

Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Executive Director: Douglas Hendry



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31 May 2022

NOTICE OF MEETING

A meeting of the **MID ARGYLL, KINTYRE & THE ISLANDS AREA COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD AND ON A HYBRID MEETING BASIS BY MS TEAMS ATTENDANCE** on **WEDNESDAY, 8 JUNE 2022 at 10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director

BUSINESS

- 1. APOLOGIES**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTES**
 - (a) Minutes of Mid Argyll, Kintyre and the Islands Area Committee held on Wednesday, 2 March 2022 (Pages 3 - 10)
- 4. PUBLIC QUESTION TIME**
- 5. SKILLS DEVELOPMENT SCOTLAND** (Pages 11 - 38)
Presentation by Susan MacRae, Skills Development Scotland
- 6. INTEGRATED JOINT BOARD PERFORMANCE REPORT (MAY 2022)** (Pages 39 - 48)
Report by Head of Strategic Planning, Performance & Technology
- 7. PRIMARY SCHOOL REPORT 2021-22 MID ARGYLL, KINTYRE AND THE ISLANDS AREA** (Pages 49 - 124)
Report by Executive Director with responsibility for Education
- 8. LOCHGILPHEAD CARS PROGRESS REPORT** (Pages 125 - 132)
Report by Executive Director with responsibility for Development and Economic Growth

- 9. ROADS AND INFRASTRUCTURE SERVICES UPDATE** (Pages 133 - 138)
Report by Executive Director with responsibility for Roads and Infrastructure Services
- 10. AREA SCORECARD FQ4 2021-22** (Pages 139 - 164)
Report by Executive Director with responsibility for Customer Support Services
- 11. APPOINTMENTS TO OUTSIDE ORGANISATIONS** (Pages 165 - 170)
Report by Executive Director with responsibility for Legal and Regulatory Support
- REPORTS FOR NOTING**
- 12. MID ARGYLL, KINTYRE AND THE ISLANDS AREA COMMITTEE WORK PLAN**
(Pages 171 - 176)

Mid Argyll, Kintyre & the Islands Area Committee

Councillor John Armour	Councillor Jan Brown
Councillor Garret Corner	Councillor Robin Currie (Vice-Chair)
Councillor Donald Kelly	Councillor Tommy MacPherson
Councillor John McAlpine (Chair)	Councillor Dougie McFadzean
Councillor Douglas Philand	

Contact: Shona Barton, Committee Manager; Tel: 01436 657 605

**MINUTES of MEETING of MID ARGYLL, KINTYRE & THE ISLANDS AREA COMMITTEE held by
MICROSOFT TEAMS
on WEDNESDAY, 2 MARCH 2022**

Present: Councillor Rory Colville (Chair)

Councillor John Armour	Councillor Donald MacMillan BEM
Councillor Robin Currie	Councillor Douglas Philand
Councillor Anne Horn	Councillor Alastair Redman
Councillor Donald Kelly	Councillor Sandy Taylor

Attending: Jim Smith, Head of Roads and Infrastructure Services
Shona Barton, Committee Manager
Douglas Whyte, Team Lead – Housing Strategy
Kirsty Moyes, Community Development Team Lead
Becky Hothersall, Community Development Officer
Neil MacFarlane, North West Area Manager, Transport Scotland
Georgina (Georgie) Reid, Regional Communities Manager – West, Scottish Water

1. APOLOGIES

The Chair welcomed everyone to the meeting.

There were no apologies for absence intimated.

2. DECLARATIONS OF INTEREST

Councillor Robin Currie noted in relation to item 7 (Supporting Communities Fund 2022/23) that he was a patron of the Museum of Islay Life. Having taken note of the updated Standards Commission Guidance in relation to declarations (issued 7 December 2021) with specific reference to section 5 he considered that he had a relevant connection and as such would leave the meeting during consideration of this item if the Committee decided to consider the applications individually.

3. MINUTES

(a) Minute of the Meeting of the Mid Argyll, Kintyre and the Islands Area Committee held on Wednesday, 1st December 2021

The Minute of the Meeting of the Mid Argyll, Kintyre and the Islands Area Committee, held on Wednesday 1st December 2021, was approved as a correct record.

4. PUBLIC AND COUNCILLORS QUESTION TIME

Linda Brannigan submitted the following question to the Committee:

“I have been following the reports from Argyll and Bute Council regarding their intention of becoming a net zero council in the not too distant future and then this week's (as at 21st December 2021) Campbeltown Courier reports that our landfill waste will not be able to be processed within our Area.

It is in the interest of everyone to reduce the amount of landfill waste and to increase the amount of recycled waste in Argyll and Bute.

This, in my opinion, begs the question of why the recent roll out of blue bins in Kintyre is restricted to households only.

Places such as golf clubs, bowling clubs, caravan parks, and popular beaches for picnics/walking plus the many hospitality venues are by their very nature high volume plastic/cardboard venues. Yet they were not given these bins.

Businesses already pay for the removal of waste, therefore providing blue bins will result in them removing recycling items with less going into the green bins and therefore landfill.

The down side is the initial cost of providing these bins plus the increased amount of recycling being collected, however on the plus side is:

- (a) LESS GOING TO LANDFILL - reducing the cost of transporting it and paying for it to be processed
- (b) MORE RECYCLING - helping the intended net zero target."

Councillor Redman noted that concerns around recycling bins were raised with him on a regular basis, and advised that he would like to see Roads and Infrastructure Services take a more proactive approach to meeting their publicised environmentalism targets. He suggested that larger bins or more uplifts could be beneficial in this regard, as he was concerned that there was a culture of removing bins or replacing them with smaller ones.

Councillor Kelly advised that he agreed with the principle of Mrs Brannigan's enquiry and would encourage the Council to look into the possibility and practicalities of this.

Councillor Horn advised that constituents of Arivore Road, Whitehouse, had received a reduced recycling service following the Council's transition to in-house recycling uplifts. She explained that the recycling lorry could not access the road, and therefore people were unable to recycle unless they took their recycling to a central commercial bin at the local hall. She noted her disappointment in this, following prior assurances that recycling services would not be affected.

Councillor Armour noted his agreement with Mrs Brannigan's comments, advising that it was in the Council's interest to provide bins and increase the amount of material being recycled to meet their targets. He highlighted his belief that convenience could be a major factor in whether people chose to recycle or not, and therefore supplying additional bins to places which were likely to generate large amounts of recycling could be beneficial.

Councillor Currie noted that many of the businesses local to him did have bins for recycling materials, and so he was unsure why this would be the case in some areas but not others.

The Committee Manager agreed to feedback the Committee's comments to Mrs Brannigan following the meeting and to obtain a response from the Head of Roads and Infrastructure Services.

Councillor Philand advised that an Environmental Warden for the area would have been able to assist with issues such as these, however Members had taken a decision in the Council budget not to employ an Environmental Warden for the area. Councillor Philand

requested that the Committee write to the Administration to enquire about the reason behind this decision. The Chair agreed that this would be progressed following the meeting, and a response would thereafter be provided to Members by e-mail.

Councillor Kelly provided background information in relation to the Yellow Book report which had been carried out in 2005, and had been the catalyst for regeneration in Campbeltown. He noted that Campbeltown Community Council were currently progressing a Community Action Plan and requested that the Committee support a request for officers to bring forward a report to the next Committee meeting outlining the options for taking forward an updated survey and putting in place an updated strategic approach. He advised that it was important to deliver and build on the success of Campbeltown, particularly in light of proposed future investments and the need to put in place suitable infrastructure to support this. The Committee Manager agreed to progress this request following the meeting.

Councillor Kelly expressed his disappointment at the condition of the public toilets in Bolgam Street, Campbeltown. He requested that the Committee support a request for officers to bring forward a report to the next Committee outlining the actions required to bring public toilets across the area up to a reasonable standard. The Committee Manager agreed to progress this request following the meeting.

Councillor Kelly advised that he was seeking the support of the Area Committee in ascertaining the position on bedding plants for Campbeltown. He noted that he had been unsuccessful in contacting officers for a response and advised that, if the Head of Roads and Infrastructure Services could not provide a response to this at the meeting, he would ask the Committee to write to the Executive Director to seek clarity around this.

Councillor MacMillan advised that Traffic Warden attendance was urgently required in Lochgilphead, particularly in response to a number of Heavy Goods Vehicles being parked in the Stag Car Park overnight without paying for this. He noted that he had been told that it was too expensive to bring a Traffic Warden to Lochgilphead, however a lot of money was being lost by not monitoring the car park. Councillors Philand and Taylor reiterated concerns around this, noting that strategies should be explored to address this loss of revenue.

Councillor Horn advised that she was pleased to see work had been carried out on the footways in Tarbert, however she would like to enquire about whether there were plans to extend works to the Quay, rather than stopping at the public toilets. She noted that the slabs at the Quay had been the cause of a number of falls.

Councillor Redman raised concerns about a section of road between Islay Auction Mart and Whins Park, Islay. Councillor Currie advised that this had been addressed in the Roads Capital Reconstruction Programme 2022/23, which was being considered at the upcoming Environment, Development and Infrastructure Committee meeting.

Councillor Redman advised that concerns had been raised by South Knapdale Community Council in relation to branches on the roads at Kilberry. Councillor Taylor advised that he had received assurance that the bushes and scrub would be cut back on the next occasion when the Council were cutting the verges.

Councillor Redman also raised concerns about the condition of the Cemetery Road in Carradale. He noted that he had previously received correspondence confirming that the

road was not the responsibility of the Council and that the community should seek funding to address the issues, however he would request that this position was revisited.

The Chair advised that the Head of Roads and Infrastructure Services would be in attendance for a later item, and responses would be provided to the queries raised in relation to his Service at that point.

5. TRANSPORT SCOTLAND ANNUAL UPDATE

The Committee gave consideration to a verbal update provided by Transport Scotland's North West Area Manager on various issues raised by Members in relation to the A83.

Discussion took place around flooding issues at Tayinloan; the possibility of a footway on the A83 at Inverneill; the ongoing discussions regarding implementation of a 40mph speed limit on the south side of Ardrishaig; the timetable for repairs to the Corran and Colchester Square roundabouts in Lochgilphead; the requirement for the repair of two holes under the road near the sewage works on Ardrishaig Road and the Millennium Garden; the need for trees to be cut back at Barmore Road, Tarbert, to address road safety issues; ongoing work to progress drainage improvement and the installation of a pedestrian crossing on Kinloch Road, Campbeltown; the need to address general road deterioration across the A83; surface water issues on Hall Road, Campbeltown, being monitored by BEAR Scotland; and the need to identify planned works to fully address a previous culvert collapse at Kilmichael Farm, Campbeltown.

It was agreed that a list of works which had been carried out by Transport Scotland over the 2021/22 period, and a list of works scheduled for the 2022/23 period, would be provided to the Committee by e-mail following the meeting.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee noted the information provided.

6. SCOTTISH WATER ANNUAL UPDATE

The Committee considered a report provided by the Regional Communities Manager - West, Scottish Water, on a number of recent, ongoing and future projects in the Mid Argyll, Kintyre and the Islands Area. A verbal update was also provided in relation to Scottish Water's new Nature Calls campaign.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee noted the contents of the report and information provided.

(Reference: Report by Regional Communities Manager - West, Scottish Water, dated February 2022, submitted)

7. SUPPORTING COMMUNITIES FUND 2022/23

The Committee gave consideration to a report recommending the distribution of awards for the Council's Supporting Communities Fund (SCF) 2022/23 for the Mid Argyll, Kintyre and the Islands area, the budget for which included the remaining funds from the Covid-19 Micro Grants Fund.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee agreed to award funding from the Supporting Communities Fund budget to 12 applicants, totalling £24,619.59, as follows:

Ref No	Applicant	Recommendation	Amount Requested	Award 2022/23
1	Islay & Jura Community Enterprises Limited	Award	£2,500.00	£2,500.00
2	Kintyre Seaports	Award	£2,432.40	£2,432.40
3	Argyll and Bute Befrienders	Award	£602.00	£602.00
4	Dochas Carers' Centre	Award	£2,500.00	£2,500.00
5	Craignish Village Hall – Arts Programme	Award	£2,500.00	£2,500.00
6	Heart of Argyll Wildlife Organisation	Award	£640.92	£640.92
7	Shopper-Aide Ltd	Award	£2,500.00	£2,500.00
8	Achnamara Village Hall	Award	£2,365.00	£2,365.00
9	Kintyre Link Club	Award	£2,500.00	£2,500.00
10	Tarbert & Skipness Community Trust	Award	£2,500.00	£2,500.00
11	19 th Argyll Scout Group	Award	£2,400.00	£2,400.00
12	Kintyre Alcohol and Drug Advisory Service	Partial Award	£2,000.00	£1,179.27
13	Jura Development Trust	No Award	£2,500.00	No Award
14	The Community Bureau	No Award	£2,440.00	No Award
15	Dunaverty Hall	No Award	£1,500.00	No Award
16	The Museum of Islay life	No Award	£2,125.00	No Award
Total Available		£24,619.59		
Total Awarded		£24,619.59		

(Reference: Report by Chief Executive, dated 31st January 2022, submitted)

8. ROADS AND INFRASTRUCTURE SERVICES UPDATE

The Committee gave consideration to a report which provided an update on the recent activities of Roads and Infrastructure Services and highlighted works being undertaken which were of relevance to the Mid Argyll, Kintyre and the Islands area.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee considered and noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Roads and Infrastructure Services, dated February 2022, submitted)

9. TRAFFIC VOLUME AND SPEED

The Committee gave consideration to a report which provided an update on traffic speed and volume surveys carried out in late 2021 in relation to Meadows Avenue and Ralston Road, Campbeltown.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee:

1. considered and noted the contents of the report;
2. requested that, given the results of the speed surveys in Meadows Avenue and Ralston Road, Campbeltown, officers provide a further report to the Committee in relation to how a mandatory 20mph speed limit could be taken forward for those specific areas; and
3. agreed that the item should remain on the Workplan until such time as the Davaar Avenue speed survey had been carried out and the results of same had been reported back to the Committee.

(Reference: Report by Executive Director with responsibility for Roads and Infrastructure Services, dated February 2022, submitted)

10. HOUSING SERVICES ACTIVITY UPDATE - STRATEGIC HOUSING INVESTMENT PLAN (SHIP) ANNUAL UPDATE

The Committee gave consideration to a report which provided an update on the Housing Services activity and the delivery of the Local Housing Strategy within the Mid Argyll, Kintyre and the Islands area.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee considered and noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Development and Economic Growth, dated January 2022, submitted)

11. AREA SCORECARD - FQ3 2021-22

The Committee considered the Area Scorecard report for Financial Quarter 2 of 2021-2022 (October to December 2021), which illustrated the agreed performance measures.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee:

1. noted and considered the performance and supporting commentary as presented in the report;
2. noted that upon receipt of the Quarterly Performance Report Members should contact either the Responsible Named Officer or the Performance Improvement Officer with any queries;
3. noted that work was ongoing and to respond to the Performance Improvement Officer with requests or comments regarding the layout and format of the Performance Report and Scorecard;
4. noted the requirement to amend the current report template and Scorecard;

5. agreed that an amended report template and Scorecard would be electronically circulated to Members for information and approval to meet the FQ4 2021/22 reporting deadline; and
6. agreed to continue the production and circulation of the supplementary images of the Scorecard by Corporate Outcome images.

(Reference: Report by Executive Director with responsibility for Customer Support Services, dated 2nd March 2022, submitted)

12. MID ARGYLL REGENERATION PROJECTS - REALLOCATION OF FUNDING

A report providing an update on the reallocation of funding between two ongoing projects which form part of the Tarbert and Lochgilphead Regeneration Fund was before the Committee for noting.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee noted the update on the reallocation of funding between the two ongoing projects, which form part of the Tarbert and Lochgilphead Regeneration Fund.

(Reference: Report by Executive Director with responsibility for Development and Economic Growth, dated 26th January 2022, submitted)

13. MID ARGYLL, KINTYRE AND THE ISLANDS AREA COMMITTEE WORKPLAN

The Mid Argyll, Kintyre and the Islands Area Committee Workplan as at March 2022 was before the Committee for noting.

Decision

The Mid Argyll, Kintyre and the Islands Area Committee noted the contents of the Workplan.

(Reference: Mid Argyll, Kintyre and the Islands Area Committee Workplan, submitted)

The Chair, Councillor Colville, expressed his thanks to everyone for their support during his term as Chair of the Area Committee. He paid particular thanks to Councillors Horn and Taylor, who had decided not to stand for re-election, and to Councillor Armour for his assistance in minuting Business Day meetings. He also thanked Committee Services for their efforts and hard work behind the scenes.

Councillor Colville's sentiments were echoed by the other Councillors, who also thanked Councillors Colville and Currie for their efforts during their respective terms as Chair of the Area Committee.

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Careers by Design

Overview of the Career Review and its recommendations

February 2022



Skills
Development
Scotland

Proudly part of
**Young Person's
Guarantee**

Background and Context

About the review

“Under the leadership of SDS, an implementation plan is developed to take forward the recommendations of Scotland’s Career Strategy”

“SDS should be asked to consider how best a career advice service could operate from early years right through until a young person enters employment.”

Sandie Begbie

Initial Report: Youth Guarantee –
No-one Left Behind

Feb 2020

Scottish Government published
Scotland’s Career Strategy, Moving Forward

Strategy recognises rapidly changing labour market and need to ensure CIAG is more obvious, accessible, personalised and joined up

Sept 2020

Scottish Government published Sandy Begbie’s Initial Report:
Youth Guarantee – No-one Left Behind

Identifies wide ranging resource devoted to career services and employability support – highlights importance of maximising impact

Recommends review of career services, highlighting importance of engaging with the third sector

Dec 2020

Independent Programme Board, chaired by Grahame Smith, established to oversee SDS’s work to undertake review

Defining career services



Career Information: providing career and labour market information about further and higher education, career assessments and tests



Career Advice: employment, job search and career advice (can be provided by someone other than a qualified careers professional)



Career Guidance: career counselling / one-to-one career guidance (cannot be provided by anyone other than a qualified careers professional)



Career Education: delivering career education as part of the curriculum either as a discrete subject or embedded in wider subject provision. Such learning can be both classroom-based and experiential



Brokerage: career learning by organising encounters with employers, trade unions and others (e.g. talks, career fairs, mentoring, work experience, volunteering and helping young people develop an understanding of fair work and work-related rights and responsibilities).

The career 'ecosystem' in Scotland

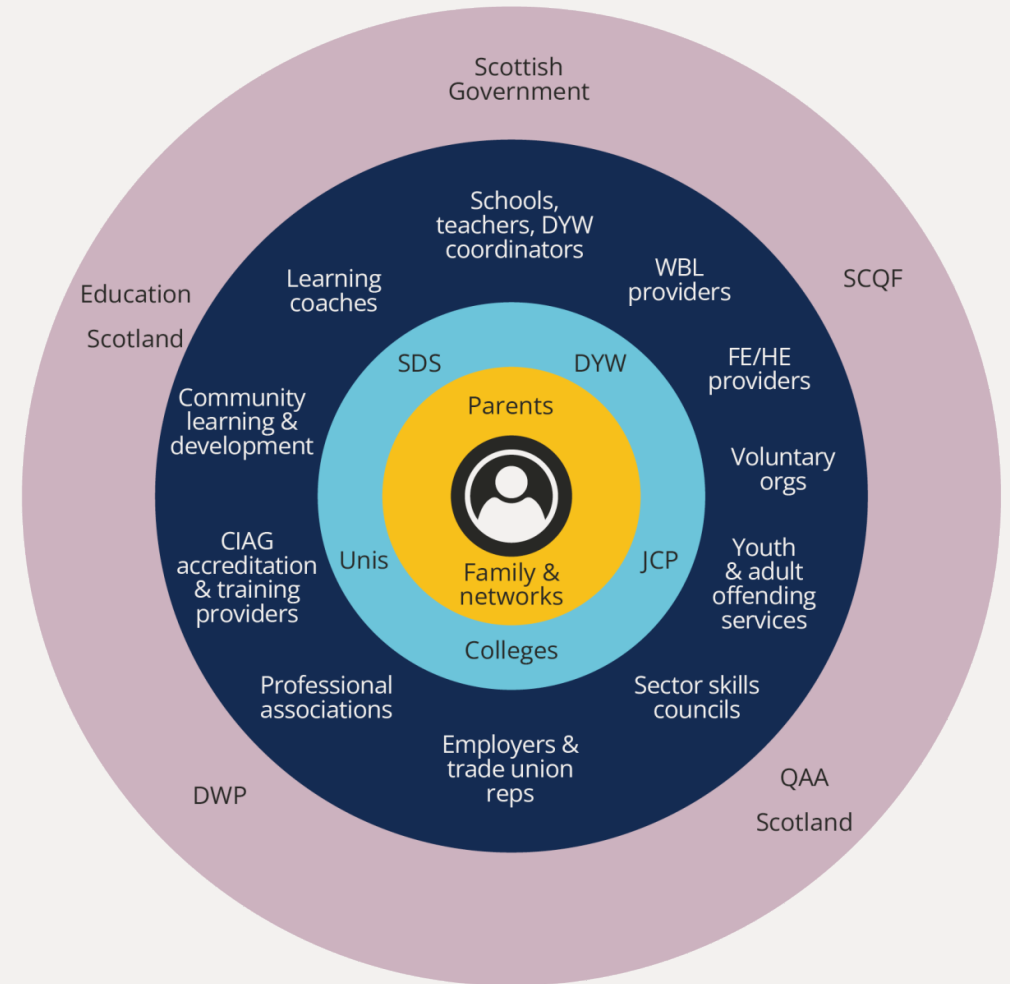
Career services are provided by a wide range of organisations and institutions

The following were in scope for the review:

- Skills Development Scotland
- Developing the Young Workforce
- Schools
- Colleges
- Universities

Our research indicates the organisations in scope:

- invest between £159m – 216m in career services each year
- have over 1,700 career related staff (1.2 million young people between ages of 5-25)
- career-related specialisms and qualifications are high in SDS and universities and low (but variable) within DYW and colleges



Context: drivers of change



COVID-19



The climate emergency



Industry 4.0 & disruptive technologies



Stretched public finances



A dynamic labour market



Poverty and inequality



Education reform



The changing nature of work

“Never before in human history has career guidance been more important.”

(Dr Anthony Mann, Senior Policy Analyst, OECD Education and Skills Directorate)

Approach

Review approach

- The most comprehensive review of Scotland's career services in a generation
- Leadership provided by independent Programme Board with representatives from all parts of the career system, chaired by Grahame Smith
- **Evidence-led, driven by insight and co-design**
- **Equity at the core of the approach:** each recommendation seeks to address inequality, informed by a comprehensive Career Review Equality Impact Assessment
- Remit focused on young people however in line with the all-age approach outlined in career strategy
- Recommendations represent transformational and deliverable redesign of career system
- Critical dependencies on and alignment to ongoing interventions in education, economy and society
- Burning need and opportunity to act quickly to maximise recovery and minimise scarring impact of pandemic

Customer centred, evidence led

Over 250 customer interactions via:

- Co-design labs
- Engagement sessions
- In-depth workshops
- 1-2-1 engagements

representing the range of service areas and protected characteristics



Iain



Amrit



Jaden



Annie



Sam

“It’s great to work closely with schools to provide the right information and guidance but it’s also very important to involve others such as social workers, parents, and even young people themselves.”

21-year old at college

Findings

Services in the 'ecosystem' are working...

Internationally recognised

Scotland has protected funding for services that are envy of many other countries

Prioritised within policy

Career services are central to Scottish Government policy

In demand and valued

Young people value career services - demand is high and growing

High quality national career service

Over 75% of SDS services are independently assessed as very good or excellent by Education Scotland

Professional workforce in schools and university

In-person career services are delivered by highly qualified practitioners in schools and universities

Growing partnerships between education and employment

The DYW infrastructure has started to bridge the gap between employers and education

Local structures, inc third sector, are effective at connecting people to services

Local Employability Partnerships and other local structures are key to joining up delivery on the ground and making sense of competing policies and priorities

“Scotland has been recognised as having a world class career guidance system that is often held up as an exemplar to other countries”

(Professor Tristram Hooley,

‘Exploring Scotland’s Career Ecosystem’

2020)

...but not for everyone

- Career education is **not embedded or prioritised** in curricula systematically
- **Insufficient resource to provide personalised 1-2-1 support** to every young person
- **Fragmented and complex** delivery landscape
- **Limited oversight** of the ecosystem
- **Demand often goes unmet** and is likely to increase
- Not all young people have **equal access**
- **Limited** professional guidance **resource in colleges**
- **Pressure on finances** and ‘**initiative overload**’
- Largely measured on **activity not outcomes**
- **Inequality and discrimination** continue to damage the life chances of many young people

“In school they don’t tell you what it’s like to go into work at all. You’re just learning maths, which doesn’t really, you know, teach you how to work with other people in a professional environment.”

(21-year-old at college).

How we can improve: design principles

The Service



1. Career services meet the dynamic aspirations and different needs of all young people



2. Career services build agency and equip young people with the skills to thrive in a changing world



3. Career services enable young people to expand their knowledge and experience of Fair Work

The Curriculum



4. Career experiences are integrated into curricula, practice and culture of the education system

The Ecosystem



5. An eco-system of assets delivering coherent and impactful career services for Scotland

Our recommendations



1. A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



2. Developing skills and habits essential for the future world of work

Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.



3. Creating person centred career services

Individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.



4. Experiential career education

There should be dedicated curriculum time for experiential work-related learning in all settings.



5. Community based services

Young people have a right to have to a wide range of opportunities, to experience the workplace and understand what fair work is.



6. Exposure to fair work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.



7. Digital enablement, empowerment & engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.



8. Clear roles for the delivery of career services

Where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.



9. Strengthening evaluation and continuous improvement

The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.



10. Creating a career services coalition

A coalition should be established that ensures the implementation of the Review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented.

A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.

The change

- A new career development model that provides a **national delivery framework** for any organisation supporting career choices.
- Its adoption drives **coherence and consistency** in the delivery of career services and ensures improved outcomes.
- It **helps clarify roles and responsibilities** across the ecosystem and ensures that reflection on career experiences is fundamental to the individual's progress



The outcome

“I know what learning experiences I can expect to take part in to help me make decisions about my career.”

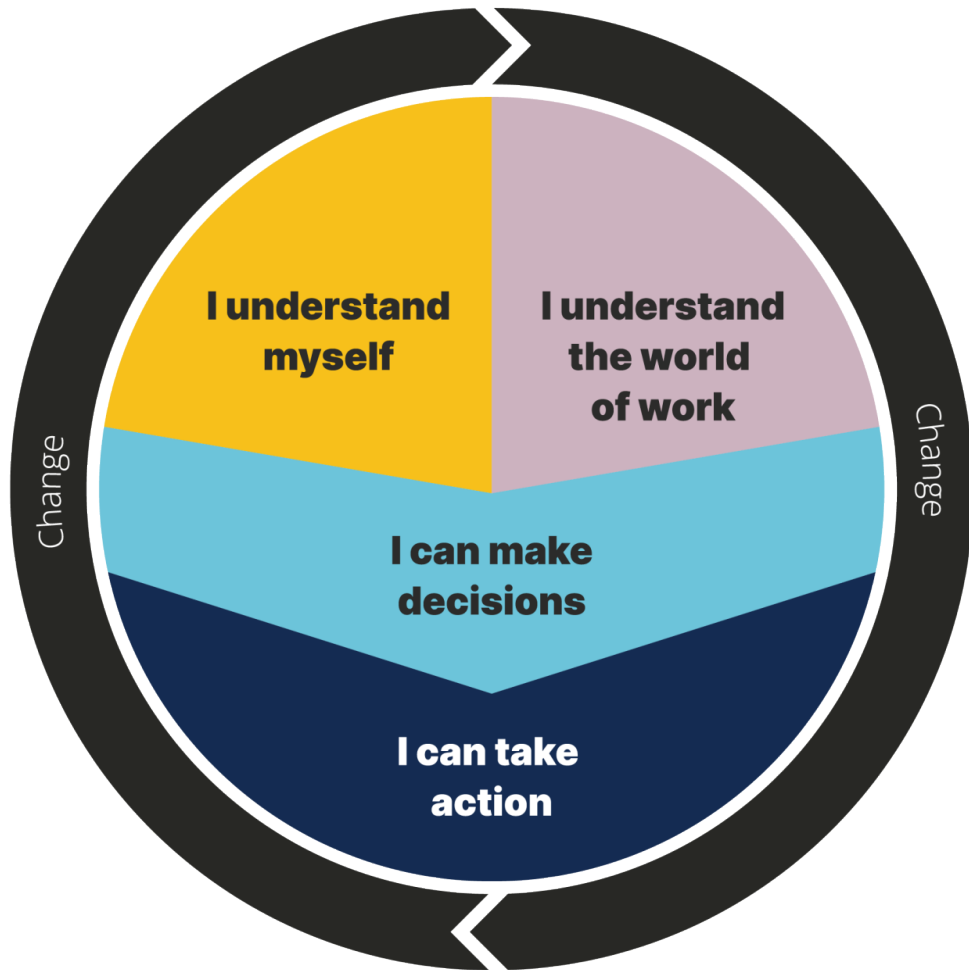
The equity impact

The model recognises each person as an individual with their own distinct needs. It offers meaningful and accessible support in career development, tailored to them when they need it.

It supports equity of access in any setting – meaning everyone experiences a similar standard of service irrespective of who is offering it.

A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



This **DRAFT** model defines what career services need to do. It simplifies and brings definition to the disparate set of services that exist today.

The evidence tells us that customers are most likely to benefit from at least one of the aspects of the service we have set out.

The model is described in an active way - its success for the individual is dependent on services providing *experiences*.

Actions can be carried out at different levels depending on age and stage.

We will continue to develop and co-design this model through the next phase of the review.

Developing skills and habits essential for the future world of work

Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.

The change

- Career education and services which **develop, recognise and accredit the skills and habits** that help people make informed choices, adapt and respond to the changing labour market.
- **Skills are given currency**, and the development of the skills to manage a career and thrive in the world of work are a cornerstone of all learning, education and employment related support.



