



7 December 2023

## **NOTICE OF MEETING**

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **ON A HYBRID BASIS IN THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD AND BY MICROSOFT TEAMS** on **THURSDAY, 14 DECEMBER 2023 at 10:30 AM**, which you are requested to attend.

Douglas Hendry  
Executive Director

## **BUSINESS**

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTE** (Pages 3 - 10)  
Community Services Committee held on 24 August 2023
- 4. SCHOOLS CONSULTATION (SCOTLAND) ACT 2010 - KILCHRENAN PRIMARY SCHOOL** (Pages 11 - 100)  
Report by Executive Director with responsibility for Education
- 5. EDUCATION PERFORMANCE DATA ANALYSIS 2022-23** (Pages 101 - 126)  
Report by Executive Director with responsibility for Education
- 6. ANNUAL PARTICIPATION MEASURE 2022-23** (Pages 127 - 132)  
Report by Executive Director with responsibility for Education
- 7. CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE** (Pages 133 - 148)  
Report by Executive Director with responsibility for Education
- 8. COUNSELLING IN SCHOOLS** (Pages 149 - 210)  
Report by Executive Director with responsibility for Education
- 9. FEASIBILITY STUDY - CAMPBELTOWN EDUCATION ESTATE** (Pages 211 - 214)  
Report by Executive Director with responsibility for Commercial Services and Education

10. **LIVE ARGYLL - MONITORING AND PERFORMANCE REPORT** (Pages 215 - 250)  
Report by Executive Director with responsibility for Commercial Services
  11. **POLICE SCOTLAND - ARGYLL & BUTE PERFORMANCE SUMMARY REPORT - REPORTING PERIOD: Q2 APRIL - SEPTEMBER 2023** (Pages 251 - 262)  
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland
  12. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q2 - 1 JULY - 30 SEPTEMBER 2023** (Pages 263 - 272)  
Report by Local Senior Officer, Scottish Fire and Rescue Service
  13. **ARGYLL & BUTE HEALTH & SOCIAL CARE PARTNERSHIP - PERFORMANCE REPORT - FQ1 2023/24** (Pages 273 - 286)  
Report by Head of Strategic Planning, Performance & Technology, Argyll & Bute HSCP
- REPORTS FOR NOTING**
14. **EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT** (Pages 287 - 300)  
Report by Executive Director with responsibility for Education
  15. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2023/2024** (Pages 301 - 304)

## **Community Services Committee**

Councillor Gordon Blair	Councillor Math Campbell-Sturgess
Councillor Garret Corner	Councillor Audrey Forrest
Councillor Amanda Hampsey	Councillor Daniel Hampsey (Vice-Chair)
Councillor Graham Hardie	Councillor Andrew Kain
Councillor Paul Donald Kennedy	Councillor Liz McCabe
Councillor Dougie McFadzean	Councillor Julie McKenzie
Councillor Yvonne McNeilly (Chair)	Councillor Iain Paterson
Councillor Gemma Penfold	Councillor Dougie Philand
Margaret Anderson	Sandy MacPherson
Lorna Stewart	Daniel Semple

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held ON A HYBRID BASIS IN  
THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD AND BY MICROSOFT TEAMS  
on THURSDAY, 24 AUGUST 2023**

**Present:** Councillor Yvonne McNeilly (Chair)

Councillor Gordon Blair	Councillor Liz McCabe
Councillor Math Campbell- Sturgess	Councillor Dougie McFadzean
Councillor Garret Corner	Councillor Julie McKenzie
Councillor Amanda Hampsey	Councillor Gemma Penfold
Councillor Daniel Hampsey	Councillor Douglas Philand
Councillor Graham Hardie	Margaret Anderson
Councillor Paul Donald Kennedy	Lorna Stewart

**Also Present:** Councillor Kieron Green                      Councillor Andrew Vennard

**Attending:** Douglas Hendry, Executive Director  
Jennifer Crocket, Head of Education: Wellbeing, Inclusion and Achievement  
Wendy Brownlie, Head of Education: Performance and Improvement  
Stuart McLean, Committee Manager  
Graeme McMillan, Transformation Programme Manager  
Brendan Docherty, Education Manager – Performance and Improvement  
Douglas Morgan, Head Teacher, Hermitage Academy  
Fiona Davies, Chief Officer, Argyll and Bute Health & Social Care Partnership  
Chief Superintendent Lynn Ratcliff, Police Scotland  
Chief Inspector Simon Shanks, Police Scotland  
Communities Inspector James McArthur, Police Scotland  
Area Commander Joe McKay, Local Senior Officer, Scottish Fire and Rescue Service

The Chair intimated that Councillors Kieron Green and Andrew Vennard had notified the Executive Director that they wished, in terms of Standing Order 22.1, to speak but not vote on items 13a and 13b of the Agenda.

The Chair confirmed that she would exercise her discretion to allow Councillors Green and Vennard to speak but not vote on items 13a and 13b of this Minute.

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Audrey Forrest, Andrew Kain, Iain Shonny Paterson and from Reverend Sandy MacPherson (Church Representative).

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**3. MINUTE**

The Minute of the Community Services Committee held on 8 June 2023 was approved as a correct record.

**4. POLICE SCOTLAND - ARGYLL & BUTE PERFORMANCE SUMMARY REPORT - REPORTING PERIOD: APRIL - JUNE 2023**

Chief Superintendent Lynn Ratcliff presented the Argyll & Bute Performance Summary Report of Police Scotland's Policing Priorities for 2023-2026 for the reporting period April – June 2023.

Thereafter, she, along with Chief Inspector Simon Shanks, Area Commander for Oban, Lorn, the Isles, Mid Argyll and Kintyre, and Communities Inspector James McArthur for Helensburgh, Dunoon and the Isle of Bute, responded to a number of questions asked.

**Decision**

The Committee reviewed and noted the contents of the report.

(Reference: Report for Quarter 1 2023/24 by Divisional Commander for Argyll and Bute West Dunbartonshire Division, Police Scotland, submitted)

Councillor Math Campbell-Sturgess and Margaret Anderson (Church Representative) joined the meeting during consideration of the foregoing item.

**5. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q1 - 1 APRIL - 30 JUNE 2023**

With the aid of power point slides, Area Commander Joe McKay, presented a report highlighting Scottish fire and Rescue Service's review of local performance within Argyll and Bute for Q1 2023-2024 and responded to a number of questions asked.

**Decision**

The Committee reviewed and noted the contents of the report.

(Reference: Q1 2023-2024 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

Due to technical difficulties, Councillor Daniel Hampsey left the meeting during consideration of the foregoing item.

**6. ELECTION OF A TEACHER REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE**

A report updating the Committee on the appointment of one non-voting teaching representative to sit on the Community Services Committee to represent the teacher workforce was considered.

**Decision**

The Committee noted the content of the report and endorsed the appointment of Dan Semple as the representative nominated as a non-voting member of the Community Services Committee.

(Reference: Report by Executive Director with responsibility for Education dated 24 August 2023, submitted)

**7. ARGYLL AND BUTE - EDUCATION STRATEGIC PLAN 2022-24 (2023-24 UPDATE) AND EDUCATION SERVICE PROGRESS AND IMPACT REPORT 2022-23**

A report updating the Committee on the progress made by the Education Service in achieving the priorities including in the Argyll and Bute Education Plan for 2023-23 presented at Community Services Committee in August 2022, and outlining priority actions for 2023-24 was considered.

**Decision**

The Committee agreed to:

1. note the progress made with respect to priority actions within the 2022-24 Education Strategic Plan outlined in the Education Service Progress and Impact Report 2022-23;
2. approve the Education Service Progress and Impact Report 2022-23 and Strategic Plan 2022-24 (2023-24 update) (Appendix 1);
3. approve the publishing of the Education Strategic Plan 2022-2024 (2023-24 update) and Education Service Progress and Impact Report 2022-23; and
4. approve the submission of the of the Education Strategic Plan 2022-2024 (2023-24 update) and Education Service Progress and Impact Report 2022-23 to Scottish Government.

(Reference: Report by Executive Director with responsibility for Education dated 21 July 2023, Education Strategic Plan 2022-2024 (2023-24 update) and Education Service Progress and Impact Report 2022-23, submitted)

**8. EDUCATION REFRESH STRATEGY**

A report advising of the proposed refresh of the Education Vision and Strategy – Our Children, Their Future was considered.

**Decision**

The Committee agreed:

1. to note the proposal to refresh the Education Vision and Strategy to align with the changing national and local policy contexts;
2. to note the proposed consultation and timescales to gather all stakeholder views; and
3. that a further report be presented to the Committee following consultation.

(Reference: Report by Executive Director with responsibility for Education dated 12 July 2023 and Current Education Vision and Strategy, Our Children Their Future, submitted)

\* **9. ASN SERVICE PROVISION 2023**

A report providing an update in regards to the review of Additional Support Needs (ASN) services within Argyll and Bute, and proposing a number of measures to address the growing and increasingly complex needs of our children and young people was considered.

**Decision**

The Committee agreed:

1. to acknowledge the growth in the number of children with a recognised Additional Support Need at a national level, and specifically within Argyll and Bute;
2. that lobbying of the Scottish Government, in collaboration with other Scottish local authorities to address the funding gap facing local authorities in meeting the needs of our children and young people effectively should be pursued, in the first instance through COSLA;
3. to accept the professional advice from the Education Service in regard to how to best address the issues set out in this paper within Argyll and Bute, and deliver on Council priorities set for Education;
4. to support funding of the revenue and capital required to implement the proposals, and note that the revenue savings which had been identified within existing Education Service resources, could otherwise be put towards the Council's ongoing revenue funding gap, and therefore recommend to Council that they –
  - a. approve virement of the phase 1 capital costs of £1,255,000 from within the Education Service as set out in Appendix 1,
  - b. approve virement of the phase 1, revenue costs of £495,560 as appropriate, up to £495,560 from within the Education Service as set out in Appendix 1, and
  - c. agree in principle the viring of revenue and capital funding within the Education Service, in accordance with the Council's Financial Security Regulations paragraphs 3.14 to 3.16, for phase 2 of the proposals, with the necessary report(s) being submitted to Council at the appropriate time and subject to the Council's overall financial position at that time.

(Reference: Report by Executive Director with responsibility for Education dated 24 August 2023 and Funding Detail for Phase 1 and Current spend on External Day Placements for Education, submitted)

The Chair ruled, and the Committee agreed, to take a short break at 12.30 pm for lunch.

The Committee reconvened at 12.55 pm. Councillor Paul Kennedy did not return to the meeting.

**10. SQA SCHOOL EXAMINATION RESULTS 2023**

A report providing an update on the initial outcome of the Scottish Qualifications Authority (SQA) 2023 examination diet for young people in Argyll and Bute was considered.

## **Decision**

The Committee agreed to:

1. note the guidance from the SQA, detailed at paragraph 4.3 of the report, about qualitative comparisons of data over the last four years;
2. note the outcome of the initial SQA examination results for pupils in academic year 2022/23, and that the performance of Argyll and Bute schools in 2023 was above the current national performance in SQA examinations in two of the four measures (National 4 and Higher) at A-C, and above all four measures (National 4, National 5, Higher and Advanced Higher) at A-D; and
3. request that the Executive Director with responsibility for Education provide further reports to the Community Services Committee to allow the consideration of updated statistical school and national information, scheduled to be released by Insight (school data analysis tool) in September 2023 and February 2024.

(Reference: Report by Executive Director with responsibility for Education dated 24 August 2023, submitted)

## **11. SCOTTISH ATTAINMENT CHALLENGE**

A paper providing the Committee with an update on the refreshed Scottish Attainment Challenge (SAC) which is supported by funding through the Attainment Scotland Fund was considered.

## **Decision**

The Committee agreed:

1. to commend the very good progress towards achieving the 2022-2023 stretch aims and the draft stretch aims developed for period 2023-2026 as required by the Scottish Attainment Challenge;
2. to note the update on 2023 Scottish Government Pupil Equity and Strategic Equity Funding;
3. to note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding and Strategic Equity Funding;
4. with the content of the Argyll and Bute Strategic Equity Funding Plan 'SEF Plan 2023-26: Tackling the Poverty Related Attainment Gap in Argyll and Bute'; and
5. that a further update on the Scottish Attainment Challenge would be presented to a future meeting of the Community Services Committee.

