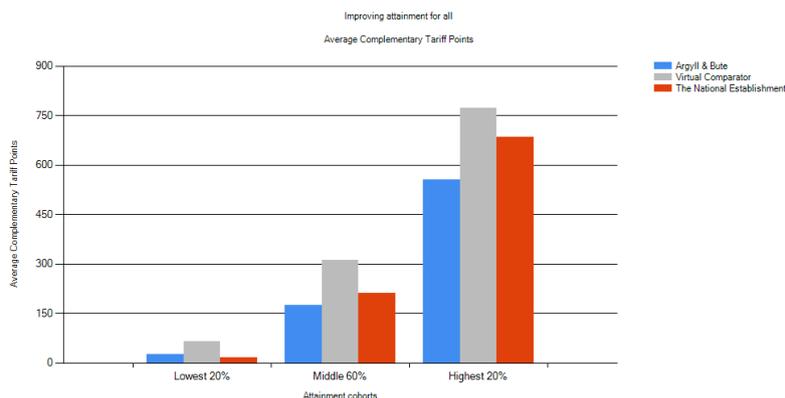
Statistically, pupils can be split into three attainment groups – the lowest attaining 20%, the highest attaining 20% and the 60% in between. The table below demonstrates that, in S4, Argyll and Bute’s Care Experienced cohort have been outperformed by both the Virtual Comparator and National Establishment. The Principal Teacher for Care Experienced Young People will work with schools to implement strategies to improve attainment for this cohort of our learners next session.

S4 attainment



S5 attainment

The table below demonstrates that, in S5, attainment of Care Experienced pupils in the bottom 20% was greater than the national average. The attainment of Argyll and Bute's Care Experienced cohort in the middle 60% and highest 20% was less than both the National Establishment and the Virtual Comparator. For all groups of Care Experienced pupils, the Virtual Comparator figure was greater than both the Argyll and Bute and the National Establishment figures and again this this will be a focused area for improvement.



As a service we identified areas for improvement within the attainment of our Care Experienced pupils and in session 2020/21 the Principal Teacher for Care Experienced Young People worked with schools to implement interventions to improve performance measures. This data has been used to identify areas of risk and focus within the 2020/21 Education Service Plan. Identified outcomes, interventions and performance measures relating to this cohort will be used to support progress appropriate to each care experienced young person.

It is anticipated that the impact of these interventions and specifically the measures undertaken within the spending plans for the Scottish Government Care Experienced Fund Grant will be visible in trends over time. The outcomes will be reviewed and adapted in line with long-term strategic planning and inform the 2021/22 iteration of the plan.

Interventions to mitigate the further impact of COVID on the poverty related attainment gap

Family Liaison Officers originally recruited to specifically support Care Experienced Young People were used during the session to also support children and families from SIMD 1-4 experiencing further hardship or trauma as a result of the pandemic. This additional intervention supported families to access additional benefits and supports and to re-engage children with learning and also attendance at school.

3. Improvements in children and young people's health and wellbeing

Significant work has been undertaken to support the mental health and wellbeing of children and young people across Argyll and Bute, taking in to account additional pressures arising from the circumstances of the pandemic.

The Educational Psychology Service developed an improved consistent, evidence informed approach to supporting children and young people experiencing significant difficulties with school attendance. This approach enhances the rigour around assessment of non-attendance and provides training for staff linked to intervention approaches to improve outcomes for young people disengaged from school and as a result of this work a number of children were able to reconnect with and attend school to continue face to face learning. Re-engaging children and young people with attendance difficulties will be a key priority for the Service in 2021-22.

Scottish Government guidance on safe opening of schools led to a need to create a working group to consider all aspects of transitions, to ensure effective transitions for all learners with a particular focus on enhancing wellbeing. The group developed guidance for staff and learners supporting transition back to establishments after periods of remote learning as well as supporting transitions into ELC, into primary and into secondary school. This work ensured that all eligible children had a quality transition experience appropriate to the local context that met their needs whilst following Scottish Government Guidance. The Equality and Inclusion team worked with the Psychological Services team to ensure new guidance and support was in place for children and young people that need a phased return to school after lockdown, this work was particularly successful and supported a number of children to return who may otherwise have become non-attenders.

There has been a strong emphasis on identifying the most vulnerable children and young people across the authority. The additional vulnerability risk assessment has been a key multi-agency tool in establishing a consistent threshold and ensuring those that need support can access it. The Education Psychological and Inclusion and Equality team continued to provide robust support during this lockdown period to children, young people and their families and education establishments.

In collaboration with partners the service implemented an effective nurture and relationships strategy across educational establishments with an associated sustainable training and coach consult model, based on assessment of need. "Our Children, Their Nurturing Education" (OCTNE) was officially launched in January 2021, with 20 schools across primary and secondary beginning their journey to become a nurture and relationships based community. Each establishment is developing a bespoke plan which includes evaluation using the Model for Improvement to measure outcomes for children and young people. This work was recognised in the Scottish Attainment Challenge 2015-20 impact report for Argyll and Bute which stated:

"A strategic and collaborative approach to a culture of nurture to support children and young people affected by trauma, including (but not only) in the context of COVID-19. This approach includes a programme to train all Children's Services staff in trauma-

aware practices. The CECYP officer has worked very effectively with the Educational Psychology service to bring about cultural change in this context. This programme is leading to tangible improvements for many vulnerable young people.”

The school counselling service is in place and providing positive support targeted at pupils across upper primary and secondary. Since the service began in February of this year over 100 referrals have been received with the average age of the young person being 14 years. Early indications are that young people with particular vulnerabilities, such as having additional support needs, being care experienced or being a young carer, are supported to access the service. Analysis of trends to date has identified that the service is being used well across all areas of the authority ensuring equity of access. The Educational Psychology Service including the research assistant are working with the team to ensure robust evaluation of process and outcomes.

Our schools and ELCs have continued to use targeted approaches to Social and Emotional wellbeing, including nurture, PATHS, Emotion Works and trauma informed practice to support children’s wellbeing through what has been an unprecedented year

Weekly meetings were been established between Head of Service, Principal Educational Psychologist and senior managers in the Health and Social Care Partnership to consider multi-agency strategic approaches to identifying and addressing the needs of vulnerable children. As a result, clear action has been taken on issues arising from partnership meetings, including re-engagement with third sector partners to work in collaboration with Education and HSCP staff to provide support for young people with severe and complex needs and their families.

We successfully instigated a coordinated and coherent approach in our response to supporting the identified needs of communities, both across our own Education Team and partners, and through engagement with the Northern Alliance, the Association of Scottish Principal Educational Psychologists (ASPEP) and the Association of Directors of Education Scotland (ADES). The Parent and Carer Helpline was particularly effective at the height of the pandemic in supporting parents and families, and information on mental health and wellbeing was been collated by the EPS and circulated to all secondary age young people and their parents/carers.

To ensure our staff were well equipped to cope and support our learners, we prioritised the wellbeing of all our staff. Trauma training modules were made available and were publicised on our resource Hub and senior leaders within education were offered access to coaching support, the feedback from which has been very positive and this coaching will be continued next session.

In session 21/22 we will seek to continue to deepen the existing effective multi-agency approaches to supporting vulnerable young people and their families.

4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The 2020 Argyll and Bute Annual Participation Measure indicates a 0.7% decrease to 94.1% of 16 to 19 year olds in Argyll and Bute participating in education, employment and training compared to 92.1% nationally. Despite a fall of 0.7% (equivalent to 22 young people,) in the number of young people participating last year, Argyll and Bute remains above the Scottish average in all three classifications and is ranked 9th in Scotland for participation across all local authorities.

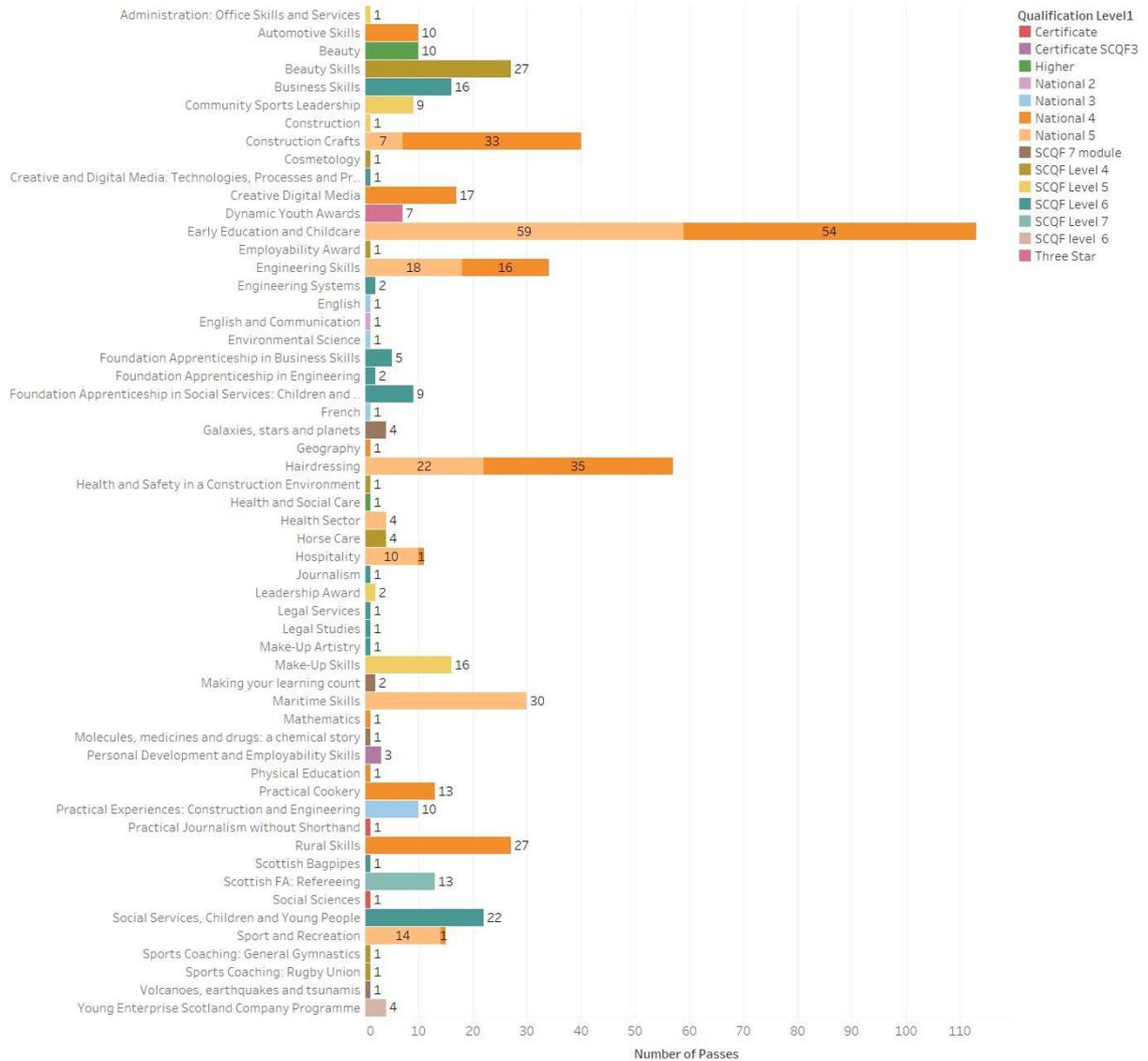
	2016 Argyll and Bute	2017 Argyll and Bute	2018 Argyll and Bute	2019 Argyll and Bute	2020 Argyll and Bute	2020 Scotland
Participating	94.2%	93%	94.2%	94.8%	94.1% (-0.7)	92.1% (+0.5)
Not Participating	3.1%	2.8%	2.7%	2.2%	2.4% (+0.2%)	2.8% (-0.3)
Unconfirmed	2.7%	4.2%	3.1%	3.0%	3.5% (+0.5%)	5.1% (-0.2)

There was an increase in the number of young people in post-school employment from 21.9% in 2019 to 22.6% in 2020. The overall drop in participation numbers among young people who have left school is largely due to a fall in the numbers involved in Further or Higher Education, from 71.6 in 2019 to 70.3 in 2020 and this may have been a consequence of the pandemic.

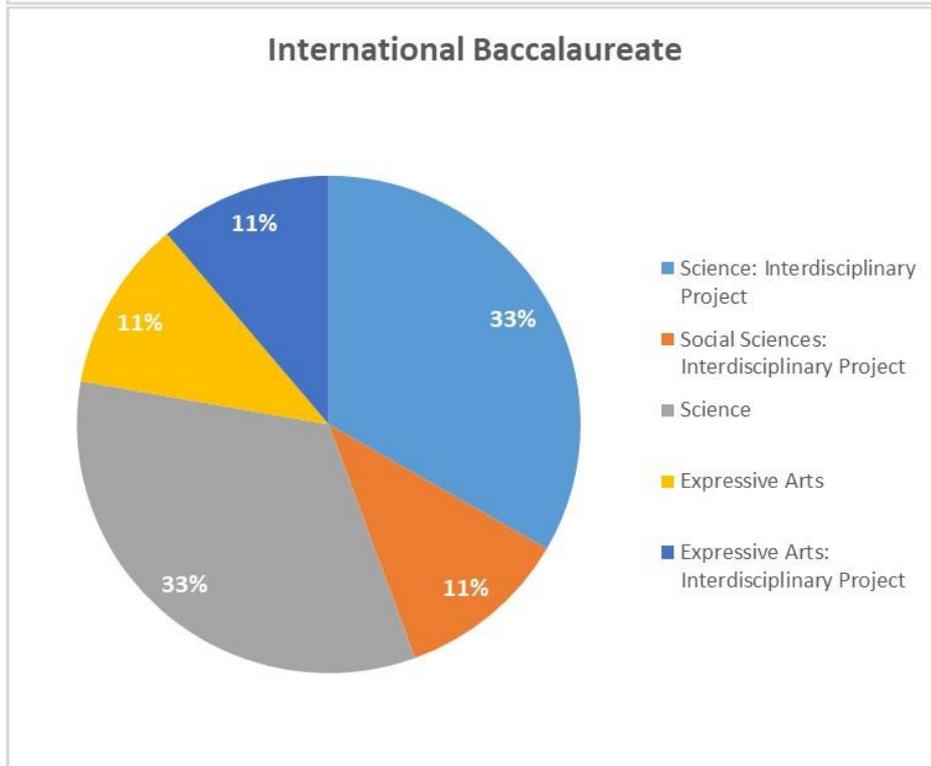
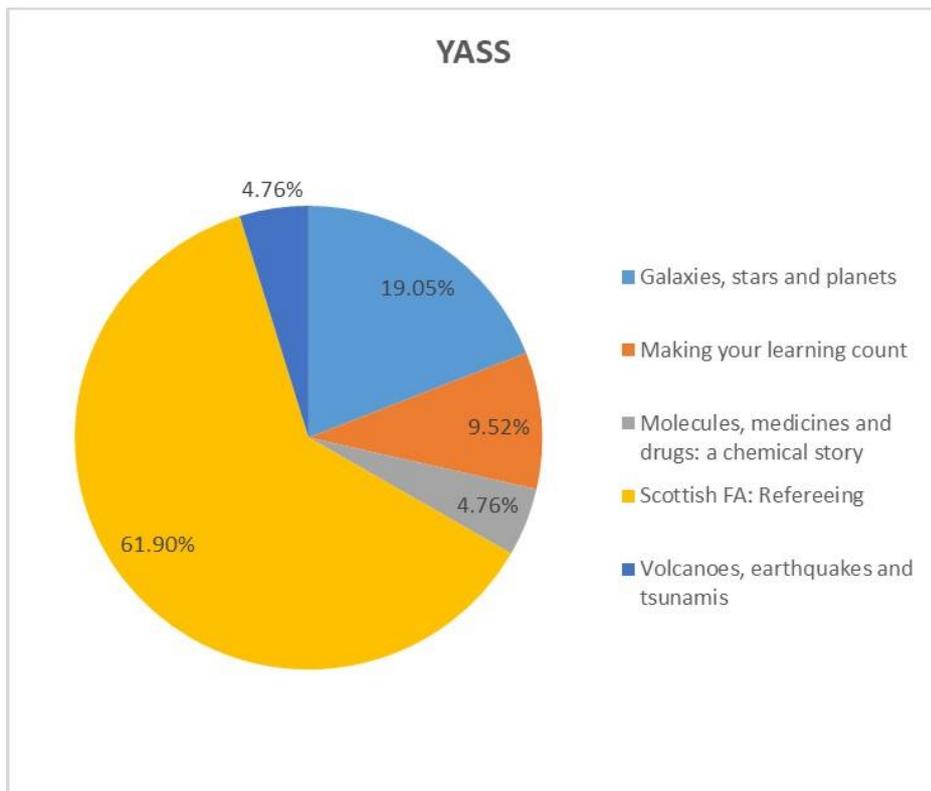
The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award-bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills. COVID-19 and lockdown presented considerable challenges for the delivery of vocational and work based provision and placements. Throughout the pandemic the service has been innovative in responding and has continued to offer courses online and hold virtual STEM (Science, Technology, Engineering and Maths), careers and employer events.