The outcome

“I can describe, and I am developing, a set of skills for the world of work and that will help me manage my career.”

The equity impact

Collaborating with individuals throughout their own unique journey will offer diverse and equitable experiences, enabling the development of skills and career habits that help them thrive in the future.

Creating person centred career services

Individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.

The change

- A shift from a needs based approach to a **universal and lifelong asset based approach**, focused on strengths, building agency, resilience and flexibility
- **Young people's voices are fundamental** to all future career service development and delivery
- Services are **more relevant, impactful and universally accessed**.
- Services and practitioners have space to 'explore' changing need on an ongoing basis through professional practice
- Data sharing is enhanced in line with relevant legislation and regulations with information being shared between professionals at appropriate and relevant stages of transitions



The outcome

“I know that career services understand me, that they are there when I need them, and will help me get to where I want to be.”

The equity impact

Encouraging the exploration of each person's life, interests, morals, skills and values, building a narrative of their own story, deepening self-worth and belief in their contribution to the world.

Experiential career education

There should be dedicated curriculum time for experiential work-related learning in all settings.

The change

- Experiential **work-related learning is part of the ‘fabric’ of curriculum** design and delivery in primary, secondary, college and university
- Those delivering the curriculum are supported to **make connections to the world of work**
- Elements of the curriculum are **delivered in the practical setting of the workplace**
- **Young people understand the practical value of what they are learning** and how this learning can be applied in the world of work



The outcome

“In my learning I know there will be a range of meaningful activities that are hands on and help me understand and experience fair work.”

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The equity impact

Each individual is entitled to access fair, just and purposeful work-related learning embedded within their curriculum that aligns with their goals and ambitions. All learning incorporates equality and diversity principles that challenge and overcome entrenched ideas about the world of work, such as gender stereotypes.

Community based services

Career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services.

The change

- **Services are available within and through the communities** with which young people identify and those involved in delivery are trusted by their community
- Services are **accessible and approachable and able to relate to the situation and needs** of those who may otherwise be disengaged
- Services are designed and delivered to **meet the needs of those with lived experience** of protected characteristics and other equality factors
- **Local Employability Partnerships** ensure that services are integrated, and investment meets the needs of individuals and the economy
- Formal career services work in **strong collaboration** with LEPs to deliver, leading to an improved learner journey



The outcome

“I know that within my community there are people who I trust to help me explore careers and I have access to the same chances as everyone else.”

The equity impact

All communities, their needs and values are appreciated, understood and accepted, so there will be fair and equitable career services.

Exposure to fair work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.

The change

- Young people understand their **entitlement to work experiences** at different stages of their learning journey
- Work experiences incorporate **a wide range of offers**, e.g. job shadowing, mentoring, employer / sector tasters, projects, challenges and other experiences
- A systematic approach is taken to **shape services against these entitlements**
- Entitlements are captured in a framework, which **defines outcomes, roles and responsibilities**
- Education and career service providers **understand employer needs** and how to engage effectively to overcome barriers to participation
- Young people **understand fair work** practices and their expectations of employers



The outcome

“I know I’ll get lots of chances to explore jobs and work in different ways.”

The equity impact

Every person is entitled to accessible and inclusive work-related experiences embedded within the curriculum that incorporates equality and diversity and aligns with their goals and ambitions.

Digital enablement, empowerment and engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.

The change

- A wide range of innovative digital tools provide **immersive and engaging career experiences** and services aligned to the Career Development Model.
- Digital technology **connects people to the right support at the right time**, in ways which are highly personalised, relevant and engage local communities.
- Digital services are **easy to access and seamlessly integrated** with face-to-face delivery.
- They provide the **highest levels of trust** and allow people to own their data.
- Public investment in digital technology is **systemic, fully realised and has no duplication**.



The outcome

“I find digital information and activities more inspiring, current, relevant and self explanatory.”

The equity impact

Through the development of inclusive, accessible digital services and tools all people can access inspiring, trusted and relevant content. This is complemented with access to professionally qualified, impartial 1:1 support to use, navigate, and process information..

Clear roles for the delivery of career services

Where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.

The change

- **Young people know who can help**, accessing the right support at the right time.
- A **common approach to career services** aligned to the CDM
- A system wide Target Operating Model **ensures integration** – no-one falls through the cracks
- The roles that deliver the CDM are **clearly defined and articulated**.
- **Practitioners are connected**. There is a long term, collaborative approach to practitioner professional development and qualifications (where relevant).
- Employers, trade unions and representative bodies find it **easier to engage** with the education system and career services.
- **Parents and carers are supported** in their key role as influencers.



The outcome

“I am supported by a group of people who know me and help me achieve my potential.”

The equity impact

The career ecosystem will inclusively offer accessible and dependable support throughout an individuals’ diverse life experiences.

Strengthening evaluation and continuous improvement

The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.

The change

- We **understand the difference** that enhanced career services are making
- We **measure outcomes** and monitor uptake of entitlements
- Clear key performance indicators help organisations **manage their performance**, allowing services to be refined and improved and evidencing return on investment
- A systematic quality assurance process ensures services are of **consistently high quality**
- Ongoing **evaluation leads quickly and directly to changes** at a national and local level meaning services are always improving and kept up to date with changes in industry.
- We understand the impact career services have on **wider economic and social objectives**



The outcome

“My growth/progress and level of satisfaction is measured to improve career services.”

The equity impact

The approach places importance on identifying outcomes that reflect individual goals, distance travelled and career happiness, and evaluate the quality and effectiveness of the career ecosystem for all individuals and its impact on wider economic and social objectives.

Creating a career services coalition

A coalition should be established that ensures the implementation of the Review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented.

The change

- A **coalition of delivery organisations, service users, practitioners and employers** take forward the recommendations in a collaborative way.
- The coalition ensures the **recommendations are delivered** and implementation is co-designed with users and stakeholders.
- The **coalition is led and supported by Scotland's national skills agency**, with collective ownership and accountability across members for implementation, change management and continuous improvement.
- **Young people and other stakeholders are involved in decision making** and continue to shape future services.
- The **careers and teaching workforce** and the trade unions that represent them are valued and engaged in the change process and in continuing to shape future services.



The outcome

“I have a say in how services are developed and delivered in a way that benefits me.”

The equity impact

The coalition ensures that equality, diversity and inclusion are at the forefront of career services, informed and represented by individuals with lived experience of all protected characteristics, key organisations and inclusive, fair work employers and trade unions.

Dependencies

- The review of Curriculum for Excellence and the SFC Review of coherence and sustainability
- Development of the National Strategy for Economic Transformation
- Policy integration
- Skills alignment
- The role of employers and business support
- Clear leadership, empowerment and accountability to deliver the change required
- A move to multi-year funding assumptions

Next steps

The Programme Board will work with practitioners, stakeholders, career influencers and those with lived experience to co-design and co-develop:

The future state target operating model and service blueprint

A detailed implementation plan

The career development model

The remit, functions and composition of the proposed career services coalition
inc understanding international and national structures and developing options for Scotland

A programme of further testing with all-age users

Engagement with wider policy developments
aligned to the implementation plan to ensure integration

Thank you

For more information, visit:
www.CareerReview.scot



Argyll & Bute Health & Social Care Partnership

Mid Argyll, Kintyre and the Islands Area Committee

Date of Meeting: 8 June 2022

Title of Report: Integration Joint Board Performance Report (May 2022)

Presented by: HSCP

The Committee is asked to:

- Consider the HSCP performance progress presented to the IJB on 25 May 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 as at November 2021
- Consider Waiting Times Performance and a further reduction in Consultant and Nurse Led Outpatient breaches >12 weeks
- Note performance with regards to both Argyll & Bute and Greater Glasgow and Clyde current Treatment Time Guarantee for Inpatient/Day Case Waiting List and activity
- Note Scottish Government's advice on timescales for the publication of 2021/22 Annual Performance Report (APR).

1. EXECUTIVE SUMMARY

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. This report therefore provides the committee with an update on the impact on service performance and the progress made with regard to remobilising health and social care services in Argyll & Bute up to 31st March 2022.

The committee are also asked to note future performance reporting arrangements associated with the development and roll out of the HSCP's Integrated Performance Management Framework, and also Scottish Government's advice on timescales for the publication of 2021/22 Annual Performance Report (APR).

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 as below:

1. **The establishment of a clinical priority matrix** – as detailed below, at the present time NHSGG&C & NHS Highland are focusing on the P1 & P2 category:

- *Priority level 1a Emergency and 1b Urgent – operation needed within 24 hours*
- *Priority level 2 Surgery/Treatment – scheduled within 4 weeks*
- *Priority level 3 Surgery/Treatment – scheduled within 12 weeks*
- *Priority level 4 Surgery/Treatment – may be safely scheduled after 12 weeks.*

NHS Boards can decide to pause non urgent or elective services (P3 & P4) to ensure they retain capacity to cope with Covid19 emergency need and NHS Highland implemented this in August at Raigmore.

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. DETAIL OF REPORT

The report details performance for March 2022 with regards to the Health & Social Care Partnership, NHS Greater Glasgow & Clyde and NHS Highland.

4. RELEVANT DATA & INDICATORS

4.1 Remobilisation Performance

The tracker below summarises the HSCP service remobilisation performance against agreed SGHD target (70-80%) for April 2021 to March 2022

HSCP Remobilisation Tracker April 2021 to March 2022

A&B HSCP - Remobilisation Plan Tracker															Cumulative Apr 2021 - Mar 2022	
Key Performance Indicators		Performance Overview													Target	Total
Description		Target	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22		
Ref	TTG															
TTG 1	TTG Inpatient & Day Case Activity (All Elective)	44	34	36	39	41	36	35	24	36	37	35	49	41	528	443
Ref	REFERRALS															
R-1	Total Outpatient Referrals	803	807	780	846	705	780	706	818	798	667	691	729	997	9636	9324
R-2	Total Urgent Suspicion of Cancer Referrals Received	28	47	26	58	47	45	46	44	43	44	29	42	55	336	526
	OUT PATIENTS															
OP-1	Total New OP Activity Monitoring	652	602	685	723	630	682	668	642	810	525	600	661	634	7824	7862
OP-2	Total Return OP Activity Monitoring	904	1319	1286	1454	1424	1446	1459	1479	1631	1233	1419	1425	1526	10848	17101
OP-3	Total AHP New OP Activity Plan	556	889	926	1020	874	964	953	893	992	818	849	894	1066	6672	11138
OP-4	Total AHP Return OP Activity Plan	1312	2660	2691	2821	2368	2619	2549	2343	2527	2087	2014	2033	2455	15744	29167
Ref	DIAGNOSTICS															
DI-1	Total Endoscopy Activity Monitoring	50	67	88	66	58	65	61	63	62	55	15	52	51	600	703
DI-2	Total Radiology Activity Monitoring	462	485	509	581	560	503	508	468	528	463	410	469	699	5544	6183
Ref	CANCER															
CA-1	Total 31 Days Cancer - First Treatment Monitoring	9	3	4	7	10	2	4	3	1	4	3	4	3	108	48
Ref	UNSCHEDULED CARE															
UC-1	Total A&E Attendances Monitoring (LIH)	685	552	729	812	786	813	745	660	598	591	622	608	759	8220	8275
UC-2	Total A&E Attendance (AB Community Hospitals)	1244	1880	2152	2234	2276	1986	2190	1882	1882	1823	1793	1741	2022	14928	23861
UC-3	Total % A&E 4 Hr (LIH)	95%	98%	96%	96%	95%	91%	93%	92%	96%	96%	97%	92%	90%		
UC-4	Total Emergency Admissions IP Activity Monitoring	165	151	176	200	177	203	175	176	167	151	159	157	188	1980	2080
UC-5	Emergency Admissions IP Activity Monitoring (AB)	148	178	180	176	204	192	182	188	203	183	163	174	178	1776	2201

Ref	ADULT CARE															
AC-1	Total Number of Adult Referrals	716	517	549	585	628	618	576	598	686	573	583	592	758	8592	7263
AC-2	Total Number of UAA Assessments	224	275	288	344	216	257	252	235	264	174	196	209	261	2688	2971
AC-3	Total Adult Protection Referrals	24	24	24	21	24	28	32	27	42	28	19	36	32	288	337
AC-4	Total New People in Receipt of Homecare	36	40	39	32	46	28	29	29	24	28	38	35	52	432	420
AC-5	Total New Care Home Placements	16	22	22	20	14	24	17	27	18	21	9	13	37	192	244
AC-6	Total No of Delayed Discharges Awaiting Care Home	5	4	4	5	7	8	13	12	10	4	10	13	16		
AC-7	Total No of Delayed Discharges Awaiting Homecare	5	8	7	12	13	13	9	15	14	18	13	11	18		
Ref	COMMUNITY HEALTH															
CH-1	Total Mental Health – New Episodes	80	52	60	59	64	76	69	38	41	50	41	60	48	960	658
CH-2	Total Mental Health – Patient Contact Notes	584	885	828	881	769	794	747	735	851	757	689	685	794	7008	9415
CH-3	Total DN – New Episodes	92	130	136	123	150	124	112	101	112	93	105	91	82	1104	1359
CH-4	Total DN – Patient Contact Notes	4032	4490	4428	4634	4883	5046	4715	4758	4628	4677	4429	4054	4411	48384	55153
CH-5	Total AHP - New Episodes	276	350	352	410	373	388	356	375	441	337	311	374	384	3312	4451
CH-6	Total AHP - Patient Contact Notes	3096	2895	3083	3354	3289	3247	3514	3365	3820	3309	3350	2940	3763	37152	39929
Ref	CHILDREN & FAMILIES SOCIAL CARE															
CF-1	Total Number of Child Request for Assistance	196	248	238	280	173	275	347	257	306	326	287	176	248	2352	3161
CF-2	Total Number of New Universal Child Assessments	88	85	109	101	59	125	88	96	108	60	81	90	73	1056	1075
CF-3	Total Number of Children on CP Register	38	31	28	29	32	31	32	37	36	31	33	25	27		

(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)

Remobilisation Performance 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:

- Cumulative total outpatient activity across new and return notes a (59%) increase against target
- Total urgent suspicion of cancer referrals received notes a (31%) increase in activity for March (55) against the previous month (42)
- Lorn & Islands Hospital total percentage of attendances at A&E seen within 4 hrs notes a (5%) reduction for March against target (95%)
- Total number of adult referrals note a (22%) increase for March against previous month
- Total number of assessments completed note a (20%) increase for March against previous month
- Cumulative total Endoscopy and Radiology activity notes a (11%) increase against target

- Total mental health patient contacts notes an increase a (16%) increase in March (794) against previous month (685)
- Total number of child requests for assistance notes a (41%) increase for March (248) against the previous month (176)
- Total new child universal assessments notes a (19%) reduction in March (73) against the previous month (90)
- The number of delayed discharges has increased for those awaiting both Homecare (18) and Care Homes (16)

4.2 Waiting Times Performance

The tables below identifies the New Outpatient Waiting List and times by main speciality as at the 23rd March 2022, Comparator data for February in red is used identify changes across specialities and waits.

A&B Group Totals	Extracted 23 rd March 2022				
	New Outpatient Waiting List				
	Length of Wait (weeks)		Total on List	Long Waits (over26)	% Breaches of each Group OPWL
Main Specialty	Over 12	Under 12			
Consultant Outpatient	305(275)	938 (905)	1243 (1180)	53 (49)	24.5% (23.3%)
AHP	226(220)	370 (347)	596 (567)	109 (98)	37.9% (38.8%)
Mental Health	486 (470)	247 (194)	733 (664)	324 (316)	66.3% (70.8%)
Nurse Led Clinics	23 (23)	163 (148)	186 (171)	3 (1)	12.4% (13.5%)
Other/Non MMI	380 (356)	702 (577)	1082 (933)	154 (142)	35.1% (38.2%)
TOTAL OPWL	1420	2420	3840	643	37%
Previous Month	(1344)	(2171)	(3515)	(606)	(38.2%)

Main Specialty	Length of Wait (weeks)		Total on List	Long Waits (over26)	% Breaches of each Group OPWL
	Over 6	Under 6			
Scopes *	196	130	326	32	60.1%
Previous Month	(149)	(108)	(257)	(23)	(58.0%)

Main Specialty	Length of Wait (weeks)		Total on List	Long Waits (over26)	% Breaches of each Group OPWL
	Over 4	Under 4			
MSK **	1068	443	1511	252	70.7%
Previous Month	(1171)	(467)	(1638)	(280)	(71.5%)

Waiting Times Performance Assessment:

- Total new outpatient waiting list notes a reduction of percentage breaches of (1.2%) for February against the previous month
- Scopes note a 23% increase in those on the waiting list for February (326) against the previous month (257)
- Musculoskeletal physiotherapy waits note a reduction across all their waits for February, including a (8%) reduction of total number of waits on the list and a (1.5%) reduction in total percentage breaches.

- Total waits greater than 12 weeks has increased by (6%) against the previous month with an associated increase in those waiting less than 12 weeks of (11%)
- Overall percentage breaches note that Nurse lead clinics note a further reduction (1.1%) for February against the previous month, this also include reduction in Mental Health (4.5%), Allied Health Professionals (0.9%) and Other (3.1%)

4.3 Virtual Outpatient Performance

The table below illustrates monthly cumulative virtual new and return consultant outpatient performance for Lorn & Islands Hospital and Community Hospitals in Argyll and Bute.

Cumulative Virtual Consultant Outpatient Activity				
Reporting Period	Lorn & Islands Hospital New	Lorn & Islands Hospital Return	Community Hospitals New	Community Hospitals Return
January	640	1800	194	827
March	769	2030	230	987
Variance	+129	+230	+36	+160

(Data Source- NHS Highland Remobilisation Plan Data- Cumulative Virtual New and Return Outpatient- March 2022)

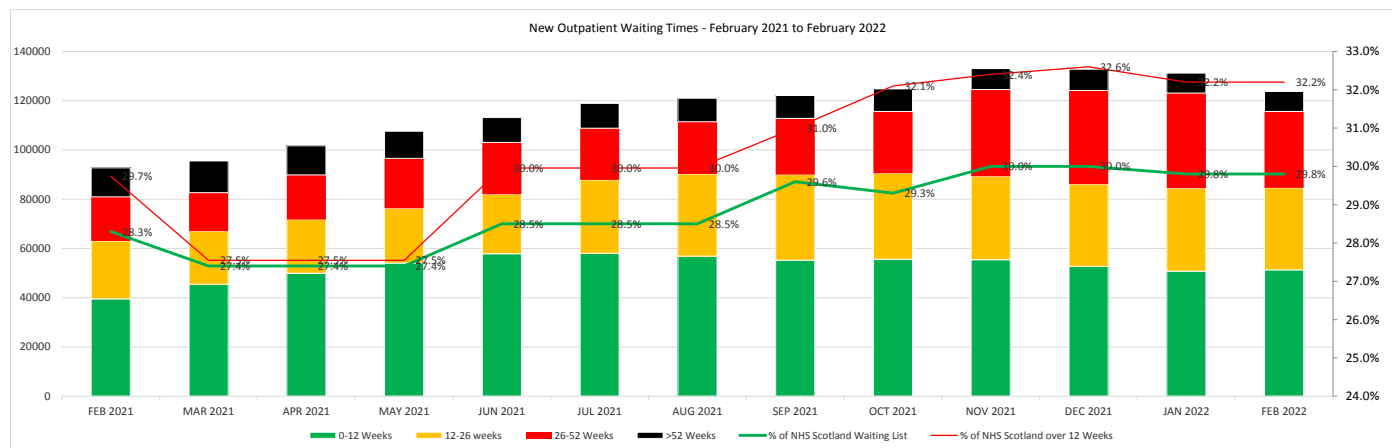
Performance Assessment:

- Cumulative Virtual Consultant Outpatient activity for Lorn & Islands Hospital notes a (15%) increase in virtual appointments for March against the previous month
- Cumulative Virtual Consultant Outpatient activity for Community Hospital notes a (19%) increase in virtual appointments for March against the previous month

4.4 Greater Glasgow & Clyde Outpatient Remobilisation Performance

This report notes the current Greater Glasgow and Clyde Performance with regards to targets identified with their Remobilisation Plan (RMP3) for April 2022.

NHS GG&C Waiting Times (February 2021- February 2022)



(Data Source - NHS GREATER GLASGOW & CLYDE BOARD MEETING/ Performance Assurance information- April 2022)

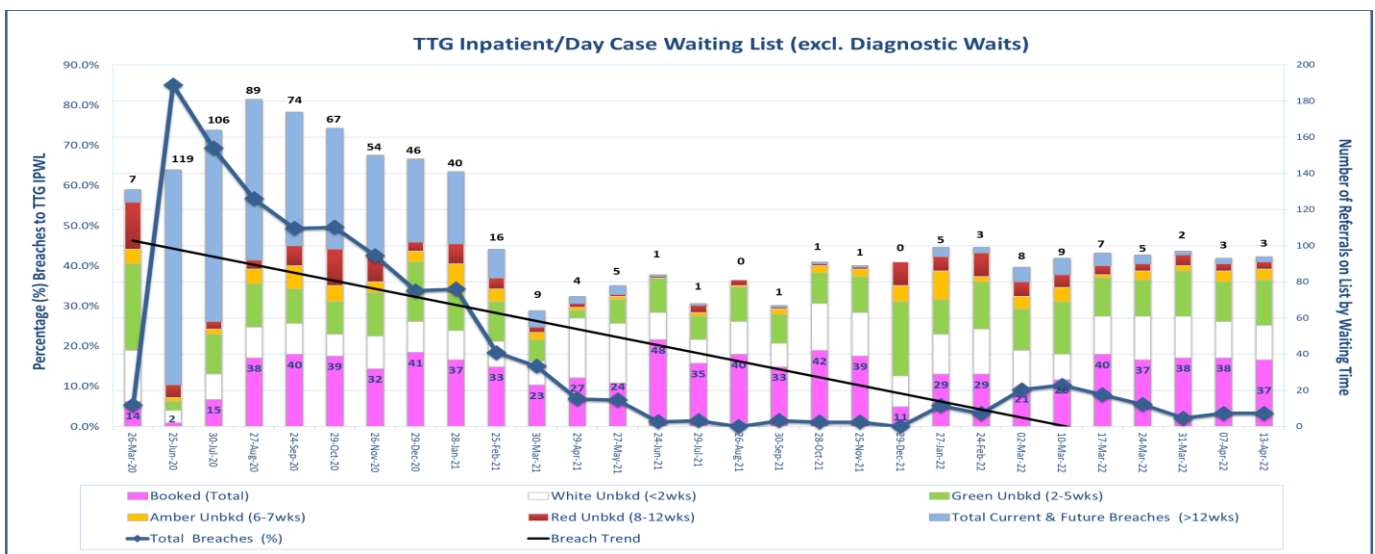
Performance Assessment:

- At the end of February 2022, 123,757 patients were on the new outpatient waiting list, of this total 72,469 were waiting >12 weeks against the RMP4 target of 70,000. The number of patients waiting >12 weeks is 3.5% above the RMP4 target.
- 29.8% of the total patients waiting across NHS Scotland for a first new outpatient appointment were NHSGGC patients at the end of February 2022.

4.5 Treatment Time Guarantee (TTG) - Inpatient/Day Case Waiting List

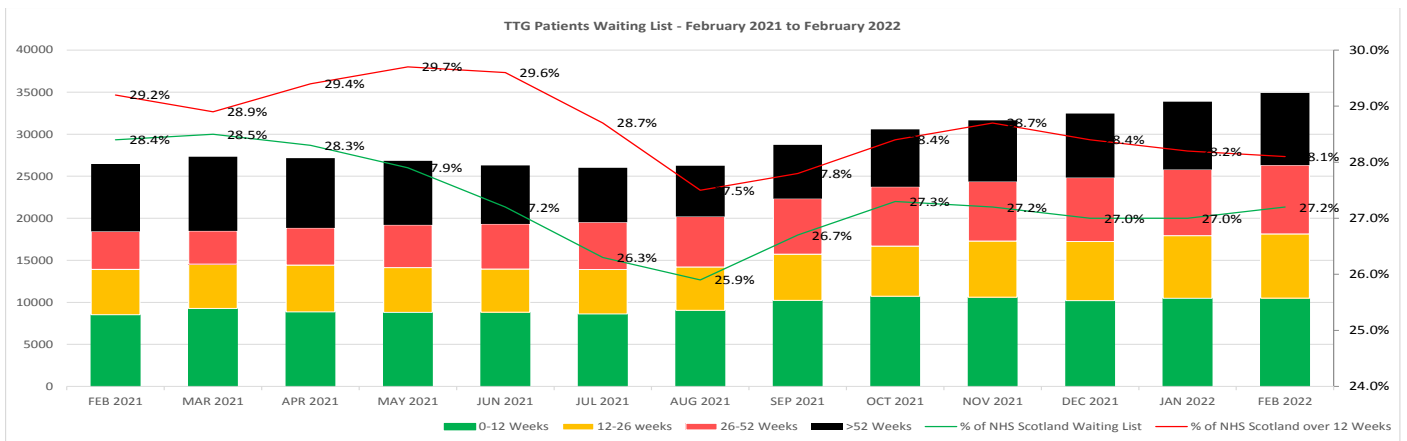
Argyll & Bute Inpatient/Day Case Activity

The graph below identifies current performance with regards to Inpatient /Day Case -12 week breaches and current overall performance as at 17th February 2022 in Argyll and Bute at LIH, Oban



Greater Glasgow & Clyde- Treatment Times Guarantee (TTG) - Waiting Times

The graph below notes current performance with regards to TTG Inpatient and Day Case Activity against trajectory from Feb 2021 to Feb 2022



(Data Source - NHS GREATER GLASGOW & CLYDE BOARD MEETING/ Performance Assurance information- April 2022)

Performance Assessment:

Argyll & Bute

- Total breaches > 12 weeks on the TTG waiting list note 3.3% as at 13th April with 40.2 % noted as booked.
- NHS Scotland Board Level Performance for TTG is identified in **Appendix 1**

Greater Glasgow & Clyde

- At the end of February 2022, there were 34,899 patients on the overall waiting list. Currently 24,401 patients waiting >12 weeks against a target of 19,154. Above target by 27%.
- Currently 28.1% of the >12 weeks national waiting list at the end of February 2022.

4.6 Future Performance Reporting Arrangements

The IJB is asked to note following future performance reporting arrangements:

- The HSCP's Integrated Performance Management Framework (IPMF) will be rolled out across the HSCP with a collaborative and consultative approach adopted across the Senior Leadership Team over 2022/23, in line with timescales agreed by SLT.
- IPMF governance will be applied through the Clinical and Care Governance Committee.
- Current IJB Performance Report will remain extant until the IPMF, its associated Key Performance Indicators (KPIs), and the governance & scrutiny arrangements are fully embedded within SLT.
- As per previous 2 years, using the mechanisms as laid out in the Coronavirus Scotland Act (2020), Schedule 6, Part 3, the Scottish Government have confirmed the 2021/22 Annual Performance Report (APR) will be due for publication by November 2022.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

The monitoring and reporting of performance with regards to Argyll & Bute HSCP, Greater Glasgow & Clyde and NHS Highland ensures the HSCP is able to deliver against key strategic priorities.

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 of £590,840.

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. PROFESSIONAL ADVISORY

Data used within this report is a snapshot of a month and data period, where possible data trends are identified to give wider strategic context.

8. EQUALITY & DIVERSITY IMPLICATIONS

EQIA not required

9. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

Data use and sharing within this report is covered within the A&B & NHS Highland Data Sharing Agreement

10. RISK ASSESSMENT

Risks and mitigations associated with data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan

11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Full access to this report for public is via A&B Council and NHS Highland websites

12. CONCLUSIONS

The Integration Joint Board is asked to consider the work to date with regards to improved performance against Remobilisation and Waiting Times targets. Consideration should also be given to the potential impact of the new Omicron variant with regards to future performance reporting and prioritisation of service delivery.