(Reference: Report by Executive Director with responsibility for Education dated 30 July 2023, submitted)

## 12. ARMED FORCES COVENANT STATUTORY DUTY 2022

A report on the new Armed Forces Covenant Duty which came into effect across the UK on 22 November 2022 was considered.

### Decision

The Committee agreed:

1. to note the change to the Armed Forces Covenant Statutory Duty 2022;
2. to note the progress of the Education Service in fulfilling the duties of the Armed Forces Covenant and the remaining areas for action which related directly Education;
3. that this area of Local Authority duty continued to remain a key focus for Education; and
4. that alternative funding sources be investigated for the key posts of Service Pupil Advisor and Additional Support for Learning Teacher, to ensure the continued fulfilment of our statutory duties.

(Reference: Report by Executive Director with responsibility for Education dated July 2023, submitted)

## 13. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

### (a) Kilchrenan Primary School

A report providing details of the Options Appraisal for Kilchrenan Primary School, carried out in accordance with the preliminary requirements set out in Section 12A of the Schools (Consultation) (Scotland) Act 2010, as amended, was considered.

### Decision

The Committee agreed:

1. to note the outcome of this consideration of the preliminary requirements; and
2. that Officers now formulate a draft proposal that would be presented to the December 2023 meeting of the Committee for approval by Members which, if adopted, would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

(Reference: Report by Executive Director with responsibility for Education dated 28 July 2023 and Options Appraisal – Kilchrenan Primary School dated August 2023, submitted)

### (b) Achaleven Primary School

A report providing details of a draft proposal for Achaleven Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.



**Decision**

The Committee agreed to adopt the draft proposal, as set out in Appendix A of the report, as a 'relevant proposal' that was now to proceed to statutory consultation under the 2010 Act.

(Reference: Report by Executive Director with responsibility for Education dated 9 August 2023 and Proposal Paper, Achaleven Primary School dated August 2023, submitted)

Councillor Daniel Hampsey returned to the meeting during consideration of the foregoing item.

(c) **Southend Primary School**

A report providing details of a draft proposal for Southend Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.

**Decision**

The Committee agreed to adopt the draft proposal, as set out in Appendix A of the report, as a 'relevant proposal' that was now to proceed to statutory consultation under the 2010 Act.

(Reference: Report by Executive Director with responsibility for Education dated 9 August 2023 and Proposal Paper, Southend Primary School dated August 2023, submitted)

(d) **St Joseph's Primary School**

A report providing details of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to rezone the catchment area for St Joseph's Primary School so that it is extended to the whole of the Helensburgh and Lomond Area was considered.

**Decision**

The Committee agreed to:

1. note the contents of the Consultation Report (Appendix A); and
2. approve the implementation of the following proposal –
  - That the catchment area of St Joseph's Primary School be rezoned so that it was extended to include the whole of the Helensburgh and Lomond area, with effect from 24 August 2023.

(Reference: Report by Executive Director with responsibility for Education dated 27 July 2023 and Consultation Report dated August 2023, submitted)

Councillor Gordon Blair left the meeting during consideration of the foregoing item.

#### **14. GAELIC LANGUAGE PLAN PROGRESS REPORT**

The Council has a duty under the Gaelic Language Act to prepare and deliver a Gaelic Language Plan. As part of this duty, the Council must complete and submit a monitoring report on progress against the plan on an annual basis in a format determined by Bòrd na Gàidhlig.

A report providing the Committee with the details of this year's progress update on the plan as submitted to Bòrd na Gàidhlig was before the Committee for information.

##### **Decision**

The Committee noted:

1. the progress being made on the plan; and
2. that this progress report related to the plan prior to the agreed changes mandated by the Minister in December 2022.

(Reference: Report by Executive Director with responsibility for Customer Support Services dated 6 July 2023 and Gaelic Language Progress Report 2021-22, submitted)

#### **15. COMMUNITY SERVICES COMMITTEE WORK PLAN 2023/2024**

The Community Services Committee work plan for 2023 - 2024 was before the Committee for information.

##### **Decision**

The Committee noted the contents of the work plan.

(Reference: Community Services Committee Work Plan 2023 - 2024, submitted)

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ARGYLL AND BUTE COUNCIL  
EDUCATION

COMMUNITY SERVICES COMMITTEE  
14 DECEMBER 2023

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**SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – KILCHRENAN PRIMARY SCHOOL**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides details of a draft proposal for Kilchrenan Primary School, formulated in accordance with the requirements of the *Schools (Consultation) (Scotland) Act 2010*, as amended (the 2010 Act).

**2.0 RECOMMENDATION**

- 2.1 It is recommended that the Community Services Committee agrees to adopt the draft proposal, as set out in **Appendix A**, as a “relevant proposal” that is now to proceed to statutory consultation under the 2010 Act.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

14 DECEMBER 2023

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**SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – KILCHRENAN PRIMARY SCHOOL**

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**3.0 INTRODUCTION**

- 3.1 On 10<sup>th</sup> March 2022, Argyll and Bute Council approved the mothballing of Kilchrenan Primary School.
- 3.2 On 9<sup>th</sup> March 2023, the Community Services Committee approved the continued mothballing of the School; and agreed that the Education Service would undertake a pre-consultation engagement exercise and an Options Appraisal. The Community Services Committee received a report on 24<sup>th</sup> August 2023 providing details of the Options Appraisal for Kilchrenan Primary School; carried out in accordance with the preliminary requirements set out in Section 12A of the 2010 Act. The Committee agreed to note the outcome of this consideration of the preliminary requirements, and requested that officers formulate a draft closure proposal, which is attached as **Appendix A**. If the draft proposal is adopted, it will subsequently trigger a formal consultation process under the 2010 Act.
- 3.3 The statutory process for the closure of a rural school is laid out in the 2010 Act, as amended by the *Children and Young People (Scotland) Act* 2014. Those amendments to the 2010 Act introduced, amongst other things, a presumption against closure of a rural school and detailed specific preliminary requirements which the education authority is required to follow prior to formulating a rural school closure proposal.
- 3.4 There is a requirement to have special regard to the rural schools factors and it is necessary to consider and assess any reasonable alternatives to closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered as part of the preliminary requirements, and Options Appraisal, which were undertaken prior to the Proposal Paper being drafted. They are also revisited within the Proposal Paper.
- 3.5 The Council, as an Education Authority, has a statutory duty in terms of the *Education (Scotland) Act* 1980 to make adequate and efficient provision of school education across its entire area for the current school population and future pattern of demand. This is reflected in “Our Children, Their Future” which is the Education Vision and Strategy for Argyll and Bute Council.

- 3.6 The Proposal Paper, attached as **Appendix A** of this report, addresses the various requirements in terms of the 2010 Act and recommends that Members agree to now move to a formal statutory consultation on the proposal to close Kilchrenan Primary School.

#### 4.0 RECOMMENDATION

It is recommended that the Community Services Committee:

- 4.1 Agrees to adopt the draft proposal, as set out in **Appendix A**, as a “relevant proposal” that is now to proceed to statutory consultation under the 2010 Act.

#### 5.0 DETAIL

- 5.1 Kilchrenan Primary School has been mothballed since March 2022, and has had no pupils attending since February 2022. Kilchrenan Primary School is designated as a rural school, in accordance with Section 14 of the 2010 Act.

- 5.2 The statutory process for the closure of a rural school is laid out in the 2010 Act, as amended by the *Children and Young People (Scotland) Act 2014*. Those amendments to the 2010 Act introduced, amongst other things, a presumption against closure of a rural school and specific requirements that the Education Authority is required to follow if they are considering formulating a proposal to do so. This includes consideration of certain preliminary requirements and this exercise has been previously undertaken and reported to the Community Services Committee on 24<sup>th</sup> August 2023. The draft Proposal Paper at **Appendix A** will, if accepted, allow officers to proceed to a statutory consultation on the proposal, in line with the process as required by the 2010 Act, and detailed within Section 12 of the Proposal Paper.

- 5.3 The draft Proposal Paper at **Appendix A** includes an assessment of:

- the school roll and predicted school roll;
- teacher numbers; and
- the condition of the school premises.

- 5.4 The Council has also undertaken an assessment of likely educational benefits and effects which this proposal may have if implemented on:

- the pupils of the affected schools;
- any other users of the school’s facilities;
- any children who would (in the future but for implementation of the proposal) be likely to become pupils of the School;
- the pupils of any other schools in the Council’s area.

5.5 The Council has also had special regard to the following factors if this proposal was to be implemented, given that Kilchrenan Primary School is classified as a rural school:

- likely effect on the local community;
- availability of the School's premises and other facilities for use by the community;
- likely effect caused by different travelling arrangements;
- environmental impact; and
- financial impact.

5.6 In addition, the Council has also considered how to minimise or avoid any adverse effects that might arise from implementation of the proposal.

5.7 Further details of the draft proposal for Kilchrenan Primary School are contained within **Appendix A**.

## **6.0 CONCLUSION**

6.1 Attached as **Appendix A** to this report is a draft Proposal Paper in respect of Kilchrenan Primary School which sets out details of a draft closure proposal, recommended for adoption in order that it can now proceed to a statutory consultation exercise, conducted in accordance with the 2010 Act.

## **7.0 IMPLICATIONS**

7.1 Policy – Preparation of this draft proposal for statutory consultation is in accordance with previous decisions of the Community Services Committee.

7.2 Financial – The financial implications are detailed within the draft Proposal Paper and will be subject to consultation, if agreed.

7.3 Legal – The draft Proposal Paper for Kilchrenan Primary School has been prepared following satisfaction of the preliminary requirements (Section 12A), and in compliance with the general requirements of the 2010 Act.

7.4 HR - None within this report.

7.5 Fairer Scotland Duty – None within this report.

7.5.1 *Equalities - protected characteristics* – See Section 11 of the Proposal Paper.

7.5.2 *Socio-Economic Duty* – See Section 11 of the Proposal Paper.

7.5.3 *Islands* – See Section 11 of the Proposal Paper.

- 7.6 Climate Change – Environmental impacts in regard to different travelling arrangements are outlined within Section 9 of the Proposal Paper.
- 7.7 Risk – None within this report.
- 7.8 Customer Service – None within this report.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

For further information contact:

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4<sup>th</sup> December 2023

**APPENDICES**

Appendix A – Proposal Paper, Kilchrenan Primary School

## APPENDIX A



### Argyll and Bute Council Education



Review of Education Provision

Kilchrenan Primary School

**PROPOSAL DOCUMENT: December 2023**



## Proposal for the closure of Kilchrenan Primary School

### SUMMARY PROPOSAL

It is proposed that education provision at Kilchrenan Primary School be discontinued with effect from 29<sup>th</sup> November 2024.

The catchment area of Taynuilt Primary School shall be extended to include the current catchment area of Kilchrenan Primary School.

### Reasons for this proposal

Following examination of several options, this is the best option to address the reasons for the proposal which are:

- Kilchrenan Primary School has been mothballed for 21 months. The school roll is currently zero and not predicted to rise significantly in the near future.
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 13.17 fte (full time equivalent) vacancies for both teachers and Head Teachers in Argyll and Bute.
- While the school is mothballed, the building is deteriorating, with limited budget for maintenance. The costs of continued mothballing, and of bringing the fabric of the school to the required standard for any re-opening, are also considerable.

This document has been issued by Argyll and Bute Council in regard to a proposal in terms of the Schools (Consultation) (Scotland) Act 2010 as amended. This document has been prepared by the Council's Education Service with input from other Council Services.