The COVID-19 restrictions reduced the opportunities for young people in Argyll and Bute to participate in and gain awards in wider achievement activities. Nonetheless, many young people did manage to complete awards. The wide range of awards passed across our secondary schools and in partnership with local colleges during 2019/20 included:

Wider Achievement Awards - Passed - 2020

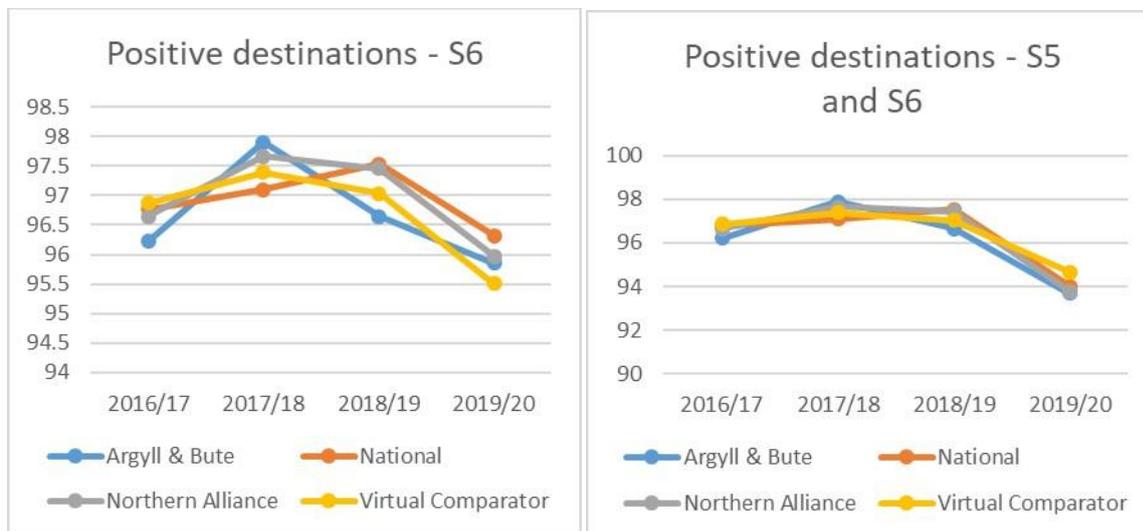


In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the following tables:

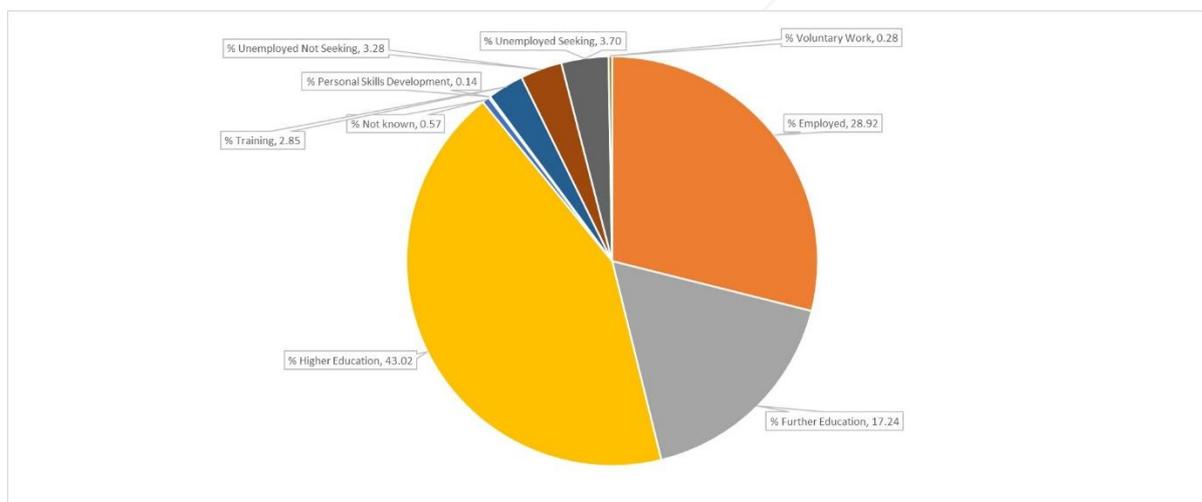


A high number of young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year improvements in positive destinations for the majority of school leavers in Argyll and Bute. However, as was the case with young people nationally and in the northern

region of Scotland (The Northern Alliance Regional Improvement Collaborative), there has been a slight reduction in young people achieving a positive destination post-school, from 95% in 2018-19 to 92% in 2019-20. Again, the situation relating to the pandemic explains the reduced figures in Argyll and Bute and across the country.



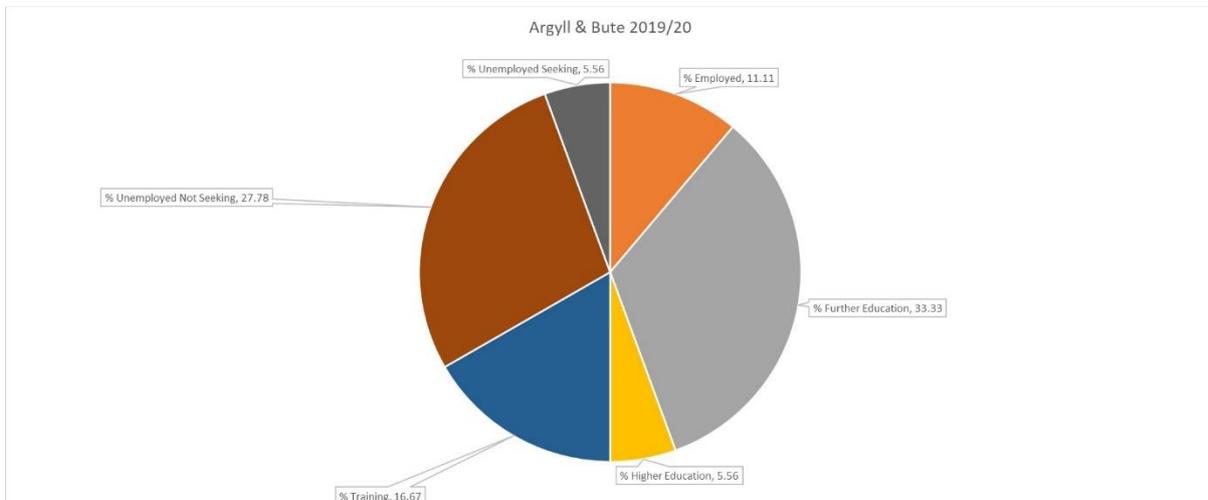
The breakdown of destinations is shown below:



67% of our care-experienced young people who left education in 2020 secured a positive and sustained post school destination, as described in the table below. The cause for the reduction in positive destinations among care-experienced young people is the rise in unemployment, for which COVID-19 is partly responsible. The second graph shows the breakdown of post-school destinations for care-experienced school leavers. As a post-school destination, unemployment for this group of young people rose from 13.3 % in 2018-19 to 33.3% in 2019-20. Addressing this issue is a key element of our work with care-experienced young people as we move into session 2021 -22.



The breakdown of destinations for care-experienced young people is shown below:



Our practitioner led Developing Young Workforce (DYW) working group has been active in sharing information and examples of good practice across the authority. An audit of school and employer partnerships, found that all secondary schools are engaged in good quality partnerships with employers, predominantly falling into the “collaboration” category. Good progress has been made in developing links with the DYW Regional Board including a joint event involving school DYW representatives and employers. A positive impact of this event has been that sector understanding has improved and further joint work has been identified on rural skills and developing online employer-led sector inputs.

Continuing School-College partnerships have enabled us to offer a range of work-

based learning opportunities including a number of SCQF Level 3/4/5/6 Skills for Work courses, NPA SCQF Level 4/5 courses and options to study single units from full-time courses. To support young people in developing industry experience, the range of Foundation Apprenticeships (FAs) and number of young people participating has increased. FAs were delivered in Business Skills, Engineering, Social Services and Healthcare and Social Services Children and Young People.

Work Placements and Flexible Learning Plans were effectively brought to a halt by Covid-19 and lockdown. The variation in pupil numbers and rurality of many schools in Argyll and Bute means that different models are utilised by schools to offer work placements. Under normal circumstances it would be expected that all pupils will have participated on a work placement by the end of Senior Phase. Schools adapted well to Covid-19 constraints with several offering DYW activities online including online open days and virtual UCAS University and College showcase events.

SECTION SIX: OUR CHILDREN, THEIR FUTURE – SELF-EVALUATION AND IMPROVEMENT TARGETS

Section 6.1 of the Annual Plan and Progress Report look specifically at the six Key Objectives at the heart of Argyll and Bute's vision for education – *Our Children, Their Future*. After an explanation of each Key Objective and its significance, the evidence of progress and improvement which has emerged from our self-evaluation is summarised. Section 6.2 outlines our improvement priorities for Session 2021-22.

KEY OBJECTIVE 1:	RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL
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What is this?

The quality of education offered by each school in Argyll and Bute and how effective we are in raising educational attainment and achievement for all children and young people.

Why is this important?

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work. Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement. A key driver of the National Improvement Framework (NIF) is to reduce inequalities in educational outcomes as a result of socio-economic disadvantage.

Within Argyll and Bute Education Service we will raise educational attainment and achievement for all through the following agreed **priority actions**:

- Improve the overall quality of learning experiences;
- Tackle disadvantage and deprivation to close the attainment gap;
- Improve literacy, numeracy and health and wellbeing outcomes for children and young people, and
- Continually improve curriculum design and development.

What our improvement evidence for 2020-21 is telling us:

Priority Action 1 - Improve the overall quality of learning experiences

Through our virtual quality improvement visits and response to feedback from HMle and Care Inspectorate inspection visits, we have supported schools' and centres' improvement in effective self-evaluation, resulting in improved provision to and outcomes for our children and young people.

We have worked collaboratively with education establishments, challenging and supporting them to evaluate and improve learning experiences for children and young people. Across Argyll and Bute schools, a total of 41 colleagues in 21 primary and six secondary schools have completed training to become facilitators of our Guided

Approaches to Pedagogical Enquiry (GAPE) programme modules, resulting in improved delivery of high quality learning teaching and assessment across the curriculum which engages pupils with their own learning.

Central Officers are now represented on Northern Alliance (NA) workstreams, collaborating to ensure the relevance of regional CLPL (Career Long Professional Learning) provision to Argyll and Bute establishments. During lockdown training and professional learning was delivered digitally, and the impact upon attainment will be monitored and evaluated next session.

The Educational Psychology Service (EPS) sustained a breadth of service delivery through the highly effective use of technology, ensuring that our most vulnerable service users and their families were supported during lockdown periods. This is of particular importance as we look to focus on the mental and emotional wellbeing of our children and young people.

A pilot project was undertaken within Early Learning and Childcare (ELC) settings to gather feedback ahead of the launch of the refreshed Learning and Development Framework. Feedback was positive and next session will see the now fully digital resource implemented across the local authority, promoting collaboration within and across settings, enabling instant access to high quality training materials and ensuring national and local ELC guidance is readily accessible to all. This will facilitate improvements in the progress made by the children working at Early Level within our establishments.

Within Gaelic Medium Education, a variety of digital technology was utilised to support a collegiate approach for Gaelic learners at all levels to sharing resources. This development has increased equity of provision across the local authority by ensuring access to learning regardless of place or context, whilst strengthening learner networks within Gaelic medium education.

We have completed suitability surveys of all educational establishments. As a result, we are finalising our Learning Estates Strategy which over time will ensure learning environments continue to enable high quality educational provision for all pupils which enhance their experience of learning within Argyll and Bute.

Priority Action 2 - Improve our approach to tackling disadvantage and deprivation to close the attainment gap:

All schools were offered ongoing support in relation to Pupil Equity Fund (PEF) planning and evaluation throughout the 2020-2021 school session and a refreshed Pupil Equity Information Pack was released to support the development of PEF planning for session 2021-2022. As a result, Head Teachers and their teams are more confident in planning PEF spending to narrow the poverty-related attainment gap.

Throughout the year, we provided all schools with information on examples of good practice relating to PEF, participatory budgeting and Cost of the School Day initiatives to help parents and partners engage in our work to reduce the impact of poverty on our children and young people.

We worked collaboratively with our Education Scotland Attainment Advisor to evaluate and refresh our audit tool to gather robust data on PEF interventions. This tool will ensure that successful interventions can be shared more widely thus benefitting a greater number of learners and continuing our work to close the poverty-related attainment gap within Argyll and Bute.

Session 2020-21 also entailed ongoing, close collaboration with our Education Scotland Attainment Advisor to support the publication of our five year Scottish Attainment Challenge Impact Report. The findings in relation to our progress towards closing the poverty-related attainment gap show that we have taken significant steps towards our goal and that we have a sound strategic framework in place for the future. The Educational Psychology Service (EPS) increased its contact with school communities, ensuring staff within educational establishments and parents/carers have a sound understanding of challenges and barriers to learning for vulnerable groups of children and young people, particularly relating to mental health and wellbeing. For example, we used our GLOW blog to enable education staff, parents/carers and partners to access our online mental health resource which relates to our authority strategy: *Our Children, Their Mental Health*

The EPS has further enhanced approaches to supporting children and young people experiencing loss, change and bereavement through Seasons for Growth, via the delivery of Companion training in a growing number of establishments across Argyll and Bute. Support networks have also been established for trained Companions. This has allowed greater numbers of children and young people to benefit from this support within their local community where a need for intervention has been identified.

The Educational Psychology Service (EPS) has supported the development of a greater understanding of the needs of vulnerable individuals and groups of children and young people who are less visible through the tracking, monitoring and data gathering within the authority, particularly LGBTQ+, Gypsy/Travellers and those who are in informal care arrangements. Links have been made with local LGBTQ+ networks and training has been provided to the EPS team to inform service delivery moving forward.

In addition, we have now developed a more consistent, evidence-informed approach to supporting children and young people experiencing significant difficulties with school attendance. This approach enhances the rigour around the assessment and understanding of non-attendance and provides training for staff linked to intervention approaches to improve outcomes for young people disengaged from school.

To ensure effective transitions for all learners, the COVID Recovery Work Stream produced new guidance to support effective transitions for learners, enhancing wellbeing and ensuring our children and young people are supported with change, particularly during the period following lockdown.

Priority Action 3 - Improve our approach to improving Literacy, Numeracy and Health and Wellbeing:

There has been a significant engagement by our schools with Northern Alliance Literacy and Numeracy workstreams on relevant, planned, professional learning over this session (161 collaborative engagements). 81% of participants reported an increased level of professional understanding and 77% reported this provided an opportunity for new collaborative working. The impact of this sees an improvement to the quality and variety of teaching methods employed across our establishments, leading to improved outcomes for learners within these core areas of the curriculum.

Within ELC settings, we have developed materials to track and monitor the development of core literacy and numeracy skills. As a result, all settings across the authority are now tracking individual learners' progress, supporting greater fluidity of progression through the Early Level of Curriculum for Excellence. This data will support transition and the delivery of learning in P1 which meets children's requirements in terms of progression, pace and challenge.

A Gaelic specific project for P7 pupils who are transitioning into S1 has been successfully implemented, focusing jointly upon pastoral and curricular progression which ensures that the planned learning for these pupils meets their needs and abilities in relation to oral literacy.

Within Gaelic Medium educational provision, progressive literacy planning documents encompassing, Early, 1st and 2nd Level, were created and implemented in session 2020-21. The impact of this work will ensure that the teaching of literacy within Gaelic Medium education is more comprehensive, ensuring breadth, depth and coherence in terms of the knowledge and skills required by learners.

We have strengthened our tracking and monitoring processes. As a result, teachers have an improved understanding of our young people's progress in Literacy and Numeracy and are better able to plan the next steps in learning to ensure all pupils are accessing the appropriate support to target the specific areas in which they require improvement.

The Educational Psychology Service, in collaboration with partners, implemented an effective nurture and relationships strategy across educational establishments with an associated sustainable training and coach-consult model, based on assessment of need. "Our Children, Their Nurturing Education" (OCTNE) was officially launched in January 2021, with 20 schools across primary and secondary beginning their journey to become a nurture and relationships based community. Each establishment is now developing a bespoke plan to include evaluation, using the Model for Improvement, to measure outcomes for children and young people in relation to this key area. This approach is enhancing the quality of relationships being developed with our most vulnerable learners, leading to interventions which focus on responding to a child's life experiences as opposed to their behaviour in specific circumstances. This piece of work also facilitates the development of key skills within our young people who benefit from interactions with adults who support them to build their capacity for resilience and to develop their own emotional intelligence.

The Educational Psychology Service maintained its focus on developing a Trauma-Responsive workforce with over 90% of teaching and support staff across all establishments completing the training modules at an appropriate level. Over 80% of all staff working within educational establishments have now completed this training. Further sessions at Trauma-Skilled level, aimed at Named Persons and Lead Professionals, have been successfully delivered. With support from the Children and Young People Improvement Collaborative (CYPIC) team from Education Scotland, the trauma strategy has been analysed to identify tests of change, ensuring training is making a difference to practice. Core areas for scrutiny are our nurturing schools and Care Assessment and Reviewing Officer (CARO) led planning meetings for care-experienced children and young people.

The School Counselling service is now in place and progressing positively. Since the service was established in February of this year over 100 referrals have been received with the average age of the young person being 14 years. Analysis of trends to date has identified that the service is being utilised well across all areas of the authority, ensuring equity of access.

We have evaluated the tracking and monitoring of our care-experienced children and young people and the resulting interventions taken to improve outcomes. As a result, care-experienced children's attainment and outcomes are appropriately targeted in our improvement planning. We have maintained a low number of exclusions of our care-experienced children and young people across the local authority and continue to work with our establishments to find appropriate interventions for those whose behaviour or progress may require enhanced support.

Priority Action 4 - Improve our approach to continually improve curriculum design and development:

School self-evaluation and quality assurance actions ensured high-quality learning and teaching was sustained throughout school closure. Effective practice in the use of digital learning has been identified across our establishments, with schools demonstrating their innovative approaches to collaboration and consultation with parents/carers and partners during periods of lockdown and remote learning delivery. This has ensured that our schools and ELCs are able to evidence progress during the session and target areas for improvement effectively.