REPORT AUTHOR AND CONTACT

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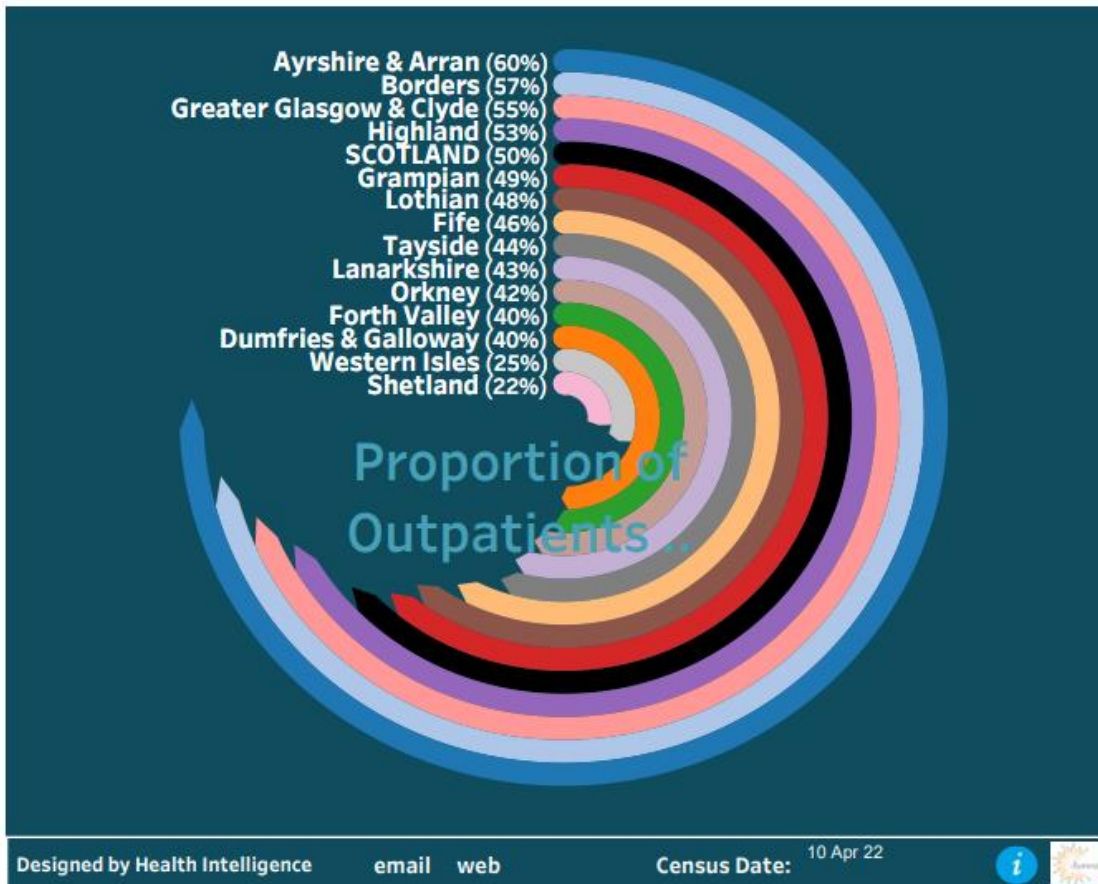
Email: stephen.whiston@nhs.scot

Appendix 1- Board Level KPI's – 10th April 2022

Board Level KPIs Summary

10 April 2022									
	OPWL - waiting over 12 weeks	Core 4 hour ED Perform ance (..	Patients Spending over 8 hours in core ED ..	Patients Spending over 12 hours in co..	Core ED Attendances (week)	Delayed Discharges (total)	TTG - patients waiting over 12 weeks	TTG - patients waiting over 26 weeks	OPWL - waiting over 26 weeks
SCOTLAND	213,293	66.4%	2,483	999	23,905	0	88,960	62,489	119,338
Ayrshire & Arran	24,769	68.0%	282	160	1,749	0	5,970	4,311	16,139
Borders	5,186	59.4%	130	90	557	0	1,547	1,170	3,488
Dumfries & Gallo..	4,298	81.7%	18	2	903	0	1,341	628	1,529
Fife	10,089	60.7%	156	41	1,215	0	1,972	890	4,771
Forth Valley	6,588	53.1%	84	14	1,106	0	1,675	793	2,698
Grampian	18,991	63.2%	169	36	1,642	0	11,840	8,617	10,660
Greater Glasgow ..	70,188	64.3%	558	133	5,836	0	25,754	18,659	40,753
Highland	9,747	78.1%	50	10	1,103	0	4,959	3,688	5,562
Lanarkshire	17,268	58.8%	427	130	3,545	0	9,100	6,541	8,769
Lothian	35,413	64.9%	598	383	4,395	0	16,491	11,493	19,774
Orkney	373	95.5%	0	0	89	0	112	59	175
Shetland	216	98.4%	0	0	139	0	97	58	87
Tayside	9,900	90.3%	11	0	1,529	0	7,262	5,212	4,829
Western Isles	269	95.9%	0	0	97	0	264	111	117
Grampian as % of Scotland		6.81%	3.60%	6.87%		13.40%	13.85%	8.90%	8.93%
Highland as % of Scotland		2.01%	1.00%	4.61%		5.61%	5.93%	4.57%	4.66%
Tayside as % of Scotland		0.44%	0.00%	6.40%		8.22%	8.38%	4.64%	4.05%

Appendix 2- Proportion of Outpatients Waiting Over 12 Weeks by Health Board (10/04/2022)



ARGYLL AND BUTE COUNCIL

**MID ARGYLL, KINTYRE AND THE
ISLANDS AREA COMMITTEE**

CUSTOMER SERVICES: EDUCATION 1st June 2022

Primary School Report 2021/22 – MID ARGYLL, KINTYRE AND THE ISLANDS

1.0 EXECUTIVE SUMMARY

1.1 The attached is a report on the primary schools in Mid Argyll, Kintyre and the Islands 2021/22 which is being presented to the Mid Argyll, Kintyre and the Islands Area Committee for noting.

2.0 RECOMMENDATIONS

2.1. That members consider the content of the appended report.

If you require further information, please contact the Head of Education –
Wendy.Brownlie@argyll-bute.gov.uk

Douglas Hendry
Executive Director of Customer Services

Wendy Brownlie
Head of Education: Learning and Teaching

Councillor Yvonne McNeilly
Policy Lead for Education

For further information contact:
Rosie Mackay, Acting Education Manager

APPENDICES

Primary School Report 2021/22 – Mid Argyll, Kintyre and the Islands

OUR CHILDREN...



THEIR FUTURE...

Education Service

Primary Area Report:
Mid Argyll, Kintyre and the Islands

Introduction

Within the MAKI area there are 22 Primary Schools. 6 of the Primary Schools are based on the islands of Gigha, Islay and Jura. There is secondary school provision in Campbeltown Grammar, Tarbert Academy and Lochgilphead Joint Campus. Nursery provision is provided within several of these schools (and Gaelic medium education is provided at Bowmore Primary). Our primary school rolls vary considerably ranging from 4 pupils Clachan Primary to over 212 Lochgilphead Primary.

The Education Performance Data Analysis Report to Community Services Committee on 16th December 2021 asked elected members to note that following the cancellation of the formal SQA examination diet due to Covid-19, schools submitted Provisional Results for each young person. The Provisional Results were based on teacher professional judgement which considered a wide range of candidate assessment evidence. All attainment evidence was subject to extensive moderation and quality assurance as detailed in the 2021 Alternative Certification Model (ACM), as published by the SQA.

This report provides a range of key information about school provision during the school session August 2021 to June 2022 and reports the National collection of attainment and achievement data from June 2021. This is the first uplift of attainment data since 2018/2019 due to the Covid-19 pandemic and subsequent lockdowns which resulted in pupils learning remotely from home.

Additional and more detailed information about each school can be found in the schools' Standards and Quality Reports. In addition each school's Improvement Plan outlines their main priorities for improvement. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher.

Primary School Profiles: Mid Argyll, Kintyre and the Islands**SIMD Profile:**

Table shows number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Cluster	1	2	3	4	5	6	7	8	9	10	Unknown*	Total
Bute	54	88	119		46		34		17			358
Cowal	111	77	115	101	223	222					17	866
Helensburgh and Lomond	45	89	97	55	137	236	275	383	200	130	11	1658
Islay and Jura				39		181					2	222
Kintyre North					2	87	34					123
Kintyre South		85	63	22	79	165	92				2	508
Mid-Argyll			64	75	43	148	176				1	507
Mull and Iona						99	86					185
OLI	22		8	157	380	170	355	127			40	1259

* SIMD data from June 2021.

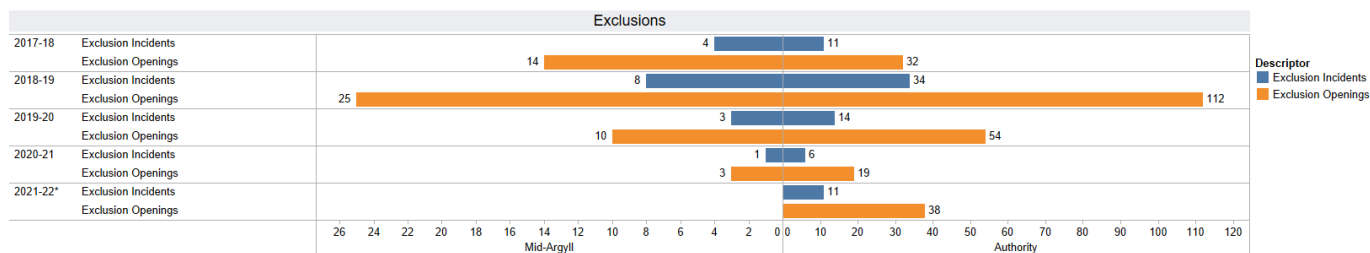
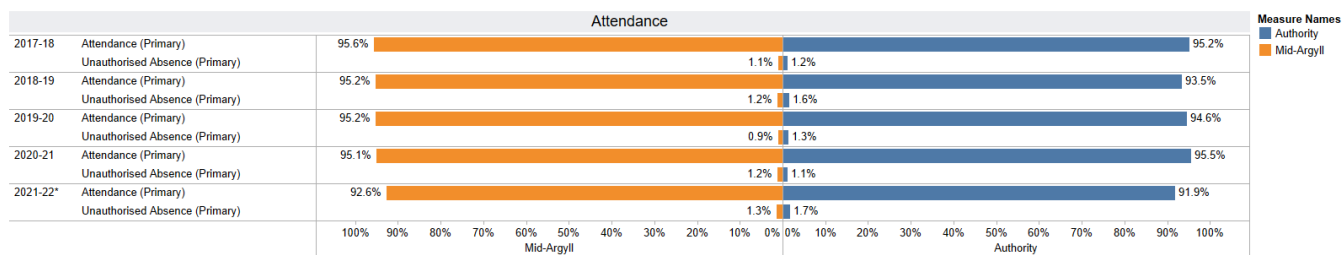
Mid Argyll Cluster School Profile 2021-2022

Cluster Primary Schools	Primary School Roll (as at census) *					% change in Roll over 5 years ¹
	17/18	18/19	19/20	20/21	21/22	
Achahoish Primary School	9	10	6	6	6	-33.33%
Ardrishaig Primary School	92	96	91	94	102	10.87%
Ashfield Primary School (Mothballed)	0	0	0	0	0	-100%
Craignish Primary School	25	23	24	19	23	-8.00%
Furnace Primary School	6	13	10	12	9	50.00%
Glassary Primary School	31	26	22	23	31	0.00%
Inveraray Primary School	57	64	65	69	62	8.77%
Kilmartin Primary School	31	27	35	38	27	-12.90%
Lochgilphead Primary School	221	227	226	207	212	-4.07%
Lochgilphead Learning Centre (primary)	0	0	0	0	0	-100%
Minard Primary School (Mothballed)	1	3	0	0	0	-100%
Tayvallich Primary School	20	21	21	25	22	10.00%
Total Roll for cluster	493	510	500	493	494	0.20%

* Data for rolls provided at Census each year

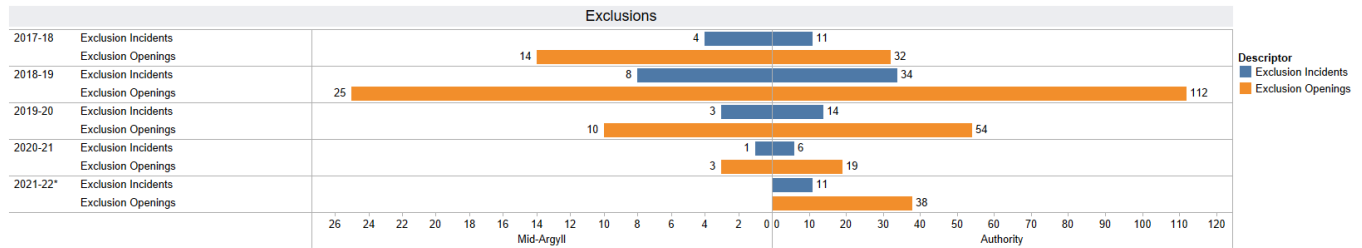
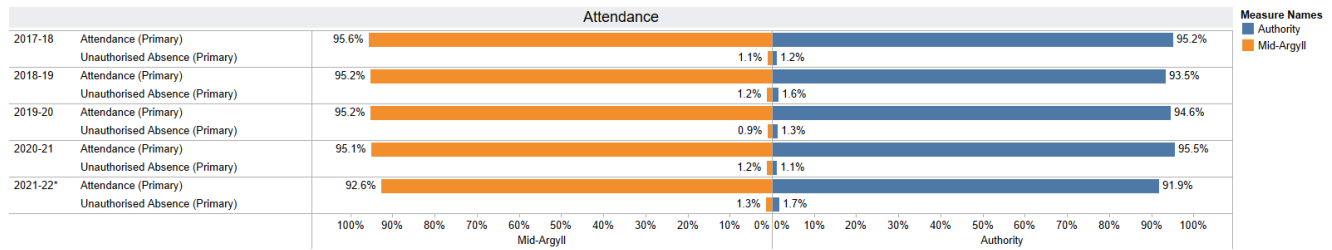
¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2017/18 to 2021/22 and is not an average.

Footwear and Clothing Grant and Free School Meal Information for Mid Argyll



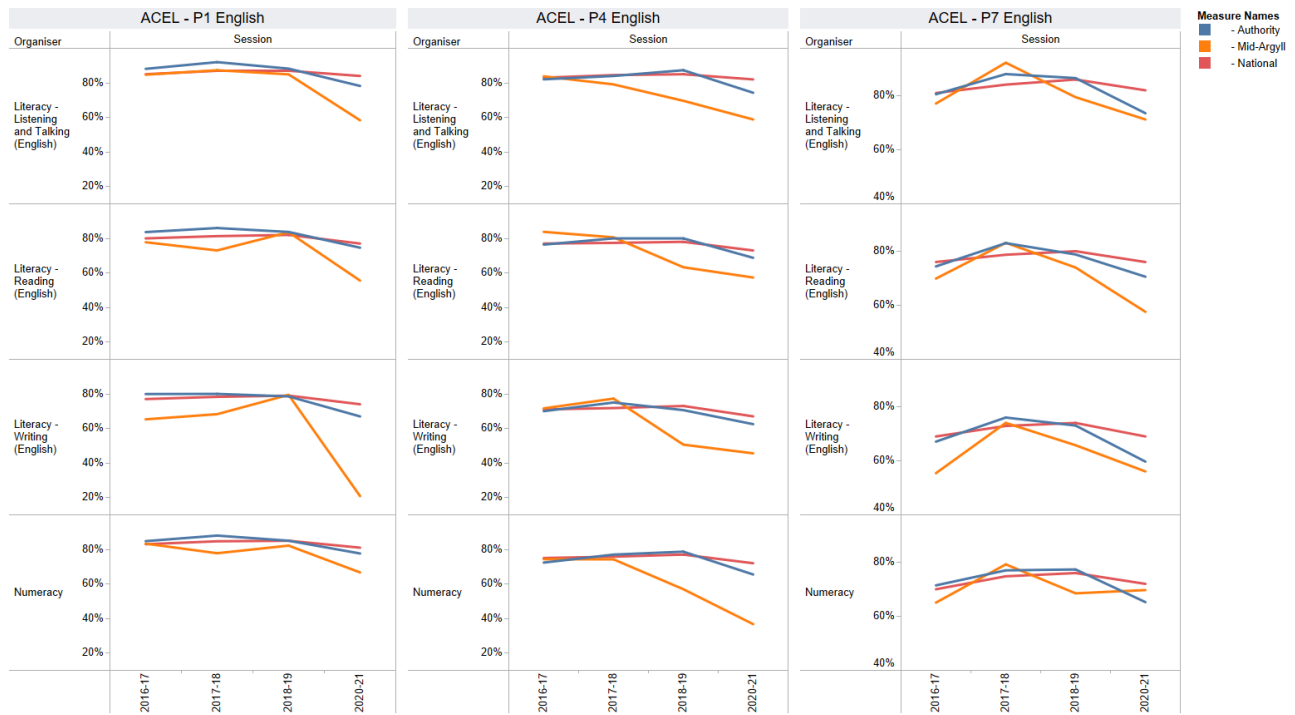
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- In January 2022, the Scottish Government launched the extension of free school meal universal eligibility to include all children in primary 1-5. The above figures only show those pupils in P6 and P7.
- In August 2021 the Scottish Government introduced a School clothing grant minimum for all authorities set at £120 for Primary pupils and £150 for Secondary pupils.
- During session 2020/21 the Scottish Government introduced 'Bridging' payments of £130 per pupil in receipt of FSM under the National criteria (this excludes anyone eligible who receive FSM in P1 to P6 who do not qualify financially). These payments are made 4 times per year (Easter, Summer, October and Christmas). Further information can be found at [Scottish Child Payment Bridging Payments - mygov.scot](https://www.mygov.scot/scottish-child-payment-bridging-payments). In addition to this anyone eligible for these payments have been paid a FSM payment during the school holiday period.. Further information [School meals - mygov.scot](https://www.mygov.scot/school-meals)

Exclusion and Attendance Information for Mid Argyll



- Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.
- During 2020/21 there were additional attendance codes added for COVID. These codes can count as attendance, authorised absence or unauthorised absence depending on the circumstance.
- Please note that attendance data for 2021/22 is up to 28 February and not a complete year. It is therefore subject to change.
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Achievement over time Mid Argyll



NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

There was no ACEL collection during session 2019/20 due to COVID

The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

Further information:

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

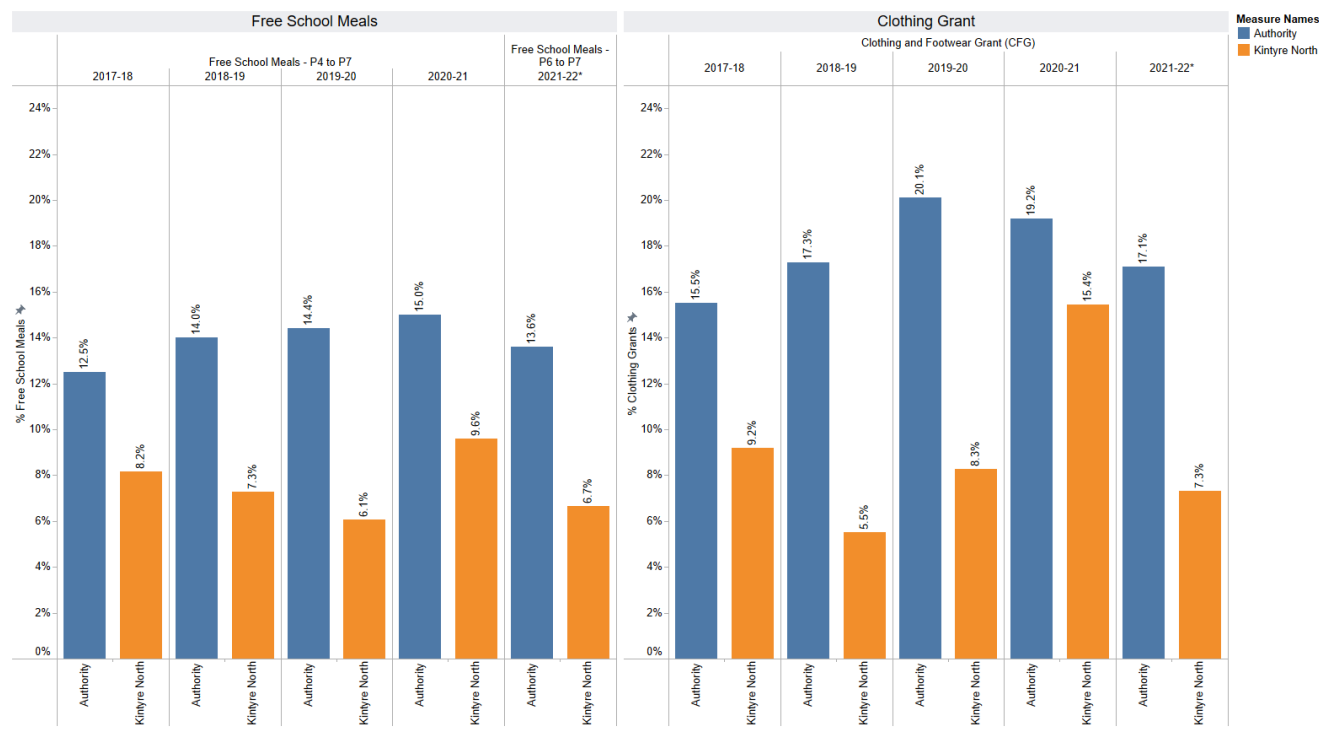
Kintyre North School Profile 2021-2022

Cluster Primary Schools	Primary School Roll (as at census) *					% change in Roll over 5 years ¹
	17/18	18/19	19/20	20/21	21/22	
Clachan Primary School	5	8	6	6	4	-20%
Skipness Primary School (mothballed)	0	0	0	0	0	-100%
Tarbert Primary School	93	96	103	109	116	24.73%
Total Roll for cluster	98	104	109	115	90	24.45%

* Data for rolls provided at Census each year

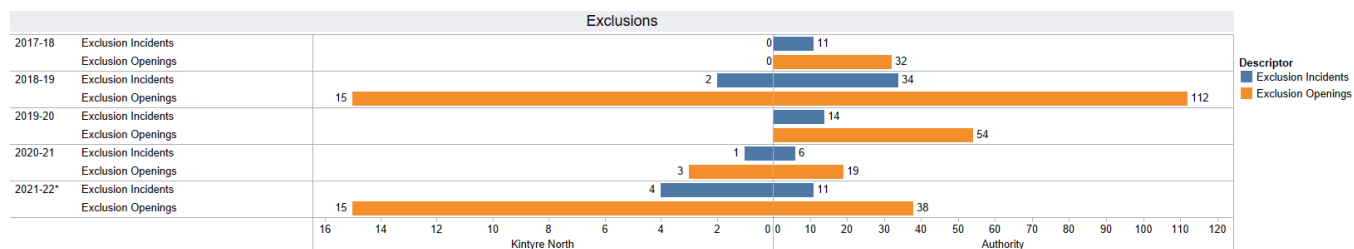
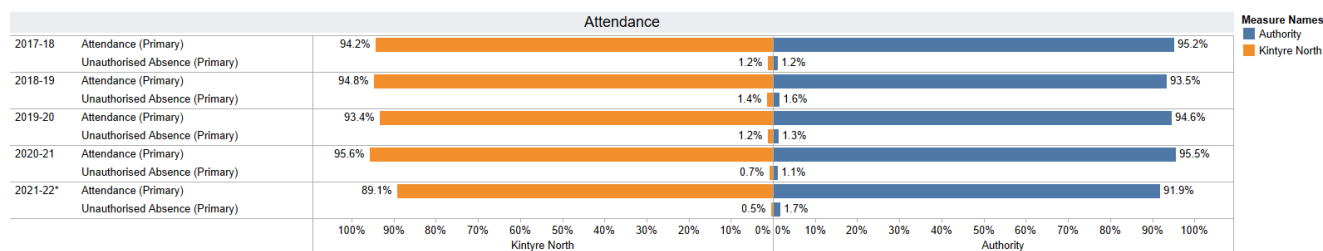
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Footwear and Clothing Grant and Free School Meal Information for Kintyre North



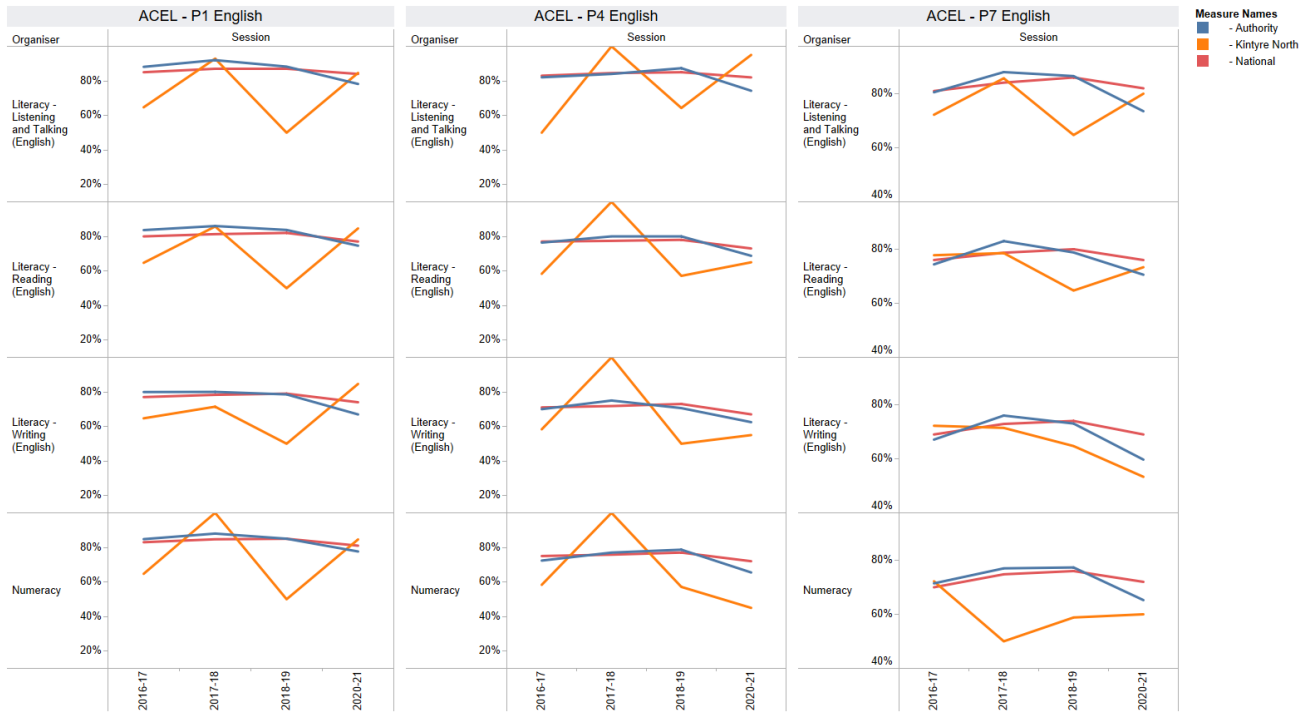
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Exclusion and Attendance Information for Kintyre North



- Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.
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Achievement over time Kintyre North



NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

There was no ACEL collection during session 2019/20 due to COVID

The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
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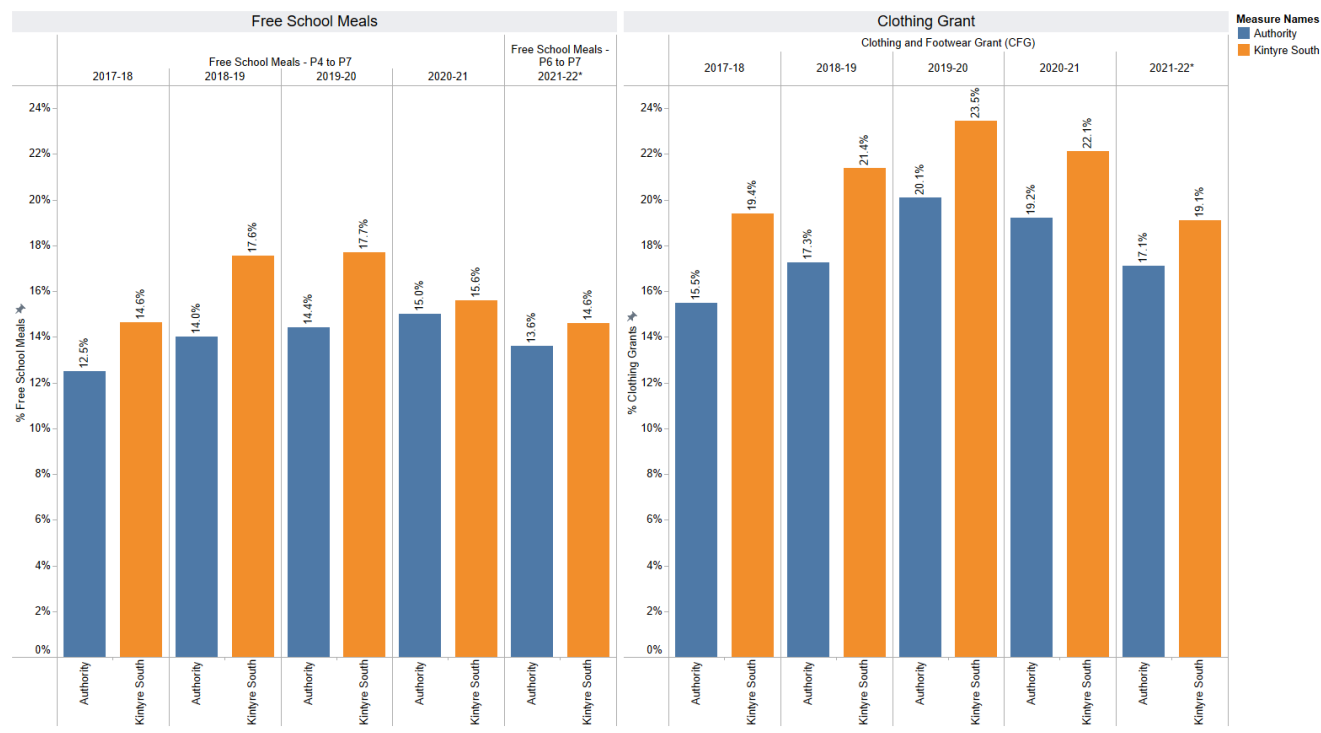
Kintyre South School Profile 2021-2022

Cluster Primary Schools	Primary School Roll (as at census) *					% change in Roll over 5 years ¹
	17/18	18/19	19/20	20/21	21/22	
Carradale Primary School	18	18	16	16	11	-38.89%
Castlehill Primary School	197	210	205	203	194	-1.52%
Dalintober Primary School	239	250	255	240	229	-4.18%
Drumlemble Primary School	28	27	32	31	26	-7.14%
Gigha Primary School	12	13	10	10	11	-8.33%
Glenbarr Primary School	9	4	7	10	8	-11.11%
Rhunahaorine Primary School	18	13	10	10	12	-33.33%
Southend Primary School (mothballed)	5	6	7	6	0	-100%
Total Roll for cluster	526	541	542	526	491	-6.65%

* Data for rolls provided at Census each year

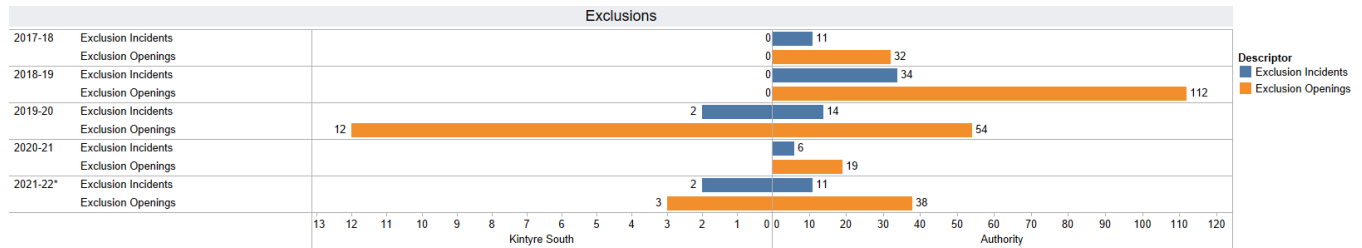
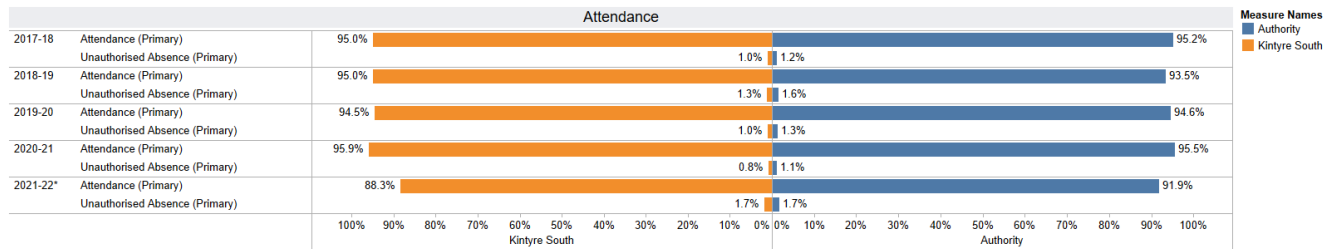
¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2017/18 to 2021/22 and is not an average.