### DISTRIBUTION

A copy of this document is available on the Argyll and Bute Council website:

<https://www.argyll-bute.gov.uk/school-consultations-and-proposals>

A summary of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils at the affected schools
- Parents of children expected to attend an affected school within 2 years of the date of publication of this Proposal Document

- The pupils, deemed to be of suitable age and maturity to be able to communicate a view on the proposal, at the affected schools
- The teaching and ancillary staff at the affected schools
- The trade unions representatives of the above staff
- Argyll and Bute Councillors – (Ward 5: Oban North and Lorn)
- Kilchrenan Community Council
- Taynuilt Community Council
- Community Planning Partnership
- Relevant users of the affected schools
- The Constituency MSP
- List MSPs for the area
- The Constituency MP
- Chief Superintendent, Police Scotland
- Chief Executive, NHS Highland
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Fire Scotland
- Education Scotland

A copy of this document is also available from:

- Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Oban Public Library, Albany St., Oban PA34 4AL
- Lochgilphead Service Point, 1A Manse Brae, Lochgilphead, PA31 8RD
- Taynuilt Primary School, 2 Strathview, Taynuilt, PA35 1JF
- Oban Education Offices, Willowview, Soroba Road, Oban PA34 4SB
- Kilchrenan Village Hall, Kilchrenan, PA35 1HE

This document is available in alternative formats or in translated form for readers whose first language is not English.

If you would like this document in another language or format, or if you require the services of an interpreter, please apply to the Executive Director, Argyll and Bute Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT.

Jezeli chcieliby Państwo otrzyma O ten dokument w innym języku lub w innym formacie albo jeżeli potrzebna jest pomoc Uumacza, to prosimy o kontakt z nami.

本文件可以翻譯為另一語文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。

Ma tha sibh ag iarraidh an sgrìobhainn seo ann an cànan no riochd eile, no ma tha sibh a' feumachdainn seirbheis eadar, feuch gun leig sibh fios thugainn.

यह दस्तावेज़ यदि आपको किसी अन्य भाषा या अन्य रूप में चाहिये, या आपको आनुवाद-सेवाओं की आवश्यकता हो तो हमसे संपर्क करें

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ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੈਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।

یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔

## 1 INTRODUCTION

- 1.1 On 10<sup>th</sup> March 2022, Argyll and Bute Council approved the mothballing of Kilchrenan Primary School. It was agreed that the premises be retained for two years on a care and maintenance basis and that a review of the school's mothballing would be prepared for the Committee's March 2023 meeting, when Members could decide on a continued period of mothballing, or request that officers begin an engagement process, carried out in accordance with the preliminary requirements of the Schools (Consultation) (Scotland) Act 2010, to consider the future options for Kilchrenan Primary School. It was also agreed that the community could have pre-arranged access to the School premises for community functions during the period of mothballing.

[\(Public Pack\)Agenda Document for Community Services Committee, 10/03/2022 10:30 \(argyll-bute.gov.uk\)](#)

- 1.2 On 9<sup>th</sup> March 2023, the Community Services Committee approved the continued mothballing of Kilchrenan Primary School and agreed that the Education Service begin gathering necessary information and carry out the exercise of assessing the options for the future of Kilchrenan Primary School, in accordance with the preliminary requirements of the Schools (Consultation) (Scotland) Act 2010.

[\(Public Pack\)Agenda Document for Community Services Committee, 09/03/2023 10:30 \(argyll-bute.gov.uk\)](#)

- 1.3 The Community Services Committee received a report on 24<sup>th</sup> August 2023 providing details of the Options Appraisal for Kilchrenan Primary School, carried out in accordance with the preliminary requirements set out in Section 12A of the Schools (Consultation) (Scotland) Act 2010, as amended. The Committee agreed to note the outcome of this consideration of the preliminary requirements and requested that officers formulate a draft proposal for consideration at the meeting of the Community Services Committee on 14<sup>th</sup> December 2023 which, if approved, would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

[Agenda for Community Services Committee on Thursday, 24 August 2023, 10:30 am - Argyll and Bute Council \(argyll-bute.gov.uk\)](#)

- 1.4 The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of certain preliminary requirements which must be satisfied prior to the formulation of a proposal.
- 1.5 In addition, the Community Empowerment (Scotland) Act 2015 sets out a statutory right for community organisations to request the transfer of local assets into local community ownership/management. This may be something

that the community wish to consider as part of, or as a consequence of, this process. Public bodies, including councils, must consider such requests and make a decision within six months of receiving a valid request.

- 1.6 Kilchrenan Primary School has had zero pupils enrolled since elected members approved its mothballing.
- 1.7 There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in the preliminary requirements which were undertaken prior to this proposal being written. A full assessment of the preliminary requirements is set out in the Options Appraisal, which is attached as **Appendix 5**.
- 1.8 A new Corporate Plan (2023-2027) was agreed by the Council on 29<sup>th</sup> June 2023. The Plan contains the new set of Council Priorities. The Argyll and Bute Corporate Plan 2023-2027 states its vision of a successful and vibrant Argyll and Bute with a growing population and thriving economy. The area has a rich mix of remote, rural and island communities. The Council will use its strong track record in partnership working, at all levels, to secure the best possible outcomes.
- 1.9 In the Corporate Plan for 2023-2027, through the agreed priorities, the Council undertakes to ensure the following:
  - Children and young people will attain and achieve at all stages We will improve outcomes for our children and young people;
  - Our schools are effective, sustainable learning environments;
  - Continued support for all of our children and young people with additional support needs across Argyll and Bute, within our schools and other service areas;
  - We will support connections to, from and within Argyll and Bute;
  - Recognition of the importance of marine connections to and from our island and mainland communities and our role in maintaining these links;
  - We will reduce our carbon emissions;
  - We seek to increase availability of all types of housing, including affordable homes;
  - We build up and strengthen our communities as attractive, vibrant places to live, work and do business;
  - We make assets work now while we plan for and invest in the future;
  - We commit to working in partnership wherever we need to as well as calling on others, with responsibility, to take the action that is required to safeguard Argyll and Bute's success.
- 1.10 The Council, as an Education Authority, has a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of

school education across its entire area for the current school population and future pattern of demand. This is reflected in “Our Children, Their Future” which is the Education Vision and Strategy for Argyll and Bute Council.

## **2 PROPOSAL**

2.1 It is proposed that education provision at Kilchrenan Primary School be discontinued with effect from 29<sup>th</sup> November 2024, and that the catchment area of Taynuilt Primary School shall be extended to include the current catchment area of Kilchrenan Primary School.

### **Reasons for the Proposal**

2.2 This is the best option to address the underlying reasons for the proposal which are:

1. Kilchrenan Primary School has been mothballed for 21 months. The school roll is currently zero and is not predicted to rise significantly in the near future.
2. Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing, there are 13.17 full-time equivalent (fte) vacancies across Head Teacher and teacher posts.
3. While the school is mothballed, the building is deteriorating, with limited budgets for maintenance. The costs of continued mothballing, and of bringing the fabric of the school to the required standard for any re-opening, are also considerable.

### **Additional Considerations**

- The Council needs to allocate its resources in a way that ensures the quality of all of its services;
- This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future. This proposal document contains an Educational Benefits Statement;
- The costs per pupil in under-occupied schools are excessively high;
- Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils; and
- There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate.

### **3 PRELIMINARY REQUIREMENTS**

- 3.1 The Council is required to consider the future of Kilchrenan Primary School, as it has been mothballed for almost two years. The Council have considered the reasons for making this proposal, and have also considered other viable alternatives, the likely effect on the community and the likely effect of different travelling arrangements as a consequence of this proposal. Financial implications have also been considered. Some of these figures have been recalculated since the Options Appraisal was produced.
- 3.2 The Council considered how the implementation of this proposal would impact on the education of the children affected. The Council also considered the impact on the children who currently live in the catchment area but attend other schools, as well as children who may potentially live in the catchment area in the future.
- 3.3 The place of the school in the community was also considered, in terms of the impact this proposal would have on the sustainability of the community itself. Since the mothballing of the School, the community has not used the school or the school grounds. Kilchrenan Village Hall is used as the community hub, is situated centrally within Kilchrenan village and is well equipped, having been recently refurbished.
- 3.4 Impact on the environment was taken into account during the initial pre-consultation process. This included a consideration of the transport implications if this proposal were to be implemented, as children would have to travel by bus to attend Taynuilt Primary School, although extensive use of bus transport had previously been necessary to bring children to Kilchrenan each day.
- 3.5 Four options were presented to the local community by the Council for consideration during the pre-consultation phase, as required by section 12A of the 2010 Act.
- 3.6 Of the four options which were considered by the community and the Council; (d) is the option favoured by the Council, as it was considered that it most adequately addressed the reasons for the proposal. The four options were:
  - a) Re-open Kilchrenan Primary School;
  - b) Continued Mothballing of Kilchrenan Primary School with pupils zoned to Taynuilt Primary School;
  - c) Re-open Kilchrenan Primary School and realign its catchment area;
  - d) Close Kilchrenan Primary School and realign its catchment area to Taynuilt Primary School (The Proposal).
- 3.7 When considering the above options during the Options Appraisal process, the following factors were key in arriving at option (d) as the most appropriate response to the underlying reasons behind consideration of this proposal:

- the positive educational benefits of attendance at Taynuilt Primary School;
- projected low pupil numbers at Kilchrenan Primary School, and the associated impact on pupils' educational progress and social development;
- the challenges in recruiting and retaining teaching staff;
- the considerable expenditure needed to bring the Kilchrenan Primary School building up to the required standard for re-opening;
- the lack of expressed local support for re-opening Kilchrenan Primary School.

3.8 Following an initial Options Appraisal which was presented to the Council's Community Services Committee on 24<sup>th</sup> August 2023, it was agreed that the preliminary requirements had been satisfied enabling this Proposal Paper to be formulated, with the option to close Kilchrenan Primary School and realign its catchment area to Taynuilt Primary School being identified as the most adequate means of addressing the reasons for considering the possible proposal.

3.9 During the preliminary consultation regarding the future options for Kilchrenan Primary School, there were a range of viewpoints gathered from parents, young people and members of the community.

3.10 Almost all in the community felt that continuing to mothball the school was not an option. It was felt that a decision should be made as the building would only continue to deteriorate. The option of re-opening the school, but with a wider catchment area was not seen by any engaged during the Options Appraisal as a viable option. A small number expressed a wish for Kilchrenan Primary School to re-open, but the majority conveyed their contentment with the provision and situation which had been in place since mothballing: principally, the quality of educational provision at the other schools children were now attending; the positive effect attendance at such schools was having on children; the relative lack of change in transport arrangements; the benefits to the receiving school(s) and the absence of negative impact experienced thus far on the Kilchrenan community following mothballing.

3.11 This proposal would have no impact on staff or pupil travel arrangements in place since mothballing. Accordingly, there would likewise be no additional environmental impact in relation to the same.

### **Alternatives to the Proposal**

3.12 The community engagement process prior to the drafting of this proposal considered the views of members of the community and also considered any other alternatives to the closure of Kilchrenan Primary School. Full details of the community engagement, and the findings from the fulfilling of preliminary requirements, are set out in **Appendix 5**.

3.13 In conclusion, after the pre-consultation with the community, the Council feels that the proposal to close Kilchrenan Primary School and realign its catchment



area to Taynuilt Primary School is the most reasonable means to address the underlying reasons for considering the future of Kilchrenan Primary School. Further detail is provided below in relation to educational benefits, travel, environmental impact, community impact and financial impact.

#### **4 ASSESSMENT OF THE PROPOSAL**

- 4.1 It is proposed that education provision at Kilchrenan Primary School be discontinued with effect from 29<sup>th</sup> November 2024. The catchment area of Taynuilt Primary School shall be extended to include the current catchment area of Kilchrenan Primary School.
- 4.2 Kilchrenan Primary School has been mothballed for 21 months. The school condition is deteriorating with limited budgets for maintenance. The school roll is currently zero and is not predicted to rise significantly in the near future.
- 4.3 Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 13.17 fte vacancies for Head Teachers and Teachers in Argyll and Bute.
- 4.4 The costs of continued mothballing, and of bringing the fabric of the school to the required standard for any re-opening, are also considerable.
- 4.5 The current annual cost of mothballing the school premises is £13,317.
- 4.6 The Council needs to allocate its resources in a way that ensures the quality of all of its services.
- 4.7 This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future.
- 4.8 The costs per pupil in under-occupied schools are excessively high.
- 4.9 Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils.
- 4.10 There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate.
- 4.11 As part of the preliminary requirements in the drafting of this proposal, the Council considered four options. The favoured option by the Council is (d), below, as it was considered it most adequately addressed the reasons for the proposal.
  - a) Re-open Kilchrenan Primary School;

- b) Continued Mothballing of Kilchrenan Primary with the pupils zoned to Taynuilt Primary School;
- c) Re-open Kilchrenan Primary School and realign its catchment area;
- d) Close Kilchrenan Primary School and realign its catchment area to Taynuilt Primary School (The Proposal).