Self-evaluation was further supported through three virtual quality assurance visits by the Education Central Team during the session. Such use of digital platforms has proven effective in terms of reduction in travel time and flexibility of access, and aspects of this model may be adopted within the next session to ensure efficient and impactful support to all establishments across Argyll and Bute.

Through the Progress and Achievement application, and the engagement of Education Officers with Head teachers and staff through virtual platforms, we have ensured the use of ongoing assessment data informs the planning and provision of learning and teaching, and curriculum review and development, in most establishments.

Staff in all our ELC settings and all funded ELC Childminders completed training on the Argyll and Bute 'Three Assets' approach to curriculum delivery. As a result, each setting has the capacity to develop further their curriculum in line with our aspiration to make full use of our rich outdoor environment, our culture and our partnerships.



KEY OBJECTIVE 2:	USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE
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What is this?

This means effectively utilising all of the information and data we need to develop an accurate understanding of how well education for our children and young people is improving. As no single measure provides a full overview of performance, we will gather together and analyse a broad range of data collected from each of the other Key Objectives of *Our Children Their Future* to assist us in developing a comprehensive overview of the progress being made by all children and young people.

Why is this important?

Education Services gather, analyse and report on a wide range of performance information which allows us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom as well as to plan a range of supportive interventions where required.. It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in this process and ensure that their views are central to developments which affect them.

Within Argyll and Bute's Education Service, we will use performance information to secure improvement for children and young people through our **priority actions**:

- Effectively assess, track and monitor the progress of our children and young people;
- Implement strong self-evaluation, quality assurance and improvement planning, and
- Clearly report outcomes.

What our improvement evidence for 2020-21 is telling us:**Priority Action 1 – Effectively assess, track and monitor the progress of our children and young people:**

In response to the Scottish Qualifications Authority's 'Alternative Certification Model' (ACM), we have effectively supported schools to assess and track pupil attainment in the absence of formal examinations, and to moderate assessments to ensure consistency in the standards being applied. As a result, young people have been awarded provisional results which reflect their capabilities and potential, and staff confidence in implementing ongoing assessment has increased.

We have embedded the Progress and Achievement Application across all establishments to measure Literacy and Numeracy attainment and progress. Assessment Level Progress measures (ALPs) which demonstrate progress within each level, are now well established and used with increasing confidence across all establishments. The resultant data has been utilised in all schools to support planning for learning and progression and has increased confidence in the validity of teacher professional judgements both locally and nationally in Achievement of

Curriculum for Excellence Levels (ACEL) data.

Education Officers have been trained in the use of the Progress and Achievement application to challenge and support schools' use of data during quality improvement visits. Through the Progress and Achievement application, and the engagement of Education Officers with Head Teachers and staff, we have ensured that the planning and provision of learning and teaching in all establishments is robust and based on data and intelligence.

We have also improved our capacity to track attainment by extending the scope of the Progress and Achievement data sets supplied to schools. As a result, schools are better able to measure attainment and progress over time which enhances their ability to plan improvement priorities which are evidence-based.

We have provided training and support for class teachers and middle leaders on data analysis to support data confidence and data literacy in order to ensure that a robust level of evaluation is embedded across establishments.

We have raised awareness of the Broad General Education (BGE) Benchmarking Toolkit during our data training, identifying purpose and potential to contribute to comparison and collaboration between schools on raising attainment in literacy and numeracy.

We have introduced a new digital moderation platform for BGE, initially with some small schools across Argyll and Bute (under 15 pupils). Five schools engaged with this platform in May 2021 to moderate pupil work and engage in professional discussion. The impact has been increased teacher confidence in their own judgements and a shared understanding of standards which enhances the rigour of teacher professional judgement.

We have supported all ELC settings to understand, assess, record and track Developmental Milestone data to maintain progress over time. Of those assessed in December 2020, 42% had achieved the appropriate Developmental Milestones, with the pandemic and associated disruption to face to face learning having an impact. Since a return to face-to-face learning in ELC settings the service is on track with achieving its target of 78% for June 2021.

Within Gaelic Secondary Education, several sharing of standards verification exercises including verification of candidate evidence for all levels of GLE and GME have been undertaken by all schools providing Gaelic Education within Argyll and Bute. The impact has been to build confidence in teacher judgement and to build curriculum links across schools within and across local authority boundaries.

Priority Action 2 – Implement strong self-evaluation, quality assurance and improvement planning:

We have ensured that school improvement planning is informed by and linked closely to Our Children, Their Future and Scottish Government advice and guidance to support schools as they recover, renew and improve following the period of the Covid-19 pandemic. The recently reviewed School Improvement Planning process delivers excellent coherence between individual establishment plans and the local and national

contexts and Head Teacher feedback is positive in terms of format, content and ease of use for teams of staff working all across the local authority area.

Support and training in School Improvement Planning has been delivered in session 2020-21 to further enhance the quality and robustness of these documents and stress their role as drivers for improvement. School Improvement Plans and Standards and Quality Reports have been rigorously quality assured resulting in confidence in establishments' self-evaluation and their use of data to identify relevant and focused priorities which are measured and evaluated throughout the session.

Although HMIE and Care Inspectorate inspection activity has been suspended during the pandemic, those establishments inspected beforehand continue to demonstrate their capacity to respond positively to inspection findings despite the challenges of Covid-19. In session 2020-2021, Early Years settings and schools continued to be supported by Link Education Officers and an Education Officer with a specific remit for school performance and improvement, resulting in a clearer focus on quality of provision from the education service and across our establishments.

Through a planned programme of virtual quality assurance visits, Education Officers made effective use of a range of resources and evidence, including data sets available through Progress and Achievement, to challenge and support schools and drive improvements in both the experience of and outcomes for our children and young people.

The introduction to the School Improvement Planning template of a Gaelic-specific section has allowed schools providing Gaelic Medium education to plan strategically around unique Gaelic priorities. Such schools have indicated the benefit of the introduction of this planning tool, and the initiative has been shared nationally via the Bòrd na Gàidhlig.

The Educational Psychology Service (EPS) reviewed and updated approaches to seeking the views of children and young people, parents / carers, educational establishments and partners via analysis of approaches used across Scotland to explore best practice around wellbeing and health. As a result, specific questionnaires have been developed and circulated to seek views in relation to core service issues including mental health needs and remote delivery of support-based services. Information from these questionnaires will be made available on the service GLOW blog, taking a 'you said, we did' approach in order to evidence the steps taken to address the needs of our key stakeholders.

Priority Action 3 – Improve our approach to clearly reporting outcomes:

Schools are working effectively in partnership with parents/carers, through the use of digital platforms, to share key information about children and young people's progress, achievement and wellbeing. Effective digital channels are now in place in all schools to allow parents to convey their views on how the school communicates with them about their children.

The knowledge, understanding and expertise of Central Officers and Head Teachers are being effectively harnessed to inform the reporting of outcomes to elected members and the Scottish Government, particularly around the impact of the

pandemic on vulnerable children, young people and their families. The authority's reporting to the Scottish Government on performance across Education is underpinned by rigorous quality assurance of communicated data.

We have built on the implementation of the Progress and Achievement application to ensure continued improvement in the quality of reporting to parents within our secondary schools. Training has been delivered to all relevant teaching staff to ensure accurate and consistent use of this application.

We continue to refine our approaches to reporting performance data to our elected members within the corporate governance framework.



KEY OBJECTIVE 3:	ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED
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What is this?

In Argyll and Bute, we work together to ensure children and young people experience a positive start that supports and nurtures and which builds firm foundations for later life, leading to more positive outcomes and increased opportunities for success.

Why is this important?

We know that children develop faster in the first few years of life than at any other time and therefore, to have the greatest positive impact on children and ensure we tackle potential disadvantage, this is a priority area for us.

Within Argyll and Bute's Education Service we will ensure children have the best start in life and are ready to learn through our **priority actions**:

- Provide high quality Early Learning and Child Care and
- Work with parents, families and partners to ensure that the needs of our youngest children are met as effectively as possible.

What our improvement evidence for 2020-21 is telling us:

Priority Action 1 – Provide high-quality Early Learning and Child Care:

The commitment to challenge and support all ELC establishments to achieve Level 4 (Good) or better in Care Inspectorate inspections through developing strong leadership skills was affected by the suspension of inspections due to COVID-19. As a result there is a renewed focus on this target.

Our Early Years curricular framework, *The Three Asset Approach*, was implemented across settings delivering 1140 hours of ELC. The result has been improved quality in learning partnerships, greater pupil engagement with their own and others' cultures and increases and improvements in outdoor learning provision as part of the Early Years learning experience.

Consultations with parents on the success of the roll out of 1140 hours indicate that there is a high level of satisfaction in the three areas where the offer was established prior to August 2020. We are now delivering 1140 hours of ELC in every setting in Argyll and Bute. We are on track to ensure there is capacity to fully respond to increased demand for 1140 hour places in all localities by August 2021. Catering services have been introduced in some settings ahead of full roll out in August 2021.

Staff from all ELC settings engaged in centrally delivered CLPL, and staff from almost all settings engaged with sessions on the Early Years training calendar. Most settings engaged in a series of online training sessions to ensure practitioners and managers are familiar with 'Realising the Ambition' and how it should be used to secure improvements for our children and young people and this has had a direct impact on

the delivery of a high quality experience for our children.

We have invested extensively to improve ELC indoor environments and associated training has been provided to ensure that our curriculum planning fully utilises all available resources.

We have developed our own in-house training course on Outdoor Learning which has been verified by SQA, and have delivered training to all Cluster Lead Officers in order to promote this approach across all areas and deliver an equitable experience across Argyll and Bute. Cluster Leads have started to model and develop practice in outdoor learning in locality settings in line with Argyll and Bute's 'Three Asset' early years curriculum.

Priority Action 2 – Work with parents, families and partners:

Progress has been made by the Educational Psychology Service (EPS) in developing a new management information system to inform strategic developments around meeting the needs of children, young people and families. As a result, the appropriate data will be available to practitioners to implement the most effective interventions with children and their families in our ELC settings.

Further development and support of the Family Learning Framework to the localities was delayed as a result of COVID-19 and related restrictions on in-person delivery. However the Early years Team supported all settings to deliver a wide range of family learning experiences remotely during periods of lockdown, ensuring that our youngest children continued to engage with learning their peers during periods of lockdown.

All settings have engaged in high quality ELC–P1 transition projects in partnership with schools. These projects were overseen centrally by the Early Years team however were planned at local level with partners to provide activities for children tailored to specific local circumstances and needs.

Weekly delivery of Gaelic Bookbug sessions via digital technology have been well-received and up-take has been consistently high with families joining from across Argyll and Bute and as far away as Canada.

Additionally, weekly Gaelic4Parents sessions were delivered online with levels of engagement so high, sessions required differentiation for beginners and intermediate speakers.

KEY OBJECTIVE 4:	EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE
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What is this?

This is the progress our young people make in securing sustained positive destinations in employment, training or further/ higher education when they leave school and in the years immediately following.

Why is this important?

For our population in Argyll and Bute to grow through economic development, our industries need a workforce with the right skills, attitudes and capacities. Positive destinations information will inform us about how successful young people in Argyll and Bute are when they leave school. This will also tell us about the choices young people make and the difference in positive destinations between those from the most and least disadvantaged backgrounds.

Within Argyll and Bute's Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our **priority actions**:

- Equip children and young people with skills for learning, life and work;
- Promote enterprise and entrepreneurship, and
- Support lifelong learning.

What our improvement evidence for 2020-21 is telling us:

Priority Action 1 – Improve our approach to equipping children and young people with skills for learning, life and work:

In almost all schools, skills for learning, life and work are embedded in curriculum planning and everyday learning. All schools can demonstrate partnerships with other agencies and employers which advance learners' skills for employability and work.

We have used Scottish Government funding to employ Developing the Young Workforce (DYW) Cluster Leads, to support all secondary schools in furthering links with business and industry and improve the development of employability skills in young people.

The Covid-19 pandemic provided significant challenge to the authority review of DYW strategy and resultant action plan. However, the management responsibility for Senior Phase and working to ensure positive destinations for young people post-school were reviewed and brought under one remit, to ensure coherent, consistent progress is made in raising attainment and supporting young people to fulfil their potential, regardless of place or context.

Covid-19 also impacted on the delivery of work-based learning including work placements and the practical element of college courses. Priority was given to pupils accessing a work placement as part of a Flexible Learning Plan that offered a positive destination and protocols were implemented to ensure vulnerable young people did

not miss a potentially life changing opportunity.

An internal audit report on Work Placements was completed in March 2021. The audit process involved almost all secondary schools and concluded that internal procedures, governance and the management of risk are reliable. Some recommendations to further improve to the provision of work placements were also included within the audit report, and these have been taken forward.

The establishment of a Rural Skills Group is currently at an early stage of inception as a result of the pandemic, with an inaugural meeting held and consideration being given to offering rural and land based training when possible. This provides a direct link to the context of Argyll and Bute and will encourage our young people to invest in a future in their own local area.

For Gaelic Medium learners, Gaelic Medium careers interviews took place in Dunoon Grammar School in December 2020 and were very well received by Gaelic pupils. A Gaelic Careers Fayre in collaboration with SDS for Students of GLE and GME was also delivered online, ensuring that learners within GME have access to language and subject specific careers advice and training which is in line with the experience of their English Medium peers.

Priority Action 2 – Promote enterprise and entrepreneurship:

Schools in Argyll and Bute continue to demonstrate, despite this sessions' restrictions, a focus on skills for life, learning and work. There has been valuable work carried out involving the DYW Board and the DYW Secondary Group to encourage a greater level of collaboration between the Business and Education sectors. A joint meeting explored perceptions, demands, issues and agreed priorities, and work in this area will continue into session 2021/22.

Some schools have developed strong partnerships with communities and local businesses to plan individual activities and projects to develop key life skills. Within the Helensburgh and Lomond area, Heron Brothers, the company delivering the new Waterfront Development, have worked collaboratively with central team officers and eight local schools to provide high quality learning opportunities which develop entrepreneurial and enterprise skills. Central Education Officers have worked with the

Digital Learning Team to ensure such opportunities are available to pupils in other areas of the authority via digital technology which ensures equity of opportunity for those in our more rural localities.

In partnership with Inspiralba and the Argyll and Bute Youth Forum, Community Learning employed a Youth Participation Trainee for 12 months. Part of their remit was to promote Social Enterprise as an option for young people in Argyll and Bute.

Additionally, various digital resources have been developed to promote employment and enterprise opportunities within Argyll and Bute including "STEM Journeys in Argyll" a video on STEM careers within the region and a series of DYW Videos including enterprise and entrepreneurship. Again, these are accessible for learners across the Argyll and Bute region.

Priority Action 3 – Support lifelong learning:

It was a challenging year for young people in terms of placements and delivery in the Foundation Apprenticeship programme. Despite this, there was a high uptake for the Foundation Apprenticeship programme with 26 students starting on both the one-year and two-year programmes in August 2020. A further five Modern Apprentices were recruited to work in ELC. As a result of our continued drive to provide opportunities for young people to train locally, we are ensuring sustainability in our provision to families, “growing our own” educationalists for the future and are actively encouraging employment and economic growth within Argyll and Bute.

The Community Learning and Development Team have actively participated in Covid-19 response within their communities including contributing to School Hubs, food delivery, call handling and transport.

The team have continued to deliver learner provision throughout the Covid-19 pandemic. They adapted to the use of blended and online provision to offer a range of activities including social, learning and wellbeing programmes and this has had a positive impact on children and families across the region.

Accessing online resources and platforms has become an essential for people to access public services, connect with family and friends and contribute towards reducing social isolation and loneliness. In Argyll and Bute the Community Learning response to digital needs has been through two projects: Connecting Scotland and Digital Connections. Between the two projects over 379 new devices and 220 refurbished devices have been distributed to vulnerable individuals and families in order to provide them with the opportunity to participate in and access the services available to support them.

A new Community Learning and Development (CLD) Partnership has been established and is working towards the production of an Argyll and Bute CLD Partnership Plan for 2021-2024, to be published in September 2021. Learner, partner and community consultation is underway and will set the strategic priorities and targets for the plan.

KEY OBJECTIVE 5:	ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT
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What is this?

Partnership working and community engagement focuses on ways in which parents and carers, families and professionals work together to support children and young people's learning.

Why is this important?

We recognise that most of a child's development takes place out with our schools and ELC settings; therefore the role of families and carers is critical to ensuring our children and young people succeed. It is important that we empower parents and carers to be part of the decisions that are taken in respect of their children's education and development and to work alongside the staff in each school on improvement planning. It is also vital to engage parents and carers in dialogue around the work of education authorities, new approaches to learning and ultimately their role in their children's education. We must ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments.

Within Argyll and Bute's Education Service we will strengthen parental and community engagement through our **priority actions**:

- Develop and strengthen parental engagement and participation;
- Improve the curriculum links between schools and colleges;
- Develop and strengthen partnerships with business and the community, and
- Work together to secure improvement.

What our improvement evidence for 2020-21 is telling us:**Priority Action 1 - Develop and strengthen parental engagement and participation**

The Parental Advisory Group was piloted this year with representation from schools in different contexts across the authority (rural, urban, large, small, island), meeting to collaborate on the development of a Parent Council Toolkit website to support Parent Councils in their work to support schools. The website was launched in April and its effectiveness will be evaluated in session 2021/22.

All Parent Councils received three electronic Parent Council Update Newsletters with information to support their work with schools. Engagement with these newsletters increased with each publication.

Central Team staff developed a survey to gather the views of parents on the reopening of schools in August 2020. 4,065 parents took part with results being shared with Parent Councils via the Parent Council Newsletter. Results were also shared with all

Head teachers. The views of parents/carers were implemented in planning for the reopening of schools in August 2020.

Central Officers collaborated with Scottish Parental Involvement Officers Network (SPION) to build levels of engagement and they co-created, in collaboration with Northern Alliance and Education Scotland, a Creative Conversations series on Parental Engagement.