Footwear and Clothing Grant and Free School Meal Information for Kintyre South



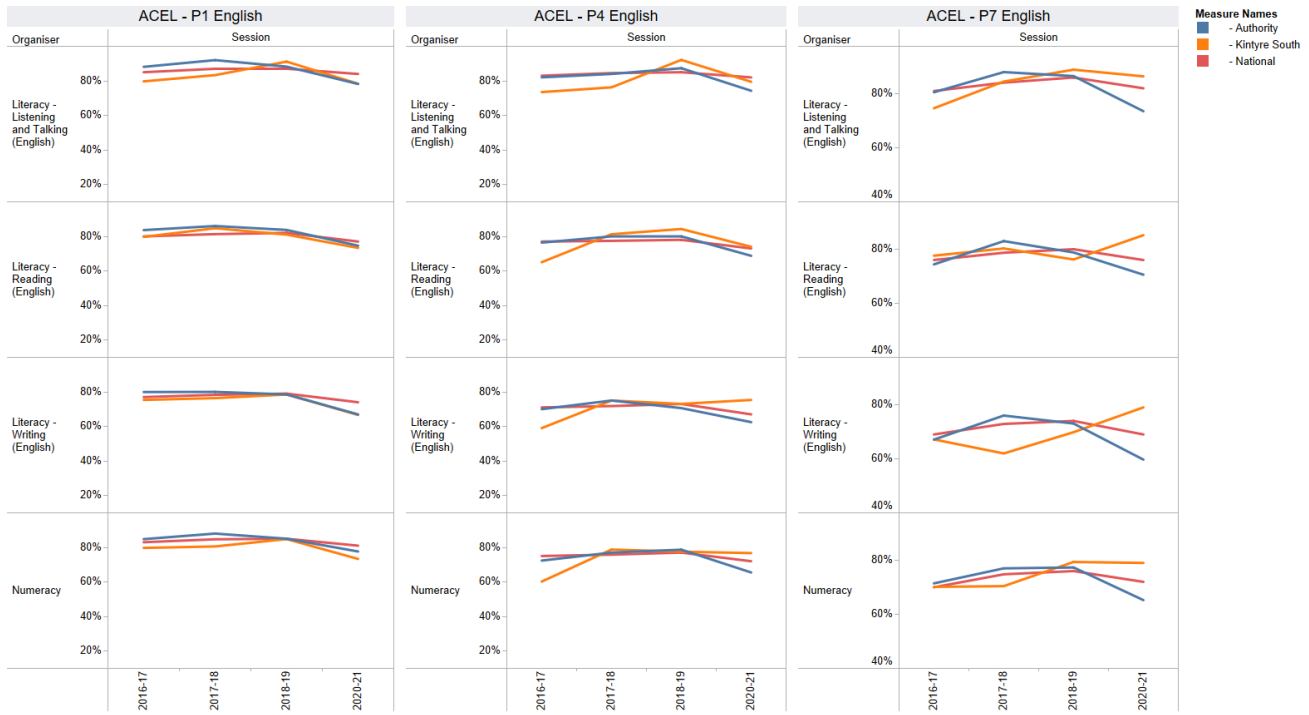
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Exclusion and Attendance Information for Kintyre South



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Achievement over time Kintyre South



NOTES:

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GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

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The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
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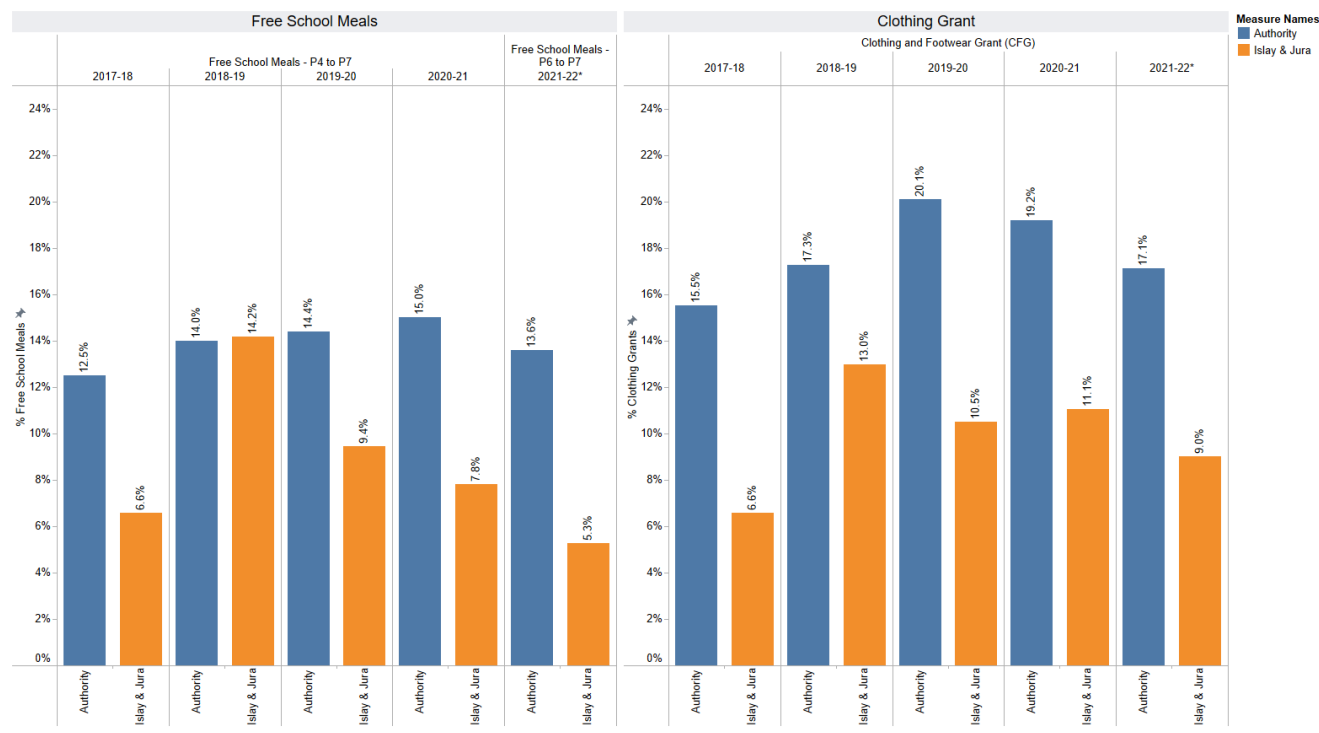
Islay and Jura School Profile 2021-2022

Cluster Primary Schools	Primary School Roll (as at census) *					% change in Roll over 5 years ¹
	17/18	18/19	19/20	20/21	21/22	
Bowmore Primary School	63	65	57	51	55	-12.70%
Bowmore Gaelic Primary School	17	14	16	14	16	-5.88%
Keills Primary School	21	30	29	30	34	61.90%
Port Charlotte Primary School	40	39	39	31	27	-32.50%
Port Ellen Primary School	54	55	59	58	64	18.52%
Small Isles Primary School	18	19	16	19	20	11.11%
Total Roll for cluster	213	222	216	203	216	1.41%

* Data for rolls provided at Census each year

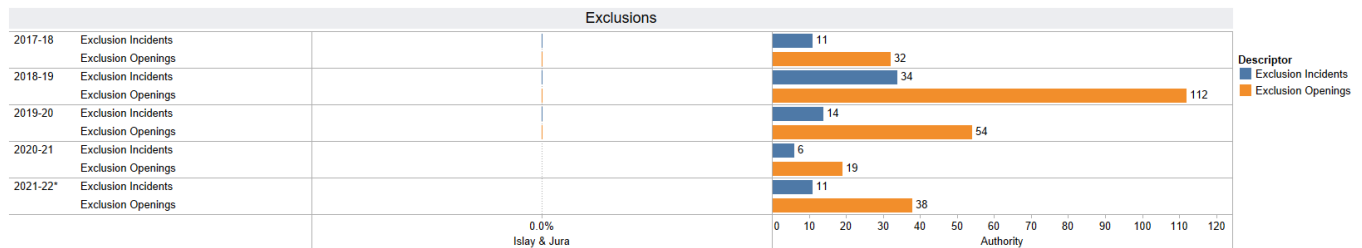
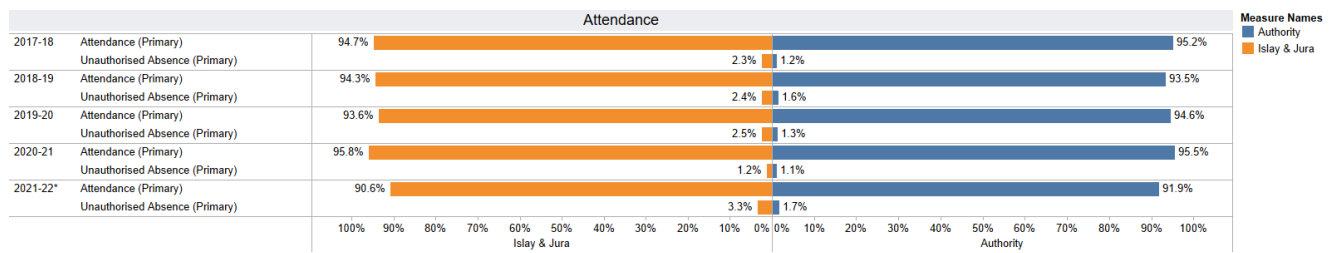
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Footwear and Clothing Grant and Free School Meal Information for Islay and Jura



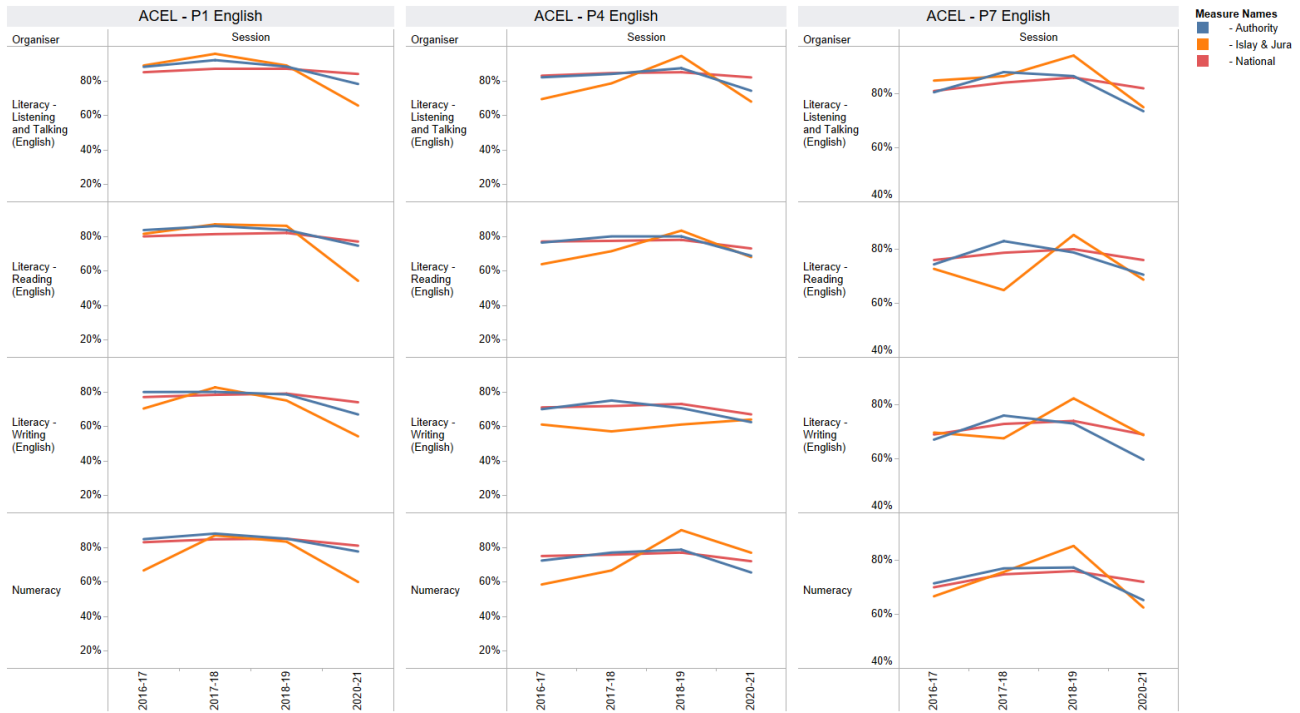
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Exclusion and Attendance Information for Islay and Jura

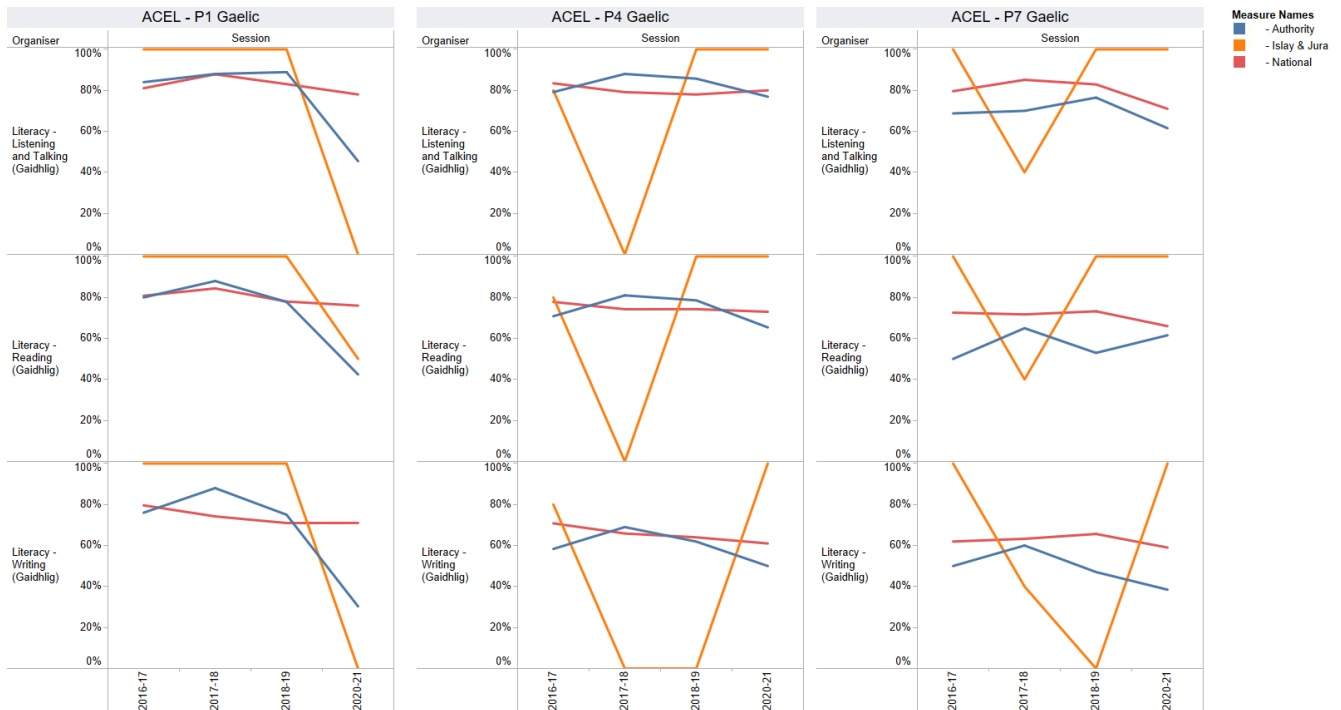


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Achievement over time Islay and Jura



Achievement over time Islay and Jura - Gaidhlig



NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

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Third and fourth	S1-S3, but earlier or later for some.

Further information:

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General Updates

1 + 2 Languages

The 1+2 Languages policy aims to ensure that all children and young people are equipped with the skills they need for life and work. Every child has the opportunity to learn a modern language from P1 onwards; this language (known as L2) is an entitlement up to the end of S3. Additionally, each child should have the opportunity to learn a second modern language (known as L3) at the latest from P5 onwards, continuing to the end of Primary school. Young people are entitled to learn a second language (L3) within their Broad General Education i.e. within the S1 to S3 experience.

In the Mid-Argyll area, all 9 Primary schools are delivering French as L2 from P1 onwards. Craignish PS is delivering Gaelic as L3. Furnace PS, Tayvallich PS, Kilmartin PS and Inveraray PS are delivering Spanish as L3. Lochgilphead PS and Ardrishaig PS are delivering BSL as L3. Lochgilphead Joint Campus (Secondary) provide French as L2 and Spanish as L3. In the North Kintyre area, both Tarbert PS and Clachan PS are delivering French as L2 from P1 onwards. Tarbert Academy provides French as L2. On Islay & Jura, all 5 Primary schools are delivering Gaelic as L2 and French as L3. Islay High school provides Gaelic and French as L2 and Gaelic, French or Spanish as L3. In the South Kintyre area, all 8 Primary schools are delivering French as L2 from P1 onwards. Gigha PS and Castlehill are teaching Gaelic as L3. Dalintober PS, Castlehill PS and Drumlemble PS are delivering Spanish as L3. Drumlemble PS is also providing BSL as L3. Castlehill PS is also delivering Gaelic as L3. Dalintober PS also took part in the online L3 Arabic course offered by SCILT. Campbeltown Grammar School provides French as L2 and Spanish as L3.

There are Language Leaders on Islay, in North Kintyre and South Kintyre. These leaders provide support to local schools. All clusters are using the online platform [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French. This resource can also be used for teaching Spanish and German. The schools teaching Gaelic use the online resource [Go!Gaelic](#). All schools have resource packs with resources for teaching French. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog. Schools delivering BSL have resource packs and received training to support this. Schools also have access to support in terms of CLPL and teaching resources on the [Teachers professional Learning Hub](#)

The clusters are now working towards ensuring effective progression in language learning from P1 through to the end of the BGE. This has been facilitated by schools using the [Argyll & Bute French Key Language Progression framework](#) or Argyll & Bute [Gaelic key language progression framework P1-7](#)

CLPL provided for MAKI

Upskilling in Languages

- 5 week Beginners and follow-on French courses provided in first and second term and then again in the third term.
- 20 week GLPS (Gaelic) online course for Primary teachers. This opportunity is fully funded by the Scottish Government. Twilight or morning sessions (Sept 21-March 22).
- Gaelic beginners' and follow-on course provided in the first and second term.
- Four Gaelic taster sessions for beginners' provided in March 2022. These sessions provided an introduction to simple Gaelic phrases to be used with learners in class.
- A 4 week Spanish beginners' and follow-on course provided in the second and third term.

- A 5 week German beginners' course provided in January 2022.
- Training sessions on using the L3 BSL teaching resource pack (Sept 2021).

Languages pedagogy sessions:

- Teaching Languages through Songs and Games (March 22).
- Using Storytelling to Enhance your Language Teaching (March 22).
- Connecting Language Learning across the Curriculum (Nov 21).
- Enhancing language learning using digital tools in partnership with the digital team (Nov 21).
- 3 sessions of [Teaching 1+2 at All Levels](#): Early Level, First Level, Second/Third Level (Sept/Oct 21).
- Differentiation Strategies and Multi-Composite Class Approaches (May 21).
- Ensuring Progression in Language Learning (May 21).
- Celebrating Achievements in Languages (May 21).

Strategic sessions:

- Getting languages back on track - Moving forward with your 1+2 Languages strategy provided by Education Scotland.
- Getting the most from PowerLanguages School Resources led by PowerLanguages.

Teachers from MAKI who signed up for Immersion Courses, funded by an Erasmus+ grant and due to take place in France, have been unable to attend these due to the pandemic. An alternative has been found and these teachers have now been offered an online training course provided by our partners LFEE.

This session, we have continued with our Authority wide French link with our partners from the Université de Picardie- Jules Verne. This has now become a virtual link and French Primary student teachers assist Primary teachers in A&B virtually with the delivery of French lessons and are able to add a cultural element to the learning. Teachers from MAKI have taken part in this project this session. Representatives from the university intend to visit Argyll and Bute in June 2022 and we hope to continue to develop this longstanding international partnership.

This session, all clusters are using a French and Gaelic learning resource as part of the Authority wide ELC to P1 transition project - Over the Rainbow. This means that language learning is an integral part of this Early Years transition process.

Dalintober PS participated in a storytelling project as part of the Bethlehem Cultural Festival. They did this as part of the L3 Arabic course they undertook this session. Shellycoat is a story in Scots, English and Arabic illustrated by pupils from Dalintober, Innellan, Rosneath and Toward Primary schools. Click [HERE](#) to listen to the story and see all the beautiful illustrations. Bowmore PS was congratulated for the high quality entry they submitted to the national French competition 'Concours pour la Francophonie'.

Early Years

Children and families within Argyll and Bute currently access Local Authority Early Learning and Childcare (ELC), offered either through term-time based sessions or a year-round model, now that the 1140 hours Scottish Government initiative has been phased in.



ELC is also provided by childminders, voluntary and privately operated groups in addition to Local

Authority services. The third sector is in a position to provide 'wrap around' childcare for parents who wish to purchase hours to allow them to work, attend college, etc.

Community Childminding is a service which is provided for children following a referral from Health or Social Work; it is designed to be an early intervention to support families predominantly for children aged less than 3 years. Partner childminders also provide ELC for eligible children aged 2 years.

Workforce Development Update April 2022

Early Years Foundation Apprentices

Cohort 2 commenced August 2019

In a significant scale up this year, 41 pupils commenced the Foundation Apprenticeship in Early Years across 6 Argyll and Bute Secondary schools. 26 commenced the NPA in 5th year to complete the qualification over 2 years. 15 commenced the shorter model, in their 6th year, working towards the NPA and the relevant SVQ2 (SSCYP) units over 1 year. Placements were identified in Argyll and Bute ELC units, including partner providers in the private and voluntary sector.

Early Years team members stepped up to deliver the NPA course, across the LA, until October 2019 when 2 new tutors, with appropriate Early Years experience, were recruited by the training centre.

Early Years Modern Apprentices

Cohort 1 - started in Jan 2019

6 MAs were recruited to the following ELC settings:

Park Primary Family Learning Centre

Colgrain Primary ELC

John Logie Baird Primary ELC

Campbeltown Nursery

Dalintober Primary, ELC

Clyde Cottage Nursery

Five out of the six MAs have completed their SVQ3 (Social Services Children and Young People) award early, and two have been successful in securing temporary ELC practitioner posts.

Cohort 2 - 2020 – was on hold due to Covid

Cohort 3 - started in August 2021

1 at Clyde Cottage, SVQ3 progressing

1 at Silver Birch, SVQ3 progressing

1 at Dunbeg, SVQ3 progressing (December start)

6 MAs were recruited to the following ELC settings:

Sandbank Primary Early Level (Gaelic)

Rockfield Primary ELC (Gaelic)

Dunbeg Primary ELC

Lochgilphead Primary ELC

Tobermory Primary ELC

St. Joseph's Primary ELC

All are making good progress with their SVQ3 (SSCYP) with one changing course to SVQ2 (SSCYP) which is better suited to her role within the ELC unit.

Early Years Graduate Apprentices

Argyll and Bute recruited 2 graduate apprentices to take part in a 3 year pilot for the BA in Early Learning and Childcare, in partnership with UHI. One is on track to complete in June 2022 and the other apprentices in June 2023.

Funded qualifications

In 2021/22, 45 ELC staff were funded to work towards recognised qualifications, to meet SSSC registration and for professional development.

	SVQ2 (SSCYP)	SVQ3 (SSCYP)	SVQ4 (SSCYP)	BA Childhood Practice	MEd in Childhood Practice
H&L	0	4	4	1	1
B&C	0	8	4	2	
OLI	1	5	2	2	
MAKI	2	4	0	4	1

CPD training 21-22

To deliver Scottish Government aims of 1140 hours of quality ELC provision, professional development for staff has been focused on the Early Years team priorities of:

- leadership at all levels
- effective use of information to improve outcomes
- learning and development 0-3 years
- outdoor learning and family learning

CPD – 58 Early Level courses were offered

Professional development for staff was focused on the Early Years team priorities of:

- Nurture
- Floorbook planning linked to the Three Assets Approach
- UNCRC
- Curriculum for Excellence - Partner settings and childminders
- The Leuven scales of Wellbeing and Involvement
- Realising the Ambition, national practice guidance

The Early Years Team has also continued to work with Stramash to deliver training on **Outdoor Learning through the Seasons in Argyll & Bute**. This training involved 4 days of training, in different seasons throughout the year, in each of the 4 local areas, with the aim of creating a resource at the end which can be shared across all ELC settings. Our cluster leads have also played an integral part in outdoor training sessions to our settings. For further information on workforce development, please contact linda.burgar@argyll-bute.gov.uk

ELC - Learning and Development

As part of the Education Strategy 'Our Children, Their Future', the Argyll and Bute 'ELC Learning and Development Framework' has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder has been issued with this guidance and providers are encouraged to use this tool as part of their self-evaluation, along with 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' Members of the central support team use the framework as a key document as part of their support visits, focusing on 'Environment', 'Experiences' and 'Interactions'. Data is also used to analyse the quality of provision with progress being tracked through Care Inspectorate and Education Scotland inspections. Twice a year, the Local Authority gathers data in relation to 4 year old children's progress within their developmental milestones, and this is used to target resources more effectively. Teams are being trained in the use of improvement methodology to support their own improvement journeys – being clear about how they know a change has led to an improvement.

As well as tracking progress in children's learning outcomes, practitioners in nurseries also track each child's progress within their developmental milestones. We know that most children achieve their milestones as a matter of course. However, some children might need a little extra help or time to achieve theirs. The milestones we track are:

- Social, emotional and behavioural
- Speech and language
- Cognitive and sensory
- Fine motor skills
- Gross motor skills

The Early Years Service gathers data twice a year (December and June) to find out how children are progressing within their milestones. The EY target is 45 percent:

Area	DM Data – December 2021
B+C	39%
MAKI	29%
OLI	36%
H+L	41%

This table shows the difference from the previous year. Please note this is a different cohort of children being assessed.

Locality	2020		Change
B&C	42	39	-3%
H&L	62	41	-21%
MAKI	32	29	-3%
OLI	30	36	+6%
Authority Wide	42	37	-5%

The Early Years Team, alongside the settings, are now using this data to target specific areas that require support. This decline in some areas will likely be connected to the period of Covid, especially for Speech and Language development, where children were not able to experience as much interaction as they can now both within an ELC and out-with. Cluster leads and EY teachers, alongside working with Speech and Language Therapist input and other multi-agency partnerships, are able to direct specific support and work alongside settings to monitor and show the impact of targeted learning. Additional training to staff has been provided on using the tracking system confidently and robustly to evaluate where the children are in terms of their developmental milestones. The impact of this will be seen during our next collection of data in June 2022.

Across the localities, Bute and Cowal and Helensburgh and Lomond have the highest percent of children, achieving stage 2, across each milestone. 63% percent of children are achieving stage 2 in gross motor skills, 7% higher compared to Authority wide. Across the localities, Helensburgh and Lomond and Bute and Cowal have the highest percent of children, achieving stage 2, across each milestone. 64% percent of children are achieving stage 2 in gross motor skills, 8% higher compared to Authority wide. Across MAKI, 45% or more of children, are achieving stage 2 across their sensory, fine motor and gross motor skills milestones. 37% of children are achieving stage 2 in speech and language, a -16% compared to Bute and Cowal. The percent of children achieving stage 2 in the OLI area within speech and language is +4% higher than MAKI, but still below the target of 45%.

Developmental Milestone Data – December 2021 – By Area

Similarly, data is collected and analysed around Care Inspectorate gradings of all ELC units.

Care Inspectorate Grades – 21/22

69 ELC settings have been inspected and have had gradings assigned (data supplied by Care Inspectorate, issued February 2022).

91% of ELC settings are achieving grade 4 and above. A decrease of -2% as reported in August 2021.

Area	August 21	March 22	% Change
Bute and Cowal	100	100	0
Helensburgh and Lomond	85	80	-5
Mid Argyll Kintyre and Islay	95	91	-4
Oban Lorn and Isles	90	95	+5

*Please note that HALCO had 3 settings that had the highest grading of 6.

Inactive ELC Settings

- Lismore Primary Pre Five Unit
- Luing Primary Pre Five Unit
- Southend Primary Pre Five Unit

No Inspection Gradings

- Apple Tree Nursery
- Campbeltown Aqualibrium Early Learning and Childcare
- Cardross Early Learning and Childcare
- Rainbow Childcare Oban
- Rosneath Early Learning and Childcare
- Silver Birch Outdoor Nursery
- Stepping Stones Nursery
- Willowview Early Learning and Childcare

EY Conference November 2021

What's Love got to do with it?

The Importance of a Rights-focused, Relationship-centred and Play-based approach to Education

Our second virtual conference focused on nurture and the wellbeing of our staff and children; we explored the concept of Professional Love and introduced *Our Children, Their Nurturing Education*. We also looked at how the UNCRC could and should be embedded in practice within ELC and the crucial importance of play in child development.