4.12 Having considered these other alternatives the Council does not consider them to be viable alternatives to the closure proposal at this juncture, and will proceed to consult on the proposal to close Kilchrenan Primary School and extend the catchment area of Taynuilt Primary School to include the current catchment area for Kilchrenan Primary School.

4.13 The Council has undertaken an appraisal of impact were this proposal to be implemented.

4.14 This includes an assessment of:

- the school roll and predicted school roll;
- teacher numbers;
- the condition of the building;

4.15 The Council has carefully considered and reviewed the steps it has taken to address the underlying reasons for the proposal (as outlined at Section 2.2, above), prior to formulating this Proposal Paper.

4.15.1 In relation to the reduction to zero of the school roll, and no material increase being predicted in coming years, the Council mothballed the School almost two years ago as a result of such changes to the School's circumstances. The Education Authority decided to mothball the School as a temporary measure, in order to monitor the situation and assess whether there was any likelihood of the School roll increasing to the extent that the School could become viable again in the near future. The mothballing was subject to review at least annually and the Education Service undertook to review the position should any further school-age pupils move into the catchment area and/or if there was demonstrated a sufficient level of demand for the School to justify its re-opening. During the period of mothballing, no placing requests have been made to Kilchrenan Primary School, and no children within the catchment area have applied to enrol in the School. As mentioned above, the School has been mothballed for 21 months, and its roll is not predicted to rise in coming years to a level which would make the school suitable for re-opening. As there has been no material change in the circumstances evidenced, and having kept the position under review over the past two years, the Education Service are of the view that matters should now move forward in the form of a statutory closure consultation in order to determine the future of Kilchrenan Primary School. This approach aligns with that suggested by the Statutory Guidance for the 2010 Act, and Paragraphs 63-65 in particular. Further

details in relation to the School roll are set out at Section 5 of this Proposal Paper.

4.15.2 In relation to the underlying reason for this proposal regarding recruitment of teachers, the issues that have been faced by the Education Service regarding the recruitment of teachers to Kilchrenan Primary School are detailed at Section 6 of this Proposal Paper. When the previous Head Teacher retired in February 2022, attempts to recruit a new Head Teacher were unsuccessful, which triggered considerations relating to the mothballing of the school. Since 2020, in order to address this particular issue, and prior to formulating this proposal, the Education Service have offered a number of posts across the Authority area on a permanent basis to a locality, rather than to a school, as an attempt to increase the likelihood of attracting a permanent post. The Council has also entered into a strategic housing agreement with social housing partners to support staff with sourcing accommodation (which is a particular pressure in remote areas of Argyll and Bute), as well as offering relocation packages. Furthermore, the Education Service continues to work with UHI Argyll to recruit more local candidates for teacher training. Notwithstanding these efforts, the recruitment of teaching staff within Argyll and Bute remains a considerable challenge, and constitutes a main underlying reason for this closure proposal.

4.15.3 In relation to the underlying reason for this proposal concerning the condition of the school premises, the school property will continue to deteriorate while it remains mothballed. As mentioned at Paragraph 4.15.1, above, there is currently no evidence to suggest that the school will become viable for re-opening in the near future. While the school remains mothballed, it costs the Council £13,317 annually. Accordingly, if the proposal is subsequently implemented following a statutory consultation process, it would allow the Education Service to use any savings generated to the benefit of the other occupied schools and all pupils within the Education Authority's area. It would also allow any plans for alternative usage of the school property to be progressed, as the school building will require to be permanently discontinued as an educational establishment before any such initiatives can be pursued. Further details about the condition of the school building are set out within Section 7 of this Proposal Paper.

4.16 The Council has also undertaken an assessment of likely educational benefits or effects which this proposal may have, if implemented, on:

- the pupils of any affected school;
- any other users of the school's facilities;
- any children who would (in the future, but for implementation of the closure proposal) be likely to become pupils of the school; and
- the pupils of any other schools in the Council area.

- 4.17 In addition, the Council has also considered how to minimise or avoid any adverse educational effects that may arise from the implementation of this proposal.
- 4.18 As Kilchrenan Primary School is classified as a very remote rural school, the Council has also given special regard to the following factors if this proposal were to be implemented:
- the likely effect on the local community, as assessed in terms of:
    - the sustainability of the community; and
    - availability of the school's premises and other facilities for use by the school community.
  - the likely effect caused by different travelling arrangements, as assessed in terms of the impact of such arrangements on:
    - the environment; and
    - the school's pupils and staff and other users of the school's facilities.
- 4.19 Finally, the Council has also considered the financial implications of implementation of the proposal, and information on this is set out later in this document.

## **5 SCHOOL ROLL**

- 5.1 The information in relation to school rolls as shown below is drawn from the yearly pupil census which takes place in September each year. Past pupil numbers are historic data from past pupil censuses. Pupil projections are based on the 2022 pupil census. School rolls by their nature may fluctuate slightly on an ongoing basis due to changes in pupil numbers as a result of pupils moving to and from the catchment area and parents/carers exercising their right to make placing requests.
- 5.2 The school roll of Kilchrenan Primary School has seen a considerable and consistent declining trend since 2006.
- 5.3 Table 1 shows the historic and current pupil numbers for both Kilchrenan and Taynuilt Primary schools. Table 2 shows the predicted roll for both schools until 2026-2027. It should be noted that the projected roll figures for Kilchrenan Primary School are based on the number of primary school-age children projected to reside within the catchment area, and does not take account of parental decisions to send their children to other schools in the Authority area:

Table 1

	Kilchrenan PS	Taynuilt PS
<b>Capacity</b>	41	163
	Roll	Roll
<b>2006-07</b>	23	72
<b>2007-08</b>	20	77
<b>2008-09</b>	19	79
<b>2009-10</b>	18	78
<b>2010-11</b>	10	88
<b>2011-12</b>	10	81
<b>2012-13</b>	8	81
<b>2013-14</b>	7	83
<b>2014-15</b>	4	91
<b>2015-16</b>	4	83
<b>2016-17</b>	9	82
<b>2017-18</b>	6	79
<b>2018-19</b>	7	72
<b>2019-20</b>	8	69
<b>2020-21</b>	12	67
<b>2021-22</b>	6	70
<b>2022-23</b>	0	66
<b>2023-24</b>	0	55

Table 2

	Kilchrenan PS	Taynuilt PS
	Roll	Roll
<b>Capacity</b>	41	163
<b>2024 -2025</b>	0	60
<b>2025-2026</b>	2	55
<b>2026-2027</b>	2	48

- 5.4 In August 2023, no primary 1 pupils registered to attend Kilchrenan Primary School for session 2023-24.
- 5.5 The Kilchrenan Primary School roll dropped to zero over the course of the 2021-2022 school year (see Table 1, above). Projected pupils within the catchment area (as set out in Table 2, above) do not reflect the number of

pupils who would be attending Kilchrenan Primary School because parents choose to send their children to Taynuilt Primary School or to the local denominational primary school for the area – namely, St. Columba's Primary School in Oban.

- 5.6 Kilchrenan Primary School catchment area includes the following development management zones: Inverinan, Dalavich, Kilchrenan and Annat settlements, also countryside and remote countryside zones.
- 5.7 An area of the Kilchrenan Primary School catchment falls within the Tobermory-Oban-Dalmally Growth Corridor identified in the Proposed Local Development Plan 2.
- 5.8 There are approved consents for 19 dwelling houses within the past three years, the majority being in close proximity to the primary school.
- 5.9 There are an additional two dwellings under construction with consents over three years old. The two dwellings under construction are technically from consents for two dwellings each where one dwelling has been completed on each site. There is no evidence that either of these second units are actively under construction. With the consents being over three years old, neither second dwellings may ever reach construction stage.
- 5.10 Six further housing units are allocated to H4026.
- 5.11 The number of planning permissions for dwellings do not include any granted after 30th June 2023. They include both planning permission and planning permission in principle. They do not include any dwellings from planning applications that are pending a decision. One consented dwelling has been discounted from the figures as it involves the demolition of a fire damaged dwelling.
- 5.12 There is a mineral allocation M4005, Barachander Quarry, within the catchment area.

## **6 TEACHER NUMBERS**

- 6.1 Teacher numbers are improving nationally, with a 6.3% increase in the number of teachers nationally from 2016 – 2022. In Argyll and Bute there has been a 3.1% reduction in the fte number of teachers from 2016 – 2022.
- 6.2 As the school has been mothballed for almost two years, the issue of recruitment of staff to Kilchrenan Primary School has not changed. At the time of writing, there are 13.17 fte vacancies for Head Teachers and class teachers in Argyll and Bute. Schools within the area have struggled to recruit staff, particularly in relation to Head Teachers and supply staff. Despite a sustained effort to secure staff, there is no reason to think that staffing would not continue to be a considerable challenge for Kilchrenan Primary School.

- 6.3 At the current time, if the proposal was to be accepted, there would be no impact on staffing levels at Taynuilt Primary School.

## **7 CONDITION OF THE BUILDING**

- 7.1 Argyll and Bute Council's School Estate Management Planning process identified in 2022 that the condition of Kichrenan Primary School was satisfactory and graded a B. Outlined in the Options Appraisal (**Appendix 5** – section 6.3) are the full financial details of costs relating to the re-opening the building or continuing to retain the building in mothballed status (the latter is also detailed in **Appendix 4**).
- 7.2 As part of the consultation process, the Council would be open to discussion with the community with regard to the future of the building. There would exist the possibility of transferring the building to a recognised community group through the provisions of the Community Empowerment (Scotland) Act 2015 or some other agreed mechanism, which could provide the opportunity to utilise the building for benefit of the community and as a potential driver of regeneration that could enhance the sustainability of the community.
- 7.3 One such proposal from a local group relates to the use of the building as a hub for local small businesses, and subsequently as a key part of the infrastructure of a proposed Regional/National Park, proposals for which have been submitted to the Scottish Government by the local community.

## **8 EDUCATIONAL BENEFITS**

### **Assessment of likely educational benefits for pupils**

- 8.1 Should this proposal be implemented, the Council believes that there will arise considerable educational benefits. These centre around:
- Learning and teaching;
  - Educational Outcomes;
  - Broadening the range of opportunities for children; and
  - The environment for learning.
- 8.2 The principles of Curriculum for Excellence recognise the professionalism of teachers in exercising freedom and responsibility in their practice, within the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. All schools in Argyll and Bute implement Curriculum for Excellence, ensuring effective learning and teaching which is matched to the needs of children.
- 8.3 Scottish Government classification defines both Kilchrenan and Taynuilt Primary Schools as remote rural schools. However, Taynuilt Primary School has a more accessible location in a larger village. Children from the Kilchrenan

area attending Taynuilt Primary School are benefitting from learning with a greater number of peers of the same age and stage as themselves, as opposed to experiencing a single, multi-composite classroom. Pupils also benefit from the increased friendship groups that a larger school can offer, and from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with larger groups of children, take part in team activities and move with an established group of friends and peers to secondary school at Oban High School.

#### **8.4 Learning and Teaching**

8.4.1 The following focuses on learning and the curriculum at Taynuilt Primary School, which is the school most children in the Kilchrenan Primary School catchment area have been attending since February 2022, and which would be the future receiving school for children presently living within the Kilchrenan Primary School catchment area.

8.4.2 The curriculum at Taynuilt Primary School includes a broad range of planned experiences, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work.

8.4.3 In Taynuilt Primary School, children are encouraged to be eager and active participants who are engaged, resilient and highly motivated during their learning. Children know that their views are sought, valued and acted upon. The learning environment encourages a high level of achievement, providing a wide range of opportunities for children to achieve their full potential within the four contexts of learning – curriculum areas and subjects, interdisciplinary learning, the ethos and life of the school and opportunities for personal achievement.