Extensive consultation with parents/carers, children and young people and partners has been held to support the creation of the Community Learning Partnership Plan 2021-2024. In this way, the views of stakeholders have been central to planning for the next three years.

Parental surveys for Gaelic Education were undertaken culminating in a designated area on the Argyll and Bute website signposting national Gaelic learning resources for all ages, including adults, with the aim of empowering parents and carers in supporting their Gaelic medium learners.

A stakeholder survey on remote engagement with the Educational Psychology service has been circulated and completed across groups, including feedback from young people and parents / carers, with feedback informing delivery of services for the coming session.

In addition, Educational Psychologists have trialled cluster consultation for small schools. Where this has taken place the feedback has been positive. This approach is aimed at providing increased access to the service through consultation, with the additional benefit of the provision of peer support across the group.

The Instrumental Music Service (IMS) has undertaken a comprehensive consultation with service users evaluating the delivery method – during COVID and pre-COVID - the results of which will inform the 2021/22 post-COVID model.

Priority Action 2 – Improve our approach to improving the curriculum links between schools and colleges

Work began in 2020-2021 to develop common timetables between secondary schools. This will allow curriculum areas and subjects to be accessed between schools, using digital technology, broadening the range of subjects and qualifications available to young people. Common timetables will support schools and our partner Further Education (FE) Colleges to maximise the number of young people able to access FE courses across Argyll and Bute, and will support more young people into positive destinations.

Priority Action 3 – Improve our approaches to developing and strengthening partnerships with business and the community:

Almost all secondary schools have continued to maintain at least three school employer partnerships over the last year, although COVID-19 restrictions have created challenges for young people's engagement with business and employers. The planned audit of business partnership was delayed by COVID-19 restrictions and will form part of the work of the newly appointed Developing the Young Workforce Co-

ordinators.

Argyll and Bute's Parental Engagement and Involvement Strategy 2019-2021 has continued to guide our delivery of strategic improvements in building parental buy-in, and has informed ongoing progress in working with parents/carers to secure improvement including the Parental Advisory Group.

The Instrumental Music Service has strengthened partnership between schools and the Youth Music Initiative (YMI) through the development and delivery of the 12 hour project, which aims to bring Music Instructors into schools to provide 12 hours of music-focused education to pupils in partnership with teachers. Several instructors have delivered the programme in schools. Feedback and evaluations from teachers and pupils have been positive.

Priority Action 4 – Improve our approach to working together to secure improvement:

This session, despite restrictions, we have made progress in our approach to Care-Experienced children's welfare and attainment through delegation of development and coordination of this area to the Education Lead for Care Experienced children and young people who is working with Head Teachers. The collection and analysis of data relating to Care-Experienced children and young people's attendance, exclusions, presentation for qualifications and attainment has been central to planning and interventions to support young people. The result has been a greater foregrounding and understanding of the attainment and welfare of this group of learners, and an increased focus on their progress into positive destinations post-school.

In addition, the Youth Advisory Panel was developed to take forward a Quality Improvement approach in ensuring children and young people have a voice in service planning of the Children and Young People Service Plan (CYPSP) 2023-26. A young person friendly animation explanation of the CYPSP was developed with a focus on ensuring the CYPSP is understood by our young people, thus supporting a deeper engagement with the plan amongst our children and young people.

KEY OBJECTIVE 6:	STRENGTHEN LEADERSHIP AT ALL LEVELS
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What is this?

Excellence in school leadership improves the quality and impact of learning experiences for children and young people and develops the abilities and capacity of staff within schools at all levels. Strength of teacher professionalism improves the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement. In Argyll and Bute we have provided professional learning opportunities at all levels from pre-career entry through to Head Teacher development and beyond, ensuring staff in Argyll and Bute have quality experiences and development opportunities. During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally, it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to "Grow Our Own" teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities to ensure that there are enough teachers and leaders with the requisite skills to guarantee our schools are sustainable and thrive within their local communities. Pupil leadership is important within the learning context and all schools encourage the pupil voice.

Why is this important?

Strong leadership across our Service helps ensure that all children achieve the best possible outcomes through the highest quality of learning and teaching. In Scotland we have a highly professional graduate teaching workforce with high professional standards set by the General Teaching Council for Scotland (GTCS). In Argyll and Bute we want to continue to improve the professionalism of all of our education staff, and the quality and impact of their professional learning, to improve children's learning and the outcomes they achieve.

Within Argyll and Bute's Education Service we will strengthen leadership at all levels through our **priority actions**:

- Focus on effective educational leadership;
- Promote career long professional development for all staff;
- Provide professional learning opportunities for front line services

What our improvement evidence for 2020-21 is telling us:**Priority Action 1 – Focus on effective educational leadership:**

We have expanded our leadership opportunities for staff through our work with our Northern Alliance partners and associated leadership Workstream.

Continued representation and participation digitally, in both the *Scottish Professional Learning* and *Education Scotland Professional Learning and Leadership Networks* means that our staff increasingly benefit from the most up-to-date and relevant opportunities for Career-Long Professional Learning (CLPL), regardless of geographical location..

Despite the pandemic, we have successfully supported the development of leadership at all levels and with an increase in the number of staff accessing these regional and national opportunities.

In addition, we have worked in collaboration with colleagues from our own authority, Northern Alliance, Education Scotland, SSSC and GTCS, to co-ordinate and provide access to coaching CLPL which meets the needs of all staff, from ELC through to Secondary.

Feedback from our own Local Authority coaching provision, targeted at Senior Leadership Teams (SLT) delivering Professional Review and Development (PRD) with colleagues, was extremely positive and attendees responded that their PRDs had been more productive on the whole.

In addition, the authority successfully received Professional Update verification from the General Teaching Council Scotland (GTCS) in March 2021, refreshing our policy and guidance in collaboration with all stakeholders. This ensures that the authority has a rigorous and effective PRD process in place and our work in validating the quality of our workforce delivery is recognised and endorsed by GTCS for the forthcoming five years.

Members of the Early Years Team are in the closing stages of completing the Bachelor of Arts in Childhood Practice or Post Graduate and Masters Qualifications to develop leadership across Early Years as well as supporting student Nursery practitioners from Argyll College to gain their qualifications. This has increased capacity and developed key skills in leadership needed to deliver the ELC expansion to 1140 hours.

The Probationer Teacher training programme was delivered online this year by the Probationers Team with almost all newly qualified teachers achieving the Standard for Full Registration. There will be a strong recommendation that this year's cohort complete Education Scotland's Stepping Stones programme that supports teachers in the early years of their career.

Five Middle Leaders have participated in Education Scotland's Middle Leadership programme. Opportunities for aspiring Head Teachers and experienced Head Teachers have continued to be offered and take up has been consistently strong. Six candidates from both Primary and Secondary schools across Argyll and Bute have been successful in gaining a place on Into Headship, the statutory qualification required to become a Headteacher. This supports growing our own and succession planning.

Priority Action 2 – Promote career long professional development for all staff:

A clear and targeted focus on delivery of remote learning and supporting return to school in terms of staff and pupil wellbeing has been at the core of development in professional learning this year, to support our staff to support pupils and their families.

Support systems and induction processes for newly appointed Head Teachers were implemented in 2020-21 and will be developed further in Session 2021/22.

We have improved the leadership opportunities for staff across the authority and have increasing numbers of staff involved with both the University of the Highlands and

Islands (UHI) and Excellence in Headship. We will benefit further from the development of the CLPL Strategy Group to allow for an increase in the frequency of information shared about Leadership and CLPL opportunities. The CLPL group was paused due to the pressures on schools during the pandemic but will become a focus next session, and will facilitate reporting on the impact of educational leadership learning across Argyll and Bute

Professional Learning has been delivered to teachers as part of the Creative Learning projects, resulting in broadening approaches to literacy activities and developing and encouraging young people's response to art works and their context.

The local authority has maintained numbers who have attained The Standard for Headship through the Into Headship course in partnership with UHI and also have a strong cohort of six staff going forward for study 2021-22.

For the first time, we have three current Head Teachers nearing the completion of In Headship, an accredited programme delivered by UHI which builds towards a Masters in Leadership degree. We hope to build on this success in the next academic year.

Experienced Head Teachers have had further formal development opportunities: five colleagues participated in Excellence in Headship 2021-22, joining the other 19 colleagues who have joined in previous years and one is completing the Head Teachers Stretch Programme with Education Scotland.

All Head Teachers have had the opportunity to engage individually with a qualified coach and psychologist who has supported them since January 2021. Feedback has been overwhelmingly positive around this work.

Priority Action 3 – Provide professional learning opportunities for front line services:

The Digital Learning team increased their CLPL offering to ensure that school and ELC staff had the capacity to deliver remote and blended delivery models as required throughout the session, with more than 1000 staff engagements with their weekly webinar sessions over the 12 month period April 2020 – April 2021.

Similarly, Glow usage, a national platform enabling education staff to deliver online learning safely, increased significantly since February 2020 with peak usage being in January 2021, where there was a 941% increase in G Suite usage, with nearly half a million sessions delivered.

A suite of training was provided for individual schools and centrally, including supporting children and young people to return to school following unprecedented periods of lockdown, Trauma-Informed Practice and focuses on autism and anxiety.

In addition, the Inclusion and Equality (IE) team further developed the skills and knowledge of key frontline staff including managing de-escalation techniques, understanding and supporting children with ADHD and using technologies to support learning leading to an increased ability to support the severe and complex needs of our most vulnerable children and young people.

Priority Action 4 – Maximising the Use of Resources

Through enhanced use of digital channels and platforms, communication of available CLPL opportunities and associated learning resources have been improved, ensuring improved consistency and equity in the availability of professional learning opportunities for education staff.

The Digital Learning team deployed 100% of 1356 devices made available via the Scottish Government digital inclusion grant to support learners who were experiencing digital poverty as a result of hardware availability. Schools reported this assisted greatly in closing the digital equity gap.

In addition, 100% of 254 connectivity solutions made available via the Scottish Government digital inclusion grant were deployed to support learners who are in digital poverty as a result of connectivity issues.

6.2 IMPROVEMENT TARGETS FOR SESSION 2021-22

For session 2021-22 we will focus on recovery, renewal and improvement within our local context and circumstances. Supporting the health and wellbeing of our children and young people and staff; identifying and intervening in potential gaps in learning; having a trauma-informed workforce; closing the poverty-related attainment gap; and ensuring that we are resilient and adaptable in responding to any future crises are central to our improvement planning. To reflect and respond to the changing national, regional and local context and priorities for Education we will review and renew our Education Vision and Strategy – “Our Children, Their Future” in collaboration and engagement with all of our stakeholders.

We will focus our improvement planning for 2021-22 around the four key priorities of the National Improvement Framework:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people’s health and wellbeing; and
4. Improvement in employability skills and sustained, positive school-leaver; destinations for all young people.

Improvement in attainment, particularly in literacy and numeracy

To aid recovery and improve attainment we will track and monitor both the short and longer term impacts of Covid-19 on our children and young people’s learning and take action through the use of data to mitigate the effects. We will continue to develop the data analytical, evaluation and quality improvement skills of our staff so they can make evidence-based decisions to raise attainment, particularly in literacy and numeracy.

We will identify and offer high quality career long professional learning (CLPL) based on current research alongside our Northern Alliance and Education Scotland partners ensuring access for all practitioners to develop a shared understanding and delivery of high quality pedagogy and learning experiences.

The Service will respond to the independent review of Curriculum for Excellence conducted and reported upon by the Organisation for Economic Co-operation and Development (OECD). The Scottish Government will co-design a detailed implementation plan to be published by early September in collaboration with practitioners, learners, parents and other key stakeholders. The implementation plan will set out the roles and responsibilities of all involved in delivering improvements, and the indicators to be used to measure progress and undertake systematic reviews of implementation. The Scottish Government response to the OECD review can be accessed using the following link:

[Curriculum for Excellence: Scottish Government response to OECD Review - gov.scot \(www.gov.scot\)](https://www.gov.scot/curriculum-for-excellence-scottish-government-response-to-oecd-review)

The Service will respond to the CfE implementation plan once published to deliver improvements across our schools reflecting the uniqueness of our communities.

We will further develop our e-Learning model working with our College partners, Northern Alliance partners, e-Sgoil, and as part of the National e-learning Offer, widening access to the curriculum and increasing resilience in terms of teaching capacity and our ability to respond to any future crises. CLPL for our staff will continue to be integral to this development and will be planned and implemented as required.

To ensure that workforce development delivers the capacity to achieve our educational vision and strategy for all our children and young people we will continue to collaborate for improvement with national, regional and local partners. To aid recovery we will monitor both the short and longer term impacts of Covid-19 on our staff's health and wellbeing and take action as required to mitigate the effects ensuring that staff are equipped to continue to undertake their professional duties.

Closing the attainment gap between the most and least disadvantaged children

We will continue to address disadvantage and deprivation to close the attainment gap by analysing data to inform a strategic overview of attainment for disadvantaged groups across the Local Authority, and allow effective, targeted interventions. Through this approach we will develop a shared understanding of how poverty is affecting families within their context and place.

With regard to PEF interventions we will continue to work with schools to further develop deeper analysis of what is working well and share this across our schools and ELC settings to the benefit of a greater number of children and young people. This will include both local and national intelligence around successful interventions.

Following on from the Independent Care Review 2020, we will continue to work collaboratively with our Health and Social Care Partners (HSCP) to implement "The Promise Scotland" to support shifts in our policy, practice and culture for our care experienced infants, children, young people, adults and their families so that every child grows up loved, safe and respected and able to realise their full potential.

Improvement in children and young people's health and wellbeing

To aid recovery we will monitor both the short and longer term impacts of Covid-19 on our children and young people's health and wellbeing and take action as required to mitigate the effects and improve outcomes. We will focus on mental and emotional wellbeing, attendance, exclusions and transitions between and across stages of learning.

We will declare our commitment to educating our children and young people around their right to be valued, respected and treated with dignity in alignment with UNCRC legislation.

We will continue to implement our strategy to build a trauma informed and responsive workforce across our local authority services to make a difference to the lives of children and young people, parents and carers and our staff.

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

In the Senior Phase (S4-S6) we will continue to review and refine learning pathways to ensure that we meet the needs of all learners and deliver personalisation and choice which will support young people transition to their identified positive destination. Through our Education Change programme we will improve our capacity to use our digital networks and digital skills to develop and deliver a flexible curriculum to ensure equity for all learners regardless of place or context.

To support our young people to their identified destination we will continue to ensure that skills for life, learning and work are a key feature of curriculum planning and delivery across all contexts for learning. Within this context we will recognise, identify and share effective practice from within Argyll and Bute, the Northern Alliance and across Scotland to promote local and national opportunities for developing enterprise and entrepreneurial skills in schools.

In collaboration with our Arm's Length External Organisation (ALEO) partner, Live Argyll, we will implement the Community Learning and Development Strategic Plan, to promote and foster the adoption of lifelong learning whilst measuring and evaluating the impact of such learning on our families and communities.

CONCLUSION:

This Education Plan has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2000 taking full account of the requirement to:

- Put in place the necessary arrangements to analyse the outcomes of the 2020/2021 Annual Education Plan and report on progress;
- Publish the Annual Education Plan for 2021/2022 responding to the requirements of the National Improvement Framework (NIF) for Scottish Education;
- Implement the Annual Education Plan for 2021/2022 incorporating our local plans and priorities as set out in ***Our Children, Their Future***.

SECTION SEVEN: GLOSSARY OF TERMS

ASL	Additional Support for Learning
ASN	Additional Support Needs
Aifl	Assessment is for Learning
BGE	Broad General Education
BWG	Education Service Budget Working Group
CEYP	Care Experienced Young People
CfE	Curriculum for Excellence
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
COSLA	Convention of Scottish Local Authorities
DSM	Devolved School Management
ELCC	Early Learning and Childcare Centres
EPS	Educational Psychology Service
ESOL	English for Speakers of Other Languages
FE	Further Education
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child
GTCS	General Teaching Council (for Scotland)
HE	Higher Education
HGIOS4	How good is our School 4
HGIOELC	How Good Is Our Early Learning and Childcare
HMIE	Her Majesty's Inspectorate of Education
LAC	Looked After Children and Young People
NAR	National Assessment Resource
NIF	The National Improvement Framework
NPF	National Performance Framework
PATHS	Promoting Alternative Thinking Strategies
PEF	Pupil Equity Funding
PSE	Personal and Social Education
SAC	Scottish Attainment Challenge
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit Qualifications Framework
SCRA	Scottish Children's Reporter Administration
SEN	Special Education needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SRA	Shared Risk Assessment
SSSC	Scottish Social Services Council
SVQ	Scottish Vocational Qualification
UCAS	Universities and Colleges Admissions Service
UNCRC	United Nations Convention Rights of the Child
VLE	Virtual Learning Environment
VSE	Validated Self Evaluation

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ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
25 AUGUST 2021

LEARNING ESTATE STRATEGY

1.0 EXECUTIVE SUMMARY

- 1.1 In 2018 the Scottish Government published a Learning Estate Strategy (LES) to set out a joint vision for the learning estate of the future 'Connecting People, Places and Learning'
- 1.2 In line with this National strategy being produced, the Education Change Programme identified Education Learning Estate as a work stream which would produce a bespoke Learning Estate Strategy for Argyll and Bute.