Early Years QI and Curriculum developments 2021–22

We have continued to develop use of the Leuven Scales within settings and evaluate its impact on engagement and learning, especially during Covid recovery. 144 practitioners have attended the Leuven training so far this academic year. Leuven training will continue to take place for new staff early next year. CI continues to support individual settings' use of the Leuven scale regularly as a self- evaluation tool to improve quality.

We continue to deliver Three Assets training to support all settings and funded ELC childminders to take forward this approach to curriculum planning and pedagogy through planned delivery of training in our CPD catalogue and evaluations of its impact.

We are focusing on reviewing the use of Developmental Milestones and its use across CfE Early Level into Primary One and in some instances, Primary Two. This is moderated through cluster meetings and the Likert scale is used to evaluate this. This is ongoing into next year's development plan to be able to assess its impact.

Our EY team developed a new, updated and interactive online link which details all current EY information to support every aspect of EY curriculum and development. It has been extremely well received by Heads of Centres and allows for quick and easy access to documents all in one place.

For more information on ELC Learning and Development, please contact Tina Sartain tina.sartain@argyll-bute.gov.uk

Assessment and Moderation

'Systematic evaluation and subsequent sharing of high-quality materials (such as exemplars) in networks and digital platforms (for instance, through Glow) may offer welcome opportunities to support efficient (re)design of practices and professional learning in Scotland.' OECD Scotland's Curriculum for Excellence: into the Future 2021.

In order to support our schools across the Authority with BGE digital moderation, assessment, professional development material and exemplars, we have created Moderation Platforms for all schools. These platforms continue to develop, meeting the needs of our schools. As well as platforms for the geographic areas, including Gaelic, we also have a Secondary platform. These platforms promote networks, provide a one stop shop for professional development in the area of assessment, supports teacher professional judgement and allows for the sharing of agreed standards. We have provided twilight support for schools and practitioners and the platform has also been shared with central staff from the Northern Alliance. To date, we have had 50+ practitioners engaging with the platform and the feedback has been very positive with practitioners valuing the materials available and the opportunities for regular moderation which does not require cover, travelling and photocopying.

Education Scotland engaged with 40 practitioners across Argyll and Bute with QAMSO (Quality Assessment and Moderation Support Officer) training in September. This group then worked with Pauline Inglis, Education Officer, to refine and develop the moderation platform and also engaged in moderation activities within their school. The Education Officer held twilight support meetings with previous QAMSOs, introducing the platform and the QAMSO plan for the session.

Continued support is being provided for schools to engage with the platform and Head Teachers are being encouraged to include moderation within their improvement planning for next session.

Science, Technology, Engineering and Maths (STEM)

Schools were encouraged to engage with national STEM initiatives.

Dandelion Schools (Keeping Scotland Beautiful) - specially designed growing cubes, linked to a citizen science app, will be gifted to Secondary schools to explore the future of vertical farming through a series of growing experiments. In addition, seed potatoes and growing medium will be distributed to the Secondary schools and their associated Primary schools for a great tattie growing experiment across the country. Both **Dunoon Grammar School** and **Tobermory High School** will engage in this project with their associated cluster next session. The cubes and seed potatoes are being delivered to schools just after the Easter holidays.

Scottish Schools Education and Research Centre, Primary Cluster Programme – this professional learning opportunity systematically involves all teachers in a cluster with experiential training, builds networks and provides resources for CLPL and the classroom (via Edina Trust grant). Schools within the **HALCO Cluster** will be taking part in this initiative next session.

Education Officer Pauline Inglis has been working with staff and Education Scotland STEM officer Mark Irwin to develop a STEM platform for Argyll and Bute Council. Practitioners in the steering group wanted video shots of STEM work being undertaken across the Authority. These are being gathered and the platform will be developed and available for August 2022.

Outdoor Learning

Professional development has remained the area of focus for outdoor learning in session 21/22 with the launch of Argyll and Bute's Programme and Outdoor Learning. This programme was designed and led by teachers and practitioners in Argyll and Bute and is robustly linked to key policies (Going Out There, Curriculum for Excellence and Out to Play).

The programme has had one iteration, with 18 teachers attending. This consisted of face to face practical sessions, interspersed with theory and impact sessions, delivered through Google tools. Feedback from the programme was overwhelmingly positive with one Head Teacher saying, "This was such a worthwhile day and I wish more of my staff had also been able to participate – I would send them in future. So much was covered and it was all really useful and relevant. Best CPD I've done for a long time!"

The Early Years programme on leading learning is now ready for launch after delays due to Covid. This will run in the autumn term for practitioners at early level. Early Years have delivered training to childminders in Kintyre on outdoor skills such as fire lighting, shelter building and nature. We also brokered access for 55 teachers in Argyll and Bute to the highly rated 'Taking Maths Outdoors' which has led to increased outdoor learning and improved Maths education across more than half of Argyll's Primary schools.

Our partnership with Outdoor and Woodland Learning Scotland (OWLS) has delivered eight outdoor first aid training programmes, reaching 48 practitioners, in Argyll and Bute and providing grant access to partners delivering outdoor play and learning experiences for children during the school holidays in Mull and Mid Argyll. The Argyll OWL group meets five times a year and creates networks of sharing best practice. They are in the process of organising a live network event in September, the first such event since pre-Covid times.

Three schools took part in HMIE's thematic inspection on outdoor learning and two schools were included in the national report as case studies in excellence. Oban High School was cited for its innovative ways of engaging partners and Inveraray Primary School was included as a study of effective strategic leadership in outdoor learning.

Digital Literacy

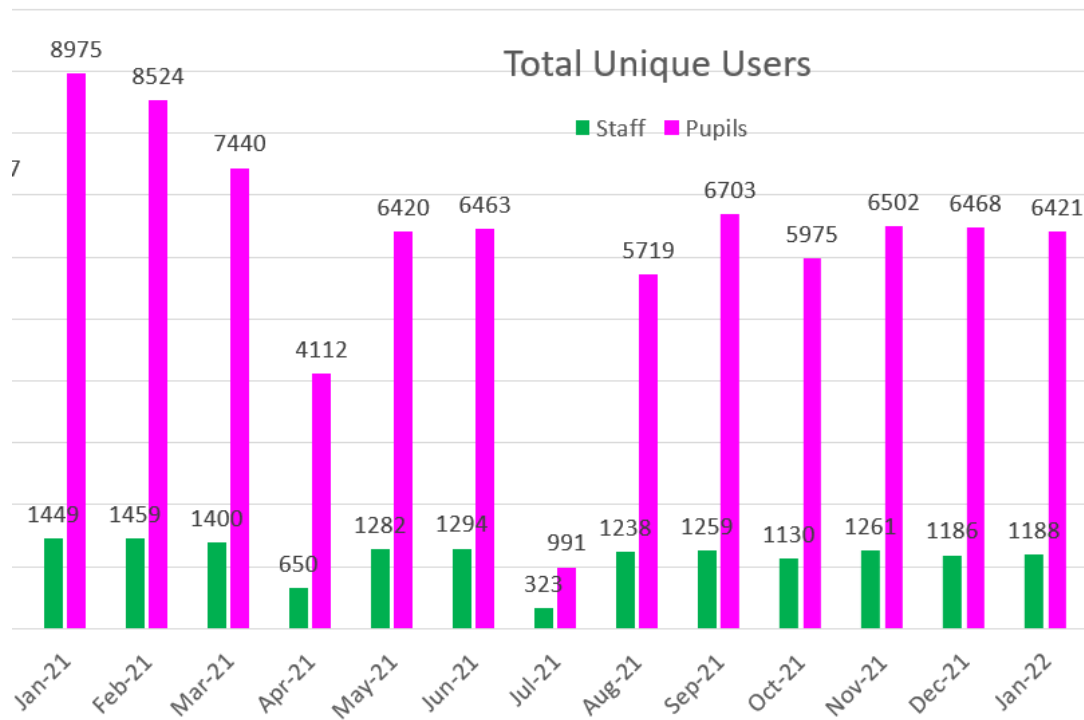
The following report summarises the Digital Learning Education Team's work with learners, teachers and their schools. It includes support with online learning, professional learning, resources, school events, STEM (Science, Technology, Engineering and Maths) initiatives and digital infrastructure.

Glow Usage Statistics

Glow is the online platform through which teachers communicate, plan and learn, and via which children and young people access digital learning, both in school and at home.

In December 2021, there were 106,721 Google Workspace for Education sessions (this is typically the most used Glow application and is therefore a good indicator of engagement). At the start of 2022, January saw 251,965 sessions; usage had more than doubled since December (a 136% increase).

There were 6468 unique pupils and 1186 unique staff logins recorded by Glow in December 2021. January saw negligible changes to this (a 0.7% decrease and 0.2% increase respectively), indicating an almost identical number of individuals using Glow in both months.



Scottish Government - a device for every pupil

The Scottish Government has made a commitment to provide a device to every learner by the end of the present parliamentary session. Further information on this commitment has not yet been received. It has been suggested that a phased approach may be taken, where devices are released once Local Authorities reach milestones in relation to network infrastructure. The Scottish Government have made a budget commitment of £15 million during 2022/2023 to support Local Authorities to prepare for a 1:1 device rollout.

The device deployment phase of this grant is not expected until 2023/2024 and may also include Internet connectivity to support learners who do not have access at home. The Scottish Government has issued a survey to gather information on the landscape of digital maturity across all 32 Local Authorities. The survey is designed to help inform Education Scotland's future roadmap and the potential impact of large numbers of additional devices accessing Glow.

Feedback has been sought from other Local Authorities on their plans for a 1:1 device roll out. A meeting has been arranged with practitioners to help inform the Authorities' position on the most suitable types of devices.

Rural Growth Deal

The Scottish Government STEM (Science, Technology, Engineering and Mathematics) strategy aims to build Scotland's capacity to deliver excellent STEM learning and to close equity gaps in participation and attainment in STEM. It also aims to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.

Given that 17% of our population resides across 23 inhabited islands, it is difficult for some of our island and rural communities to access STEM engagement experiences (such as those located in Aberdeen, Dundee, Edinburgh and Glasgow). Consequently, various sources of funding are being explored and investigated for the creation of mobile STEM hubs. This proposal has been included as a possible option within the Council's Rural Growth Deal (RGD) under the section "Attracting – Skills, Training and Education".

STEM Hub Dunoon

The Council was successful in a funding bid to the Scottish Government's Clyde Mission fund. The purpose of the fund is to provide capital support to projects that deliver economic stimulus. The Council has appointed architects to lead the transformation of the former Hill Street office in Dunoon into a STEM hub / community hub. The STEM hub will provide cutting edge learning in the following:

- Cyber Security
- Renewable Energy
- Biology and Marine Science
- Engineering and Physics

The vision of the STEM hub is to implement a blended learning approach (physical, mobile and virtual) that delivers a full suite of high-quality and equitable STEM education and experiences in order to meet the needs of children and young people across Argyll and Bute, as well as equip individuals with skills to benefit and develop the local business community. The budget available for the refurbishment of the building and infrastructure is £807,500.



STEM Funding

The Digital Learning team was successful in a funding bid to the UK Government Community Renewal Fund (UK CRF) for £100,000. £78,100 of this grant is for the creation of high quality STEM curricular materials. Following a competitive procurement exercise, the Glasgow Science Centre is the successful supplier who will create at least 8 high quality full day STEM activities (suitable for second level – comprising of video, animation and workshops).

Wellbeing, Rights and Relationships

Our schools have continued to demonstrate a commitment towards becoming Rights Respecting Schools. With 38 Primary schools on their accreditation journey to achieve with UNICEF, 19 have achieved Bronze, 7 Silver, 1 Gold and a further 10 have registered to date. 4 schools have progressed their certification status in 2022, 9 in 2021, 11 in 2020 and 6 in 2019. The breakdown of engagements across the Local Authority is noted below.

MAKI 9 x Primary Schools
OLI 8 x Primary Schools
HALCO 8 x Primary Schools
Bute & Cowal 13 x Primary Schools

Schools have been encouraged to engage with Argyll & Bute Council Poverty Awareness Training. 10 Primary staff members (teaching and non-teaching) participated in this training. A further training session was delivered in partnership with Education and Social Work to explore ways to engage with pupil voice in relation to Child Poverty. Kirn Primary School is piloting the approach to pupil voice on Child Poverty. Rockfield Primary School has undertaken pupil and parental consultation concerning the cost of the school day.

The National Parental Involvement and Engagement Census has seen a 7.6% increase in returns from Primary school parents and carers, compared to the pilot that took place in 2020. This survey concluded recently. Further analysis will provide the Local Authority and our schools with valuable information with regards to reviewing engagement as part of Covid renewal plans. Cardross Primary School contributed to the Education Scotland thematic inspection that resulted in “Engaging Families in Learning” [engaging-families-in-learning-a-thematic-inspection-of-family-learning-feb-2021.pdf \(education.gov.scot\)](#). This was published in February 2021.

A number of our schools were involved in thematic inspections with Education Scotland. Inveraray Primary School has been included as a case study within the report that examines “Successful Approaches to Learning Outdoors” [Successful Approaches to Learning Outdoors | National Thematic Inspections | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland](#). This was published in February 2022.

Numeracy

MAKI schools have taken part in a variety of professional learning opportunities this session. Several schools have signed up for a series of sessions looking at SEAL (the stages of early arithmetical learning), an approach which seeks to ensure that children have a solid understanding of the building blocks that sit behind later Maths learning and are learning at a pace that is right for them. 7 schools have also taken part in training offered by the Learning through Landscapes organisation, which supports staff in delivering Maths in an outdoor environment. Inveraray Primary School has taken the lead in supporting other schools across Argyll in discussing ways in which we maximise pupil retention and recall in Maths.

Schools have access to the online Maths programme, Sumdog, which supports a number of competitions and challenges, including regular Argyll and Bute inter-schools challenges. A P7/6 pupil from Tarbert was the highest scoring pupil in the February competition, Bowmore Gaelic Unit placed 3rd overall in the same competition, while Inveraray P4/5 were daily winners in the March contest.

Secondary schools have also been engaged with a variety of Numeracy opportunities – all Maths departments are represented at the Northern Alliance’s Subject Specific Support Group, giving them the opportunity to discuss current issues in the teaching of Maths with their colleagues across the North of Scotland. Campbeltown Grammar School and Islay High School have attended training organised through the Northern Alliance in Maths Balance – an intervention designed to support S1 and S2 pupils who need some additional input to ensure they achieve their full potential.

Literacy

All Secondary English departments are also represented at the Northern Alliance's Subject Specific Support Group and have been involved in the setting up of 2 sessions to support the discussion of consistent standards across the whole of the North of Scotland. Dalintober Primary School and Lochgilphead Primary School are also represented at Education Scotland's Literacy and English Curricular Network, where they have the opportunity to work alongside colleagues from across Scotland to discuss key priorities in Literacy.

Primary practitioners across MAKI have engaged with a range of Literacy development opportunities. These include 4 sessions examining approaches to the teaching of writing and 3 sessions exploring Storyline, a way of engaging pupils with Literacy in an inter disciplinary context. MAKI practitioners have also taken part in a series of sessions introducing practitioners at early level to Emerging Literacy, an approach to Literacy learning which ensures that every child is working at a pace appropriate to their developmental stage.

Ardrihaig Primary School

We focused on a small group of girls within our Nurture work at school who were displaying self-image and self-esteem behaviours because of eating disorders, dyslexia and bereavement.

As part of Covid Recovery we have focussed on wellbeing within our nurture sessions.

We deliberately kept the group small to take part in self-care activities. The girls planned Spa afternoons where healthy treats were provided.

During these sessions the girls enjoyed 1:1 time with each other. After week 2 the girls opened up about feelings about food and how they saw themselves.



This then allowed us as a school support them around times of anxiety and with their families.

The biggest impact has been that we have made referrals to support the girls and families into looking further into 'why' they are experiencing concerning habits. These tendencies could have gone unnoticed in the classroom as they try so hard to cover up and cope.

At a school level the girls are smiling more and love their sessions. They have been baking and eating new healthy treats. They have been taking care of their hair and have even been carrying a little hand cream too make themselves feel special. Small steps!

Keills Primary School

A priority in this year's school improvement plan was to increase opportunities and raise awareness relating to the UNCRC. A pupil led steering group was set up to raise awareness around the school community. All children were placed into 'KIT' (Keill's Improvement Teams) and work weekly on action plans and creative projects to highlight the importance of Children's' rights. This work has been linked to our Health and Wellbeing curriculum and children have identified ways in which the articles are implemented in their school life.

This work ties in with the NIF key priority of improvement in children and young people's health and wellbeing along with Argyll and Bute key objectives; ensuring children have the best start in life and are ready to succeed and strengthening leadership at all levels.

Children have an increased awareness of their rights and are actively involved in making decisions that affect the school. Children feel that they have a strong voice within the school and are becoming 'change makers'. They feel more confident in supporting each other and embracing the UNCRC by showing respect for all



The school has just achieved the Rights Respecting Schools Bronze Award: Rights Committed. This recognises our commitment to placing the UN Convention on the Rights of the Child at the heart of our ethos and are working towards becoming a Rights Respecting School.

Small Isles Primary

A priority in this year's school improvement plan was to increase opportunities and raise awareness relating to the UNCRC. A pupil led steering group was set up to raise awareness around the school community. All children were placed into improvement teams, a pupil council, outdoor learning team and rights and Health and Wellbeing team. Pupils have engaged with the "How Good is Our School?" document and groups have planned events and developed action plans for school improvement.

This work ties in with the NIF key priority of improvement in children and young people's health and wellbeing along with Argyll and Bute key objectives; ensuring children have the best start in life and are ready to succeed and strengthening leadership at all levels.



Children have an increased awareness of their rights and are actively involved in making decisions that affect the school. Children feel that they have a strong voice within the school and are becoming 'change makers'. They feel more confident in supporting each other and embracing the UNCRC by showing respect for all.

The school has just achieved the Rights Respecting Schools Bronze Award: Rights Committed. This recognises our commitment to placing the UN Convention on the Rights of the

Child at the heart of our ethos and are working towards becoming a Rights Respecting School.

Achahoish Primary School

Oyster Bed Reintroduction Project

Highlighting good work in Numeracy, Outdoor Learning, Learning For Life and Work.

All pupils in Achahoish Primary joined with Heart of Argyll Wildlife for a one year community study, aimed at charting the reintroduction of native oysters into our sea.



The first visit to the beds in November was to weigh, measure and mark our individual oysters so we can continue working on our growth survey though the year.

Children learnt about following instructions, water safety, the importance of oysters to our eco system and why they are being reintroduced.

All pupils took measurements and recoded findings in graphs. During the second visit in April, we took the same measurements and began to look at changes and similarities.

Children were able to apply their learning in number and measure to a real life setting. They could see the application for recording our findings and could talk about links to jobs within the community.

This study will continue through the year.



'We measured the oysters and recoded their size,' said P3

'We I found the average wind speed by taking 6 results adding them then dividing by 6' said a P5

'We were using what we learn in maths skills,' said a P3

One P3 measured the PH of the water, 'it was 7,' she said

'We weighed the oysters in grams using scales,' said P4

Carradale Primary School

P4-7 STEM focus was the 'Scottish Engineering Leaders Award'. Each year pupils at Carradale Primary School compete in this nationally recognised competition. The process involves the group interviewing an industry engineer; this year we interviewed a Motorsports specialist. The pupils then think of a problem that needs to be solved and from this begin designing an invention. The final step involved the children writing a persuasive letter about why their invention should be built to a panel of engineers who grade the pupils work. In recent years, Carradale has had a number of pupils receiving a 'Distinction', the highest level of award. This results in the pupil's designs being displayed at a local university.



Staff

have been working closely with pupils to develop the outdoor learning environment and play spaces around the school. Through consultation with pupils, specific outdoor resources were selected and during staff inset days these areas were developed. The pupils have shown high degrees of engagement in their learning and play in these spaces. The forest den, mud kitchen and gardening/growing areas have been beneficial to the pupils' school experiences.



Carradale P4-7 pupils have continued to use technology in order to enhance learning throughout the curriculum. Pupils continue to grow in confidence using a variety of media to present learning and communicate with others. Learning has involved writing emails to their peers and teaching staff in other schools through Glow. Pupils are increasingly selective in presenting learning, demonstrating proficiency in their use of sway, Jamboard and google slide presentations.

Castlehill Primary School

All classes - Outdoor Learning

With the help of funding from our local Co-Op, Castlehill purchased lots of new Outdoor Learning equipment. This is now stored in a central area within the school, where all classes have access to it. A timetable has been compiled so that every class has several slots a week, where they have priority over the use of the equipment and the outdoor areas.



Activities cover the whole curriculum but main focuses tend to be language and literacy, numeracy and maths, science and STEM. A folder showing ideas for activities, is also kept in the storage area and teachers continue to add to this as they explore new ideas.



Early results show that the children love the outdoor activities and engagement is high. We have found that the resources can be adapted to meet the needs of all age groups and abilities. Learning Outdoors is excellent for the health and wellbeing of all involved and gives a new take on how different skills can be taught and learnt.

All classes – Seesaw



Seesaw was introduced as another means of communicating with parents/carers during these difficult times. Parents/carers were given the option as to whether they wanted to sign up for this, thus allowing them to see their child's work almost on a daily basis. The response from parents was exceedingly high.



Teachers and pupils select work and activities to photograph or write about, then send them to the parents/carers. Parents/carers can only see their own child's work, with the occasional 'group' photo included for all to see, if this is appropriate. Parents have the opportunity to 'like' or 'comment' on the images. Comments sent in by the parents have to be 'approved' by the teacher, before they can be posted.

Feedback from parents/carers is extremely positive, with many saying that they just love to see what the children have been doing and get an insight into what is happening in the classroom. Parents/carers of older pupils in particular have commented that it means they can engage a great deal more with their child's learning.

Pupils will also now ask to have work photographed or recorded so that they can post it on Seesaw. Teachers have also commented on how useful and worthwhile they find this platform. They often post videos of the classroom wall displays and this is much appreciated by the parents/carers.



Drumlemble Primary School

OUTDOOR LEARNING

We have been continuing to develop outdoor learning throughout the session as part of our School Improvement Plan and have now embedded planned outdoor sessions for every child for an afternoon each week. The children are able to use their skills in real life situations and cooperate to solve problems and carry out tasks linked to their classroom learning.



P1-3 have been extending their 'Landscapes' topic outdoors. One of their challenges was to build Campbeltown using loose parts such as planks, crates and logs. One child said, 'I built the Campbeltown Cross' while another said, 'I made the woodpile at the pier.' Other outdoor learning involved building a farm and painting the local landscape.

P4-7 used outdoor learning to enhance their 'Transport' topic. They built vehicles from large loose parts and measured a real car to create scale drawings. A child described this activity as 'Making your brain really work!' They also created chalk road systems.

Both classes have used the outdoor area to develop numeracy and literacy skills, carrying out practical activities such as making equations, using natural materials to represent numbers, and telling stories in the garden area. There are also free play opportunities at playtimes where children can access loose parts, the mud kitchen, gardening tools and sports equipment.

All these activities require children to negotiate, share, cooperate and evaluate. The outdoor space allows the children greater freedom to explore and promotes their Health and Wellbeing. The children express obvious enjoyment in their time outdoors.



Clachan Primary School

Highlighting good work in
Literacy, digital literacy and STEM

All pupils in Clachan Primary took part in the Schools Animation Project with the Campbeltown Picture House, this led to participation in the Ecolas Project.

Storyboards, film posters, models and props in our wall display



All Clachan pupils attended Campbeltown Picture House over a period of 10 weeks to learn skills and applications of animation and film making led by Alasdair Satchel.

Back in the classroom, each pupil worked independently to create their own short animated film.

Starting with creating a storyboard, the children thought about progression and setting a scene. This was used as a stimuli for writing, as the children wrote scripts and stories adding depth to their original ideas. The next step was to create our animated

characters and props. We were fortunate to attend a session led by Aardman animation's Jim Parkyn to help pupils think about personality and movement.

Exploring emotion and communication through animation



In school each child set up their own production area, and independently shot their own short film following their scripts and storyboard, thinking about emotions and emotional language, both verbal and nonverbal. This helped our young people explore their own feelings and think about how they communicate.

In creating the films, the pupils had to first learn how to use Stop Motion Studio software on their ipads, use filming techniques, sound recording and Garage Band.

The short films were shared on the big screen at the cinema, celebrated by parents and family-bringing the children pride in their work and building confidence in their abilities as story tellers, technology users and creative thinkers.

This project allowed our learners to take the next step in filmmaking, joining the Ecolas film project. In this film making approach the pupils continue to learn apply digital technology to create ways to communicate and develop ideas.

Craignish Primary School

The children in Craignish Primary school have recently been learning about keeping safe, managing emergency situations and first aid. All the children from P1 to P7 took part in activities and learning relevant to their age and stage and really rich 'hands on' learning took place. At the early stages the children learnt about what to do in an emergency situation and practiced dialing the emergency services. The children in P1-3 were also learning about the recovery position. All the children were able to practice this and learned to assess and manage risk in order to protect themselves and others. At the upper stages the children looked at various emergency

scenarios and in cooperative groups talked about the steps they'd take to respond. This involved learning CPR, managing cuts and falls and bumps to the head, cardiac arrest and choking. The impact of this very practical learning experience was considerable across our school with all children able to talk about their learning and recognise the importance of the skills and knowledge they had acquired. This directly impacts the national priority - *Improvement in children and young people's health and wellbeing*.



Glassary Primary School P1-3

Numeracy: Capacity, measuring with increasing accuracy. Independent data-collection.

Literacy: Following written instructions.

Science: Exploring dissolving in water.

- a) Children in P2 and 3 took part in an activity measuring in millilitres with a degree of accuracy. They had previously learned about reading scales. They followed numbered written instructions independently and cooperatively to make a magic potion where the ingredients made layers so that the teacher could see the accuracy.
- b) Children in P1-3 grouped in mixed pairs. They followed verbal instructions given prior to the session carefully, and mixed a range of labelled substances with an amount of water they measured out themselves having practiced pouring and observing scales. They observed whether the substance dissolved or not, and recorded their results independently.



These activities encouraged enjoyment, cooperation, independence and confidence and allowed the teacher to step back and observe progress. The impact was that the children felt like real scientists and felt trusted.

Glassary Primary

On Friday the 1st April the whole school took part in activities to raise awareness of the number of people who do not have access to fresh water and good sanitation. The children found out how children suffer in so many different ways for lack of access to. The children raised over £60 for Water Aid, a charity whose aims include full access to clean water for the whole world by 2030. This was as part of our commitment to our Rights Respecting Schools Bronze award. We are learning about the UN Convention on the Rights of the Child. Right Number 24 (The right to clean water etc.)



We walked down our Glen, to represent the distance some children have to walk to collect water. We tried to balance bean bags on our heads too. Unfortunately some of our activities were postponed, ironically because of rain. However, we will be having active quizzes, races etc soon (weather permitting). The activities have been planned with the pupils, who have used their literacy skills – reading to find out about the charity, writing to promote the event on the 1st April and reporting on the day. We also used maths and numeracy skills in calculating the distance of our walk, data handling and money.

Kilmartin Primary School

This session P4-7 pupils have been able to develop listening and talking skills by participating in weekly Homework Shares. They have chosen activities from a grid made up of options that they discussed and compiled as a class, each term. They have been able to choose activities that have involved applying literacy, numeracy, and creative skills. They have been encouraged to focus on the process and not the result.

Presenting their homework to the class has developed pupil's communication skills and they have been supported to build confidence with this. Peers have been encouraged to ask questions and give feedback about presentations, which has developed listening and questioning skills.

This weekly activity has had a positive impact on pupil's health and wellbeing as well as literacy skills; pupils engaged well with presentations, and exploring different types of questions (considering relevance, open ended and inferential questions) to achieve better understanding, learn more or challenge. This has led to pupils demonstrating improved confidence, inclusive behaviour, empathy, and enjoyment of being listened to and respected, with their contributions valued in a supportive environment.

Many presentations have been made using power points and pupils have enjoyed creating and sharing these and developing their digital literacy skills.

Homework Shares have given pupils regular opportunities to become successful learners, confident individuals, responsible citizens and effective contributors as well as developing skills for learning, life and work.

Port Charlotte Primary School



At Port Charlotte Primary School we have been focussing on our nurturing approach in line with HGIOS 3.1 'Ensuring wellbeing, equality and inclusion' and Argyll and Bute's key objective 'Ensure children have the best start in life and are ready to succeed'. This means that all children have the emotional and psychological support that they need to grow, develop and learn. Relationships are key and we follow the principle that all behaviour is communication.

Our staff have undertaken lots of training about

neuroscience, child development and building relationships. Our pupils are very kind and supportive to each other and they emulate what the staff model, reinforcing our nurturing ethos. We have been working on mindfulness, working in mixed age clans, learning Makaton, learning about empathy, nurture groups and learning about emotions.

We recently reviewed our nurturing ethos with our pupils who had lots to say about it. Archie said "I learned that accepting our feelings, showing we care and being kind and helpful all help our mental health". Ruby said "The older children help the younger children. We also help children who find things harder than others."

We believe that this approach is allowing our pupils to thrive and follow our school motto of 'Be the Best you can Be'. We are delighted that our hard work has been recognised by the Council's new 'Our Children Their Nurturing Education' Award Scheme: we have been awarded a Silver Nurture Award, the highest level awarded so far.



Gigha Primary School and ELCC

Our children have become Young Reporters, taking on the responsibility of documenting and recording school events and activities and using this information to regularly report to our island community.



Our children lead a range of partnership projects including community food waste composting and a new community recycling shed with boxes for stationary, toothpaste and toiletry tubes, batteries and garden pots/seed trays. Food growing in our new raised beds and polycrub is also a focus for their partnership work with local families.

Staying in close communication with all partners enabled our children to take a pride in their school, bolstering their sense of belonging and promoting confidence and agency in taking decisions about issues which are important to them. These activities have been crucial in covid recovery and have helped to combat the sense of disconnection, isolation and loneliness that many of us have experienced. They have also served to help develop key creative literacy and numeracy skills as well as interpersonal skills of co-operation, teamwork and dialogue.