8.4.4 In Taynuilt Primary School, children are taught in composite classes composed of children from no more than two year groups. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children through a variety of learning activities, as well as take part in team activities and move with their peers to secondary school.

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

8.4.6 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of such professionalism in exercising autonomy, creativity and responsibility, in the context of



broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. The Head Teacher of Taynuilt Primary School leads a team of staff who are challenged and supported through a range of continuing professional review and development opportunities. The school is part of the Oban, Lorn and the Isles Schools Cluster, which means that staff can be supported to work together, moderation and tracking of pupil progress is enabled and staff work collaboratively across stage-appropriate groups. Colleagues within Taynuilt Primary School are able to support and challenge each other on a daily basis. The whole staff are able to bring a range of talents and skills to benefit outcomes for learners.

- 8.4.7 Taynuilt Primary School has been focusing strongly on the development of children's understanding of their rights – the role of children's rights in wellbeing, sustainable living and school improvement – and working towards Rights Respecting School accreditation. A further key focus for the school is the empowerment of parents/carers in shaping and participating in policy, learning and the life and ethos of the school through a strong parent council and a vibrant parental voice. A third improvement focus for the school community has been to develop further the use of self-evaluation and attainment data to inform improvement planning at whole-school level, and to support appropriate, effective, timely interventions for children in their learning and attainment. Other ongoing improvement priorities include supporting digital learning, developing Reading through targeted interventions, supporting progress in Numeracy through the use of *Stages in Early Arithmetical Learning*, and promoting Pupil Leadership of activities and initiatives, and ownership of and engagement with their own learning.
- 8.4.8 Taynuilt Primary School encourages outdoor learning activities and learning through play. Partnership working with local employers and the Parent Council has helped to develop resources and outdoor learning zones to support this approach. The poly-tunnel supports children's understanding of health and wellbeing, bio-diversity and sustainability.
- 8.4.9 Taynuilt Primary School is located within the village of Taynuilt, which, like Kilchrenan Primary School, is classed as a very remote rural school. The Head Teacher has a strong understanding of the rural communities that the school serves.
- 8.4.10 Taynuilt Primary School has its own linked ELC on site, with which it coordinates an active transition calendar. The school also has strong links with Oban High School with which it liaises, alongside all other OLI schools, throughout the year to ensure a smooth transition for P7 pupils into S1.

## **8.5 Educational Outcomes**

- 8.5.1 Through the Getting it Right for Every Child (GIRFEC) practice model, meeting the needs of every child continues to be a key priority for staff at Taynuilt Primary School, and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and analysis of pupil work. As a result of such practice, appropriate interventions are put in place, involving parents/carers and other agencies to ensure the needs of each child are met.
- 8.5.2 In Taynuilt Primary School, most children are achieving the expected levels for their stage in Reading, Writing, Listening and Talking and Numeracy. The attainment of children at Taynuilt Primary School is strong: between 2019 and 2023, attainment levels for P1, P4 and P7 pupils at Taynuilt Primary School in Numeracy and across the three areas of Literacy (Reading, Writing and Listening and Talking) were above the Argyll and Bute and National averages.
- 8.5.3 Taynuilt Primary School continues to develop positive relationships within the school through a focus on Nurture and Rights Respecting Schools. The larger staff, parent/carer body and partner group of the school naturally increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff individual expertise e.g. PE, languages, science, expressive arts teaching.

## **8.6 Experiences – Broadening the Range of Opportunities**

- 8.6.1 Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future. Taynuilt Primary School has been evaluating its community links as part of its Covid Recovery Plans, providing enhanced opportunities for social interaction and skills development.
- 8.6.2 There is also a strong transition planning process between Taynuilt Primary School and Oban High School, which creates increased opportunities for children to participate and to make new connections.
- 8.6.3 Children at Taynuilt Primary School are provided with a variety of experiences to develop their sense of responsibility, independence, confidence and to develop their creativity and enterprise skills.
- 8.6.4 Across the school, children are engaged with learning and contribute well in lessons. Staff promote positive relationships at all levels, the

impact of this being that children enjoy good relationships with their peers. The pupil voice is strong, and young leaders feel confident, entrusted and empowered to take developments forward.

## **8.7 Environment for Learning**

8.7.1 Taynuilt Primary School is a suitably-equipped and well supported school, situated in the village of Taynuilt. The school building is graded highly suitable for effective educational provision (Suitability Rating A) and the grounds and surroundings are extensive and attractive, providing ample space for play and outdoor learning. The building has facilities for pupils and visitors with special access needs.

8.7.2 Children from Kilchrenan Primary School attending Taynuilt Primary School maintain links with friends who live in their own villages as well as creating links with children from within the present Taynuilt catchment area. These relationships also extend into clubs and activities that take place in Taynuilt and Oban beyond the school day. Such relationships enhance learning in school for pupils.

8.7.3 In summary, were this proposal for the closure of Kilchrenan Primary School to be implemented, there would be a range of educational benefits for pupils, as summarised in the paragraphs above. There are benefits for the development of social and emotional skills, as well as the educational benefits resulting from access to a more diverse curriculum. Overall, the learning environment in Taynuilt Primary School also offers children the opportunity to participate in a wider range of high-quality learning experiences across the four curricular contexts – learning across subject areas, interdisciplinary/project learning, the broader life of the school and pupils' opportunities for achievement.

## **8.8 Assessment of likely educational benefits on other users of the school's facilities**

### **8.8.1 Implications for staff**

8.8.1.1 Should this proposal be implemented, there will be no new implications for teaching and ancillary staff in Taynuilt Primary School.

8.8.1.2 Should this proposal be implemented, the Council does not envisage any adverse effects from the proposal in respect of staffing. Should issues arise however, these will be mitigated through the Council Educational Management Team support structure.

### **8.8.2 Implications for Early Learning Centre Users – Pre-Five Children**

8.8.2.1 Prior to the mothballing of Kilchrenan Primary school, children from the school's catchment area attended Taynuilt Primary School Pre-Five Unit. The closure of Kilchrenan Primary School would see no change in such arrangements. The transition process and transition experience of children from pre-five to primary education would be enhanced as a result of the close relationship which exists between the nursery and the school in Taynuilt, and the joint Early Level learning which is in place.

### **8.9 Assessment of likely educational benefits on any children who would (in the future but for implementation) be likely to become pupils of the school.**

8.9.1 Children who may live in this catchment area in the future will benefit from the broad range of educational opportunities which are presented through this proposal, as detailed above.

8.9.2 The proposal could increase the roll of Taynuilt Primary School over time, thus extending the peer group for all pupils, present and future, living within both the present Kilchrenan and Taynuilt catchment areas. The larger school should be able to support a wider range of social and extra-curricular activities.

8.9.3 Pupils who would otherwise have attended Kilchrenan Primary School, would benefit from daily interaction in a larger peer group and from improved educational arrangements as described above. Pupils in the combined school will have more shared experiences and opportunity for friendships. This will enhance their confidence and make the transition to secondary easier. Larger year groups make the provision of specialist services more viable and provide enhanced opportunities for school trips.

### **8.10 Assessment of likely educational benefits on the pupils of any other schools in the Council area**

8.10.1 The current mothballing of the Kilchrenan Primary School has had an indirect positive effect on other pupils in Argyll and Bute. The reduction in the running costs for the school means that this is a saving to the Council, which is not taken from elsewhere. If Kilchrenan Primary School were to close, the current mothballing costs being incurred would be re-directed and therefore indirectly benefit other school pupils in Argyll and Bute.

8.10.2 There are no other significant impacts from this proposal, positive or negative, on other pupils in the authority or who attend other schools.

## **8.11 Placing requests**

8.11.1 This proposal will not affect the right of parents to request that their child attend a school of their choice rather than the designated school in whose catchment area the family lives, as provided by the Education (Scotland) Act 1980.

## **8.12 Consideration of how to minimise or avoid any adverse effects that may arise from the implementation of this proposal**

8.12.1 The main adverse effect resulting from this proposal would be the length of the journey to school for children who live in the Kilchrenan Primary School catchment area. However, children who previously attended Kilchrenan Primary School and who for the past 21 months have attended Taynuilt Primary School have made this journey daily, and families in the area engaged with thus far do not regard the length of journey as a major consideration. The village of Taynuilt is 6.7 miles from Kilchrenan. It is visited routinely by residents in the Kilchrenan catchment area as an aspect of everyday life, and it is the first village residents pass through when travelling to Oban. Funded school transport would also continue to be provided for pupils should this proposal be implemented, as a result of the catchment area extension. Pupil and parent feedback from the community engagement event provided positive feedback with regards to present transport arrangements.

## **8.13 Summary of educational benefits statement**

8.13.1 Consequences of this proposal, such as the ability for children to participate in a more broad range of experiences and the ability to better meet the educational, social and emotional needs of the children, represent significant educational benefits. During the pre-consultation phase, these benefits were explored in detail and details from the community engagement and the findings from the preliminary requirements, to include the alternative proposals and the authority's assessment of other likely effects of the proposal and the reasons for that assessment, are attached as **Appendix 5**.

8.13.2 While the positive educational benefits are numerous, the sole negative aspect identified arising from children attending Taynuilt Primary School centres around the fact that children have to travel by either bus or car to school. However it is considered that the positive aspects of this proposal outweigh the negative aspect of some travelling for children. It is worth noting that the broad and very rural nature of the Kilchrenan catchment area naturally requires pupils to travel to and from school by bus or car, as was the case prior to Kilchrenan Primary School's mothballing.

## 9 FACTORS RELATING TO RURAL SCHOOL CLOSURES

Kilchrenan Primary School is classified as a very remote rural school. The council is therefore required, under the terms of the Children and Young People (Scotland) Act (2014), to assess the likely effects of school closure in terms of the following three factors:

- The likely educational benefits (See Section 8, above);
- The likely effect on the local community;
- The likely effects of different travel arrangements

### 9.1 The likely effect on the local community should the proposal be implemented

The Scottish Government focuses on four key areas of importance pertaining to rural communities:

- a strong and diverse rural economy, harnessing traditional strengths and with an appetite for change;
- thriving rural communities where everyone can enjoy a decent quality of life, where the young are not forced to leave their communities to get on and where the vulnerable are not excluded;
- strong, community-focused public services that are accessible, of the highest possible quality and with the greatest possible choice;
- a rural Scotland whose natural and cultural heritage flourishes in all its diversity.

9.1.1 In rural communities, the challenges and opportunities are largely defined by the local area and can often best be met by a bottom-up, community-led response. Strong community leadership is vital to articulating local priorities and driving forward change and growth.

9.1.2 Research<sup>1</sup> has shown that when communities feel empowered, there is:

- greater participation in local democracy;
- increased confidence and development of skills among local people;
- more people volunteering in their communities; and
- greater satisfaction with quality of life in the neighbourhood.

9.1.3 There is the potential, should this proposal be implemented, to capitalise on the existing will and drive in this community, with opportunities to support and enable local leaders to organise, motivate and inspire their neighbours. The opportunity for the local community to acquire the building under the terms of the *Community Empowerment (Scotland) Act 2015* could be key to developing the community as an independent, resilient place to live. The proposal being presented by community leaders at both local and national levels, centres on

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<sup>1</sup> <https://www.gov.scot/policies/community-empowerment/>

the use of the school building as a community drop-in office for small local home-based businesses, and as the hub for the Kilchrenan Community Council's campaign to create a Regional or National Park around Loch Awe, as supported by four further Community Councils in the Loch Awe area.

- 9.1.4 It is acknowledged that the closure of a local school can have a detrimental effect on the local community. However, community management of assets such as Kilchrenan Primary School may be an important step in building community confidence, promoting growth and enabling communities to realise their aspirations. Formal closure would mean that the community's plans and proposals for the building could potentially be progressed. This could enhance community life by establishing a community enterprise focus.
- 9.1.5 Within the village of Kilchrenan is Kilchrenan Village Hall which is used for community events and activities. This facility – recently renovated and well-equipped – fulfils the role of a central hub for the community in a way that the school building could not. The closure of Kilchrenan Primary School would not have a negative impact on the community in terms of its capacity to meet, plan, collaborate and implement initiatives and activities which are for the benefit of all in the community.
- 9.1.6 It is therefore considered that formal closure of this school could have a positive impact on the wider community, leading to agency, empowerment and participation in the community, an increase in users of the facility, and consequential improvement in economic growth.