2.0 INTRODUCTION

- 2.1 As part of the Education Change Programme a project board was established to develop a Learning Estate Strategy. Members of the board was made up of cross section of Council services who contributed to the layout and content of the document that has been prepared for approval.
- 2.2 This document sets out the agreed guiding principles for the Argyll and Bute Learning Estate Strategy that aligns with those of Scottish Government. It also confirms the current position of the school estate, projected school rolls and summarises the investment priorities.
- 2.3 This strategy document will lay out the methodology used in relation to school roll forecasting, the statutory process in relation to closing/mothballing and re-zoning a school, the capital investment programme up until 2024 and the future priorities for the Learning Estate.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee consider this paper and agree that it is adopted as the Learning Estate Strategy for Argyll and Bute Council

4.0 DETAIL

- 4.1 The aspiration of the Education Service within Argyll and Bute is to ensure that this is the best place in Scotland for our children to grow up. Our vision is that *together we will realise ambition, excellence and equality for all*. These are

ambitious statements which require supporting strategies in order to help achieve these outcomes.

- 4.2 The Learning Estate Strategy will support the Education Service achieve 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 estate across Argyll and Bute which aligns with the National Learning Estate Agenda
- 4.3 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
- 4.4 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

4.5 Capacity Guidance

The Scottish Government has developed guidance on how to determine the capacity for primary schools (this was one of the recommendations from the Commission on the Delivery of Rural Education). The aim is to improve consistency and transparency across authorities, improve benchmarking and assist in discussions with housing developers regarding contributions to improve/extend the school estate. In particular it is proposed to establish a planning and working capacity. Cognisance should be taken of this guidance when developing a strategy and specific proposals. This work was completed during the development of this Learning Estate Strategy 2019-21.

4.6 School Roll Projections

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.

4.7 Educational Benefits

The Schools (Consultation) Scotland Act 2010 Act requires that educational benefits should be at the heart of any proposal to make a significant change to schools. It specifies that the local authority must, for all consultations, prepare an Educational Benefits Statement and publish it within the proposal paper. The statement must consider current and future pupils of any affected school, current users of its facilities and the pupils of other schools in the authority's area; and also to explain how the authority intends to minimise or avoid any adverse effects of the proposal.

It is also important to consider the effect upon educational benefit of those schools exceeding 100% capacity.

4.8 Schools (Consultation) (Scotland) Act 2010

The Act establishes a consultation process in respect of school closures and other specified major changes that affect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014, and the final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides for Scottish Ministers to 'call in' a local authority decision; special safeguards for rural schools and sets out a five stage consultation process, including the preparation of an Educational Benefit Statement.

Scottish Government has provided further guidance for Local Authorities on the Act.

This guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information and ensure any proposal demonstrates educational benefits before Item: 7 Page: 37 consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the authority should demonstrate what it has done to tackle this within any proposals. The authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools.

At a Full Council meeting on 14th June 2011 members agreed not to commence any further application of the Schools (Consultation)(Scotland) Act 2010 until such time as new legislation is in place. This would not include schools that had no pupils or were currently mothballed.

Another aspect to consider is changing a school status to mothballed:

In considering alternatives to closure, authorities may choose to consider "mothballing" a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances, for example, when a school roll falls very low, the authority may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

4.9 Outdoor Learning

Every young person in Argyll and Bute should have regular opportunities to learn, play and be outdoors, both as part of their school curriculum and wider life. Our schools should make best use of the natural world around them to personalise and make the best of the curricula.

4.10 Catering

School catering in Argyll and Bute provides a high-quality service to Argyll and Bute's schools and pupils, with an average of upwards of 6,000 meals served daily across the estate. The provision of a catering service throughout Argyll and Bute is challenging with a wide range of school size and rural geography to accommodate. As such there are a combination of different facilities across the estate.

4.11 Overview of Current School Estate Condition/Suitability

Over recent years Argyll and Bute has successfully invested in the school estate in a sustainable way. The most recent condition and suitability surveys are attached as summary documents to the strategy document.

4.12 Community Use of Schools

All establishments within the learning estate should be first and foremost civic and community hubs. The estate should be multifunctional and facilitate both the delivery of education and the aspirations for the wider community.

4.13 Business Planning & Revenue Budget

It is important to consider revenue consequences of investment in the school estate. Given the reduction in revenue budget in the medium term, it is essential that the school estate is fit for purpose and provides best value.

4.14 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.

4.15 Future Priorities

Significant and transformative investment has been made to the majority of our secondary schools and campuses. Investment has focused on serving the maximum number of pupils and so has been targeted in recent years primarily on mainland schools.

The information collated within the LES has identified future strategic investment should focus primarily on our islands with Mull and Islay as top priority for development. If population growth and investment continue in the Dunbeg area then this will also require investment and longer term ambition would also to be to review estate in Kintyre should future funding from Scottish Government become available.

We will be progressing work on developing more detailed feasibility studies for Islay and Mull to establish the strategic business case and also affordability of both. An essential part of the feasibility will be to engage with communities at the earliest possible opportunity to ensure views on all aspects of a potential development are highlighted. This early feasibility work will provide the Council with sufficient detail later in 2021 to base a decision on whether or not funding from the LEIP3 (Learning Estate Investment Programme) is a potential option.

5.0 IMPLICATIONS

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

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

- 5.2 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
- 5.3 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
- 5.4 HR - none
- 5.5 Fairer Scotland Duty: None
- 5.5.1 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.
- 5.5.2 Socio-economic Duty – none
- 5.5.3 Islands – none
- 5.6. Risk – none
- 5.7 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

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Appendix 1 – Argyll & Bute Learning Estate Strategy 2020-2030



ARGYLL & BUTE

LEARNING ESTATE STRATEGY 2020-2030



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2. Foreword

The aspiration of the Education Service within Argyll and Bute Council is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that **together we will realise ambition, excellence and equality for all.**

These are ambitious statements which require supporting strategies in order to help achieve these outcomes.

This Learning Estate Strategy will support the Education Service to 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.

3. National Outcomes

Scotland's Learning Estate Strategy: Connecting People, Places and Learning.

The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy '*Scotland's Learning Estate Strategy: Connecting People, Places and Learning*'. The National strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland. This vision is for: '**A learning estate which supports excellence and equity for all**'.

The National Learning Estate Strategy is aligned to the education policy aims set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

The specific National outcomes to which the strategy primarily relates are:

- We grow up loved, safe and respected;
- We are well educated, skilled and able to contribute to society;
- We are healthy and active;
- We live in communities that are inclusive, empowered resilient and safe;
- We have thriving and innovative businesses with quality jobs and fair work for everyone; and
- We have a globally competitive, entrepreneurial, inclusive and sustainable economy.

Our learning estate should support the three key national education and skills priorities:

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Developing the Young Workforce (DYW)

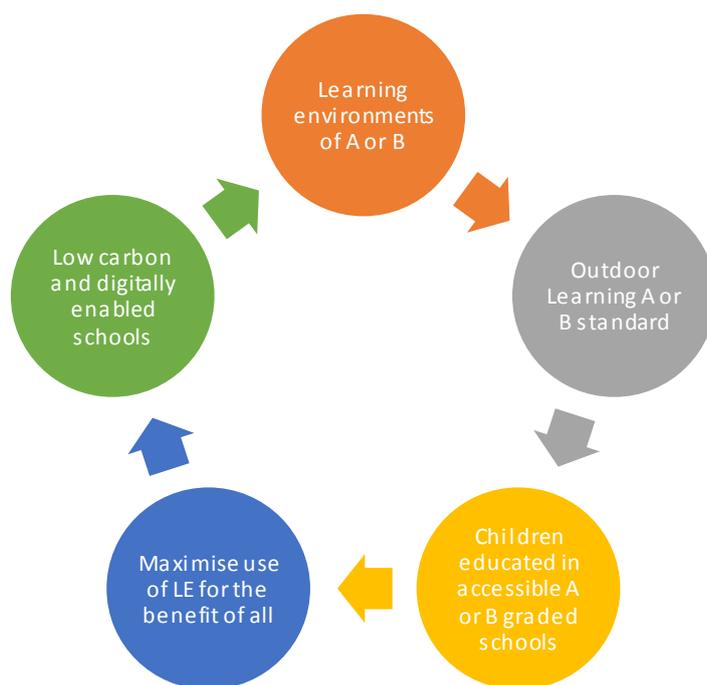
The National strategy sets out ten guiding principles as outlined below:

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.

These National outcomes form the basis of the Learning Estate Strategy for Argyll and Bute Council and will remain at the core of all decisions that are made in relation to our Learning Estate.

4. Argyll and Bute – Guiding Principles



Following workshops held with

Senior Leaders from a cross sector of partners within Argyll and Bute Council in 2019 (Property Services, Legal Services, Education, Customer Services and Directorate) the following guiding principles have been agreed for the Argyll and Bute Learning Estate Strategy:

- Learning environments in all schools should have a suitability grading of A or B
- High Quality Outdoor learning for 2-18 to be A or B standard for suitability
- Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability
- Argyll and Bute will maximise the use of the learning estate to benefit the wider community
- Future developments within our learning estate will create low carbon and digitally enabled schools and campuses

5. Argyll and Bute School Estate - Current Position

Background

Development of a clear learning estate strategy has been identified as a priority for Argyll and Bute Council to ensure that our learning estate support 'excellence and equity for all' as per the National vision.

Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings, including:

- Childminding
- Early Learning and Childcare
- Primary Schools
- Gaelic Units
- 3-18 Schools
- Joint Campus
- Secondary Schools
- Special School
- Youth Services
- Partnerships with local colleges and Esgoil

As at census 2020 the school population of Argyll and Bute consists of: 5621 Primary Pupils, 4597 Secondary Pupils and 25 pupils educated with our Special School. There are currently 73 Primary Schools (7 of these with Gaelic Units), 10 Secondary Schools and 1 Special School. 54 of our Primary Schools have an Early Learning and Childcare setting attached to them with a population of 907 pupils. The make-up of these schools are as follows:

- Stand-alone primary schools: 68
- Stand-alone secondary Schools: 5
- 3-18 schools – 4
- Joint Campus – 1
- Gaelic Units – 7
- Early Year and Childcare establishments – 54
- Stand-alone nurseries - 2
- Special Schools – 1

5.1 School Rolls

49% of Primary schools within Argyll and Bute have a roll of under 30 and 17% have a roll of 10 or less. A full breakdown of the current school rolls can be found at Appendix 1.

5.2 School Occupancy

59% of Primary schools within Argyll and Bute have an occupancy of less than 50%. There are 2 primary schools that have an occupancy greater than 80%. There are 2 secondary schools

with an occupancy of 50% or less and 1 with an occupancy greater than 80%. A full breakdown of the current school occupancy rates can be found at Appendix 2.

5.3 School Condition Surveys

Condition is the measure of the state of the fabric of the school along with safety and security.

It is recognised that Learning Facilities in good condition can support wellbeing and signals the following to all users (pupils, teachers, staff and the community):

- That learning is a valued activity; and
- That the learning environment is a priority.

Condition has a direct impact on what goes on in the Learning Facility and is concerned with, the current state of its fabric, its safety, and its security.

Condition is assessed using The Condition Core Fact methodology as set out by the Scottish Government. Assessments are undertaken on a cyclical basis on a frequency of 1 in 5 years and additionally following significant investment. The assessment requires the gross internal floor area (GIFA) of the facility to be reported along with its condition rating. Where the facility comprises more than one building or block there is a requirement to report the GIFA and the condition rating for each of the buildings or blocks. The results from the building or block surveys are consolidated and reported on the overall area in each of the condition ratings A to D of the buildings or blocks along with the overall condition rating for the facility.

The condition rating for the learning facility is based on the following criteria:

A: Good – Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements)

B: Satisfactory – Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor – Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

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

The benefits of adopting this approach is that it:

- provides consistent data;
- allows improvements to be focused on areas of greatest need;
- enables the provision of safe buildings;
- informs spending and investment decisions;
- encourages best practice; and
- measures progress in delivering the vision and aspirations of this strategy.

The current overall condition rating of our learning facilities is shown in Appendix 3

5.4 School Suitability Surveys

It is recognised that Learning Facilities that have flexible and adaptable spaces, including outdoor spaces, which can be used to engage and inspire learners in different ways, assist with delivering the national focus of:

- Enhancing opportunities for learners and supporting their growth and development; and

- Closing the attainment gap and raising attainment.

Suitability therefore has a direct impact on what can be achieved in the Learning Facility and is concerned with whether or not a learning facility is fit for the purpose of delivering its educational curriculum.

Suitability is assessed using The Suitability Core Fact methodology as set out by the Scottish Government. Assessments are undertaken on a cyclical basis on a frequency of 1 in 5 years and additionally:

- following significant investment; or
- if there is significant change in the pupil roll; or
- if the Council considers it appropriate.

The process requires the following six areas of the facility to be assessed:

- Learning and Teaching Spaces (General)
- Internal Social Spaces
- Internal Facilities
- External Social Spaces
- External Facilities
- Learning and Teaching Spaces (Practical) – applies to secondary schools

Each of these “areas” is then rated as:

A: Good – Performing well and operating effectively (the buildings and grounds of the facility support the delivery of services to children and communities)

B: Satisfactory – Performing well but with minor problems (the buildings and grounds of the facility generally support the delivery of services to children and communities)

C: Poor – Showing major problems and/or not operating optimally (the buildings and grounds of the facility impede the delivery of activities that are needed for children and communities in the school)

D: Bad – Does not support the delivery of services to children and communities (the buildings and grounds of the facility seriously impede the delivery of activities that are needed for children and communities in the facility)

To ensure that the ratings are consistent and comparable, they should be assessed against five key ‘factors’, which have equal weighting. These are:

- Functionality e.g. shape, size, adaptability, lighting;
- Accessibility e.g. ease of access for all users,
- Environmental Conditions e.g. temperature, acoustics, ventilation, natural light, controllability,
- Safety and Security e.g. heat sources, windows, fire doors,
- Fixed Furniture and Fittings e.g. ICT infrastructure, storage, display boards, power points.

Each of the “areas” has been allocated a “weighting” so that the overall calculation for the facility should reflect the relative importance of each of the “areas”. The findings are entered into a workbook provided by the Scottish Government which calculates the overall category for the facility using both ‘major’ and ‘intermediate’ weightings.

The benefits of adopting this approach is that it:

- provides consistent data;
- allows improvements to be focused on areas of greatest need;
- enables the provision of safe buildings;
- informs spending and investment decisions;
- encourages best practice; and
- measures progress in delivering the vision and aspirations of this strategy.

Baseline suitability surveys were carried out by the School Services Support Manager and an Education Manager during 2019/20 to ensure equality in all surveys across the school estate. All schools (except 3 island schools) have been completed to date and a summary of suitability rating is shown in Appendix 4.

5.5 Outdoor learning

Every young person in Argyll and Bute should have regular opportunities to learn, play and be outdoors, both as part of their school curriculum and wider life. Our schools should make best use of the natural world around them to personalise and make the best of their curricula.

Our aims

- To ensure that all children and young people enjoy and benefit from regular outdoor learning opportunities and that these opportunities comprise of a mix of formal, informal and non-formal activities.
- To ensure that all children and young people have opportunities to take advantage of the unique environments of their communities and of the skills and interests of community members.
- That outdoor learning activities will enhance attainment in curricular areas, impact on well-being outcomes, and help children and young people develop specific outdoor and adventurous skills and attitudes as they become environmentally aware citizens and confident learners.

5.6 Digital Learning

The implementation of Digital Learning in Argyll and Bute must remain current with constant technological evolution in order to continuously be effective in providing our learners with a flexible, modern education experience that provides them with positive opportunities and outcomes both in education and for their future. An important consideration for this, therefore, is that schools should incorporate technology appropriate for a modern education establishment and the infrastructure needed to support this.

This would include: a flexible network infrastructure paired with a fast, reliable Internet connection that also offers Wi-Fi coverage across the entire school; a Skype for Business telephony system; network-capable interactive panels for classrooms and other learning spaces; and the means to support virtual learning environments (“VLEs”) in order to virtually remove the walls of a classroom and provide “anytime, anywhere” learning.

A digital learning strategy for Education is being prepared and will be available from October 2021.

5.7 Catering

School catering in Argyll and Bute provides a high-quality service to Argyll and Bute’s schools and pupils, with an average of upwards of 6,000 meals served daily across the estate. The provision of a catering service throughout Argyll and Bute is challenging with a wide range of

school size and rural geography to accommodate. As such there are a combination of different facilities across the estate.

In Argyll and Bute there are 65 kitchens which can produce and serve meals from scratch. Within this number, there are an increasing number of production kitchens which are set up to produce meals for more than one location. There are 15 dining centres in schools which are designed to offer meals which are delivered to the school on a daily basis. The food is transported from the designated production kitchen.

The service provided must comply with Nutritional Requirements for Food and Drinks in Schools (Scotland) Regulations 2020. The provision of a hot school meal is a vital part to the school day as laid out by the Scottish Government in the Education Act and the HPN (Health, Promotion and Nutrition) Act. This is not only important for the health and nutrition for the pupils, but the social aspect of school meals is a fundamental part of the school day. The Primary school meals service holds the Soil Association Food for Life Served Here Award at bronze level, which demonstrates the service's commitment to providing good quality, local, sustainable and higher welfare meals for children and young people, with a significant proportion of suppliers used being based in Argyll and Bute. The service operates within a quality framework, and holds ISO9001:2015 accreditation.

A review of Argyll and Bute's catering provision is underway to ensure that the service can continue to efficiently meet its obligations and requirements to deliver a high-quality service, fit for the future. This review will cover all aspects of service delivery, including resources, equipment, design brief and staffing.

The Scottish Government have committed to a free school meal being available to all primary pupils by August 2022 on a phased basis from August 2021. In addition, there is also a commitment for the provision of a free breakfast for all pupils and free breakfast and lunch during holiday periods. Work to implement this in schools across the Council is underway as it will have implications for dining and kitchen space across all Primary schools.