The culmination of their efforts will be to host a Children's Festival on Gigha on 10th and 11th June 2022 for which the children have led all of the planning and organising of activities. This has enhanced their skills in creativity and wellbeing, using a rights based approach to ensure that their festival has kindness, inclusion and a true Gigha welcome at its heart. They have exercised their imaginations to demonstrate great ingenuity, adaptability and an incredible sense of playfulness!



Inveraray Primary School

This year we have used Outdoor Learning as part of our COVID recovery strategy. This has helped children to develop resilience and learning readiness and has, in turn helped to raise attainment in literacy and numeracy.



Our outdoor strategy has taken on board the views of parents, young people and national advisors and ensures a cohesive and progressive outdoor learning experience from the nursery through to P7. Our work has gained national recognition in the press ([TES online](#)) and with Education Scotland where it was included as a case study in the recent [thematic inspection](#).

Children in all classes learn skills relevant to outdoors, social interaction (e.g. teamwork and communication), personal skills such as self-regulation and literacy

and numeracy skills in school grounds, at the beach and in local woodland.

Our youngest children spend around 50% of their learning time outdoors, children in P1-3, around 30% and children in P4-7 around 25% of their time. This time helps them to be even more ready to apply skills to learning back in the classroom.



Rhunahaorine Primary School



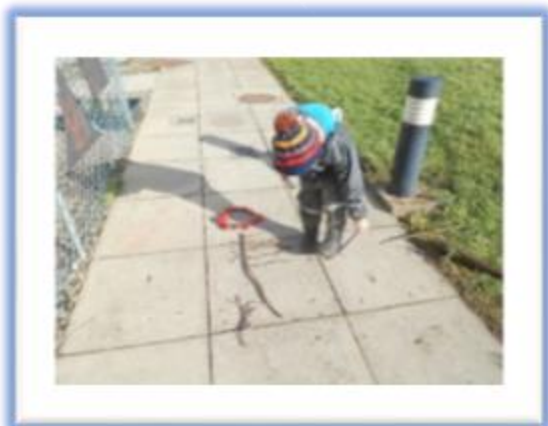
Throughout this session the children have worked on a stop motion animation project. Funding was granted from the West Kintyre Windfarm Trust which paid for ten visits to Campbeltown where the children worked with a professional film-maker and Campbeltown Picture House staff.

Children learnt about different styles of medium in animation. Each child used a storyboard and plan to build on their ideas to produce their own using stop motion. Finally they composed their own soundtracks using 'Garage Band' which was added to their films.

Glenbarr and Clachan Primaries were also involved and the project culminated with all the children watching their own animations on the big screen at the picture house. Each child received a small Oscar style trophy to celebrate their success.

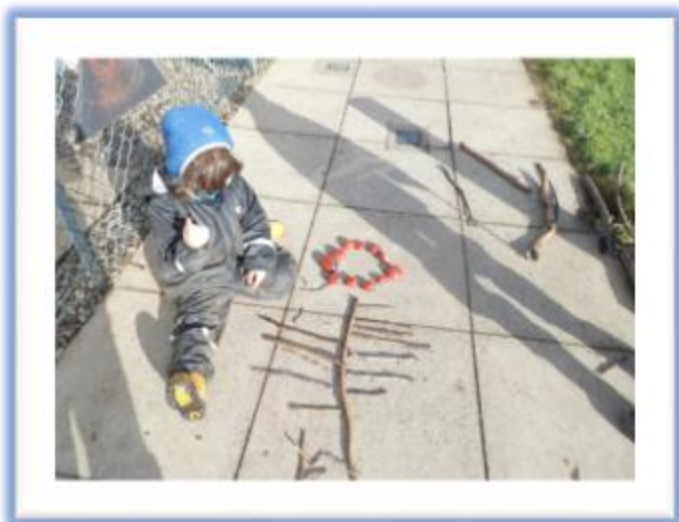
The project broadened the children's horizons of just what they are capable of and to opportunities which are available in their futures. This was an exceptional project at an opportune time following covid restrictions enabling all the children to travel out their boundaries and have some learning fun.



Tayvallich Primary School ELC

As part of Health and Wellbeing the ELC children were learning about “Our Body” and were very interested in the skeleton. The children created a skeleton using natural materials outdoors. This involved lots of counting and measuring of different sized sticks for the ribs. The children used pebbles for the fingers and toes and again this involved counting out pebbles. The children were in total control of this exercise and had no adult intervention. They lay down on the ground at the end to see if they were the same size. This ties in with our national and local priorities in spending time outdoors and developing children’s language and

numeracy. The impact of this exercise was that the children took control of their learning therefore learning at their level and engaging fully in what they were doing. Their interests were being developed and also being extended by their new knowledge of the skeleton



Tayvallich Primary School

Whales, Dolphins and Sharks Live Session.



We had the opportunity to take part in a live information session, delivered virtually by the Hebridean Whale and Dolphin Trust. The session was appropriately pitched to the pupils within the multi composite class and gave them a taster of the type of marine animals that live in our waters. The children were fully engaged throughout the session and had many questions they wanted to ask, as well as information that they wanted to share. The session ignited their interest within this area and they asked if it could be their next topic focus.

The decided to focus on the minke whale, bottlenose dolphin and the basking shark, all of which were in the live session. The children worked collaboratively and created a mind map of what they already knew, followed by what they wanted to find out. From this we were able to plan our learning and provide the pupils with a variety of learning experiences.

The pupils loved the topic, however due to pupil and staff absences as a result of covid we didn't get to spend as much time on it as we would have liked. As a result of this the pupils will be continuing with their topic after the Easter break.



Tayvallich Primary School 4 – 7

I was given the opportunity to sign the Primary 6 and 7s up to a cyber-resilience course. This consisted of three workshops over the course of three weeks where pupils were faced with several tasks. Each workshop required me to put a lot of time into setting up the classroom to ensure it was ready for the live workshop. I needed to make sure all resources were available and clearly set out for the pupils. The pupils were all very engaged in each session and enjoyed exploring and learning new skills in technology.

The pupils had to each sit a final test at the end of the three weeks. This tested their knowledge of each workshop. All pupils passed and received a level 3 SQFA qualification from this. They all filled out a questionnaire about their confidence and feelings towards cyber resilience and digital citizenship.

All pupils

agreed their confidence has risen greatly and they would consider a future career in digital/cyber work.



Lochgilphead Primary School

Our P4 pupils recently took part in a STEM workshop delivered by Astro Physics students from Edinburgh University. The University students are building a rocket that will be launched into Space and wanted to find excellent young engineers to share their rocket design ideas.

The pupils were tasked with each designing their own rocket. After making their models, they then had a test launch! It was a competition to see whose rocket could travel the furthest. Rocket launchers made of tubes and water bottles were used; the pupils stamped on the bottles, using air force for the launch. Pupils then used trundle wheels to measure, record

and compare how far each rocket had travelled. None of the rockets made it quite as far as space but the children had a thoroughly good time and shared the following reflections:

“If your rocket has good aerodynamics, it will fly really far.”

“We had a lot of fun designing our rockets. We designed the cone, the wings and the fins. All of our rockets were unique.”

When asked if they would consider a future career in engineering, many of the children said they would; highlighting the importance of workshops such as this in terms of Developing the Young Workforce and supporting our young people to understand the broad range of career opportunities available to them. Two female students delivered the workshop, also promoting the role of women in science.

P4 now know that, in terms of learning and careers, the sky is definitely not the limit!



Dalintober Primary School

This year as part of our SIP, Play Pedagogy has been a key focus of development within P1-3 classrooms. Realising the Ambition: Being Me has been a key driver for this, ensuring that children are allowed to explore and develop within their learning and ensuring a smooth transition from ELC – P1.



In August, staff began looking at their classroom environments in order to make these calming places for the children to work and learn. Neutral colours were introduced on walls, loose parts were gathered and areas within the room were created. Across the stages there has been a variety of free choice play, adult initiated learning and child-led learning. Maths and literacy have been a key focus area for play, ensuring a variety of materials and resources have been on offer to the pupils to practice and develop their skills. Fine motor skills have been a key area that staff have ensured that there has been resources to develop. Through this we have seen pupils develop their hand muscle strength and movements which has helped them with their progression into writing.

Block play has allowed pupils to show their creativity and imagination through the models and structures they have created. Role play/small world has allowed for development of talking/listening through creation of stories. Pupils have been involved in planning their own learning, discussing what they want to find out about and then drawing plans and creating role play areas of their choice to meet their learning. Staff have noticed that social skills have developed in children through their opportunities to work with a variety of peers in a context of their choice.



Furnace Primary School



As part of our Ancient Egyptian topic we mummified Barbie! During this process we used lots of appropriate vocabulary to describe each stage whilst using our imaginations to remove the organs, salt the body then wrap in cloth (toilet roll).

The children from P3-7 learned about the various artefacts people would be buried with and created their own list of what they would like in their tombs.

Activity ties in with improving attainment levels in literacy through developing their confidence in explaining processes and sequencing



Glenbarr Primary School

Glenbarr have been working with other small schools on a Digital Literacy Animation project in conjunction with Alasdair Satchel and Campbeltown Picturehouse.



Each child across the school learned skills in model making, filming, animation and sound which culminated in the making of an animation linked to that of their peers. Glenbarr children decided to create films on the theme of "The Perils of Glenbarr Eco Farm" and each film had a humorous eco theme, such as Mrs Macdonald's eco car doing doughnut spins, the cows fuelling the tractors with methane gas and such like.

This collaborative working gave our children the chance to connect with others outside their close community and to meet other children with whom

they had shared interests. This went some way towards our priorities in increasing wellbeing, as well as addressing experiences and outcomes for digital literacy, as identified in the SIP.

A showcase is being held at The Picturehouse on April 1st to share our learning with parents and celebrate the children's achievements.

The project has impacted on our children positively by enabling them to get out of the confines of the school and mix with other children from small schools. It has given them a chance to achieve in a new area of learning and has also provided opportunity to celebrate achievement



Tarbert Academy

A topic in Primary 7 and 6 has been Global Food. The learners have explored global trade including where our food comes from and how international trade works. They thoroughly enjoyed playing a trading game simulating finances and resources a range of countries may have and the impact this has on wealth. They have learnt about the parts of the Healthy Eating Plate and produced persuasive leaflets about healthy snacks and food for children. They have had regular baking sessions to taste different staple ingredients such as oats, flour and rice and learn about cooking methods. The children have followed procedural instructions and weighed out ingredients using a variety of scales and spoons to measure fractions of amounts. Their bread was amazing and the children took great pride in serving Red Nose cakes to other children at morning break. The class have learnt about the digestive system and where different nutrients are absorbed. They have also taken part in a range of science challenges linked to food such as separation of substances and reversible and irreversible changes.

The children have set up a fantastic school Tuck Shop after exploring the Healthy Food in Schools Guidelines and food labelling. They have been researching new products weekly depending on how items have sold. They have also learnt about advertising, profit and loss, health and hygiene and balance sheets. They have done a superb job and hope to purchase some fun maths resources for the school from the profit made.

Bowmore Primary School Gaelic Week

To celebrate our Gaelic language and culture, we took part in Seachdain na Gàidhlig 2022. We organised a range of activities for all children throughout the school. G1-7 and P1/2 spent a morning in the woods to learn Gaelic Vocabulary, build dens and listen to a Gaelic Story. The children had been learning about the Easter story and they collected lots of natural materials to create an Easter picture. The children benefitted from being in the outdoors and gained new experiences.



We invited all of the P7 pupils from all over Islay and Jura to take part in a bilingual transition activities. The children participated in Gaelic warm up games to get to know each other and to learn some Gaelic Vocabulary. They then took part in orienteering where they were put into teams and use their map reading and teamwork skills to navigate their way round the school grounds.

At each point, there was a jigsaw piece to find. Once they had collected all of the jigsaw pieces, they used their problem solving skills to make the jigsaw which spelt out a Gaelic place name.

They had to then work together to mark the place on the map. This was very successful and allowed the children to get to know each other through Gaelic activities. They then played a game of Gaelic Beetle Drive where they used their Gaelic numbers and body parts. The children thoroughly enjoyed meeting their peers that they will be with in High School and this helped to ease some of their anxieties about moving up.



Bowmore Primary School GME Trip

The Gaelic medium P4-7 class were the first to attend a residential school trip, as soon as Covid restrictions allowed in April 2022. The three day event was held in Edinburgh and organised by CnaG with participants from all GME classes in Argyll and Bute, and further afield. Experiences were lead and were taught through the medium of Gaelic which included a visit to Dynamic Earth, The National Museum of Scotland and Edinburgh Castle as well as a range of leisure activities organised by our school in the evenings, where Gaelic was spoken in a different context and out with our learning environment.



As a small class of only six pupils ranging from P4-7, and living on a remote island, it is rare that the opportunity arises to interact with other Gaelic speaking pupils of their age group. Covid-19 has presented a lot of challenge around Gaelic medium education in being able to develop Gaelic literacy skills in face to face social situations. For some of the pupils in the class it was the first school trip attended as restrictions have not permitted over the past two years.

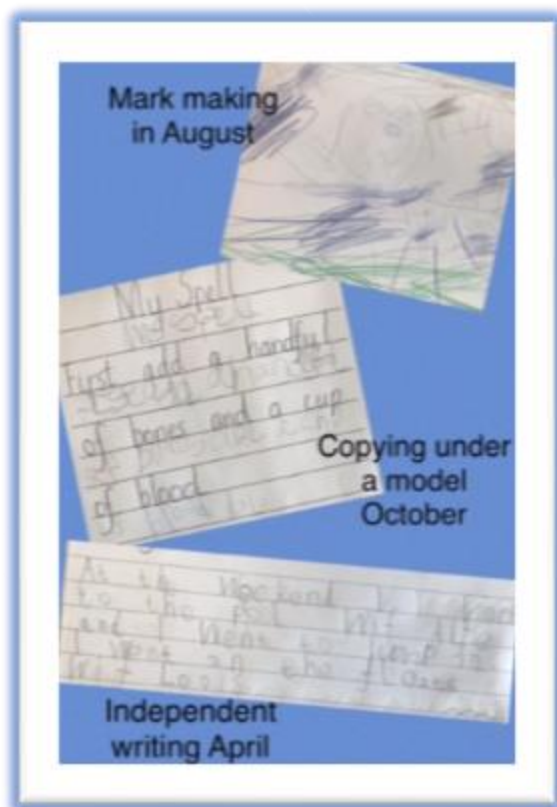
It is at the centre of the National Gaelic Language Plan as well as our school policy on GME to give our pupils opportunities to interact with other Gaelic speaking members, out with our

school environment to promote Gaelic and develop a positive ethos for those immersed in the language in everyday education.

The impact of this trip was not only social and wellbeing benefits but ensured Gaelic could be practiced in a fun and social environment and also allowed development of Gaelic vocabulary in new curricular contexts and a deepened appreciation for our language, highlighting possibilities for language usage in the future.



Pupil Pippa Hannett, G6 wrote on return to school.
'Bha mi cho toilichte nuair a rainig sinn Dun Eideann agus chunnaic mi an aite-fuirich againn! Cha robh mi a-riamh ann an Dun Eideann agus bha e cho gasta. Chunnaic sinn Greyfriar's Bobby agus dh'ionnsaich sinn mu atharrachadh na gnath-shìde aig Dynamic Earth. Ach an rud as fhèarr leam-Laser Tag!'

Bowmore Primary Literacy / Numeracy P1/2**Literacy and Numeracy in P1/2**

This year BPS took a different pedagogical approach to literacy and numeracy in the Primary 1 class. The approach to literacy, particularly writing, was a priority in our School Improvement Plan. In class we focussed on improving fine motor control through a variety of play activities, letter formation, dictation and focussed CVC practice using alphabet arches, games, concrete materials and apps. Homework took a similar approach and regular videos from the teacher to the parents, through Seesaw, supported parents. This consistent approach has reaped its rewards having a significant impact on the children's writing skills with Primary 1 children writing detailed sentences independently. We have seen similar improvements in numeracy in the P1/2 focussing on ensuring the foundations of number are firm. To enable this we used a variety of different approaches

including; delivering SEAL to the whole class, numicon, number bonds, Sumdog, Active Learn games, use

of the active board and individual challenges set for an area of number/maths. The individual challenges motivated the children as they got to celebrate their success with the whole class when they had achieved their target – in turn motivating their peers. These targets were shared with parents via Seesaw including 'things you can do at home to help.' To support this further we sent home support packs so parents have the materials in order to help their children. This has resulted in greater confidence and success in number work with some children achieving higher than expected



Bowmore Primary School P3/4

Last term, Primary 3 and 4 became budding engineers!



The children were presented with a design challenge; they had to work together to create a vehicle that could travel the furthest down a ramp independently. Initially, they researched and investigated the core components their vehicle would need eg axles, body, wheels. Then the children set to work straight away, putting the engineering cycle into action. First they had to define the problem before brainstorming all the possible solutions. To enable them to do this, they had to draw on their previous learning about forces and properties of materials. The children then worked in pairs to design their vehicle, labelling the materials required. There was great discussion at this point in the process. With the planning complete, the children then worked cooperatively to bring their creations to life. This was quite a challenge! When complete, the children shared their creations with the rest of the class, explaining each part, how it moved and justifying the materials they chose. It was then time for each pair to test their vehicles in the hall. Some designs were more successful than others and some improvements had to be made; all part of the process. There was great tension and cheering could be heard from the hall as each pair placed their car at the top of the ramp then measured the distance it travelled. Argyll and Bute's shared vision for Education Services of ambition and excellence were evident throughout.

Bowmore Primary School P5-7

Through interdisciplinary learning, P5/6/7 have been learning about 'Scottish Myths and Legends'. The children were able to identify and describe the main features of this particular genre using evidence from each text. They were able to identify and visualise the different characters and settings from each story, summarising the key points whilst making comments about the writer's style.



As a high quality assessment, the children were then asked to write their own mythical story applying their knowledge of structure and using the features appropriate to the genre. They created stories and illustrated them, before using their talking and listening skills to share them with younger children as part of World Book Day. As writing is a focus on the school improvement plan, this topic allowed the children to develop their writing skills as well as give them the opportunity to apply their learning in a creative way.



Bowmore Primary School Short Story Winner

Writing is an area that we as a school are working on developing. Giving the children opportunities to improve the overall quality of their work through various contexts and genres allows each child to edit and self-assess their work, seeing progression over time.

In February, all children in P5/6/7 entered the 'Scottish Book Trust's 50 words competition'.

The task was to write a creative story about a blanket within a word limit of 50 words. This proved to be challenging.



Aurora Rangasamy a pupil in Bowmore Primary, P6, was February's winner. She ensured there was a variety of punctuation in her piece as well including exciting openers to engage the reader.

Aurora's achievement was celebrated at our whole school assembly, through the school's social media as well as in the local paper. This literacy achievement has given others ambition to up level their own work and enter more local and national competitions.

Port Ellen Primary School P2-4

To tie in with the COP26 event in Glasgow the whole school undertook interdisciplinary learning on the theme of climate change. This also tied in with one of our Eco-School action points – Eco Action.



Classes participated in the Argyll & Bute online conference, looked at climate change and causes, investigated the cryosphere and sea level changes through scientific investigation, thought about the impact climate change would have on the weather patterns and how rising sea levels would affect us here in Islay just as much as far flung islands in the Pacific.

We looked to see how what we could do to help and how we could live more sustainably. We worked with the Islay Energy Trust to find out about a more sustainable energy mix for the island and had a big focus on reducing waste. P2/3/4 thought about the waste associated with Christmas and made adverts persuading people to reduce their waste at Christmas.



Both P2/3/4 and P5/6/7 had input from a local company reusing denim. P5/6/7 designed and made eco-bags while P2/3/4 reused denim in their various designs for toys, tool belts and bags. Learning for sustainability and developing scientific literacy are key to developing responsible citizens of the future.



Port Ellen Primary Gaelic Learning

Primary 5-7, which is a multi-composite class of 20 children, participated in a series of workshops run by Treoir. This group of local Islay and Jura art, music and drama specialists came into school and delivered really engaging and fun Expressive Arts mixed with Gaelic language sessions. There was storytelling group work with percussion added followed by a mix of visual art whilst encouraging Gaelic vocabulary and phrases.

At the beginning there were a few shy pupils but soon they were all engaged and became more confident to try new experiences as the workshops progressed.



They particularly enjoyed outdoor learning with Treoir too, exploring their local environment, learning Gaelic words and taking this back to the classroom for more creative artwork.

This healthy, cultural learning is important to the school and can be seen throughout all ages and stages. Everyone makes use of our amazing school grounds and

outdoor learning resources plus we are very fortunate to be located right beside our adopted beach.

Port Ellen Primary School P5-7

For Maths Week Scotland this year the school took part in the Maths Inside photography competition. This competition is open to everyone in Scotland; you comment on the maths that relates to a photo. It helps build an understanding of the relevance of maths to our everyday lives and helps build connections for children in their mathematical understanding.



We had 2 children who received a Second Level Commended Entry and certificate; Iona for her picture of the logs from chopped down trees on the Oa and Connor for his use of maths to estimate the number of words he read in a book. We also had a highly commended at Early Level for Elana's photo of the sea.

Even more exciting we had an overall winner at second level; Finlay for his photo of fishing boats in Port Ellen- he talked about the different maths you needed to be a fisherman.

Even MORE exciting we had the Overall Category Winner for 'Climate Change'; Evie for her photo of a locally caught fish we filleted for our food topic. She wondered about the maths needed to

calculate how many fish and other creatures there are in the seas and how we know if we are overfishing.

We were also a highly commended school for the number and quality of our entries.



Bowmore and Port Ellen Primaries – Islay



Distilling is a huge part of life on Islay and has been for centuries, providing work to many generations of Islay families. The schools on Islay have always been wary of carrying out a distilling topic as it could be deemed controversial with its extrinsic link to alcohol however Bowmore and Port Ellen Primaries were granted permission from Education Scotland and are currently working on a joint topic on distilling. The schools have been very lucky to be able to visit Bruichladdich, Bowmore and Laphroaig so far with a visit to Ardbeg happening next week. Through these visits the children have been able to see first hand the whisky making process as well as the different jobs and careers which are available within the industry. Bowmore's G4-7 and P5-7 visited Bowmore distillery where they learned about the germination process on the malt and then how the barley turns into whisky. The children were able to link their learning from school experiments to real life distillery operations.

The classes generously gifted a fab goody bag from the distillery containing a 'germinate your own malt at home kit'. Port Ellen's P2/3/4 were able to walk to Laphroaig and meet with manager Barry MacAffer. He gave them an excellent tour of the distillery and it was fantastic for the children to see the whole process from malt to cask. The children loved the malting floor and even had a go of turning the malt which was a real hit. James said that he wanted to do that when he was bigger! Barry explained all the science behind the different processes which helped the children put the experiments they had been doing for science week into a real context. The children were all given a bag of barley to try and germinate back at school and this will be added back into the whisky one day! The children loved his enthusiasm for his job and he made the process easy for them to understand. P5/6/7 in both schools have been using some distilling equipment bought using successful kickstart funding. This has allowed them to 'distil' cherry cola to extract the cherry essence. The children were amazed at the strength of the essence they were able to extract and plan to use it again to find out more about fractional distillation.

During Science week both schools carried out experiments using yeast to observe chemical reactions. The children tested the yeast in varying temperatures and amounts to see whether they could get enough carbon dioxide to blow up a balloon. This was then linked to the process of changing wort to wash. On Tuesday 22nd March Port Ellen Primary had a 'googlemeet' with Georgie Crawford from Farkin distillery to find out more about the plans for the new distillery there. The children were very excited to hear about the process of this building and were given the opportunity to ask questions about how it will be powered, its sustainable goals and the potential for new jobs and housing for the community. The younger classes in the schools have been taking a slightly different approach. P1/2 in Port Ellen have been exploring their senses and carrying out many different experiments to investigate how these work together to help us understand the world around us. We are now planning on linking this knowledge to find out about the chemical reactions between sugar, barley, water and yeast to create a wash. We plan on creating our own syrups and cordials in order to make our own mocktails to share at our open afternoon. P1/2 and G1/2/3 have been learning about farming and its impact on how we live. The children have been investigating food miles and the importance of shopping local. They plan to look at the barley growth on Islay and how this supports our many distilleries.

A - PRIMARY SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POST CODE</u>	<u>TELEPHONE NO.</u>
Achahoish Primary School	Lucy Blake	Head Teacher Shared Headship <u>Clachan</u>	Achahoish Primary School Achahoish, Lochgilphead, Argyll	PA31 8NZ	01880 770288
Ardrishaig Primary School	Louise Paterson	Head Teacher	Ardrishaig Primary School Ardrishaig, Argyll	PA30 8HF	01546 603695
Bowmore Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Port Ellen</u>	Bowmore Primary School Bowmore, Isle of Islay, Argyll	PA43 7JX	01496 810522
Carradale Primary School	Richard Long	Head Teacher Shared Headship <u>Drumlemble, Castlehill</u>	Carradale Primary School Carradale, Campbeltown, Argyll	PA28 6SD	01583 431244
Castlehill Primary School	Richard Long	Head Teacher Shared Headship <u>Carradale, Drumlemble</u>	Castlehill Primary School Campbeltown, Argyll	PA28 6LE	01586 553446
Clachan Primary School	Lucy Blake	Head Teacher Shared Headship <u>Achahoish</u>	Clachan Primary School Clachan, Tarbert, Argyll	PA29 6XL	01880 740258
Craignish Primary School	Donna Scholefield	Head Teacher	Craignish Primary School Ardfern, Lochgilphead, Argyll	PA31 8QN	01852 500652

Dalintober Primary School	Caroline Armour	Head Teacher	Dalintober Primary School Dalaruan Street, Dalintober, Campbeltown,	PA28 6HG	01586 552053
Drumlemble Primary School	Richard Long	Head Teacher Shared Headship Carradale Castlehill	Drumlemble Primary School Drumlemble, Campbeltown, Argyll	PA28 6PN	01586 810240
Furnace Primary School	Lesley Goodwin	Head Teacher Shared Headship <u>Minard</u>	Furnace Primary School Furnace, Inveraray, Argyll	PA32 8XN	01499 500627
Gigha Primary School	Julie Wilson	Head Teacher	Gigha Primary School Isle of Gigha, Argyll	PA41 7AA	01583 505259
Glassary Primary School	Alison Ralston	Head Teacher Shared Headship <u>Tayvallich</u>	Glassary Primary School Glassary, Lochgilphead, Argyll	PA31 8QA	01546 605219
Glenbarr Primary School	Caroline Armour	Head Teacher Shared Headship <u>Dalintober</u>	Glenbarr Primary School Glenbarr, Argyll	PA29 6UT	0158 3421292
Inveraray Primary School	Jay Helbert	Head Teacher	Inveraray Primary School Inveraray, Argyll	PA32 8YH	01499 302218
Keills Primary School	Andrew Welch	Head Teacher Shared Headship <u>Small Isles</u>	Keills Primary School Port Askaig, Isle of Islay, Argyll	PA46 7RF	01496 840657
Kilchattan Primary School	Kim Bentley	Head Teacher	Isle of Colonsay, Argyll	PA61 7YR	01951200340
Kilmartin Primary School	Namaste Bevan	Head Teacher	Kilmartin Primary School Kilmartin, Lochgilphead, Argyll	PA31 8QF	01546 510293

Port Charlotte Primary School	Maggie MacLellan	Head Teacher	Port Charlotte Primary School Port Isle of Islay,	PA48 7TW	01496 850327
Port Ellen Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Bowmore</u>	Port Ellen Primary School Port Isle of Islay,	PA42 7BW	01496 302141
Rhunahaorine Primary School	Catriona Brown	Head Teacher	Rhunahaorine Primary School Tayinloan, Tarbert, Argyll	PA29 6XG	01583 441269
Small Isles Primary School	Andrew Welch	Head Teacher Shared Headship <u>Keills</u>	Small Isles Primary School Small Isle of Jura,	PA60 7XG	01496 820244
Tayvallich Primary School	Alison Ralston	Head Teacher Shared Headship <u>Glassary</u>	Tayvallich Primary School Tayvallich, Lochgilphead, Argyll	PA31 8PW	01546 870220
B - JOINT CAMPUSES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus	Ann Devine	Principal	Lochgilphead Joint Campus Lochgilphead Joint Campus, Kilmory, Lochgilphead	PA31 8AA	01546 602598
C - 3 - 18 SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Tarbert Academy	Neil McKnight	Head Teacher	Tarbert Academy School Road, Tarbert, Argyll	PA29 6TE	01880 820269
Tarbert Academy (Primary)	Neil McKnight	Head Teacher	Tarbert Academy (Primary) School Road, Tarbert, Argyll	PA29 6TE	01880 820269

E - LEARNING CENTRES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus Learning Centre	Ann Devine	Principal	Lochgilphead Joint Campus Learning Centre Lochgilphead Kilmory,	PA31 8AA	01546 602598
F - NURSERIES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Campbeltown Nursery	Fiona Armour	Head of Centre	Campbeltown Nursery Campbeltown Argyll	PA28 6LE	01586 552397

ARGYLL AND BUTE COUNCIL

**MID ARGYLL, KINTYRE AND THE
ISLANDS AREA COMMITTEE**

**DEVELOPMENT AND ECONOMIC
GROWTH**

8 JUNE 2022

LOCHGILPHEAD CARS – PROGRESS REPORT

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide Members with an update on the progress of Lochgilphead Conservation Area Regeneration Scheme (CARS) including a change to the priority building projects and a summary of the Argyll and Bute Traditional Skills Demo Day Roadshow event.
- 1.2 The Lochgilphead Conservation Area Regeneration Scheme (CARS) is a grant Programme focusing on the regeneration of historical buildings as well as Traditional skills training and community engagement jointly funded by Historic Environment Scotland (HES) and Argyll and Bute Council. The total grant fund available is £1,257,400.

RECOMMENDATIONS

It is recommended that the Mid Argyll, Kintyre and the Islands Area Committee consider the content of the report.