## **9.2 The likely effect of the proposal on travel arrangements**

- 9.2.1 The travel distance from Kilchrenan Primary School to Taynuilt Primary School is 6.7 miles via the B845. Travel time is approximately 14 minutes. The travel arrangements, both in terms of funded transport by the council and families' private transport arrangements, have been in place for 21 months. Travel is an accepted aspect of living in the Kilchrenan community and the occasional issues relating to adverse weather, particularly in winter, are acknowledged.
- 9.2.2 The proposal to close the school would have no effect on the current travel arrangements of staff and pupils, the associated costs or the environmental impact of travel.

## **10 FINANCIAL IMPACT**

- 10.1 The full breakdown of the financial analysis is detailed in **Appendix 4**. Some of this information has been recalculated since the Options Appraisal was prepared. In particular the annual cost of mothballing the school has been recalculated from £9,888 to £13,317. This information gives details on the estimated cost if Kilchrenan Primary School were still an occupied and

operational establishment. However, as Kilchrenan Primary School is currently mothballed, the cost for the mothballing is estimated at £13,317 per year. Should the school be reopened, occupied and operational, the running costs per year are estimated at £179,118. In addition, the cost to bring the property to an acceptable standard to re-open the school is £29,000.

- 10.2 Column 2 of Table 1 at **Appendix 4** shows the projected annual running costs of Kilchrenan Primary School whilst Column 3 shows the additional impact on Taynuilt Primary School as the receiving school. The annual recurring savings (or costs) are shown in Column 4.
- 10.3 The main elements included within a school budget are teacher employment costs (i.e. basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government employee costs and an allocation for discretionary expenditure incurred by the school (i.e. educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of the pupils in each school. When a school ceases to be operational the teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value.
- 10.4 In line with the national priority of maintaining teacher numbers, the Education Service operates on the basis that supernumerary teachers are redeployed and therefore their salary costs still exist, with an increase to the receiving school's budget. The costs noted against teachers in column 2 of Table 1 at **Appendix 4** have not directly impacted on Taynuilt Primary School but have been subsumed by the Authority as a whole, specifically the costs of the teacher from Kilchrenan having transferred to another school, which was then overstaffed. Similarly, the costs relating to transport do not impact on Taynuilt Primary School
- 10.5 As the school is mothballed, there are currently no annual transport costs for pupils to attend Kilchrenan Primary School. Were Kilchrenan Primary School to be reopened, transport costs are estimated at £27,295 per year, which is identical to the present cost to transfer children in the Kilchrenan catchment areas to Taynuilt Primary School, as the routes are identical and the bus leaves from the same original starting point in Oban. As a result, no saving has been indicated in **Appendix 4** (column 4 of Table 1), but neither is this an additional cost for Taynuilt Primary School.
- 10.6 Table 2 in **Appendix 4** contains the notional 30 year lifecycle costs that would arise based on the GIA of the various schools irrespective of the number of pupils accommodated. Lifecycle costs are representative of the cost needed to keep the building in a good state of repair. The cost over the next thirty years therefore to maintain Kilchrenan Primary School is £222,252 and for Taynuilt Primary School this is £955,392.



- 10.7 Table 3 in **Appendix 4** contains the annual running costs during mothballing of Kilchrenan Primary School and these are estimated at **£13,317** per year, which would constitute an immediate saving on closure. If the school were to be formally closed, this would allow the Council to take steps towards selling the school to a third party or transferring ownership to the local community.

## **11 EQUALITY AND SOCIO-ECONOMIC IMPACT**

- 11.1 The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, the Fairer Scotland Duty (Part one of the Equality Act) and the Islands (Scotland) Act (2018) to have due regard to equality and socio-economic impact factors when making strategic financial decisions. This is done through assessing the potential impact of decisions on equality through Equality and Socio-Economic Impact Assessments (EQSEIAs).
- 11.2 The Council will engage with the EQSEIA process and carry out such an assessment during the consultation process in respect of this proposal, to ensure that due regard is given to such matters in the decision making process.

## **12 CONSULTATION ARRANGEMENTS**

- 12.1 Prior to formulating a rural school closure proposal under the *Schools (Consultation) (Scotland) Act 2010* (the 2010 Act), as amended, the Education Authority must satisfy the preliminary requirements set out in Section 12A of the 2010 Act. The Authority has previously identified its reasons for formulating a possible proposal, has considered whether there were any reasonable alternatives to the possible proposal as a response to those reasons, and has assessed each of the options in accordance with Section 12A(2)(c) of the 2010 Act. After considering a paper addressing these preliminary requirements, on 24<sup>th</sup> August 2023 Community Services Committee decided that, having specific regard to the reasons for formulating a prospective closure proposal, the option to close Kilchrenan Primary School and redraw its catchment area to Taynuilt Primary School is the most appropriate response to the specific reasons for the potential proposal.
- 12.2 The proposal to close Kilchrenan Primary School and realign its catchment area to Taynuilt Primary School was considered at the Community Services Committee Meeting on 14<sup>th</sup> December 2023, where it was adopted as a “relevant proposal” in terms of the 2010 Act, to be issued as a basis for statutory consultation. No decision will be taken by the Council on the proposal contained in this paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.

- 12.3 A summary of this document will be issued free of charge to all of the consultees listed on page 2 of this document and it will also be published on the Council's website:

<https://www.argyll-bute.gov.uk/school-consultations-and-proposals>

- 12.4 As part of a consultation process, the Education Authority must publish the proposal paper, advertise it and notify Education Scotland and all of the relevant consultees as prescribed by Schedule 2 of the 2010 Act, inviting them to make representations on the proposal. The consultation period will be from 21<sup>st</sup> December 2023 until 5pm on 23<sup>rd</sup> February 2024, which includes at least 30 school days.
- 12.5 A public meeting will be held at 6pm in Kilchrenan Village Hall on Thursday 25<sup>th</sup> January 2024. Anyone wishing to attend the meeting and participate is welcome to do so. The meeting will be convened by the Education Authority and the Education Authority will present reasons for bringing forward the proposal. There will be an opportunity for questions to be asked and comments to be made. A note will be taken so that comments can later be summarised and considered. However, the Education Authority will also consider written comments which should be sent to Education Services, School Consultations, Argyll & Bute Council, Argyll House, Dunoon, Argyll, PA23 8AJ and should be received no later than 5.00pm on 23<sup>rd</sup> February 2024.
- 12.6 Written representations may be made on the proposal and the alternatives to the proposal. Written representations may also suggest other alternatives to the proposal.
- 12.7 Following the close of the consultation, the Education Authority will provide Education Scotland with copies of the written representations submitted, a summary of the oral representations made at the public meeting and any other relevant documentation. This will allow Education Scotland to prepare a report on the proposal within a period of three weeks.
- 12.8 After receiving Education Scotland's report, the Education Authority will then prepare and publish a Consultation Report in accordance with Sections 9, 10 and 13 of the 2010 Act. The Education Authority will thereafter make its final decision on whether to implement the proposal. The decision will be made a minimum of three weeks after publication of the Consultation Report. If the Education Authority makes a closure decision, it shall notify the Scottish Ministers within six working days of that decision and publish the fact that the Scottish Ministers have been notified, and that representations can be made to them. The Education Authority would also be required to publish a notice on its website of the decision to implement the proposal and why it has been satisfied that closure is the most appropriate response to the reasons for formulating the proposal.

- 12.9 The Scottish Ministers will have a maximum of eight weeks to call in any closure decision made by the Education Authority in certain circumstances. This eight week timeframe would consist of an initial three weeks from the date of decision, during which representations can be made to the ministers, and a further five weeks for the Scottish Ministers to decide whether to issue a call in notice. During this period the Education Authority will not proceed to implement any closure decision.
- 12.10 If the Scottish Ministers call in a closure proposal, it is referred to the Convener of the School Closure Review Panels. The Convener must constitute a School Closure Review Panel within seven days for determination. The Education Authority may not implement a closure decision in whole or in part until the Panel has made its determination. It will usually issue a decision within eight weeks of the Panel being constituted.
- 12.11 If the School Closure Review Panel refuses to consent to the closure decision, or following publication of the Consultation Report the Education Authority decides not to implement the closure proposal, the Education Authority cannot publish a further closure proposal in relation to the school for five years, unless there is a significant change in the school's circumstances.

### **13 CONCLUSION**

- 13.1 It is proposed that education provision at Kilchrenan Primary School be discontinued with effect from 29<sup>th</sup> November 2024. The catchment area of Taynuilt Primary School shall be extended to include the current catchment area of Kilchrenan Primary School.
- 13.1 It has been assessed that the proposal is the most appropriate means of addressing the underlying reasons for formulating it, which are:
- a) Kilchrenan Primary School has been mothballed for 21 months. The school roll is currently zero and is not predicted to rise significantly in the near future.
  - b) Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing, there are 13.17 full-time equivalent (fte) vacancies across Head Teacher and teacher posts.
  - c) While the School is mothballed, the building is deteriorating with limited budgets for maintenance. The costs of continued mothballing, and of bringing the fabric of the school to the required standard for any re-opening, are also considerable.

#### **Other Considerations**

- The Council needs to allocate its resources in a way that ensures the quality of all of its services.

- This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future. This proposal document contains an Educational Benefits Statement.
- The costs per pupil in under-occupied schools are excessively high.
- Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils.
- There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate.

**DOUGLAS HENDRY**

Executive Director with responsibility for Education

**Councillor Yvonne McNeilly**

Policy Lead for Education

For further information contact:

**Jennifer Crocket**

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Education Manager

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**APPENDICES**

**Appendix 1** – Letter to consultees with Summary Proposal

**Appendix 2** – Response Form

**Appendix 3** – Map

**Appendix 4** – Financial template

**Appendix 5** - Options Appraisal

APPENDIX 1

**Argyll and Bute Council**

Comhairle Earra Ghàidheal agus Bhòid



Executive Director: Douglas Hendry

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**Kilmory, Lochgilphead, Argyll, PA318RT**

Telephone: 01436 657681 Fax:

Our Ref: Ref:

If phoning or calling please ask for:

e-mail: [Simon.Easton@argyll-bute.gov.uk](mailto:Simon.Easton@argyll-bute.gov.uk)

Council Website: [www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)

**Kilchrenan Primary School**

Dear Consultee,

**Review of Education Provision**

**Notice and Summary of Proposal for closing Kilchrenan Primary School  
Schools Consultation (Scotland) Act 2010**

**Background**

Argyll and Bute Council, through its Education Service, aims to realise ambition, excellence and equity for all.

The Council is consulting on a proposal to close Kilchrenan Primary School. This notice provides a summary of a proposal that you may have an interest in or are required to be notified of, giving you key information about the proposal.

The Council is conducting a public consultation process. This will commence on 21<sup>st</sup> December 2023 and will conclude on 23<sup>rd</sup> February 2024. This is the period within which you will be able to make written representations to the Council in respect of the proposal. If you wish your view to be taken account of in the consultation exercise you must submit your written representation within this period. This notice and summary provides further information on where a full copy of the proposal may be obtained or referenced and also advises on how you can make written representations to the Council.

The Council will hold a meeting where officers will be able to provide information on the proposal. The details of the public meeting are contained in this notice and summary.

It is important that everyone we are consulting tells us what they think of the proposal. Please read this notice and summary and then consider the contents of the proposal document. You can then tell us what you think of the proposal by making

written representation and/or by attending the public meeting. This notice and summary tell you how to do that.

### **The Proposal**

It is proposed that education provision at Kilchrenan Primary School be discontinued with effect from 29<sup>th</sup> November 2024. The catchment area of Kilchrenan Primary School shall be extended to include the current catchment area of Taynuilt Primary School.

### **Reasons for this proposal**

This is considered to be the best option to address the reasons for the proposal which are;

- Kilchrenan Primary School has been mothballed for 21 months. The school roll is zero and not predicted to rise significantly in the near future.
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 13.17 fte vacancies for both teachers and headteachers in Argyll and Bute.
- Whilst the school is mothballed, the building is deteriorating with limited budget for maintenance. The annual cost of the mothballing of the building is £13,317.