5.8 Carbon Footprint and Targets

The Scottish Government have set targets through The Climate Change (Emissions Reduction Targets) (Scotland) Act 2019 to reduce Scotland's emissions of all greenhouse gases to net-zero by 2045 at the latest, with interim targets of at least 75% by 2030 and 90% by 2040. These are ambitious targets that require all sectors to contribute and it is recognised that the public sector will play a key leadership and 'leading by example' role. Argyll and Bute Council published its first 'Decarbonisation Plan' in 2020, in which it was confirmed that the Council's emissions reduction efforts would align with national targets initially. As this and future plans develop and resource is matched to specific activities then timelines for delivery of targets will be reviewed.

Schools and other educational establishments form a significant proportion of the Council's estate and emissions arising therefrom, through use of electricity, gas, heating oil etc, contribute to the Council's overall carbon footprint. The Climate Change (Scotland) Act places a duty on public bodies to submit an annual climate change report (by the end of November for the preceding reporting year).

The Learning Estates Investment Programme contains set parameters to adhere to in relation to energy efficiency as criteria of the funding programme based on the principles of the National Learning Estate Strategy; Connecting People, Places and Learning.

The Council will also consider the way in which products are designed and procured to ensure that, where practically possible, these items can be in use for as long as possible and then re-used, repaired and recycled thus reducing the impact on our environment.

The Eco Schools Programme is an internationally recognised achievement for schools and nurseries committed to Learning for Sustainability. In Argyll and Bute all learning establishments are registered with the Eco-Schools programme.

5.9 Asset Disposal

Education management will determine the suitability of the asset and identify its requirement for current and future service delivery. Where a detailed review and analysis has taken place on the Learning Estate, the long term requirement for a particular asset is considered. Assets that are identified as surplus to the needs of the Education are passed to the Estates & Property Development Section to be disposed of in accordance with the associated disposal of surplus Council assets procedure and any other appropriate legislation that must be considered prior to disposal.

5.10 Community Use of Schools

Ensuring high quality partnership working and community engagement is at the heart of the Education Service and is one of the 6 key objectives laid out in the 'Our Children Their Future' Education strategy document. All establishments within the learning estate should be first and foremost civic and community hubs. The estate should be multifunctional and facilitate both the delivery of education and the aspirations of the wider community.

The focus of Community Learning and Development in Scotland is:

1. Improved life chances for people of all ages, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential and inclusive communities

Currently our schools are let by a number of community groups for a variety of activities at weekends and after school. As outlined in section 1 above, one of the guiding principles is that Argyll and Bute will maximise the use of the learning estate to benefit the wider community in any future developments.

5.11 Partnerships

When considering any new builds or adaptations, it is our priority to look at wider partnership working and how other partners could be included in the development including: local companies, other Council departments, other Public Services including Health & Social Care Partnership, Police Scotland etc. Consideration should also be given as to how the project could involve local community groups and this should involve a wider community engagement.

5.12 Engagement

As a council we have a statutory duty to consult and engage on a range of issues; the council's approach to these recognises that with our geography, one size does not fit all, and that steps taken to engage should reflect topic, audiences and resources.

We have examples of good practice in engaging with key stakeholders in the design and build of our school estate. In the case of the new school builds in Oban and Campbeltown this included:

- Creation of "Champions Groups" consisting of pupils and staff tasked to make key decisions on the educational provision of the school and certain of the design elements.
- Regular updates to Councillors as the project progressed and a dedicated website and regular newsletters to inform staff, pupils and the public of progress on the project.

Schools demonstrate quality engagement in its everyday operations with schools regularly using digital and face to face where appropriate to engage pupils, parents and guardians and local communities.

We will also use information from engagement undertaken by the CPP to inform our schools estate.

6. School Roll Projections and Methodology

Argyll and Bute established a methodology for projecting school rolls following collaboration with the Northern Alliance during 2019. Projections are in place for all Argyll and Bute schools until 2029 which allows strategic planning to take place by Education Management Team. Some of these plans may include:

- Use of under occupied building for another purpose
- Rezoning (community services committee 11 September 2014)
- Mothballing
- Replacement/Merger of schools
- Closure

All of the above options would require extensive engagement as they may result in a statutory consultation process through the Schools (Consultation) (Scotland) Act 2010 [here](#)

7. Early Years – 1140hrs

The Scottish Government announced as a policy commitment the expansion of the provision of funded ELC from 600 hours to 1140 hours by 2020. However, it should be noted that due to the impact of COVID-19, the Scottish Government have of April 2020 removed the statutory duty to complete the implementation of 1140 hours of ELC available to each eligible child from 1 August 2020. Education and Property Services have progressed the expansion plans which have included improving ELC environments. A number of refurbishments are delayed until summer 2021 however the statutory obligation to deliver 1140 hrs from August 2021 has been met.

The priority for the expansion to 1140 hours is to improve children's outcomes and close the poverty-related attainment gap. In addition, the expansion aims to support parents into work, study or training. The Scottish Government's four principles of the ELC expansion are: quality, flexibility, affordability, and accessibility.

The theory of change for the expansion is that, by delivering ELC that is high-quality, flexible, affordable and accessible, parents will be encouraged to take up their child's entitlement to funded ELC, especially those from the least advantaged backgrounds. In turn, children's development will improve, the poverty-related attainment gap will narrow and more parents will be able to work, study or train.

The 1140 hours of ELC is offered by a range of providers across Argyll and Bute, including Local Authority, Private, Voluntary, Independent and Childminders

8. Equality & Inclusion

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise ambition, excellence and equality for all.

The Education strategy document developed in 2016 'Our Children, Their Future' lays out a clear message that we want young people and families to remain in the area and be attractive to live here.

To realise that ambition we have produced a coherent set of policies that deliver an equality of education opportunity and improvement for all.

One of Argyll and Bute's guiding principles which form the base of our Learning Estate Strategy is that Young People within Argyll and Bute are educated within a fully accessible learning establishment of A or B Grading for suitability. This means that all young people are able to attend a school within their local area that is fully accessible for their bespoke needs.

9. Statutory Processes

9.1 Closing a School

Schools (Consultation)(Scotland) Act 2010

The Act establishes a consultation process in respect of school closures and other major changes that effect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014, and the final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides for Scottish Ministers to 'call in' a local authority decision, special safeguards for rural schools and sets out a five stage consultation process, including the preparation of an Educational Benefit Statement.

Scottish Government has provided further guidance for Local Authorities on the Act.

The guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information and ensure any proposal demonstrates educational benefits before consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the authority should demonstrate what it has done to tackle this within any proposals. The authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools. Appendix 5 details the geographical classification of all Argyll and Bute Schools as adopted by the Scottish Government.

Education Scotland have developed complementary guidance which provides details on the role of HMle.

Educational Benefits

The Schools (Consultation) Scotland Act 2010 Act requires that educational benefits should be at the heart of any proposal to make a significant change to schools. It specifies that the local authority must, for all consultations, prepare an Educational Benefits Statement and publish it within the proposal paper. The statement must consider current and future pupils of any affected school, current users of its facilities, and the pupils of other schools in the authority's area; and also to explain how the authority intends to minimise or avoid any adverse effects of the proposal.

It is also important to consider the effect upon educational benefit of those schools exceeding 100% capacity.

The full guidance can be found here [Schools \(Consultation\)\(Scotland\) Act 2010 as amended \(education.gov.scot\)](https://www.education.gov.scot/).

9.2 Mothballing a school

In considering alternatives to closure, authorities may choose to consider “mothballing” a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not necessarily lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

It is vital that this flexibility to close a school for a temporary period is not used to undermine the requirements under the 2010 Act to consult on all school closure proposals. Mothballing is only appropriate for a temporary period and should be subject to regular review, at least annually, against the same requirements which led to the original decision to mothball the school (or stage of education). The maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote. The condition of the school building and cost of maintaining the mothballed provision will also be relevant.

A school can be mothballed where the school roll has fallen to zero and continues to be zero. It may also be appropriate where the roll or potential roll is very low and the authority considers the only other option to be closure. However, in circumstances where a school is mothballed rather than closed and some children and young people remain in the catchment area, this decision should be taken in consultation with the parents involved, and the possibility should be raised as early as possible, in order to ensure that families can understand the options open to them. Mothballing should not be a way of denying parents access to the statutory consultation process required under the 2010 Act and if the majority of parents oppose mothballing, it would be appropriate to move to statutory consultation on closure as soon as possible.

An official paper will be presented for approval at Community Services Committee for each mothballing situation.

9.3 Re-zoning a school catchment zone

From time to time it may be necessary to re-zone a school catchment zone. These may include a new housing development or following a school closure.

Any change of school catchment zone has to follow the guidance outlined within the Schools (Consultation) Scotland Act 2010 Act in relation to the consultation process.

The council must publish a proposal paper containing the following:

- Details of the proposal
- Proposed date for implementation
- The educational benefits statement
- Other appropriate supporting evidence or information and
- A summary of the consultation process

To enable elected members to consider a request to change any catchment area, a report requires to be prepared containing details of the request together with an assessment of the effects of the proposal. The report would be presented in the first instance to the appropriate Area Committee and in turn to the Full Council for a final decision on progressing with a public

consultation. There would then follow the consultation process before a report is compiled for Education Scotland. The paper would be updated and returned to Full Council for final decision. The full process can be found here [Schools \(Consultation\)\(Scotland\) Act 2010 as amended \(education.gov.scot\)](https://www.education.gov.scot/schools-consultation-scotland-act-2010)

10. Capital Investment 2021-24

The Education Service prepares a Strategic Asset Management Plan (SAMP) identifying the priorities for capital investment which is approved as part of the Council's annual budget setting process. The SAMP for 2021-2024 sets out the requirements for the delivery of improvements to the education service's capital assets and the delivery of safe, efficient fit-for purpose education establishments and buildings which support learning. The projects identified within the SAMP are funded by the general capital grant received from the Scottish Government and follows the process laid out in the Council's Corporate Asset Management Strategy. The Asset Management Strategy classifies capital projects under three particular headings namely:

'Asset sustainability' – with a focus on maintaining or investing in the physical fabric of the building. These projects ensure existing assets are fit for purpose/continue to be fit for purpose based on existing use.

'Service development' – with a focus on enhancing the current asset to improve its fitness for purpose or its efficiency and effectiveness. Service development covers construction/acquisition of new assets to replace existing assets on a like for like basis or investment in assets to enhance service delivery based on existing use. The requirement for this investment would be driven by service, area and corporate priorities.

'Strategic change' – with a focus on a significant investment across the service asset portfolio to support fundamental service development. Projects classified as Strategic Change would be where the new asset replaces a number of different existing assets including bringing a range of different services in to the same asset or a structurally significant investment in terms of the corporate plan. The requirement for this investment would be driven by corporate priorities.

The Education SAMP typically details 'Asset sustainability' projects. Limited capital funding in recent years has meant that the level of capital investment available enables only the completion of the very highest priority asset sustainability projects. These projects have been identified from condition surveys to ensure the school estate meets statutory and regulatory requirements and our education establishments are suitable to meet the needs of 21st century learning. Projects identified have been aligned to the works to expand the provision of Early Learning and Childcare in a number of settings and ensures the service provides a whole school solution to enhance the capital works where required. Projects will address health and safety issues and those that will have an impact on the learning and teaching environment for the largest number of pupils. Completing this work should ensure the education service maintains the current condition scores for these properties and improves suitability scores. However there is a risk that failure to invest in planned capitalised maintenance in a timely manner across such a large estate will see a reduction in the scores of other properties and / or could result in component failure and building closure across the school estate. There is a significant backlog of maintenance work which includes roof repairs, rewiring, damp repairs, heating upgrades and suitability works.

11. Future Priorities

Significant and transformative investment has been made to the majority of our mainland secondary schools and campuses over the past 10 years, however, there has not been a strategic review of our learning estate on our islands for some significant time.

The Scottish Government indicated that 2021 is likely to be the last year of the Learning Estate Investment Programme (LEIP) which has already earmarked around £1bn of financial support to new build schools or significant refurbishments since 2018. To date, our Council has not made a bid to either of the previous 2 rounds of LEIP and this 3rd phase (likely to seek expressions of interest by September / October 2021) may be the last round of support until 2026. There is also indication that the Government wish to see a spread of LEIP funding going to all local authorities and we note that there has only been 1 other island bid since 2018 so our priorities may sit well on a geographic and island equality basis too.

The information collated within the LES has identified priorities for future strategic investment should be focused mainly on our islands with Mull then Islay demonstrating the greatest need along with the maximum community impact. If population growth and investment continue in the Dunbeg area then this will also require investment.

Mull

Over the last 5 year there has been a total of £384k of revenue and capital expended on sustaining the Tobermory School asset. There is a trend of increasing reactive or maintenance spend and a sizable sum of investment (£383,000) on degrading fabric at the high school over the past 5 years (ref. DMT report June 2021). There remains a total of £600k to be expended on Tobermory school from asset sustainability block allocations up to and including 2022/23. This is now fully committed.

There are no proposed works planned from 1140 or asset sustainability budgets with regard to the other Mull/Iona schools, however the extension of free school meals may result in a change/further works.

Islay

There has been £356,848.79 of revenue spent over the last 5 years and £5,235,942.93 capital expended during the last 10 years on sustaining the Islay and Jura school estate. A significant proportion of this expenditure relates to maintenance and investment in the fabric of Islay High School. There remains a total of £1.310M to be expended on Islay schools from asset sustainability block allocations up to and including 2023/24: Islay High £662,000, Bowmore PS £240,000, Keils PS £80,000, Port Charlotte £328,000

In line with the Islands (Scotland) Act 2018 and the National Islands Plan, the provision of improved school infrastructure on Mull and/or Islay would contribute to a number of strategic objectives, which would meaningfully improve outcomes for island communities. For example:-

- Education – promote and improve education for all throughout life
- Population levels - addressing potential population decline and ensuring a healthy and balanced population profile,
- Climate change and energy - contribution to climate change mitigation – specific energy targets built into any new build as part of the Learning Estate Investment Programme (LEIP)
- Improved digital connectivity – under the LEIP, need to provide evidence that new facility infrastructure is capable of supporting at least 1GBps.
- Empowered island communities and strong local partnership
- Improve and promote sustainable economic development via improved infrastructure
- Supports the effective implementation of the National Islands Plan

A report has been taken to DMT/SMT in relation to a feasibility study for Mull and Islay to assess the scope and affordability of a new development on one or both of these islands. This study will in turn inform whether a bid will be made for Learning Estate Investment Programme (LEIP) funding later in the year.

Working up more detailed feasibility studies would be done by independent consultants to establish the strategic business case and also affordability of both the Islay and Mull projects. This would provide the Council with sufficient detail to base a decision on whether or not to apply for LEIP3 funding later in 2021. The Council have previously utilised the support of SFT and Hub North to undertake this work. Hub North are also supporting the other Northern Alliance Education Authorities who are also considering LEIP3 bids.

12. Appendix 1 – School Rolls

PRIMARY SCHOOL	P1	P2	P3	P4	P5	P6	P7
Achahoish Primary School	0	0	1	0	2	1	2
Achaleven Primary School	0	0	2	0	1	1	3
Ardrishaig Primary School	17	10	14	12	14	14	13
Arinagour Primary School	0	1	0	0	4	1	0
Arrochar Primary School	9	6	10	5	9	10	11
Barcaldine Primary School	0	1	2	0	4	1	2
Bowmore Primary School	6	6	12	6	7	6	8
Bowmore Primary School Gaelic Unit	2	3	3	1	1	2	2
Bunessan Primary Gaelic Unit	0	0	1	2	0	0	0
Bunessan Primary School	1	1	1		4	2	12
Cardross Primary School	25	25	27	19	26	24	16
Carradale Primary School	1		3	4	3	1	4
Castlehill Primary School	30	24	32	23	29	35	30
Clachan Primary School	0	2	1	2	0	0	1
Colgrain Primary School	31	46	41	42	49	49	44
Craignish Primary School	5		3	3	4	1	3
Dalintober Primary School	22	33	33	39	30	45	38
Dalmally Primary School	5	3	3	8	3	3	6
Dervaig Primary School	3		5	4	2	6	2
Drumlemble Primary School	5	4	5	4	5	2	6
Dunbeg Primary School	9	16	16	16	7	11	15
Dunoon Primary School	20	26	29	26	25	24	41
Easdale Primary School	1	5	2	3	2	3	1
Furnace Primary School	0	2	4	2	0	1	3
Garelochhead Primary School	8	9	19	21	21	23	11
Gigha Primary School	0	2	3	1	2	1	1
Glassary Primary School	2	3	4	3	5	5	1
Glenbarr Primary School	0	2	2	0	0	4	2
Hermitage Primary School	45	55	49	60	45	59	61
Innellan Primary School	3	1	6	6	8	4	1
Inveraray Primary School	4	10	14	6	11	11	13
Iona Primary School	4	2	3	2	4		2
John Logie Baird Primary School	13	21	11	21	13	18	19
Keills Primary School	7	2	7	4	4	2	4
Kilchattan Primary School	1			3		1	3
Kilchrenan Primary School	2	1	3		1	3	2
Kilcreggan Primary School	11	14	10	11	9	14	12
Kilmartin Primary School	6	7	6	5	4	5	5
Kilmodan Primary School	2	2	2	2	2	3	4
Kilninver Primary School	7	1	4	4	2	4	7
Kirn Primary School	36	38	36	43	34	36	50
Lismore Primary School	0	2	2	2	3	1	1
Lochdonhead Primary School	2	4	1			1	2
Lochgilphead Primary School	30	28	22	32	31	39	25
Lochgoilhead Primary School	5	4	5	4	3	2	6
Lochnell Primary School	17	15	11	20	15	15	19
Luing Primary School	In mothballing process						