ARGYLL AND BUTE COUNCIL

**MID ARGYLL, KINTYRE AND THE
ISLANDS AREA COMMITTEE**

**DEVELOPMENT AND ECONOMIC
GROWTH**

8 JUNE 2022

LOCHGILPHEAD CARS – PROGRESS REPORT

2.0 INTRODUCTION

- 2.1 The purpose of this report is to provide Members with an update on the progress of Lochgilphead Conservation Area Regeneration Scheme (CARS). This includes a change to the priority building projects and a summary of the Argyll and Bute Traditional Skills Demo Day Roadshow event.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Mid Argyll, Kintyre and the Islands Area Committee consider the content of the report.

4.0 DETAIL

- 4.1 The Lochgilphead Conservation Area Regeneration Scheme (CARS) is a grant Programme focusing on the regeneration of historical buildings as well as traditional skills training and community engagement jointly funded by Historic Environment Scotland (HES) and Argyll and Bute Council. The total grant fund available is £1,257,400.

- 4.2 Lochgilphead CARS started on the 1st April 2020 with a full-time project officer in post. A launch event was planned for May 2020 but had to be cancelled following the outbreak of COVID-19. A virtual launch was held during the summer of 2020 using a dedicated web page. This was followed-up by direct communications with owners of priority buildings.

- 4.3 In August 2021 we launched the Small Repairs Grant scheme aimed at minor repairs to properties such as; roofs, chimneys, leadwork, doors and windows. We received seventeen expressions of interest. This included a number of significant repair schemes for tenement buildings located within the main target area (Argyll Street south and Colchester Square). Following further

investigations it was determined that a number of these properties are in a much worse condition than originally anticipated with significant repair costs. As a result, they cannot be considered under the Small Repair Grant scheme. Owners have been given support to form Owners Associations and to plan for future repair and works and regular property maintenance.

4.4 Priority Buildings – One of the key elements of a CARS is the named priority building projects. These buildings are agreed with Historic Environment Scotland (HES) during the development and application stages of the scheme as being the most suitable for repair and conservation works. Factors include; location, contribution to the built heritage and Place, current condition, listing and appearance. Grant funding is ring fenced to assist owners with the repair of these buildings subject to all grant conditions being met. The original project plan and budget for Lochgilphead CARS agreed with HES included funding for three priority building projects as follows:

- 1 Argyll Street
- 2-4 Argyll Street
- Tigh Mhicleoid (Colchester Square)

4.5 Following initial discussions with the owners of the priority buildings, 1 Argyll Street and 2-4 Argyll Street confirmed their interest in accessing the CARS grant funding identified against their buildings. These projects are now being progressed. The owner of Tigh Mhicleoid notified us that they did not wish to apply for CARS grant funding. This provided us with an opportunity to re-assess the properties and to identify if there are other buildings that should be identified as priority.

4.6 The last assessment of the properties was carried out during the development phase of Lochgilphead CARS in 2019. At this point, officers had a limited time to prepare and submit the CARS application to Historic Environment Scotland's Round 8 CARS programme. As a result of the time constraints it was not possible to carry out detailed assessments for each property. In light of this and the time that has passed, it was considered necessary/prudent to carry out an assessment of all properties within the CARS target area to ensure that we are working with the most up to date data. This work includes the properties that expressed an interest in the Small Repairs Grant. Following this assessment and analysis of the information, we are planning to upgrade the following two properties to priority building status (reallocating the CARS grant funding that was ring fenced for Tigh Mhicleoid):

- 6-10 Argyll Street
- 5-17 Colchester Square

The owners of both properties have formed Owners Associations, set-up joint bank accounts, commissioned detailed Tenement Condition Reports with Cost Plans and committed to working together to repair and maintain their properties. This follows the CARS guidance requirements.

4.7 Over the next year, our main focus will be on the delivery and completion of the revised list of four priority buildings. All are comprehensive tenement repair schemes:

- 1 Argyll Street – CARS grant funding has already been approved for this property and work is due to start on site this summer.
- 2-4 Argyll Street
- 6-10 Argyll Street
- 5-17 Colchester Square

The aim is to complete these four projects before the end of 2023. As per the agreed governance arrangements, reports will come forward to future meetings of MAKI for approval of these grants.

4.8 Small Repair Grants – Discussions will continue with the owners of other properties to develop minor repair works under the Small Repair Grant schemes. As per the approved governance arrangements for Small Repair Grants, officers will make recommendations to MAKI for grant levels over £10,000. Officers will have delegated authority to award grants up to the value of £10,000.

4.9 Traditional Skills Training – An important element of Lochgilphead CARS is the promotion and delivery of traditional and construction skills training to a range of stakeholders including; Lochgilphead High School pupils, Argyll College students, local contractors, building professionals and public sector staff involved in the repair and maintenance of historic buildings. We want to encourage young people to consider a career in construction and to upskill existing tradespeople. Highlights to date include:

- Argyll and Bute Traditional Building Skills Demo Day Roadshow – In partnership with high schools we delivered Skills Demo Day's in May 2022 across four towns (Lochgilphead, Dunoon, Rothesay and Helensburgh). Almost 200 pupils were given the opportunity to try their hand at construction skills including; stonemasonry, roof slating, thermal imaging and surveying. The event was funded via CARS budgets and partners included; Education Department; high schools, Developing Young Workforce (DYW) and the Scottish Traditional Building Forum. All four events were well received providing pupils with a unique insight into the construction industry.

- MAKI Pups – Construction Craft Technician students from Argyll College designed and manufactured play equipment for the MAKI Pups Nursery. The materials were funded via Lochgilphead CARS.
- An Argyll and Bute Construction Skills Audit has been completed. The final report will be available shortly and the results will help determine future training that we deliver. The report will highlight the current shortage of construction workers across various trades in Argyll and Bute and predict how this could impact on the construction industry.
- We are in discussions with DYW and Lochgilphead High School regarding the delivery of the new Build Your Future training programme: [Buildyourfuture \(dyw.scot\)](http://Buildyourfuture.dyw.scot)

Further training projects are currently being developed.

- 4.10 Education and Outreach Activities – Due to restrictions in place since early 2020 it has not been possible to deliver any public events yet but plans are being developed for a number of events and activities. This includes a public event aimed at owners of traditional buildings to provide advice and guidance on how to keep warm in older homes, improve energy efficiency and reduce running costs. A promotional campaign has been carried out to remind owners of the planning regulations that are in place within Lochgilphead Conservation Area and advice has been provided to owners to help them maintain their properties.
- 4.11 Lochgilphead CARS has also supported a number of other initiatives that have been delivered in-house to support town centres. This includes a Shopfront Improvement Scheme and several projects delivered under the Scotland Loves Local banner, these include:
- Shop Local campaign. Includes posters in local shops, banners in public places and a promotional campaign.
 - Google Accredited Photography Services – Commissioned a photographer to provide businesses with Google accredited photos (internal and external) to help improve their online presence.
 - Google My Business Training – Commissioned a company to run webinars to guide local businesses on how to present their businesses online.
 - Argyll and Bute Scotland Loves Local Gift Card – Designed to encourage local spending and support local businesses.

5.0 CONCLUSION

- 5.1 The delivery of four priority building projects will significantly improve the appearance and historic built fabric of Lochgilphead town centre, helping safeguard homes and businesses whilst providing a boost to the local economy.

6.0 IMPLICATIONS

6.1 Policy - The Single Outcome Agreement (SOA) and Argyll and Bute Outcome Improvement Plan 2013-2023 support town centre Regeneration and a diverse and thriving economy.

6.2 Financial -To satisfy audit requirements we provide an update on the overall financial position of the scheme to the Environment, Development and Infrastructure Committee on a six monthly basis.

All grant funding is in place as part of the Lochgilphead CARS budget, including the Historic Environment Scotland grant and Council match funding which includes an element of Private Sector Housing Grant.

The scheme also relies on contributions from private building owners.

The total common fund will be £1,606,096

The total funding to be committed is £1,257,400

6.3 Legal - None

6.4 HR – A dedicated project officer is in post for the duration of the project. Staff salaries are included within the project budget.

6.5 Fairer Scotland Duty:

6.5.1 Equalities - protected characteristics - None

6.5.2 Socio-economic Duty - None

6.5.3 Islands –None

6.6 Climate Change – None

6.7 Risk – That the grant schemes are undersubscribed or that projects run over time or budget. Given the demand for grant funding, it is unlikely that the scheme will be undersubscribed. All risks will be carefully monitored and mitigated by the CARS project officer as the schemes progress.

6.8 Customer Service – The council responsible for administering the CARS grants on behalf of Historic Environment Scotland and for ensuring due diligence in the performance of duties.

Executive Director with responsibility for Development and Economic Growth:

Kirsty Flanagan

Policy Lead Islands and Business Development:

Liz McCabe

For further information contact:

Fergus Murray, Head of Development and Economic Growth

Fergus.Murray@argyll-bute.gov.uk

James Lafferty, Project Officer

james.lafferty@argyll-bute.gov.uk

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ARGYLL AND BUTE COUNCIL**MID ARGYLL, KINTYRE AND THE
ISLANDS AREA COMMITTEE****ROADS AND INFRASTRUCTURE
SERVICES****8 JUNE 2022**

ROADS AND INFRASTRUCTURE SERVICES UPDATE

1.0 INTRODUCTION

- 1.1 This report format and frequency for these reports were agreed as part of the previous Council. The purpose of the report is to provide a general update on key activities of the Service over recent months and to enable a discussion on key, high level topics and projects. As part of developing future committee structure and workplans, the purpose and effectiveness of this standing item should be reviewed.
- 1.2 As part of the Member Induction Programme the Head of Roads and Infrastructure gave a brief overview of the huge range of work ongoing across the Service area to Members at the Corran Halls in Oban on 17th May. The slides from that presentation are available on the Member Zone system.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Area Committee note and consider the contents of this report, and provide feedback on the content, format and frequency.

3.0 DETAIL**COVID absence**

- 3.1 For the period of the previous report in March, although we were seeing some easing of COVID restrictions, absence rates as a result of self-isolation requirements remained high. With the recent changes to COVID restrictions, absence rates are now more in line with pre-COVID trends.

Capital Roads Reconstruction Programme

- 3.2 The focus of the roads reconstruction programme is to recover the network through the delivery of a mix of carriageway resurfacing schemes, patching/surface dressing and in-situ road surface recycling, which follow the principles set out within the Roads Asset Management Plan.
- 3.3 This Council has approximately £100m of backlog maintenance in the road

network. This means that over £100m would need to be invested to bring the road network up to an A1 standard. Most councils are in a very similar position. Clearly in the current financial climate we are not going to see the level of investment required to bring the road network up to an A1 condition. However, over the last decade there has been a carefully applied strategy of delivering revenue and capital funding collectively and delivering a series of works designed to minimise reactive work, carry out right first time repairs, wherever possible, and to deliver surfacing techniques and specifications which maximizes the amount of repairs and resurfacing which is delivered. As with almost all council services, there is insufficient funding available to treat all the sections of road that we'd like to do, the focus being on treating sections where we can maximise the financial return and in so doing reduce the amount of reactive repairs carried out. Unfortunately, the available funding means that almost all roads authorities, including Argyll and Bute, are unable to treat every section of road they would like to do.

- 3.4 The total programme for this financial year for roads reconstruction is £8m Council capital allocation and £1.6m from the Strategic Timber Transport Scheme, which is used to match fund existing schemes on the council network where timber extraction is programmed to be carried out.
- 3.5 Oil and bitumen prices have increased significantly over recent months. Coated roadstone used for surfacing our road and footways has increased by approximately 20%. This will impact our programmes of work. A report detailing the implications of the recent price increases will be presented to the Environment, Development and Infrastructure Committee in June.
- 3.6 The Council capital allocation for the MAKI area is £2.621m, and the scheme list is available on the Council website at: <https://www.argyll-bute.gov.uk/roads-capital-programme-202223>

Winter Maintenance

- 3.7 This winter maintenance season ran from Friday 29th October 2021 to Friday 15th April 2022. The annual policy is presented to the Environment, Development and Infrastructure Committee in September. When freezing conditions are forecast, our teams pre-treat over 750 miles of road, which is roughly the equivalent of driving from Lochgilphead to Paris.
- 3.8 Key facts from this winter season:
- 65 full fleet runs
 - 2,049 individual vehicle runs
 - Highest turned out route A819 Inveraray to Dalmally
 - Total distance travelled 105,024 miles
 - Salt used 11,030 tonnes
 - Total spend £2,258,228.59.

MAKI public conveniences

- 3.9 At the March meeting of this committee members asked for an update to be provided on the condition of public conveniences in the MAKI area.
- 3.10 The Council enhanced its public convenience cleaning regime in response to Scottish Government COVID guidance. The cleaning frequencies have now reverted to the pre-COVID schedule which is noted below:

Area	Facility	Frequency
Mid Argyll	Inveraray	As required
	Lochgilphead	1 per day
	Ardrishaig	1 per day
	Tayvallich	1 per week
	Kilmartin	1 per week
	Tarbert	1 per day
	Crinan	1 per week
Kintyre	Machrihanish	1 per day
	Southend	1 per day
	Bolgam Street	1 per day
	Pensioner's Row	1 per day
	Gigha	1 per day
	Carradale	1 per day
Islay and Jura	Bowmore	1 per day
	Bridgend	1 per day
	Port Ellen	1 per day
	Port Askaig	1 per day
	Feolin	Ad hoc
	Craighouse	Ad hoc
	Bruichladdich	1 per day
	Portnahaven	1 per day

- 3.11 In terms of the asset condition, the following spend on revenue maintenance has been incurred over the past five financial years:

Area	2017/18	2018/19	2019/20	2020/21	2021/22
Mid Argyll	29,336	7,369	17,983	12,385	11,897
Kintyre		2,466	2,440	4,332	4,448
Islay and Jura		4,378	6,069	5,937	6,340
Total	29,336	14,213	26,492	22,654	22,685

- 3.12 The average spend per annum is £23,076, which equates to an average of £1099 per facility. This spend is administered via the Council's Central Repairs Account which is managed by Property Services.
- 3.13 The outcome from this spend is noted in the property condition rating of each public convenience. Every public convenience in the MAKI area is rated in a 'B' or 'satisfactory' condition based on a property condition scoring matrix, apart from the Portnahaven PC on Islay which is rated as 'A' or 'good'.

Traffic volume and speed, Meadows Road, Ralston Road and Davaar Avenue, Campbeltown

- 3.14 Following concerns raised by a local Elected Member, traffic speed surveys were carried out at Meadows Road and Ralston Road, Campbeltown. These were reported to the March Area Committee and are noted in the table below:

	Meadows Road	Ralston Road
5 day avg volume	948	296
7 day avg volume	894	274
5 day mean speed	22	17
7 day mean speed	22	17

- 3.15 As advised in the March report, a further survey was being carried out at Davaar Avenue and the Roding. These surveys have been completed and the results are noted below:

	Davaar Avenue	Roding
5 day avg volume	317	843
7 day avg volume	315	833
5 day mean speed	16	20
7 day mean speed	16	20-21

Bridge Inspections and Capital Works

- 3.16 The Infrastructure Design team continue to carry out bridge inspections to all approx. 900 structures on a rolling programme across Argyll and Bute to ensure they are safe and fit for purpose. This inspection regime identifies necessary remedial works which are programmed for delivery.
- 3.17 The team were also successful in a highly competitive bidding process for the Scottish Government's £32m Local Bridge Maintenance Fund, receiving a funding award of £5.5m. We are currently in the process of putting a capital programme in place to utilise this welcome funding. The fund will be used to undertake proportionate works on bridges in need of repair, identified through our inspection programme/records.

Campbeltown Flood Protection Scheme

- 3.18 Tender submissions are being appraised, and this has been fed into the Business Case. The Council's Environmental, Development and Infrastructure Committee were provided with an update at their meeting in March 2022. The business case for the £15.215m project has since been approved by the Scottish Government and the Council will receive 80% of funding to go with the 20% contribution from the Council. Tender due to be awarded at the time of writing this report.

B8001 Skipness Road

- 3.19 Works are now scheduled to start on site in late Spring/Summer for repairs to this key section of road in 2022. The road surface has been badly damaged by the landslip which has 'ripped' the road's surface and caused a level difference due to ground movement. Visually this does look quite severe. However, our team continue to monitor the road condition to ensure that the route is available and safe. The road is restricted in width by traffic management/traffic lights to keep traffic from the slip area.
- 3.20 Design options have been prepared and assessed for speed of repair, longevity/sustainability etc and it has been concluded that it is better, long term, to realign the road to move it a short distance away from the slip edge. This will provide a more reliable road long term, also be more cost effective and importantly provide a better solution for our communities/travelling public. We are carrying out further designs to the realignment and the toe of the slope along the stream. Designs being prepared for land purchase to facilitate the realignment/remedial works. This amended approach is taking slightly longer than the original proposal to stabilise the slip and resurface the road on its current alignment. However, this amended approach which has evolved through the design process will provide a much more resilient route long term.

Accessibility and footway survey

- 3.21 At the last area committee a request was made that further information be brought forward on footway accessibility in terms of dropped kerbs.
- 3.22 The starting point for this is that there is no specific budget exclusively for dropped kerbs. Historically dropped kerbs are installed as and when capital funding is available for footway schemes, and generally tend to be part of more general footway surface improvement schemes. There is a £500,000 allocation for footway improvements as part of this year's budget and some of this programme will include schemes which will feature dropped kerbs.
- 3.23 There is an overall strategy for Campbeltown which is based around installing dropped kerbs on spinal routes through the town that lead from population centres to the town centre, to create a web effect. A number of schemes have been taken forward over the past few years as funding has been available.
- 3.24 As part of last year's footway capital programme dropped kerbs were installed on approaches to the Grammar School and at the nearby sheltered housing

complex. As this year's programme is developed we will look at other locations throughout the town.

- 3.25 It is acknowledged that it would be useful to have an audit of the current points and future possible locations, not only in Campbeltown, but across Argyll and Bute. Unfortunately, we do not have budget available for a full accessibility study in Campbeltown or elsewhere. Should external funding be available from national active travel funds then we can look at an overall audit across Argyll and Bute.

4.0 CONCLUSION

- 4.1 This report provides a general update to local members on recent Roads and Infrastructure activities.

5.0 IMPLICATIONS

- 5.1 Policy – various policies referred to within the body of the report
- 5.2 Financial – none
- 5.3 Legal – the Council has various statutory obligations, which are the responsibility of RIS and set out in various Acts, such as the Roads Scotland Act 1984. The services provided are in line with our statutory obligations
- 5.4 HR – none known
- 5.5 Fairer Scotland Duty:
- 5.5.1 Equalities - protected characteristics – none known
- 5.5.2 Socio-economic Duty – none known
- 5.5.3 Islands – none known
- 5.6. Climate Change – none
- 5.7 Risk – none known
- 5.8 Customer Service - none

Executive Director with responsibility for Roads and Infrastructure Services:
Kirsty Flanagan

Policy Lead for Roads and Transport: Councillor Andrew Kain

Policy Lead for Climate Change and Environment Services: Councillor Ross Moreland

May 2022

For further information contact: Jim Smith, Head of Roads and Infrastructure Services

ARGYLL AND BUTE COUNCIL

MID-ARGYLL, KINTYRE AND
THE ISLANDS AREA
COMMITTEE

CUSTOMER SUPPORT SERVICES

1 JUNE 2022

AREA PERFORMANCE REPORT - FQ4 2021/22

1 Background

- 1.1 This paper presents the Area Performance Report for Financial Quarter 4 2021/22 (January to March 2022) and illustrates the agreed performance measures.
- 1.2 All Public Sector Bodies have a statutory duty to comply with Accessibility Legislation. This requires that public sector websites must be accessible.

As agreed at the last Area Committee meeting to comply with the above legislation changes to the report format were required.

Three template options for consideration and approval were circulated electronically out-with the committee meeting schedule to all Elected Members.

Consultation on whether the Scorecard should continue to be presented was also carried out.

In response to the consultation the preferred template is used with immediate effect with no Scorecard.

The quarterly performance presented at this committee meeting is in preferred template (Appendix 1).

It should be noted that Pyramid remains live and all measures can be navigated as usual through the front screen.

If support to navigate Pyramid is required please email pyramid@argyll-bute.gov.uk

- 1.3 An illustration of how the Business Outcomes align to the Corporate Outcomes is attached (Appendix 2).
- 1.4 The findings of the Best Value Audit in 2020 recommended improvements to performance management. As a result the Performance Excellence Project (The Project) has been working to review performance management.

One activity has been to review the approach to performance management ensuring:

- Clear links to strategic priorities

- Meaningful indicators and taking account of trend data and benchmarking
- A simple and effective system for recording and presenting data
- Simplify our existing performance framework
- Empower Members to shape policy and ultimately improve outcomes.

1.5 Following consultation with Members and Senior Officers a suite of 47 indicators aligned to the Corporate Outcomes has been identified. These are known as Corporate Outcome Indicators (COIs).

Within the suite of 47 COIs 33 COIs are reported annually with 14 reported quarterly, 9 of which are currently reported to all Area Committees. In line with the reviewed approach of performance management it is therefore proposed that from FQ1 2022/23 all 14 of the quarterly COIs are reported to all Area Committees on a quarterly basis.

It is also proposed that where possible both Area and Council-wide performance will be presented. However, Members are asked to note that this will not be possible for all quarterly measures, and will be available as soon as capacity allows.

The 14 COIs and proposed presentation is as follows:

No.	Corporate Outcome Indicator Description	Status
1.	Maximise distribution of Scottish Welfare Fund	New – Council wide only.
2.	The percentage of clients satisfied that they are better able to deal with their financial problems	New – Council wide only.
3.	Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place	New – Council wide only.
4.	Provide quality meals within cost margins to all pupils	New - Possible by Area
5.	Number of business and industry planning applications submitted annually	New – Council wide only.
6.	The percentage of homeless applicants who required temporary accommodation this period	New – Council wide only.
7.	Percentage of procurement spend spent on local enterprises	New – Council wide only.
8.	Increase the number of community benefits that are delivered through the contracts we award locally	New - Possible by Area
9.	The percentage of waste that is recycled, composted or recovered	Currently reported
10.	The number of tonnes of waste sent to landfill	Currently reported
11.	The Percentage of street cleanliness	Currently report LEAMS score
12.	Increase the percentage of all Self-Service and automated contacts	New – Council wide only.

13.	Sickness absence days per employee (non-teacher)	Currently reported
14.	Sickness absence days per Teacher	Currently reported

- 1.6 To improve the response to performance queries, it is requested that either the Responsible Named Officer or Sonya Thomas are contacted once the Quarterly Performance Report is received with any queries. This should enable some queries being resolved or clarified prior to the Area Committee meeting, and therefore being carried forward as Actions at a subsequent meeting.

2 Recommendations

- 2.1 It is recommended that the Area Committee –

- a) Notes and considers the performance and supporting commentary as presented.
- b) Upon receipt of the Quarterly Performance Report the Area Committee contact either the Responsible Named Officer or Sonya Thomas with any queries.
- c) Note that work is ongoing and to respond to Sonya Thomas with requests or comments regarding the layout and format of the Performance Report.
- d) Note the proposal to include the additional COIs within the quarterly Area Committee report. .

3.0 IMPLICATIONS

3.1 Policy: None

3.2 Financial: None

3.3 Legal: None

3.4 HR: None

3.5 Fairer Scotland Duty: No impact assessment required for this report.

3.5.1 Equalities: None. If requested the Area Committee Performance Report can be supplied in a different format.

3.5.2 Socio-economic Duty: None

3.5.3 Islands: None

3.6 Climate Change: None

3.7 Risk: None

3.8 Customer Service: None

Kirsty Flanagan, Executive Director with responsibility for Customer Support Services

**Jane Fowler
Head of Customer Support Services
9 May 2022**

For further information, please contact:

Sonya Thomas

Organisation Development Officer - Performance and Improvement

Customer Support Services

01546 604454

Appendix 1: FQ4 2021/22 MAKI Performance Report

Appendix 2: Illustration of Business Outcomes aligned to Corporate Outcomes

Appendix 1

Mid Argyll, Kintyre and Islay

FQ4 2021/22 Overall Performance Summary

The information presented is a summary of all of the success measures in the Scorecard that's available on Pyramid.

The success measures show the performance against target for the current and previous three reporting periods.

An explanation of performance trend is also given for each success measure.

Tables shaded white indicate that the performance measure is for the local area.

Tables shaded grey indicate that the performance measure is Council wide.

Summary of success measure performance against target for the last four reporting periods.

Reporting Period	Green	Red	No Target	Total
FQ1 2021/22	9	8	13	30
FQ2 2021/22	9	8	13	30
FQ3 2021/22	10	7	13	30
FQ4 2021/22	9	8	13	30

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.1 – People live active, healthier and independent lives

Number of affordable social sector new builds completed per annum – Mid Argyll, Kintyre and Islay

Responsible person: Allan Brandie

This indicator for FQ4 is on track and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	0	0	Green
FQ2 2021/22	0	0	Green
FQ3 2021/22	0	0	Green
FQ4 2021/22	8	8	Green

FQ4 Comment

West Highland Housing Association delivered 8 units in Imereval Phase 3 on Islay.

DEG103_01-Number of affordable social sector new builds completed per annum – Argyll and Bute

Responsible person: Alan Brandie

This indicator for FQ4 is on track and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	58	58	Green
FQ2 2021/22	19	19	Green
FQ3 2021/22	23	23	Green
FQ4 2021/22	45	45	Green

Appendix 1

FQ4 Comment

During FQ4 there were a total of 45 affordable housing completions: 8 units at Phase 3, Imereval, Isle of Islay and 37 units at Phase 3, Dunbeg.

The previous LHS set a minimum target of 550 new affordable homes to be delivered via the Strategic Housing Investment Plan (SHIP) by March 2021. Due to the unforeseen and unprecedented impact of the Covid-19 pandemic in 2020/21, the final year of the LHS, development activity was halted for several months and even once the new build programme was re-started ongoing constraints and restrictions led to slippage with a number of key projects, including the flagship development of 300 new homes at Dunbeg. As a consequence, the 5 year LHS target was not achieved; nevertheless, despite the extremely challenging circumstances, a very credible total of 459 new homes were actually completed, representing 84% of the Housing Supply Target. A significant number of additional units were onsite at the year end and will complete in the first year of this new LHS. This positive progress was achieved through effective partnership working between the Council, RSLs, the Scottish Government, planners, private developers, and local communities. The total investment to deliver 459 units over five years amounted to £72.6m. The primary resources included the Scottish Government's Affordable Housing Supply Programme (with £53.459m invested in completed new homes over the last five years, and £66m spend in total; which is 57% higher than the AHSP spend for the previous LHS); the Council's Strategic Housing Fund (a total of £9.354m invested over the period, excluding empty homes spend); plus RSL investment via their private finance borrowing capacity. The majority of the new build homes were for social rent, however, 5% were made available for other forms of subsidised tenure such as new supply shared equity.

The majority of these new homes were provided by local RSLs: ACHA, Fyne Homes, Dunbritton, and West Highland (in association with Link Group). Almost 35% of the new builds (159) were located in Lorn, and 19% (87) were in Helensburgh & Lomond; while Mid Argyll and Cowal both had 15% (68 and 67 respectively). 12% (56) were on Islay, Jura & Colonsay; 4% (19) were on Mull; and there were 2 units on Coll & Tiree, plus one refurbished property in Kintyre.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

Number of parking penalty notices issued – Mid Argyll, Kintyre and Islay

Responsible person: Hugh O’Neill

The indicator for FQ4 shows the number of parking penalty notices issued has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	15	No target
FQ2 2021/22	No target	42	No target
FQ3 2021/22	No target	15	No target
FQ4 2021/22	No target	3	No target

FQ4 Comment

Inveraray out of season.

Number of parking penalty notices issued – Argyll and Bute

Responsible person: Hugh O’Neill

The indicator for FQ4 shows the number of parking penalty notices issued has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	1,915	No target
FQ2 2021/22	No target	1,583	No target
FQ3 2021/22	No target	973	No target
FQ4 2021/22	No target	1,188	No target

FQ4 Comment

Traffic/car parks appearing to come back to normal levels.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

Car parking income to date – Mid Argyll, Kintyre and Islay

Responsible person: Hugh O’Neill

This indicator for FQ4 is above target and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	£15,590	£8	Red
FQ2 2021/22	£38,899	£43,829	Green
FQ3 2021/22	£50,560	£65,610	Green
FQ4 2021/22	£61,820	£69,891	Green

FQ4 Comment

The overall picture of 2021/22 shows an increase in income of £8,071 above the anticipated income for the financial year. It is difficult to identify the reason for this but it may be due to the ongoing impact of COVID-19 on “staycations”.

Income collected in FQ3 and FQ4.

Car Park Location	FQ3 Actual	FQ4 Actual
Fisher Row, Inveraray	£2,627	£316
The Avenue, Inveraray	£8,429	£1,940
Front Street and Toilets, Inveraray	£10,714	£1,960
Lorne Street, Lochgilphead	£12	£65

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

Car parking income to date – Argyll and Bute

Responsible person: Hugh O'Neill

This indicator for FQ4 is slightly below target however performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	£203,530	£65,551	Red
FQ2 2021/22	£507,833	£491,275	Red
FQ3 2021/22	£660,069	£699,363	Green
FQ4 2021/22	£807,078	£801,606	Red

FQ4 Comment

As a knock-on effect of Covid-19, the anticipated budgets across all four areas have been reviewed. Overall the income as at FQ4 reports a shortfall of £5,472; a variance of 0.68%. There are clearly different impacts within each area with some achieving higher income than anticipated and some are under-recovering. This may have been impacted by the relaxations of Covid-19 restrictions and by the following: B&C fewer commuters, a delay in the processing of cashless income and the waiving of parking charges for winter festivals and the lead up to Christmas; H&L areas relatively easy access for visitors; MAKI increase in visitor numbers; OLI fewer commuters, a delay in the processing of cashless income and the waiving of parking charges for winter festivals and the lead up to Christmas.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

Dog fouling – total number of complaints – Mid Argyll, Kintyre and Islay

Responsible person: Tom Murphy

This indicator for FQ4 shows the number of dog fouling complaints received has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	23	No target
FQ2 2021/22	No target	20	No target
FQ3 2021/22	No target	20	No target
FQ4 2021/22	No target	21	No target

FQ4 Comment

Again this quarter the number of dog fouling complaints for the MAKI area remains the same. This could be down to the lack of warden presence in the area. The section will continue to work with communities in trying to deal with this issue.