### **The Council's education strategy Our Children Their Future**

Together we will realise ambition, excellence and equality for all.

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

### **Alternatives to the Proposal**

The following alternatives to the proposal were considered at the preliminary pre-consultation stage of this process:

- a) Re-open Kilchrenan Primary School;
- b) Continued Mothballing of Kilchrenan Primary School with the pupils zoned to Taynuilt Primary School;
- c) Re-open Kilchrenan Primary School and realign its catchment area;

- d) Close Kilchrenan Primary School and realign its catchment area to Taynuilt Primary School (the Proposal).

Written representations may be made on those alternatives as well as on the proposal.

Written representations on the proposal may suggest other alternatives to the proposal.

### **What will we do?**

We will consult with people by:

- Providing a notice of the consultation and a summary of the proposal to the relevant consultees **this is that notice and summary**
- Placing an advert in the local press
- Putting information on our website <https://www.argyll-bute.gov.uk/school-consultations-and-proposals>
- Holding a public meeting to explain the proposal
- Ask parents, carers, children, young people, teachers, support staff and others to tell us what they think of the proposals.

### **What to do now?**

- Please read the full proposal document
- Please attend the Public Meeting which will be held on 25<sup>th</sup> January 2024 at 6.00pm in Kilchrenan Village Hall.
- Let us know what you think by:

Letter to: Education Services  
School Consultations  
Argyll & Bute Council  
Argyll House  
Alexandra Parade  
Dunoon  
PA23 8AJ

Returning the attached response sheet by post, or by Email to:  
[argyllhousereception@argyll-bute.gov.uk](mailto:argyllhousereception@argyll-bute.gov.uk)

### **What next?**

Whilst the Council is engaging in a consultation process in relation to this proposal that does not mean that the proposal will go ahead. It does mean that the Council is engaging in a consultation process to seek your views on the proposal.

All the points raised during the consultation will be carefully considered and Elected Members will then decide if the plan should go ahead.

If the suggestion goes ahead, any children from Kilchrenan Primary School catchment area would be educated at Taynuilt Primary School.

Please note that this summary document is for convenience only. Full details of the consultation can be obtained from:

- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Oban Public Library, Albany St., Oban PA34 4AL
- Lochgilphead Service Point, 1A Manse Brae, Lochgilphead, PA31 8RD
- Taynuilt Primary School, 2 Strathview, Taynuilt, PA35 1JF
- Oban Education Offices, Willowview, Soroba Road, Oban PA34 4SB
- Kilchrenan Village Hall, Kilchrenan, PA35 1HE

It is also available electronically via our website:

- <https://www.argyll-bute.gov.uk/school-consultations-and-proposals>

Yours faithfully,

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



APPENDIX 2



Argyll and Bute Council  
Education

RESPONSE FORM

I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of Argyll and Bute Council.

<u>Proposal</u>	
It is proposed that: Education provision at Kilchrenan Primary School be permanently discontinued with effect from 29 <sup>th</sup> November 2024. The catchment area of Taynuilt Primary School shall be extended to include the current catchment area of Kilchrenan Primary School.	
<b>This part of the form must be completed for a valid response:</b>	
Name: (please print)	Address:
	Post Code:
I agree/do not agree (delete which does not apply) that my response can be made publicly available	
Signature:	Date:

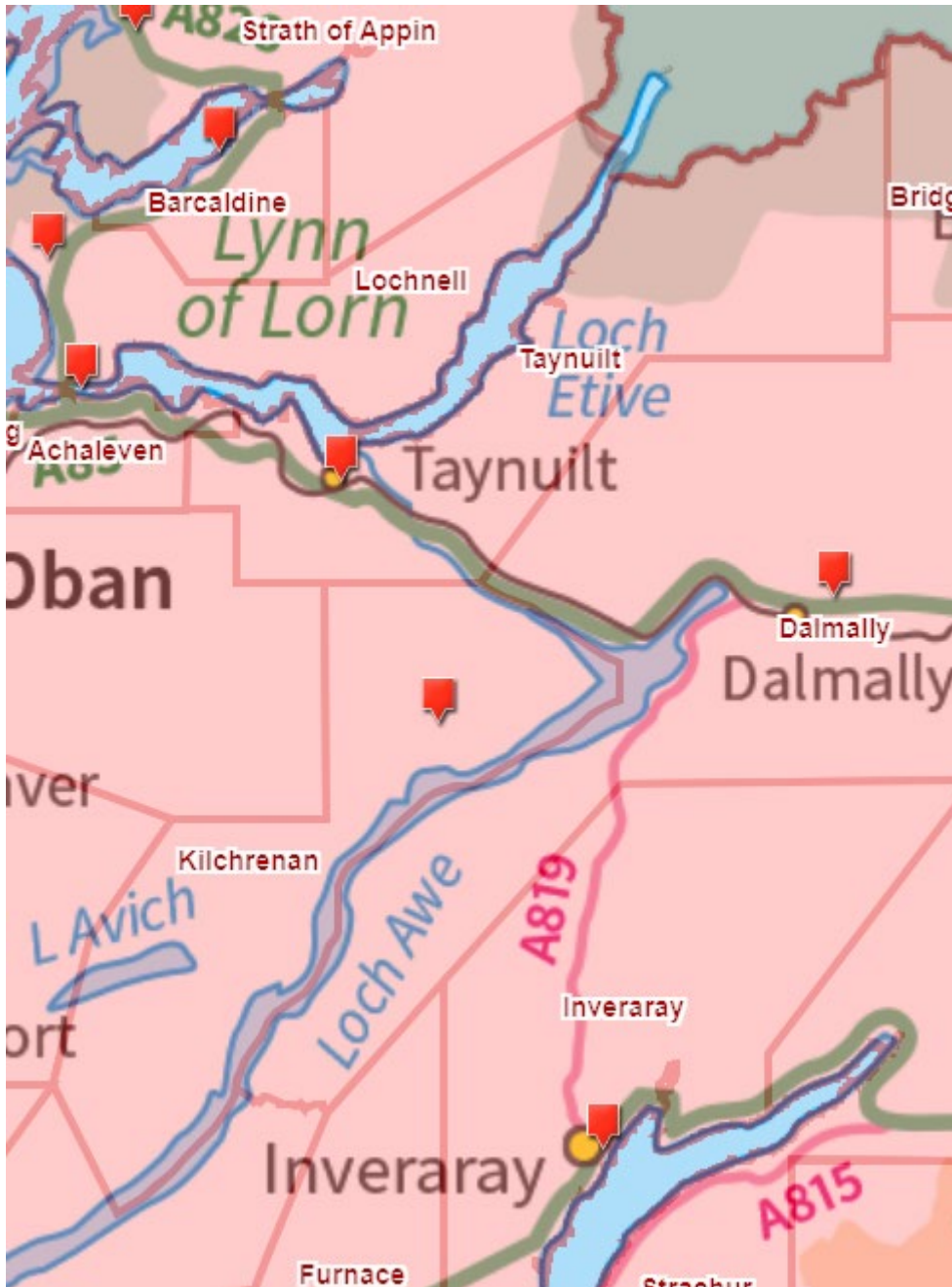
**YOUR INTEREST: (please tick)**

Parent <input type="checkbox"/>	Child / Young Person <input type="checkbox"/>	Staff <input type="checkbox"/>	Other * <input type="checkbox"/>
Elected Member / MSP / MP <input type="checkbox"/>		Member of Community Council <input type="checkbox"/>	
*Other: (please specify)			

**Please state your views on the proposal (continue overleaf if necessary)**

APPENDIX 3 – Map of current primary school catchment areas

MAP OF CURRENT KILCHRENAN AND TAYNUILT PRIMARY SCHOOL CATCHMENT AREAS TO BE COMBINED



## APPENDIX 4 – FINANCIAL TEMPLATE

Table 1<sup>2</sup>

	<b>Projected annual costs for full financial year 2023/24</b>	<b>Additional financial impact on receiving school – Taynuilt Primary School</b>	<b>Annual recurring savings (column 2 minus column 3)</b>
<b>Name of School</b> Kilchrenan Primary School			
<b>School costs</b>			
<i>Employee costs -</i>			
teaching staff	101,074	0	101,074
support staff	20,638	0	20,638
teaching staff training (CPD etc)	0	0	0
support staff training	0	0	0
Supply costs	3,030		3,030
Employers Liability Insurance	181	0	181
Public Liability Insurance	165	0	165
Staff Group Life Assurance	269	0	269
<i>Building costs:</i>			
property insurance	516	0	516
non domestic rates	514	0	514
water & sewerage charges	142	0	142
energy costs	13,305	0	13,305
cleaning (contract or in-house)	367	0	367
building repair & maintenance	1,060	0	1,060
grounds maintenance	388	0	388
facilities management costs	0	0	0
revenue costs arising from capital	0	0	0
other - refuse collection; telephones	1,070	0	1,070
<i>School operational costs:</i>			
learning materials	2,757	132	2,757
catering (contract or in-house)	7,802	941	7,802
SQA costs	0	0	0
other school operational costs (e.g. licences)	0	0	0

<sup>2</sup> These figures have been calculated based on Kilchrenan Primary School roll the last full year prior to mothballing.

<i>Transport costs:</i>			
home to school	27,295	27,295	0
other pupil transport costs	0	0	0
staff travel	0	0	0
<b>SCHOOL COSTS SUB-TOTAL</b>	<b>179,958</b>	<b>28,368</b>	<b>152,643</b>

Income:			
Sale of meals	-840	-840	0
Lets	0	0	0
External care provider	0	0	0
Other	0	0	0
<b>SCHOOL INCOME SUB-TOTAL</b>	<b>-840</b>	<b>-840</b>	<b>0</b>
<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	<b>179,118</b>	<b>27,528</b>	<b>151,590</b>
<b>UNIT COST PER PUPIL PER YEAR</b>	<b>29,853</b>	<b>4,588</b>	<b>25,265</b>

Table 2

<b>Capital costs</b>	<b>School proposed for closure</b>	<b>Receiving school</b>
	Kilchrenan Primary School	Taynuilt Primary School
Capital Life Cycle cost	222,552	955,392
Third party contributions to capital costs	0	0

Table 3

<b>Annual Property costs incurred (mothballing) until disposal</b>	
property insurance	516
non domestic rates	514
water & sewerage charges	129
energy costs	5,720
cleaning (contract or in-house)	0
security costs	0
building repair & maintenance	2,140
grounds maintenance	388
facilities management costs	3,490
Other: equipment lease and alarm rental	420

<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>	<b>13,317</b>
---	---------------

Table 4

<b>Non-recurring revenue costs</b>	
Securing building	4,390
<b>TOTAL NON-RECURRING REVENUE COSTS</b>	<b>4,390</b>

Table 5

<b>Impact on GAE</b>	
<p>The Primary Indicator determining the GAE allocation for Primary School Teaching Staff is based on the number of primary school pupils with the Secondary Indicator being the percentage of pupils in small schools (roll &lt; 70 pupils averaged over 2 years). Taynuilt Primary has a roll of &lt; 70 pupils so the transfer of pupils from Kilchrenan will not impact on the small school element of GAE funding for Taynuilt.</p> <p>Argyll and Bute Council, however, is supported by the floor mechanism therefore any calculated reduction in GAE is unlikely to be significant in terms of the overall GAE allocation.</p>	0
<b>GAE IMPACT</b>	<b>0</b>

APPENDIX 5



**EDUCATION**

**OPTIONS APPRAISAL**

**KILCHRENAN PRIMARY SCHOOL**

**AUGUST 2023**

## 1.0 INTRODUCTION

1.1 Immediately before the retirement of the Head Teacher of Kilchrenan Primary School (PS) in February 2022 there were four pupils residing within the Kilchrenan catchment area who were still attending the school. At that point, the children transferred to Taynuilt Primary School. Three further pupils at Kilchrenan PS had transferred to St. Columba's Primary School in Oban at the start of the 2021-2022 school session. There were no Primary 1 pupils registered to attend Kilchrenan Primary School in session 2021-22, and one possible primary 1 enrolment for August 2022.