Luss Primary School	0	1	2	1	4	2	0
Minard Primary School	In mothballing process						
North Bute Primary School	6	6	4	7	8	6	1
Park Primary School	34	28	31	33	32	48	34
Port Charlotte Primary School	4	2	5	4	4	3	9
Port Ellen Primary School	14	11	8	6	7	5	7
Rhu Primary School	21	23	28	37	31	33	27
Rhunahaorine Primary School	2	2		2		3	1
Rockfield Gaelic Primary School	8	13	7	3	12	7	11
Rockfield Primary School	33	41	42	30	47	39	44
Rosneath Primary School	10	12	11	7	13	18	10
Rothesay Primary School	33	22	33	44	41	34	42
Salen Primary School	2	4	7	4	3	4	5
Salen Primary School Gaelic Unit	4	4	9	6	5	10	7
Sandbank Primary School	8	11	8	10	8	6	11
Sandbank Primary School Gaelic Unit	11	7	10	4	7	8	5
Skipness Primary School	In mothballing process						
Small Isles Primary School	3	1	2	4	6	1	2
Southend Primary School	In mothballing process						
St Andrew's Primary School - Argyll	14	4	1	11	8	6	14
St Columba's Primary School - Argyll	25	17	19	18	21	16	16
St Joseph's Primary School - Helensburgh	25	20	23	22	21	30	20
St Mun's Primary School	5	4	11	19	13	18	17
Strachur Primary School	1	3	3	5	4	8	3
Strath of Appin Primary School	3	3	1	2	2	3	3
Strath of Appin Primary School Gaelic Unit	5		3			3	
Strone Primary School	2	2	5	4	4	5	1
Tarbert Primary School	13	15	15	19	19	14	14
Taynuilt Primary School	10	8	9	9	10	9	12
Tayvallich Primary School	5	3	3	4	3	3	4
Tighnabruaich Primary School	7	7	5	8	8	6	4
Tiree Primary School	1	3	3	7	1	6	6
Tiree Primary School Gaelic Unit	2	6	4	10	2	10	2
Tobermory Primary School	6	16	8	6	7	12	7
Toward Primary School	2	2	4	3	2	2	6
Ulva Primary School	1		3		2	2	
Grand Total	721	739	802	830	815	883	866

SECONDARY SCHOOL	S1	S2	S3	S4	S5	S6	TOTAL
Campbeltown Grammar School	76	62	65	69	62	44	378
Dunoon Grammar School	128	137	129	112	129	81	716
Hermitage Academy	239	219	211	212	218	155	1254
Islay High School	41	37	36	30	39	28	211
Lochgilphead High School	79	77	79	89	85	43	452
Oban High School	189	170	186	157	147	96	945
Rothesay Academy	50	49	58	51	55	44	307
Tarbert Academy	16	19	15	19	16	14	99
Tiree High School	5	9	7	7	4	5	37

Tobermory High School	32	28	18	26	19	13	136
Grand Total	855	807	804	772	774	523	4535

	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	Total
Parklands Special School	4	0	4	9	11	8	6	8	3	4	0	3	2	62

13. Appendix 2 – School Occupancy rates (Sept 2020)

<i>SCHOOL</i>	<i>Planning Capacity</i>	<i>Working Capacity</i>	<i>OCCUPANCY %</i>	<i>ROLL</i>
ACHAHOISH	62	50	10	6
ACHALEVEN	41	41	17	7
ARDRISHAIG	227	125	41	94
ARINAGOUR	33	25	18	6
ARROCHAR	97	82	62	60
BARCALDINE	25	25	40	10
BOWMORE & GMU	179	142	36	65
BUNESSAN	46	46	52	24
CARDROSS	236	233	69	162
CARRADALE	64	50	25	16
CASTLEHILL	459	229	44	202
CLACHAN	66	34	9	6
COLGRAIN	396	342	77	304
CRAIGNISH	35		54	19
DALINTOBER	359	313	67	241
DALMALLY	99	50	29	29
DERVAIG	57	50	39	22
DRUMLEMBLE	66	50	48	32
DUNBEG	149	128	60	90
DUNOON PRIMARY	287	227	67	192
EASDALE	92	50	18	17
FURNACE	50	50	24	12
GARELOCHHEAD	322	158	35	113
GIGHA	48	25	21	10
GLASSARY	64	63	36	23
GLENBARR	50	48	20	10
HERMITAGE	494	490	77	382
INNELLAN	150	146	19	29
INVERARAY	91		77	70
IONA	44	44	39	17
JOHN LOGIE BAIRD	394	209	30	118
KEILLS	44	44	68	30
KILCHATTAN	21	21	38	8
KILCHRENAN	41	41	29	12
KILCREGGAN	128	108	66	85
KILMARTIN	72	72	53	38
KILMODAN	25	25	68	17
KILNINVER	50	46	58	29
KIRN	378	308	72	271
LISMORE	25	25	44	11
LOCHDONHEAD	50	50	20	10
LOCHGILPHEAD	283	249	73	207
LOCHGOILHEAD	48	48	60	29
LOCHNELL	147	133	76	111
LUING	38	In mothballing process		
LUSS	50	25	20	10
MINARD	33	In mothballing process		
NORTH BUTE	133	133	29	38
PARK	330	284	73	241

PORT CHARLOTTE	99		31	31
PORT ELLEN	165		35	58
RHU	253	250	81	204
RHUNAHAORINE	33		30	10
ROCKFIELD & GMU	430		79	338
ROSNEATH	141	100	56	79
ROTHESAY	419		59	246
SALEN & GMU	122	122	61	74
SANDBANK & GMU	195	171	58	114
SKIPNESS	26	In mothballing process		
SMALL ISLES	48		40	19
SOUTHEND	64	In mothballing process		
ST ANDREW'S	217	75	27	58
ST COLUMBA'S	182	133	73	132
ST JOSEPH'S	338	337	49	164
ST MUN'S	248	172	35	87
STRACHUR	74	74	36	27
STRATH OF APPIN & GMU	66		42	28
STRONE	118	50	19	23
TARBERT	154	130	71	110
TAYNUILT	163	145	42	68
TAYVALLICH	41	33	61	25
TIGHNABRUAICH	57	50	81	46
TIREE & GMU	169		38	65
TOBERMORY	136		46	62
TOWARD	64	50	36	23
ULVA	33		24	8

<i>SECONDARY</i>	<i>CAPACITY</i>	<i>OCCUPANCY</i> %	<i>ROLL</i>
CAMPBELTOWN	500	77	386
DUNOON	1000	73	729
HERMITAGE	1700	75	1268
ISLAY	377	56	211
LOCHGILPHEAD	580	81	470
OBAN	1300	74	962
ROTHESAY	410	75	308
TARBERT	201	50	101
TIREE	301	12	37
TOBERMORY	222	61	136

<i>SPECIAL</i>	<i>CAPACITY</i>	<i>OCCUPANCY</i> %	<i>ROLL</i>
PARKLANDS	36	72.2	26

14. Appendix 3 – Condition Surveys

Condition Scores @ April 2021

SchoolName	OverallCondition	ConditionSurveyDate
Achahoish Primary School	A	2019-03-06
Achaleven Primary School	B	2016-11-29
Ardrishaig Primary School	B	2016-11-26
Arinagour Primary School	B	2017-11-14
Arrochar Primary School	A	2020-03-30
Barcaldine Primary School	B	2017-12-19
Bowmore Primary Gaelic Unit	B	2017-11-14
Bowmore Primary School	B	2017-11-14
Bunessan Primary School	B	2016-04-21
Bunessan Primary School Gaelic Unit	B	2016-04-21
Campbeltown Grammar School	A	2019-03-05
Cardross Primary School	B	2018-11-08
Carradale Primary School	B	2016-11-24
Castlehill Primary School	B	2016-04-21
Clachan Primary School	B	2016-04-21
Colgrain Primary School	B	2016-04-21
Craignish Primary School	B	2017-12-22
Dalintober Primary School	B	2016-04-21
Dalmally Primary School	B	2016-04-20
Dervaig Primary School	B	2017-12-20
Drumlemble Primary School	B	2016-04-21
Dunbeg Primary School	A	2016-04-20
Dunoon Grammar School	A	2020-02-05
Dunoon Primary School	A	2012-10-08
Easdale Primary School	B	2019-02-28
Furnace Primary School	A	2020-03-30
Garelochhead Primary School	B	2020-03-30
Gigha Primary School	B	2017-05-26
Glassary Primary School	B	2016-04-21
Glenbarr Primary School	B	2016-04-20
Hermitage Academy	A	2018-02-15

Hermitage Primary School	A	2020-03-31
Innellan Primary School	B	2019-03-07
Inveraray Primary School	B	2020-03-31
Iona Primary School	B	2016-04-20
Islay High School	B	2019-08-14
John Logie Baird Primary School	B	2016-04-25
Keills Primary School	B	2017-11-14
Kilchattan Primary School	B	2019-09-25
Kilchrenan Primary School	B	2016-04-25
Kilcreggan Primary School	B	2016-04-25
Kilmartin Primary School	B	2016-04-26
Kilmodan Primary School	B	2019-03-11
Kilninver Primary School	B	2017-12-19
Kirn Primary School	A	2020-03-31
Lismore Primary School	B	2016-04-19
Lochdonhead Primary School	B	2018-01-09
Lochgilphead High School	A	2020-02-14
Lochgilphead Primary School	A	2020-02-14
Lochgoilhead Primary School	B	2019-03-11
Lochnell Primary School	B	2019-02-27
Luing Primary School	In mothballing process	2019-02-28
Luss Primary School	B	2020-03-31
Minard Primary School	In mothballing process	2019-03-12
North Bute Primary School	B	2019-03-07
Oban High School	A	2019-03-20
Park Primary School	B	2019-02-27
Parklands School	B	2017-05-25
Port Charlotte Primary School	B	2019-01-22
Port Ellen Primary School	B	2019-01-22
Rhu Primary School	B	2017-10-16
Rhunahaorine Primary School	B	2019-03-05
Rockfield Gaelic Unit	A	2018-01-16
Rockfield Primary School	A	2018-01-16
Rosneath Primary School	A	2017-08-02
Rothesay Academy	A	2020-02-05

Rothesay Primary School	A	2020-02-05
Salen Primary Gaelic Unit	A	2018-03-09
Salen Primary School	B	2017-12-20
Sandbank Primary Gaelic Unit	B	2019-03-06
Sandbank Primary School	B	2019-03-06
Skipness Primary School	In mothballing process	2012-10-08
Small Isles Primary School	B	2016-04-26
Southend Primary School	In mothballing process	2020-03-31
St Andrew's Primary School	B	2019-03-11
St Columba's Primary School	A	2018-01-16
St Joseph's Primary School	A	2020-03-30
St Mun's Primary School	B	2019-08-29
Strachur Primary School	B	2019-03-11
Strath of Appin Primary	A	2015-04-24
Strath of Appin Primary School Gaelic Medium	A	2015-04-24
Strone Primary School	B	2019-03-11
Tarbert Academy	B	2016-04-26
Tarbert Primary	B	2016-04-26
Taynuilt Primary School	B	2016-01-26
Tayvallich Primary School	B	2019-03-07
Tighnabruaich Primary School	B	2019-03-11
Tiree High School	B	2017-01-31
Tiree High School Primary	B	2017-01-31
Tiree Primary Gaelic Unit	B	2017-01-31
Tobermory High School	B	2016-04-26
Tobermory High School Primary	B	2016-04-26
Toward Primary School	B	2019-03-11
Ulva Primary School	B	2018-01-09

15. Appendix 4 – Suitability Surveys

School	Date	Cluster	Overall Suitability Rating	%score
Achahoish	25.10.19	MAKI	A	96.6
Achaleven	11.12.19	OLI	B	81.33
Ardrishaig	2.9.19	MAKI	B	78.74
Arinagour	12.5.21	OLI	B	80.35
Arrochar	29.7.19	H&L	A	85.57
Barcaldine	11.12.19	OLI	B	66.04
Bowmore + GMU	26.6.19	MAKI	B	82.34
Bunessan	25.6.19	OLI	B	84.93
Cardross	29.7.19	H&L	A	91.52
Carradale	24.10.19	MAKI	A	91.11
Castlehill	24.10.19	MAKI	B	76.01
Clachan	24.10.19	MAKI	A	89.75
Colgrain	29.7.19	H&L	A	93.03
Craignish	6.11.20	MAKI	B	77.65
Dalintober	25.10.19	MAKI	B	78.26
Dalmally	11.12.19	OLI	A	88.83
Dervaig	26.8.19	OLI	B	73.67
Drumlembie	24.10.19	MAKI	A	94.62
Dunbeg	11.12.19	OLI	B	82.54
Dunoon Primary	18.10.19	B&C	A	87.74
Dunoon Grammar		B&C	A	
Easdale	4.2.20	OLI	A	95.48
Furnace	2.9.19	MAKI	A	92.66
Garelochhead	5.8.19	H&L	B	72.82
Gigha	25.10.19	MAKI	B	84.73
Glassary	2.9.19	MAKI	B	83.64
Glenbarr	25.10.19	MAKI	A	94.51
Hermitage Academy		H&L	A	
Hermitage Primary	5.8.19	H&L	A	93.63
Innellan	18.7.19	B&C	A	92.55
Inveraray	3.7.19	MAKI	A	86.46
Iona	26.8.19	OLI	B	79.43
John Logie Baird	29.7.19	H&L	B	78.05
Keills	26.6.19	MAKI	B	84.19
Kilchattan	13.5.21	OLI	B	66.85
Kilchrenan	16.12.19	OLI	B	71.24
Kilcreggan	5.8.19	H&L	A	85.68
Kilmartin	2.9.19	MAKI	A	86.36

Kilmodan	22.7.19	B&C	A	92.99
Kilninver	6.11.20	OLI	C	55.06
Kirn	18.7.19	B&C	A	99.63
Lismore	11.12.19	OLI	A	91.29
Lochdonhead	26.6.19	MAKI	B	79.83
Lochgilphead		MAKI	A	
Lochgoilhead	5.8.19	B&C	B	84.4
Lochnell	10.12.19	OLI	A	92.36
Luing	4.2.20	OLI	In mothballing process	
Luss	29.7.19	H&L	B	78.83
Minard	2.9.19	MAKI	In mothballing process	
North Bute	18.10.19	B&C	C	56.24
Oban High		OLI	A	
Park	10.12.19	OLI	A	92.85
Parklands	29.7.19	H&L	A	96.32
Port Charlotte	26.6.19	MAKI	A	93.46
Port Ellen	26.6.19	MAKI	A	92.74
Rhu	5.8.19	H&L	B	83.13
Rhunahaorine	25.10.19	MAKI	A	85.53
Rockfield +GMU	10.12.19	OLI	A	94.52
Rosneath	5.8.19	H&L	A	95.21
Rothesay		B&C	A	
Salen + GMU	25.6.19	OLI	B	70.92
Sandbank + GMU	3.9.19	B&C	A	93.91
Skipness		MAKI	In mothballing process	
Small Isles		MAKI	A	85.35
Southend	24.10.19	MAKI	In mothballing process	
St Andrews	18.10.19	B&C	A	85.21
St Columba's	10.12.19	OLI	A	94.52
St Joseph's	29.7.19	H&L	A	93.46
St Mun's	18.10.19	B&C	B	84.82
Strachur	22.7.19	B&C	A	87.1
Strath of Appin + GMU	10.12.19	OLI	A	86.24
Strone	22.7.19	B&C	A	88.02
Tarbert 3-18	2.9.19	MAKI	B	84.16
Taynuilt	11.12.19	OLI	A	89.28
Tayvallich	2.9.19	MAKI	B	76.04
Tighnabruaich	18.10.19	B&C	A	89.9
Tiree + GMU	18.6.21	OLI	A	98.97
Tobermory 3-18	25.6.19	OLI	C	56.16
Toward	18.7.19	B&C	B	84.56
Ulva	26.8.19	OLI	B	84.69

16. Appendix 5 – Rural School List

Rural Schools List	
Maintained and published by the Scottish Government under section 14 of the Schools (Consultation) (Scotland) Act 2010	
* Schools are mothballed or in the process of being mothballed	
School	Classification
Achahoish Primary School	Very remote rural areas
Achaleven Primary School	Very remote rural areas
Ardchattan Primary School*	Very remote rural areas
Ardrishaig Primary School	Very remote rural areas
Arinagour Primary School	Very remote rural areas
Arrochar Primary School	Accessible rural areas
Ashfield Primary School*	Very remote rural areas
Barcaldine Primary School	Remote rural areas
Bowmore Primary Gaelic Unit	Very remote rural areas
Bowmore Primary School	Very remote rural areas
Buessan Primary School	Very remote rural areas
Cardross Primary School	Accessible rural areas
Carradale Primary School	Very remote rural areas
Clachan Primary School	Very remote rural areas
Craignish Primary School	Very remote rural areas
Dalmally Primary School	Very remote rural areas
Dervaig Primary School	Very remote rural areas
Drumlemble Primary School	Very remote rural areas
Dunbeg Primary School	Very remote rural areas
Easdale Primary School	Very remote rural areas
Furnace Primary School	Very remote rural areas
Garelochhead Primary School	Accessible rural areas
Gigha Primary School	Very remote rural areas
Glassary Primary School	Very remote rural areas
Glenbarr Primary School	Very remote rural areas
Innellan Primary School	Very remote rural areas
Inveraray Primary School	Very remote rural areas
Iona Primary School	Very remote rural areas
Islay High School	Very remote rural areas
Keills Primary School	Very remote rural areas
Kilchattan Primary School	Very remote rural areas
Kilchrenan Primary School	Very remote rural areas
Kilcreggan Primary School	Remote rural areas
Kilmartin Primary School	Very remote rural areas
Kilmodan Primary School	Very remote rural areas
Kilninver Primary School	Very remote rural areas