Dog fouling – total number of complaints – Argyll and Bute

Responsible person: Tom Murphy

This indicator for FQ4 shows the number of dog fouling complaints received has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	72	No target
FQ2 2021/22	No target	46	No target
FQ3 2021/22	No target	60	No target
FQ4 2021/22	No target	81	No target

FQ4 Comment

The service has seen a rise in the number of dog fouling complaints this quarter. One of the reasons being the service received at least 6 complaints for one incident. The other reason may be due to the good weather and more people out and about. The warden will continue to patrol and monitor the situation.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

LEAMS (Local Environment Audit and Management Systems – Mid Argyll

(Monthly data combined to show quarterly average)

Responsible person: Tom Murphy

This indicator for FQ4 is above target and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	73	84	Green
FQ2 2021/22	73	80	Green
FQ3 2021/22	73	81	Green
FQ4 2021/22	73	85	Green

FQ4 Comment

The levels of street cleanliness in the Mid Argyll area this quarter are very good; January 90, February 73 and March 92. This is a very good level of service and exceeds both the National Standard and Benchmark figure.

LEAMS (Local Environment Audit and Management System) – Kintyre

(Monthly data combined to show quarterly average)

Responsible person: Tom Murphy

This indicator for FQ4 is above target and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	73	81	Green
FQ2 2021/22	73	80	Green
FQ3 2021/22	73	74	Green
FQ4 2021/22	73	77	Green

FQ4 Comment

The LEAMS scoring for the fourth quarter in Kintyre is January 83, February 72 and March 77. These are good levels of service and the hope is these will rise again next quarter.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.2 – People live in safer and stronger communities

LEAMS (Local Environment Audit and Management Systems – Islay

(Monthly data combined to show quarterly average)

Responsible person: Tom Murphy

This indicator for FQ4 is on track with no change in performance since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	73	84	Green
FQ2 2021/22	73	84	Green
FQ3 2021/22	73	84	Green
FQ4 2021/22	73	84	Green

FQ4 Comment

The street cleanliness figure for Islay for the fourth quarter remains consistently high with a score of 84.

LEAMS (Local Environment Audit and Management Systems – Argyll and Bute

(Monthly data combined to show quarterly average)

Responsible person: Tom Murphy

This indicator for FQ4 is above target and performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	73	81	Green
FQ2 2021/22	73	81	Green
FQ3 2021/22	73	78	Green
FQ4 2021/22	73	79	Green

FQ4 Comment

The service has continued to deliver a very high standard of street cleanliness through the months of January, February and March. The role of the Amenity Wardens have had a key influence around littering and dog fouling to assist in maintain the very good level of performance.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.4 – Education, skills and training maximises opportunities for all

Maximise the percentage of 16-19 years olds participating in education, training or employment – Mid Argyll, Kintyre and Islay

Responsible person: Simon Easton

This indicator for FQ4 is above target however there is no change in performance since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	94.00%	96.79%	Green
FQ2 2021/22	94.00%	96.21%	Green
FQ3 2021/22	94.00%	96.21%	Green
FQ4 2021/22	94.00%	96.21%	Green

FQ4 Comment

The Annual Participation Measure is collated and reported on once a year, normally September.

EDU107_04-Maintain the percentage of 16-19 years olds in Argyll and Bute participating in education, training or employment services – Argyll and Bute

Responsible person: Simon Easton

This indicator for FQ4 is slightly below target with no change in performance since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	94.00%	94.58%	Green
FQ2 2021/22	94.00%	93.50%	Red
FQ3 2021/22	94.00%	93.50%	Red
FQ4 2021/22	94.00%	93.50%	Red

FQ4 Comment

The Annual Participation Measure for 2020/21 was released on 31st August 2021. In Argyll and Bute 93.5% of young people aged 16-19 were participating (in work, training or education). This figure is 1.3% above the national average. 3.2% were not participating, which is equal with the national average. 3.3% were unconfirmed, which is 1.3% below the national average. Continuous engagement between schools, businesses, Developing the Young Workforce Coordinators, further and higher education establishments and other partners is in place to ensure the highest possible number of young people moving from school into work, training or ongoing education.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.5 – Our economy is diverse and thriving

Percentage of pre-planning application enquiries processed within 20 working days – Mid Argyll, Kintyre and Islay

Responsible person: Peter Bain

This indicator for FQ4 is below target however performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	75.0%	54.8%	Red
FQ2 2021/22	75.0%	54.3%	Red
FQ3 2021/22	75.0%	12.5%	Red
FQ4 2021/22	75.0%	32.4%	Red

FQ4 Comment

% of pre-application enquiries processed within 20 working days for MAKI remains below target at 32.4%, this does however show an improvement from last quarter. It is important for readers to note that the team has operated throughout this period with no Area Team Leader. To date, recruitment for this post has not been successful. Day-to-day management of the team is therefore being undertaken by the Development Manager, in addition to his current responsibilities.

Percentage of pre-planning application enquiries processed within 20 working days – Argyll and Bute

Responsible person: Peter Bain

This indicator for FQ4 is below target and performance has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	75.0%	66.7%	Red
FQ2 2021/22	75.0%	65.5%	Red
FQ3 2021/22	75.0%	61.7%	Red
FQ4 2021/22	75.0%	56.3%	Red

FQ4 Comment

The Development Management Team continues to operate with reduced resource. As new officers get up to speed we are concentrating resource on working through planning applications which is a regulatory function.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.5 – Our economy is diverse and thriving

Householder planning applications – average number of weeks to determine – Mid Argyll, Kintyre and Islay

Responsible person: Peter Bain

This indicator for FQ4 has not met the target and performance had decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	8.0 weeks	10.0 weeks	Red
FQ2 2021/22	8.0 weeks	11.9 weeks	Red
FQ3 2021/22	8.0 weeks	12.4 weeks	Red
FQ4 2021/22	8.0 weeks	14.4 weeks	Red

FQ4 Comment

This measure only relates to planning applications received for alterations to existing premises.

The Mid-Argyll, Kintyre and Islay team took an average of 14.4 weeks to determine "householder" applications in FQ4. It is important for readers to note that the team has operated throughout this period with no Area Team Leader. To date, recruitment for this post has not been successful. Day-to-day management of the team is therefore being undertaken by the Development Manager, in addition to his current responsibilities.

Householder planning applications – average number of weeks to determine – Argyll and Bute

Responsible person: Peter Bain

This indicator for FQ4 has not met the target and performance had decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	8.0 weeks	9.1 weeks	Red
FQ2 2021/22	8.0 weeks	9.7 weeks	Red
FQ3 2021/22	8.0 weeks	11.8 weeks	Red
FQ4 2021/22	8.0 weeks	13.8 weeks	Red

FQ4 Comment

This measure only relates to planning applications received for alterations to existing premises.

The Development Management Team continues to operate with reduced resource. The headline performance figure of an average of 13.8 weeks to determine these applications, is skewed by 5 applications which took over between 45 and 58 weeks to determine. Without these 5 excessive applications, the average time to determine would have been 11.7 weeks.

Appendix 1

Benchmarking FY 2019/20, 2020/21 and 2021/22

This is one of several measures where the Development Management service is benchmarked against The Scottish Government and "Rural 9" average performance.

Changes made by The Scottish Government in reporting cycles, have necessitated changes to the way we input benchmarking figures in Pyramid:

- (1) The annual benchmark figure, when published in July each year will be used to retrospectively update every FQ for that FY (applied to FY 2019/20 and FY 2020/21).
- (2) This will be projected forward throughout the four FQ's of the next FY* (as has been standard practice in Development Management for over a decade now).

* projected benchmark figures are necessary to populate the field in Scorecard, due to the fact that information is now only published by The Scottish Government twice a year.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.6 – We have infrastructure that supports sustainable growth

Street lighting – percentage of faults repaired within 10 days – Mid Argyll, Kintyre and Islay

Responsible person: Hugh O’Neill

This indicator for FQ4 is below target however performance has improved since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	75%	45%	Red
FQ2 2021/22	75%	18%	Red
FQ3 2021/22	75%	28%	Red
FQ4 2021/22	75%	48%	Red

FQ4 Comment

Whilst mainland figures were better, the logistics of access to Islay and type of repair required meant that local contractor assistance was not able to complete any of the 17 jobs here within the timescale. This performance was greatly affected by unavailability of the Street Lighting Electricians, due to the effects of Covid-19 and the subsequent isolation periods. As other team members were unavailable for similar reasons, there was limited scope to cover this area by other means. It should be noted that, in the period of the year with the highest frequency of fault reporting, the team completed a total of 459 jobs, across the 14,500 plus lighting stock in the 12 week period Jan-March. Outstanding faults will be prioritised where appropriate. In prioritising faults, staff will review the timescale of reported faults (i.e. clear oldest ones first) and review sections where there may be more than one light fault reported (i.e. a stretch of 5 lights as opposed to 1 light outage). Early indications show that the backlog of outstanding faults is being addressed for FQ1 2022/23 however this continues to be monitored.

RIS113_05-The percentage of street lighting faults are completed within 10 working days – Argyll and Bute

Responsible person: Hugh O’Neill

This indicator for FQ4 is below target and performance has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	75%	46%	Red
FQ2 2021/22	75%	31%	Red
FQ3 2021/22	75%	59%	Red
FQ4 2021/22	75%	28%	Red

Appendix 1

FQ4 Comment

Street lighting Team were affected by COVID absences in the final quarter with all staff being off at some point due to COVID. This has been reflected in the performance figures which has dipped to 28% of faults being repaired within the 10 day period across the ABC area. A total of 241 faults are still outstanding at this time with staff prioritising where appropriate. In prioritising faults, staff will review the timescale of reported faults (i.e. clear oldest ones first) and review sections where there may be more than one light fault reported (i.e. a stretch of 5 lights as opposed to 1 light outage). Early indications show that the backlog of outstanding faults is being addressed for FQ1 2022/23 however this continues to be monitored.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.6 – We have infrastructure that supports sustainable growth

Total number of complaints regarding waste collection – Mid Argyll, Kintyre and Islay

Responsible person: Tom Murphy

This indicator for FQ4 shows no change in performance since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	0	No target
FQ2 2021/22	No target	0	No target
FQ3 2021/22	No target	0	No target
FQ4 2021/22	No target	1	No target

FQ4 Comment

The service only received one waste collection complaint this quarter. This is an excellent level of service given the number of properties serviced.

Total number of complaints regarding waste collection – Argyll and Bute

Responsible person: Tom Murphy

This indicator for FQ4 shows no change in performance since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	0	No target
FQ2 2021/22	No target	0	No target
FQ3 2021/22	No target	0	No target
FQ4 2021/22	No target	40	No target

FQ4 Comment

Unfortunately the service has seen a rise in the number of waste collection complaints this quarter, especially in the Helensburgh and Lomond area, this was due to high levels of sickness absence over a period of 2-3 weeks, which affected the service with staff unfamiliar to the routes being redeployed to support service delivery.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.6 – We have infrastructure that supports sustainable growth

RIS114_01-The percentage of waste that is recycled, composted and recovered

Responsible person: John Blake

This indicator for FQ4 is above target however performance has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	45.0%	46.6%	Green
FQ2 2021/22	45.0%	50.5%	Green
FQ3 2021/22	45.0%	50.6%	Green
FQ4 2021/22	45.0%	48.3%	Green

FQ4 Comment

48.3% recycled, composted and recovered (33.7% recycling/composting plus 14.7% recovery). Full year rate for 21/22 - 49.0% (35.4% recycling/composting plus 13.6% recovery). This is an improvement on the previous year (20/21) which was 45.1% (29.4% recycling/composting plus 15.7% recovery). During 20/21 year, recycling services were suspended for several months at the beginning of the pandemic. 21/22 figures indicate that recycling rates have returned to pre-pandemic levels.

Shanks – Percentage of waste recycled, composted and recovered

Responsible person: John Blake

This indicator for FQ4 shows the percentage has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	45.5%	No target
FQ2 2021/22	No target	52.8%	No target
FQ3 2021/22	No target	53.1%	No target
FQ4 2021/22	No target	49.7%	No target

FQ4 Comment

49.7% recycled, composted and recovered (29.8% recycling/composting plus 19.9% recovery). Full year rate for 21/22 - 50.3% (31.8% recycling/composting plus 18.5% recovery). This is an improvement on the previous year (20/21) which was 47.4% (26.1% recycling/composting plus 21.3% recovery). During 20/21 year, recycling services were suspended for several months at the beginning of the pandemic. 21/22 figures indicate that recycling rates have returned to pre-pandemic levels.

Appendix 1

Mid Argyll, Kintyre and Islay

Corporate Outcome No.6 – We have infrastructure that supports sustainable growth

Islands – Percentage of waste recycled, composted and recovered

Responsible person: John Blake

This indicator for FQ4 shows the percentage has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	33.8%	No target
FQ2 2021/22	No target	37.2%	No target
FQ3 2021/22	No target	39.0%	No target
FQ4 2021/22	No target	38.4%	No target

FQ4 Comment

38.4% recycled, composted and recovered (36.8% recycling/composting plus 1.6% recovery). Full year rate for 21/22 - 37.1% (35.6% recycling/composting plus 1.5% recovery). This is an improvement on the previous year (20/21) which was 33.0% (30.3% recycling/composting plus 2.7% recovery). During 20/21 year, recycling services were suspended for several months at the beginning of the pandemic. 21/22 figures indicate that recycling rates have returned close to pre-pandemic levels.

H&L – Percentage of waste recycled, composted and recovered

Responsible person: John Blake

This indicator for FQ4 shows the percentage has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	52.0%	No target
FQ2 2021/22	No target	51.2%	No target
FQ3 2021/22	No target	49.5%	No target
FQ4 2021/22	No target	48.9%	No target

FQ4 Comment

48.9% recycled, composted and recovered (40.4% recycling/composting plus 8.5% recovery). Full year rate for 21/22 - 50.5% (42.4% recycling/composting plus 8.2% recovery). This is an improvement on the previous year (20/21) which was 44.4% (35.3% recycling/composting plus 9.1% recovery). During 20/21 year, recycling services were suspended for several months at the beginning of the pandemic. 21/22 figures indicate that recycling rates have returned close to pre-pandemic levels.

Appendix 1

Mid Argyll, Kintyre and Islay

Making It Happen

Teacher sickness absence – Mid Argyll, Kintyre and Islay

Responsible person: Simon Easton

This indicator for FQ4 shows the number of sickness days for teachers has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	1.51 days	No target
FQ2 2021/22	No target	1.00 days	No target
FQ3 2021/22	No target	1.38 days	No target
FQ4 2021/22	No target	1.69 days	No target

FQ4 Comment

Teacher sickness absence has increased slightly against the previous quarter which is in line with traditional seasonal trends. It has also increased slightly against the same quarter last year which is unsurprising given that we were in a lockdown period in this quarter last year. The main reason for absence this quarter is mental health related absences which is in line with the overall trend of most sickness absence being due to mental health related reasons.

Teacher sickness absence – Argyll and Bute

Responsible person: Simon Easton

This indicator for FQ4 shows the number of sickness days for teachers has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	1.36 days	No target
FQ2 2021/22	No target	0.89 days	No target
FQ3 2021/22	No target	1.60 days	No target
FQ4 2021/22	No target	1.77 days	No target

FQ4 Comment

Teacher sickness absence has increased very slightly against the previous quarter which is in line with traditional seasonal trends – at this time of year we usually see an increase to the highest rate of the year. It has increased against the same quarter last year. Some increase was expected given that we were in a lockdown period in this quarter last year. The main reason for absence this quarter is mental health related absences which is in line with the overall trend of most sickness absence being due to mental health related reasons.

Appendix 1

Mid Argyll, Kintyre and Islay

Making It Happen

LGE staff sickness absence – Mid Argyll, Kintyre and Islay

Responsible person: Carolyn McAlpine

This indicator for FQ4 shows the number of sickness days for staff (non-teachers) has decreased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	2.78 days	No target
FQ2 2021/22	No target	2.86 days	No target
FQ3 2021/22	No target	3.05 days	No target
FQ4 2021/22	No target	2.82 days	No target

FQ4 Comment

LGE sickness absence has decreased slightly against the previous quarter which is not in line with traditional seasonal trends where Q4 tends to be the quarter with the most sickness absence. It has increased against the same quarter last year which is unsurprising given that we were in a lockdown period in this quarter last year. The main reason for absence this quarter is mental health related absences which is in line with the overall trend of most sickness absence being due to mental health related reasons.

LGE staff sickness absence – Argyll and Bute

Responsible person: Carolyn McAlpine

This indicator for FQ4 shows the number of sickness days for staff (non-teachers) has increased since the last reporting period.

Reporting Period	Target	Actual	Status
FQ1 2021/22	No target	3.32 days	No target
FQ2 2021/22	No target	3.16 days	No target
FQ3 2021/22	No target	3.49 days	No target
FQ4 2021/22	No target	3.42 days	No target

FQ4 Comment

LGE sickness absence has decreased very slightly against the previous quarter which is not in line with traditional seasonal trends – at this time of year we usually see an increase to the highest rate of the year. It has increased against the same quarter last year. Some increase was expected given that we were in a lockdown period in this quarter last year. The main reason for absence this quarter is mental health related absences which is in line with the overall trend of most sickness absence being due to mental health related reasons.

Joint Over-arching Vision	Argyll and Bute's Economic Success is built on a growing population						
Council Mission	Making Argyll and Bute a place people choose to Live, Learn, Work and do Business						
	Choose Argyll, Love Argyll						
	A Place people choose to Live			A Place people choose to Learn	A Place people choose to Work and Do Business		Getting It Right
Corporate Outcomes	People live active healthier and independent lives	People will live in safer and stronger communities	Children and young people have the best possible start	Education, Skills and training maximise opportunities for all	Our economy is diverse and thriving	We have an infrastructure that supports sustainable growth	
Business Outcomes	BO101 We Ensure Information And Support Is Available For Everyone.	BO104 Our Communities Are Protected And Supported.	BO106 Our Looked After Young People Are Supported By Effective Corporate Parenting.	BO108 All Our Children And Young People Are Supported To Realise Their Potential.	BO110 We Support Businesses, Employment And Development Opportunities.	BO113 Our Infrastructure Is Safe And Fit For The Future.	BO115 We Are Efficient And Cost Effective.
	BO102 We Provide Support, Prevention And Opportunities To Help People Make Better Lifestyle Choices.	BO105 Our Natural And Built Environment Is Protected And Respected.	BO107 The Support And Lifestyle Needs Of Our Children, Young People, And Their Families Are Met.	BO109 All Our Adults Are Supported To Realise Their Potential.	BO111 We Influence And Engage With Businesses and Policy Makers.	BO114 Our Communities Are Cleaner And Greener.	BO116 We Engage And Work With Our Customers, Staff And Partners.
	BO103 We Enable A Choice Of Suitable Housing Options.				BO112 Argyll & Bute Is Promoted To Everyone.		BO117 We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future.
CROSS-CUTTING	Socio-Economic Duty, Equalities, Gaelic						
OUR VALUES	<p style="text-align: center;">Caring, Committed, Collaborative & Creative Cùramach, Dealasach, Cruthachail agus Com-pàirteach</p>						

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ARGYLL AND BUTE COUNCIL

**Mid Argyll, Kintyre and the Islands
Area Committee**

Legal and Regulatory Support

8 June 2022

Appointments to Outside Organisations

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to consider appointments to local bodies/organisations within the Mid Argyll, Kintyre and the Islands area.
- 1.2 The Area Committee is asked to consider making appointments to those bodies/organisations listed in Appendix 1 to the report.

ARGYLL AND BUTE COUNCIL

**Mid Argyll, Kintyre and the Islands
Area Committee**

Legal and Regulatory Support

8 June 2022

Appointments to Outside Organisations

2.0 INTRODUCTION

2.1 Following the Council meeting held on 19th May 2022, this report takes forward the decision of Council that the Governance Team submit a report to the first meetings of the Area Committees with details of all area based appointments to outside bodies and organisations.

3.0 RECOMMENDATIONS

3.1 The Area Committee is asked to consider making appointments to those bodies/organisations listed in Appendix 1 to the report.

4.0 DETAIL

4.1 The Council at the meeting held on 19th May 2022 made a number of appointments to outside bodies/organisations within Argyll and Bute and instructed the Governance Team to submit a report to the first meeting of the Mid Argyll, Kintyre and the Islands Area Committee with details of area based outside organisations which the Committee may wish to make appointments to.

4.2 Governance staff undertook an exercise in early 2022 to identify outside bodies and organisations in the Mid Argyll, Kintyre and the Islands area which would like to have an Elected Member representative nomination. The table at Appendix 1 provides information on those organisations and their request for Elected Member representation. Members of the Area Committee are asked to consider making appointments to the organisations listed.

5.0 CONCLUSION

5.1 The Council agreed at the meeting on 19th May 2022 that a report should be submitted to the first Area Committee meetings providing details of area based outside bodies and organisations who had requested that they have Elected Member representation. This report provides that information and follows an exercise which was undertaken by Governance staff in early 2022.

6.0 IMPLICATIONS

6.1 Policy – none

6.2 Financial - there will be costs incurred in terms of Members attending these meetings.

6.3 Legal - none

6.4 HR – none

6.5 Fairer Scotland Duty – none

6.5.1 Equalities – protect characteristics – none

6.5.2 Socio-economic Duty – none

6.5.3 Islands – none

6.6 Climate Change - none

6.7 Risk – none

6.8 Customer Service – none

Douglas Hendry

Executive Director with responsibility for Legal and Regulatory Support

24th May 2022

Councillor John McAlpine – Policy Lead for Community Planning and Corporate Services

For further information contact: Shona Barton, Committee Manager
(01436) 657605

APPENDICES

Appendix 1 – Table listing outside bodies/organisations which have requested Elected Member representation.

Appendix 1

Organisation	Purpose	Elected Member	Essential/Desirable	Term of Appointment
West Highland Housing Association	Registered Social Landlord providing affordable housing in Oban, Lorn and the Isles and Islay, Colonsay and Jura.	1 Elected Member (historically from Ward 2)	Desirable	Till next Local Government Elections.
Mid Argyll, Kintyre and the Islands Area Community Planning Group	Responsible for local Community Planning, reporting to the CPP Management Committee.	3 Elected Members (ideally to reflect the geographical spread of the area) – Historically the Chair and Vice Chair of the Area Committee have been appointed and 1 Member from the other ward not represented.	Essential	Till next Local Government Elections
Mid Argyll, Kintyre and the Islands Locality Group Planning Group	Argyll and Bute Health and Social Care Partnership has 4 Locality Planning Groups (Bute & Cowal, Helensburgh & Lomond, Mid Argyll, Kintyre & Islay and Oban, Lorn & Islands. These LPGs bring together NHS and Council staff, community members, carers, representatives from third and independent sectors	1 Elected Member	Essential	Till next Local Government Elections

Organisation	Purpose	Elected Member	Essential/Desirable	Term of Appointment
	<p>and community based groups who work together to improve the health and wellbeing of the community in which they live.</p> <p>LPGs develop a locality plan, influence priorities in their local area, agree mechanisms for all members to contribute to the delivery of actions at a local level and review and regularly report progress to the Strategic Planning Group.</p>			
Tarbert and Skipness Community Trust	To distribute funds from the Srondoire Windfarm and further community benefits from the Freasdail Wind Farm	1 Elected Member (Ward 2)	Essential	Till next Local Government Elections.
Urras Achadh An Droighinn/ The Auchindrain Trust	Museum and historical site preservation and provision of work experience.	1 Elected Member as per the constitution of the group.	Essential	Till next Local Government Elections.
Kintyre Youth Fund	<p>To distribute grants to assist with education for young people who live in Kintyre.</p> <p>The Fund is currently dormant due to lack of available funds.</p>	Ward 1 and Ward 2 Members (historically the Common Good Trustees have administered this Fund).	Essential	Till next Local Government Elections.

Organisation	Purpose	Elected Member	Essential/Desirable	Term of Appointment
Argyll and Bute Renewables Trust (formerly Windfarm Trust)	The management and oversight of windfarm benefits which are paid to the Council and managed by Community Councils across the MAKI area. Requirement to attend one annual meeting per year.	2 Elected Members	Essential	Till next Local Government Elections.
Campbeltown Ferry Committee	This Committee was set up following the introduction of the Campbeltown to Ardrossan Ferry service. Is the formal consultee in terms of timetabling and operation of this service and has membership from a variety of partners in the Campbeltown/Kintyre area.	2 Elected Members	Essential	Till next Local Government Elections.
Islay and Jura Community Enterprise Ltd	To provide a range of educational, social, sporting and leisure activities/services for the communities of Islay and Jura.	3 Elected Members (Ward 2 Members)	Essential	Till next Local Government Elections.

Mid Argyll, Kintyre and the Islands Workplan 2022 – 23

Committee Date	Report Description	Lead Service and contact officer	Regularity of occurrence/consideration	Date for Reports to Committee Services	Additional Comment
1st June 2022					
1 st June 2022	Quarterly Performance Scorecard FQ4 21/22	Jane Fowler/Sonya Thomas Performance and Improvement	Quarterly Report		
1 st June 2022	Roads and Infrastructure Services Update	Jim Smith Roads and Infrastructure Services Will include information on:- Traffic Volume and Speed Survey – Davaar and Meadows Housing Schemes Condition of Public Toilets in MAKI MAKI Accessibility and Footway Survey	Quarterly Report		
1 st June 2022	Skills Development Scotland Update	Susan MacRae Skills Development Scotland	Regular Report		
1 st June 2022	Lochgilphead CARS Update	James Lafferty Development and Economic Growth	Regular Report		
1 st June 2022	Primary School Report	Rosie MacKay	Annual Report		
1 st June 2022	HSCP Bi-Annual Update Report	Charlotte Craig/Fiona Davies Argyll and Bute Health and Social Care Partnership	Bi-Annual Report		

Mid Argyll, Kintyre and the Islands Workplan 2022 – 23

Committee Date	Report Description	Lead Service and contact officer	Regularity of occurrence/consideration	Date for Reports to Committee Services	Additional Comment
1 st June 2022	Appointments to Outside Organisations	Shona Barton Legal and Regulatory Support	One Off Report		
7th September 2022					
7 th September 2022	Commercial Services Property Update	David Allan Development and Economic Growth	Annual Report		
7 th September 2022	Quarterly Performance Scorecard FQ1 22/23	Jane Fowler/Sonya Thomas Performance and Improvement	Quarterly Report		
7 th September 2022	Roads and Infrastructure Services Update	Jim Smith Roads and Infrastructure Services	Quarterly Report		
7 th September 2022	Annual Recycling Performance Report	Jim Smith Roads and Infrastructure Services	Annual Report		
7th December 2022					
7 th December 2022	Campbeltown Grammar School Report	X Acting Head Teacher	Annual Report		
7 th December 2022	Lochgilphead High School Report	X Head Teacher	Annual Report		
7 th December 2022	Islay High School Report	Stephen Harrison Head Teacher	Annual Report		

Mid Argyll, Kintyre and the Islands Workplan 2022 – 23

Committee Date	Report Description	Lead Service and contact officer	Regularity of occurrence/consideration	Date for Reports to Committee Services	Additional Comment
7 th December 2022	Tarbert Academy Report	Neil McKnight Head Teacher	Annual Report		
7 th December 2022	Quarterly Performance Scorecard FQ2 21/22	Jane Fowler/Sonya Thomas Performance and Improvement	Quarterly Report		
7 th December 2022	HSCP Bi-Annual Update Report	Charlotte Craig/Fiona Davies Argyll and Bute Health and Social Care Partnership	Bi-Annual Report		
7 th December 2022	ACHA Annual Update	Alastair MacGregor, Chief Executive ACHA	Annual Report		
7 th December 2022	Charities and Trust Funds	Shona Barton Legal and Regulatory Support	Annual Report		
7 th December 2022	Roads and Infrastructure Services Update	Jim Smith Roads and Infrastructure Services	Quarterly Report		
1st March 2023					
1 st March 2023	Supporting Communities Fund Applications	Kirsty Moyes/Becky Hothersall Chief Executive	Annual Report		
1 st March 2023	Scottish Water Update	Georgie Reid Scottish Water	Annual Report		

Mid Argyll, Kintyre and the Islands Workplan 2022 – 23

Committee Date	Report Description	Lead Service and contact officer	Regularity of occurrence/consideration	Date for Reports to Committee Services	Additional Comment
1 st March 2023	Quarterly Performance Scorecard FQ3 22/23	Jane Fowler/Sonya Thomas Performance and Improvement	Quarterly Report		
1 st March 2023	Roads and Infrastructure Services Update	Jim Smith Roads and Infrastructure Services	Regular Report		To include Roads Capital Plan, Roads and Amenities Revenue Work Plan (Programmed), Grass Cutting Schedule and Post Winter Update
1 st March 2023	Transport Scotland Update	Neil MacFarlane Transport Scotland	Annual Report		
1 st March 2023	Strategic Housing investment plan (SHIP)	Douglas Whyte Development and Economic Growth	Annual Report		
Future Items					
June 2023	Supporting Communities Fund – End of Project Monitoring 21/22	Rona Gold/Antonia Baird Chief Executive	Regular Report		

Mid Argyll, Kintyre and the Islands Workplan 2022 – 23

Committee Date	Report Description	Lead Service and contact officer	Regularity of occurrence/consideration	Date for Reports to Committee Services	Additional Comment
	Patient Transport Policy	Health and Social Care Partnership	One off report		Update on new policy following completion of review
	Flooding Issues in MAKI	Roads and Infrastructure Services Jim Smith	Ongoing		Update to be provided to Members following EDI Committee on 3 rd March 2022.
	Tarbert and Lochgilphead Regeneration Fund	Audrey Martin Development and Economic Growth	Regular Updates		
	MAKI Accessibility and Footway Survey	TBC	TBC		Chair progressing enquiries around this.

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