Lismore Primary School	Very remote rural areas
Lochdonhead Primary School	Very remote rural areas
Lochgilphead High School	Very remote rural areas
Lochgilphead Learning Centre	Very remote rural areas
Lochgoilhead Primary School	Remote rural areas
Lochnell Primary School	Very remote rural areas
Luing Primary School*	Very remote rural areas
Luss Primary School	Accessible rural areas
Minard Primary School*	Very remote rural areas
North Bute Primary School	Very remote rural areas
Port Charlotte Primary School	Very remote rural areas
Port Ellen Primary School	Very remote rural areas
Rhunahaorine Primary School	Very remote rural areas
Rosneath Primary School	Remote rural areas
Salen Primary Gaelic Unit	Very remote rural areas
Salen Primary School	Very remote rural areas
Skipness Primary School*	Very remote rural areas
Small Isles Primary School	Very remote rural areas
Southend Primary School*	Very remote rural areas
Strachur Primary School	Very remote rural areas
Strath of Appin Primary	Remote rural areas
Strone Primary School	Very remote rural areas
Tarbert Academy	Very remote rural areas
Taynuilt Primary School	Very remote rural areas
Tayvallich Primary School	Very remote rural areas
Tighnabruaich Primary School	Very remote rural areas
Tiree High School	Very remote rural areas
Tiree Primary Gaelic Unit	Very remote rural areas
Tobermory High School	Very remote rural areas

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
25 AUGUST 2021

**Report on Argyll and Bute Council Response to Scottish Government
Legislation on the United Nations Convention on the Rights of the Child**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to inform members of the background and context relating to Argyll and Bute Council's continuing preparation for the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law, and the associated work currently underway in Argyll and Bute in response to the opportunities and challenges which have emerged.
- 1.2 Argyll and Bute Council's Children's Rights Report 2020-2023 was published in November 2020, and was endorsed by Community Services Committee in March 2021. The report examines how children's rights are currently respected and ensured within Argyll and Bute, and identifies key actions taking place over the next three years to further children's rights across the authority. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill requires listed public authorities to report in this way every three years on how they comply with children's rights.
- 1.3 To prepare for implementation of the requirements of the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill, a UNCRC Officer Working Group was established in May 2021 to examine how the requirements of the bill can be implemented across Argyll and Bute Council, and to plan for the required actions. The group comprises members from across Customer Services and the Health and Social Care Partnership.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
25 AUGUST 2021

**Report on Argyll and Bute Council Response to Scottish Government
Legislation on the United Nations Convention on the Rights of the Child**

2.0 Introduction

2.1 The United Nations Convention on the Rights of the Child (UNCRC) is an international treaty, signed by the UK in 1991. The UNCRC is viewed as the 'gold standard' for children's rights. It covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

2.2 The UNCRC can be broadly broken down into three areas:

- Protection (from harm and exploitation)
- Participation (an active participant in own lives and society)
- Provision (education, health care, shelter, nutrition)

Since 1991, the UK has been obliged to recognise the UNCRC as part of its international treaty obligations. As a result, much of our children's legislation is already compatible with UNCRC. In particular, the focus in most children's legislation on the best interests of the child as paramount is a well-established feature of our law and is a cornerstone of UNCRC.

2.3 The Scottish Government has been obliged to actively consider UNCRC in its decision making since the coming into force of the Children and Young People (Scotland) Act 2014. As part of these duties, Scottish Government carry out Children's Rights and Wellbeing Impact Assessments (CRWIAs) to assess the impact of all new legislation on children and young people.

2.4 In April 2019 the Scottish Government indicated its intent to take further steps to recognise UNCRC, by incorporating UNCRC directly into Scots Law. The policy intent of incorporation is to:

“revolutionise the way we listen to children and take their rights into account. By directly incorporating the UNCRC into Scots law, and to the maximum extent possible under the current powers of the Parliament, children’s rights will mean children and young people are involved in the decisions that affect their lives and that children’s rights are always respected, protected and fulfilled by public authorities. Where necessary, children will be able to go to courts to enforce their rights. The Bill is a significant step towards a future based on tolerance, equality, shared values and respect for the worth and human dignity of all people.”

There was significant support for the Bill during the public consultation, with most organisations working with children and young people agreeing that incorporation was essential to further the progress already made towards a society which respects and listens to children and young people.

3.0 Recommendations

3.1 It is recommended that the Community Services Committee:

- Note the current position with regard to the incorporation of UNCRC into Scots Law and the associated opportunities and challenges, and work currently underway in Argyll and Bute.
- Note the Action Plan priorities defined in the Argyll and Bute Children’s Rights Report 2020-2023.
- Endorse the work of the Officer Working Group coordinating preparation for the incorporation of the UNCRC into Scots law.
- Agree to a further reporting coming to Community Services Committee, with further progress outlined.

4.0 Detail

4.1 The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was passed on 16 March 2021. It was to have received Royal Assent in mid-April and was due to come into force six months after Royal Assent (October 2021).

The UK government announced on 13 April 2021 that it was referring the legislation to the Supreme Court, on the basis that some aspects of the legislation exceed the Scottish Parliament’s devolved powers in some limited respects. Although this will inevitably delay the giving of Royal Assent, it may

not ultimately significantly delay implementation of the essential elements of the legislation, which are not being challenged.

4.2 The UNCRC should not be seen as something which is only relevant to, or the sole responsibility of, Education and Children's Services. The legislation will have significant implications for the local authority across the breadth of services and areas that interface directly and indirectly with children, young people, and families.

4.3 Particularly relevant duties within the Bill include:

Duty not to act incompatibly with the UNCRC – placed on all those delivering “functions of a public nature”, to include functions carried out “under a contract or other arrangements with a public authority”. This will include non-governmental funding contracts.

Children's Rights Scheme – Scottish Ministers to publish an annual plan and report on steps taken to further the UNCRC, including children's participation, raising awareness, child rights budgeting, complaints mechanisms, child rights impact assessment and more.

Public Body Reporting – listed public bodies to report on steps taken and steps planned to further the UNCRC.

4.4 In keeping with this requirement for public body reporting, The Argyll and Bute Children's Rights Report 2020-2023 sets out an Action Plan for the period of the report. The priorities identified in the Action Plan are detailed below:

- Ensure that Child Rights and Wellbeing Impact Assessments (CRWIAs) are carried out, where relevant, in relation to new policies, plans and strategies.
- Ensure a Young Peoples Advisory Group is created. It will work to ensure that children and young people are actively engaged and involved in the development of future services.
- Through facilitating a multi-agency focus across schools and communities for children and young people, ensure maximum impact in key areas such as; good mental health and wellbeing, personal skills, leadership, team building and communication.
- Ensure that young people are able to have their voices heard at Integration Joint Board and Community Planning Partnership through the involvement of representatives such as School Pupil Councils, MSYPs and Youth Forums.
- Provide multi-agency awareness training with regards to understanding and applying the UNCRC Children's Rights Plan.
- Take forward the findings of the Independent Care Review within a multiagency approach. Ensure the findings of the Independent Care Review are embedded in practice across the partnership.
- Develop a multiagency Youth Justice Strategy that meets the needs of children and young people and takes account of their views.

- Create the Children and Families Transformation Board to ensure that consultation with children and young people is considered in relation to every project.
- Ensure that children and young people are taught about their rights and the broader human rights agenda in Schools. Look at the number and level of Rights Respecting Schools and how this grows year on year.
- Create a framework for supporting children with a parent in custody.
- Further develop the automated benefits approach, ensuring that more children receive free school meals and uniform grants.
- Ensure that the Local Child Poverty Action Report reflects the rights of children, as specified in the UNCRC.
- Examine what facilities and opportunities exist to encourage the health and wellbeing of children and young people, for example free sports passes / Live Argyll / Libraries etc. Ensure equal access to these.

4.5 As referred to above, a Officer Working Group has been established to examine how the requirements of the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill can be implemented across Argyll and Bute Council, and to plan for the required actions. The Officer Working Group, which is chaired by the Senior Operations Manager for Children, Families and Justice and which reports to the Children's Strategic Group, meets regularly and comprises colleagues from across Education, Social Work, Health and the wider Health and Social Care Partnership. The Officer Working Group identified and is taking forward a number of priority actions:

- The appointment of a Children's Rights Officer for Argyll and Bute Council. Possible funding streams are being examined by Officer Working Group members.
- A means of amalgamating Equality and Socio-Economic Impact Assessments (EQSEIAs) and Children's Rights and Welfare Impact Assessments (CRWIAs) to ensure all areas of the council can assess and articulate the impact of present and future policy and planning on children's rights in a consistent, accessible, manageable, substantial way. A draft document is being produced.
- Establishing awareness raising and training across the council. Training resources are being designed, including for the Third Sector, and there is liaison with the Council Communications Team to explore communication channels to all in the authority.
- Engagement with children and young people on the work of the Officer Working Group. This will ensure that the voice of children and young people is inherent in terms of planning and not just feedback.
- Establish further links and partnership with key agencies: NHS Highland; Social Work Scotland; other local authorities.
- Design curricular content to ensure learner engagement with the processes and planning for UNCRC incorporation into Scots law.

5.0 CONCLUSION

- 5.1 Through ongoing planning, implementation and evaluation across Education, Social Work, Health and other partner agencies, the actions to ensure children's rights are at the centre of the council's work, as defined within the Argyll and Bute Children's Rights Report 2020-2023 Action Plan, will be overtaken and reported to Community Services Committee.
- 5.2 Through the work of the UNCRC Officer Working Group, immediate priorities to prepare for the incorporation into law of the UNCRC will be addressed, and progress reported to Community Services Committee.
- 5.3 Both areas of work detailed above will be underpinned by effective multi-agency working within Argyll and Bute Council, and by effective partnership working across Argyll and Bute and Scotland.

6.0 IMPLICATIONS

- 6.1 Policy – The incorporation of the UNCRC into law in Scotland will have implications for all levels of policy making and planning.
- 6.2 Financial – There may be resource implications resulting from the requirement to consider children's rights at all levels of the work of the council.
- 6.3 Legal – Both the Children & Young People (Scotland) Act 2014 and the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill once in statute, make requirements of the council in terms of its implementation of, ensuring of and reporting on children's rights
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
 - 6.5.1 Equalities – Equalities, particularly in the context of CRWIAs and/or emerging children's rights evaluation processes, will constitute an area of increased focus, notwithstanding existing equalities duties and obligations.
 - 6.5.2 Socio-economic Duty – All aspects of the council's socio-economic duty are encapsulated by the articles of the UNCRC, in particular articles 24-28.
 - 6.5.3 Islands – The council will require ensure that the circumstances relating to island living are considered and addressed within the context of children's rights.
- 6.6 Risk – There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the above areas of law.

- 6.7 Customer Service – This report provides Elected Members with an overview of work to ensure children’s rights are a central consideration in the work of Argyll and Bute Council, and further reports to Community Services Committee will follow.

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

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August 2021

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****25 AUGUST 2021**

SQA SCHOOL ALTERNATIVE CERTIFICATION AWARDS 2021

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update to Elected Members on the outcome of the Scottish Qualifications Authority (SQA) Alternative Certification Model 2021 awards.
- 1.2 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.
- 1.3 The Education Service worked with Head Teachers to implement this model and submitted provisional results to the SQA by the deadline date of the 25th June 2021. SQA will issue national qualification awards to our pupils on the 10th August 2021.
- 1.4 It is recommended that the Community Services Committee:
- a. Considers and notes the outcome of the initial SQA awards for pupils in academic year 2020/21 ie
 - National 4 results are 100%
 - National 5 results are 87.33%
 - Higher results are 90.15%
 - Advanced Higher are 91.41%

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

25 AUGUST 2021

SQA SCHOOL ALTERNATIVE CERTIFICATION AWARDS 2021

2.0 INTRODUCTION

- 2.1 The Council received SQA awards for all pupils entered for formal qualifications in session 2020/21 in August 2021. This provided comprehensive information on the outcome of the alternative certification model performance for all pupils across each of the ten Argyll and Bute secondary schools.
- 2.2 Following the cancellation of the formal SQA examination diet due to COVID-19 schools submitted provisional results relating to each presentation and level made on behalf of each young person. The SQA also developed an appeals process for any young person unhappy with their provisional result(s).
- 2.3 This report presents an update to Elected Members on both the authority and school outcomes at National 4 (pass only) and at National 5, Higher and Advanced Higher awards (A-C) and (A-D) based on provisional results as outlined above.
- 2.4 The 2021 presentation pass rates at both school and authority level cannot be used for comparison with previous year's outcomes as the method of awarding grades is completely different.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a. Considers and notes the outcome of the initial SQA awards for pupils in academic year 2020/21 ie
 - National 4 results are 100%
 - National 5 results are 87.33%
 - Higher results are 90.15%
 - Advanced Higher are 91.41%

4.0 DETAIL

- 4.1 This report presents a summary of the initial analysis of the 2021 SQA award outcomes for Argyll and Bute pupils both at authority and school level across our secondary schools based on the alternative certification model.
- 4.2 Our young people have the opportunity to be presented at different levels throughout their chosen senior phase pathway. This means a young person can undertake subjects at different levels of qualifications eg 2 Advanced Highers, 2 Highers and 1 National 5. Therefore, the outcomes include young people across S4, S5 and S6.
- 4.3 Any young person that was unhappy with their provisional results could appeal directly to the SQA on their website. The registration service for appeals opened on Friday 25th June and closed on Thursday 12th August. Appeals were processed by the SQA after Results Day on Tuesday 10th August. The appeals process can be accessed for further information using the following link:

[SQA Appeals 2021 - what you need to know](#)

- 4.4 This table presents the overall pass rate for Argyll and Bute at grades A-C at National 4, National 5, Higher and Advanced Higher levels in comparison with the national average.

Diet Year	Course	Argyll and Bute – A to C awards	National – A to C awards	Difference from National - A-C
2021	National 4	100%	86.1%	+13.9%
2021	National 5	87.33%	85.8%	+1.5%
2021	Higher	90.15%	87.3%	+2.9%
2021	Advanced Higher	91.41%	90.2%	+1.2%

- 4.5 This table illustrates A-C presentation pass rates at school level across our secondary schools based on the 2021 alternative certification model.

Course	CGS	DGS	HA	IHS	LJC	OHS	RJC	Tar	Tir	Tob
N4	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N5	85.2%	85.5%	90.3%	93.3%	92.7%	82.4%	86.2%	86.3%	72.5%	94.6%
Higher	91.1%	90.7%	89.9%	94.6%	90.3%	87.4%	89.3%	95.6%	78.6%	97.3%
Adv H	84.6%	90%	93.1%	90%	96%	89.8%	81.8%	100%	NP	100%

- Data has been rounded to one decimal point
- NP – Nil Presentations

Key to School abbreviations:

CGS	Campbeltown Grammar School	OHS	Oban High School
DGS	Dunoon Grammar School	RJC	Rothesay Joint Campus
HA	Hermitage Academy	TAR A	Tarbert Academy
IHS	Islay High School	TI HS	Tiree High School
LJC	Lochgilthead Joint Campus	TO HS	Tobermory High School

5.0 CONCLUSION

- 5.1 This report presents a summary of the initial analysis of the 2021 SQA award outcomes for Argyll and Bute pupils both at authority and school level across our secondary schools based on the alternative certification model.
- 5.2 Further updates will be brought to the December 2021 Committee regarding SQA and Insight data and examination arrangements for national qualifications for Session 2021-22.

6.0 IMPLICATIONS

- 6.1 Policy – The report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All); OCTF: Key Objective 1; NIF: Priority 1
- 6.2 Financial – None
- 6.3 Legal – None
- 6.4 HR – None
- 6.5 Fairer Scotland Duty – None
 - 6.5.1 Equalities – None
 - 6.5.2 Socio-economic Duty – None
 - 6.5.3 Islands – None
- 6.6 Risk – The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.
- 6.7 Customer Service – This report provides Elected Members with an overview of service performance.

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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
25 August 2021				
	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 – Performance Report June 2021	Argyll & Bute HSCP	Quarterly	
	Live Argyll (a) Monitoring and Performance Reporting Update Report (b) Live Argyll Annual Report 2020/21	Commercial Services Live Argyll	Annually in August	
	Community Learning and Development: Strategic Plan for CLD in Argyll and Bute 2021-2024	Education		
	Education Service Annual Performance Review 2020/21 – Education Service	Education	Annually in August	
	Key Performance Indicators FQ1 2021/22 – Education Service	Education	Quarterly	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Learning Estate Strategy	Education		
	Report on Argyll and Bute Council Response to the Scottish Government Legislation on the United Nations Convention on the Rights of the Child	Education		

Community Services Committee Work Plan 2021 - 2022

	SQA School Alternative Certification Awards 2021	Education		
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	
	Argyll & Bute Health and Social Care Partnership – Annual Report 2020/21	Argyll & Bute HSCP	Annually in August	
	Key Performance Indicators FQ2 2021/22 – Education Service	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	Argyll & Bute HSCP	Quarterly	

Community Services Committee Work Plan 2021 - 2022

	Reporting Arrangements – Financial Quarter 2 2022/23			
	Key Performance Indicators FQ3 2021/22 – Education Service	Education	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	
Future Reports – dates to be determined				
	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		
	Schools (Consultation) (Scotland) Act 2010 - Skipness Primary School	Education		
	Schools (Consultation) (Scotland) Act 2010 – Minard Primary School			
	Schools (Consultation) (Scotland) Act 2010 – Southend Primary School			
	Schools (Consultation) (Scotland) Act 2010 – Achaleven Primary School			
	2021/22 Annual Review of the Children and Young Peoples Services Plan 2020-23 – Year 2 Review	Argyll & Bute HSCP		
	Care Experienced Children and Young People	Education		
	Education Change Programme	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	

Community Services Committee Work Plan 2021 - 2022

	Education Service Annual Performance Review	Education	Annually in August	
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