1.2 At the Community Services Committee on 10<sup>th</sup> March 2022, Argyll and Bute Council approved the mothballing of Kilchrenan Primary School on a temporary basis. It was agreed that the premises be retained for two years on a care and maintenance basis and that a review of the school's mothballing would be prepared for the Committee's March 2023 meeting, when Members could decide on a continued period of mothballing, or request that officers begin an engagement process, carried out in accordance with the preliminary requirements of the Schools (Consultation) (Scotland) Act 2010, to consider the future options for Kilchrenan Primary School. It was also agreed that the community would have pre-arranged access to the buildings for community functions during the period of mothballing.

[\(Public Pack\)Agenda Document for Community Services Committee, 10/03/2022 10:30 \(argyll-bute.gov.uk\)](#)

1.3 On 9<sup>th</sup> March 2023, Community Services Committee approved the continued mothballing of Kilchrenan Primary School and agreed that the Education Service begin gathering necessary information and carry out the exercise of assessing the options for the future of Kilchrenan Primary School, in accordance with the preliminary requirements of the Schools (Consultation)(Scotland) Act 2010.

[\(Public Pack\)Agenda Document for Community Services Committee, 09/03/2023 10:30 \(argyll-bute.gov.uk\)](#)

1.4 The statutory process for the closure of a rural school is laid out in the *Schools (Consultation) (Scotland) Act 2010* as amended by the *Children and Young People (Scotland) Act 2014*.

1.5 The Act, as amended, contains a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.

1.6 In addition, the *Community Empowerment (Scotland) Act 2015* sets out a new right for community organisations to request the transfer of local assets into

local community ownership/management. Public bodies, including councils, must consider such requests and respond to them within a reasonable timescale.

- 1.7 Kilchrenan Primary School has had no further pupils enrolled since elected members approved its mothballing.
- 1.8 At the aforementioned Committee meeting on 9<sup>th</sup> March 2023, the Community Services Committee agreed that the Education Service would undertake the preliminary requirements as set out in the 2010 Act, and prepare an Options Appraisal for Kilchrenan Primary School, to enable the Education Service to identify and consider the options for the school's future. This document is that Options Appraisal.
- 1.9 The 2010 Act makes special arrangements with regard to rural schools that are, in effect, a presumption against their closure. There is a requirement to examine specifically factors particularly relevant to rural schools prior to formulating a proposal to close a rural school. In particular, it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure, the impact of any different travel arrangements, and the educational benefits or otherwise for pupils should a rural school be closed. These factors have been considered in this Options Appraisal.

## **2.0 REASONS FOR THE PROPOSAL**

- 2.1 An authority that is contemplating formulating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act before starting to prepare its Proposal Paper. In particular, it must identify the underlying reasons why the future of the School is being considered, which, in the case of Kilchrenan Primary School, are as follows:
  1. Kilchrenan Primary School has been mothballed for almost eighteen months. The school roll is currently zero and is not predicted to rise in the near future.
  2. Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing, there are 16.29 full-time equivalent (fte) vacancies across Head Teacher and Teacher posts in Argyll and Bute.
  3. Whilst the School is mothballed, the building is deteriorating with limited budgets for maintenance. The costs of continued mothballing, and of bringing the fabric of the school to the required standard for any re-opening, are also considerable.

The Council is therefore considering the future of Kilchrenan Primary School. The various options are explored within this paper.



### **3.0 BACKGROUND**

Argyll and Bute is an area of outstanding natural beauty, with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.

Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings including schools, Further Education, through partnerships and via youth services.

#### **3.1 Argyll and Bute Corporate Plan**

The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council, along with our Community Planning Partners, is committed to ensuring that Argyll and Bute's economic success is built on a growing population.

This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the plan, with focus on local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.

Councils have a statutory responsibility in terms of the *Local Government in Scotland Act 2003* to achieve best value. Our Community Services Asset Management Plan provides a review of the property assets used to deliver services. It incorporates the School Estate Management Plan which reflects the local implementation of *Building Better Schools: Investing in Scotland's Future*, the national school estate strategy developed by the Scottish Government in conjunction with local authorities.

The aspirations, guiding principles and objectives contained within Building Better Schools are reflected throughout the Education and Children's Services Asset Management Plan (SAMP) for schools and public buildings, both in the management of the existing assets and in the design and construction of new developments.

[AB\\_CorporatePlan\\_3.pdf \(argyll-bute.gov.uk\)](#)

#### **3.2 Our Children Their Future**

Education Authorities, have a statutory duty in terms of the *Education (Scotland) Act 1980* to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in *Our Children, Their Future: Education Vision and Strategy*.

[argyll\\_bute\\_vision\\_strategy\\_final\\_web.pdf \(argyll-bute.gov.uk\)](http://argyll-bute.gov.uk/argyll_bute_vision_strategy_final_web.pdf)

### 3.3 Kilchrenan and the Local Area - the Kilchrenan Primary School Setting

Kilchrenan is a village situated in a scenically beautiful area to the west of Loch Awe, six miles south of the village of Taynuilt, from where it is reached by a single track road. The area around Kilchrenan features some of the rural industries with which Argyll and Bute is associated, particularly forestry and renewables, in the form of wind farms. Tourism is also a key element of the local economy. Other villages in the area, from which children attended Kilchrenan PS include Dalavich, Inverinan and Ardanaiseig. A plan to establish a Regional or National Park around Loch Awe, applications for which are already in motion, encompasses the whole catchment area for Kilchrenan Primary School, and is supported and is being promoted by members of the local community.

### 3.4 The School within the Community

Kilchrenan PS was previously active within the community, as a focus for social and educational events. The pupils invited the community to attend events on several occasions every year. During the period of mothballing, there were no requests for the building to be used for community events. The newly-refurbished Kilchrenan Village Hall is a community-managed facility that hosts various community events and activities, and forms the civic hub of the village.

Some members of the local community in Kilchrenan have expressed interest in exploring options for a transfer of the school building from the local authority to the local community, under the terms of the *Community Empowerment (Scotland) Act 2015*. The proposal centres on the use of the school building as a community drop-in office for small local home-based businesses, and as the hub for the Kilchrenan Community Council's campaign to create a Regional or National Park around Loch Awe, as supported by four further Community Councils in the Loch Awe area.

### 3.5 Population

Argyll and Bute has an average population density of just 0.13 persons per hectare. This, coupled with the changing demographic profile of the area, presents one of our greatest challenges. Accurate 2011 census data for the specific Kilchrenan Primary School catchment area is not available. More up-to-date data is detailed in table 1 below, which contains details from the National Records of Scotland (NRS) Small Area Population Estimates for the

Loch Awe 2 datazone which includes the Kilchrenan catchment area. It shows the changing population from 2011 to 2021 for the whole datazone population and for age groups 0-11, 12-67 and over 67.

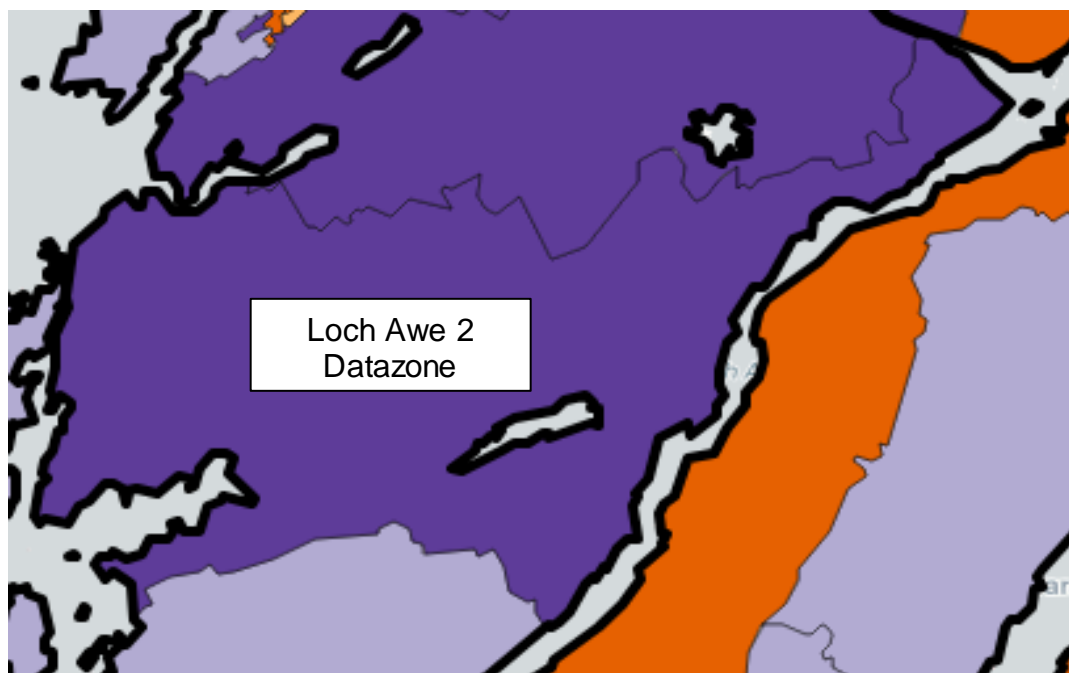
**Table 1: Population Information**

<b>Kilchrenan Area (Loch Awe 2 datazone) NRS Population Estimates</b>			
<b>2011</b>		<b>2021</b>	
Total Resident Population	637	Total Resident Population	703
Population under age of 12	58	Population under age of 12	54
Population aged 12-67	486	Population aged 12-67	492
Population aged over 67	93	Population aged over 67	157

It can be seen that the population as a whole in the datazone has increased, and that the increase is primarily in the 67 plus age-group. The number of children under the age of 12 has fallen slightly in the last 10 years. It is recognised that the datazone area and the catchment area of Kilchrenan Primary School do not match exactly. The datazone also encompasses part of the Kilninver Primary School catchment area.

The map in Figure 1 below shows the extent of the Loch Awe 2 datazone:

**Figure 1**



**3.6 Development and House Building**

A new Local Development Plan (LDP2) is now available, which sets out planning and development proposals for the next 10 years from 2020, and a vision for 20 years. The Argyll and Bute Local Development Plan provides the local planning framework for the Council area, excluding the Loch Lomond and Trossachs National Park area. The Plan is divided into the written statement and proposals maps. The written statement provides the general policy context against which planning applications for new development proposals should be assessed. This is supported by the proposals maps which show the range of development opportunities and constraints within the area, for example:

- the key development areas i.e. the allocations for housing, industry and business, community facilities and infrastructure;
  - the potential areas for future development (Potential Development Areas);
  - areas requiring actions such as environmental improvement or regeneration (Areas for Action); and
  - environmental designations such as national Scenic Areas, Sites of Specific Scientific Interest (SSSIs), Special Protection Areas and Local Nature Conservation Sites.
- 
- *Appendix 1* shows the LDP2 for Kilchrenan
  - *Appendix 2* shows the LDP2 for Taynuilt
  - *Appendix 3* provides the key for Local Development Plans.

### 3.7 Kilchrenan Primary School

Kilchrenan PS is situated in the heart of the village of Kilchrenan and was built in 1878. The school is co-educational and non-denominational. It has a catchment area extending from south of Dalavich to north of Kilchrenan, including Ardanaiseig to the northwest of Kilchrenan. The school comprises two classrooms and a smaller room which is used for storage and teaching smaller groups. There is a library/quiet room between the two classrooms and a kitchen from which the lunches, brought daily from Taynuilt PS, are served. The school grounds are used as an outdoor classroom, although areas of the grounds are considered unsafe for pupils to use.

*Appendix 4* shows the Kilchrenan PS Floor Plan.

Kilchrenan Primary School is 6.7 miles from Taynuilt Primary School, along the B845, beside which Kilchrenan PS is located.

The Scottish Government's Rural School List 2021 classifies Kilchrenan PS as 'very remote rural'. This is defined as an area with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more. Kilchrenan Primary is one of 18 primary schools associated with Oban High School.

[Rural schools in Scotland - gov.scot \(www.gov.scot\)](http://www.gov.scot)

### 3.8 Taynuilt Primary School

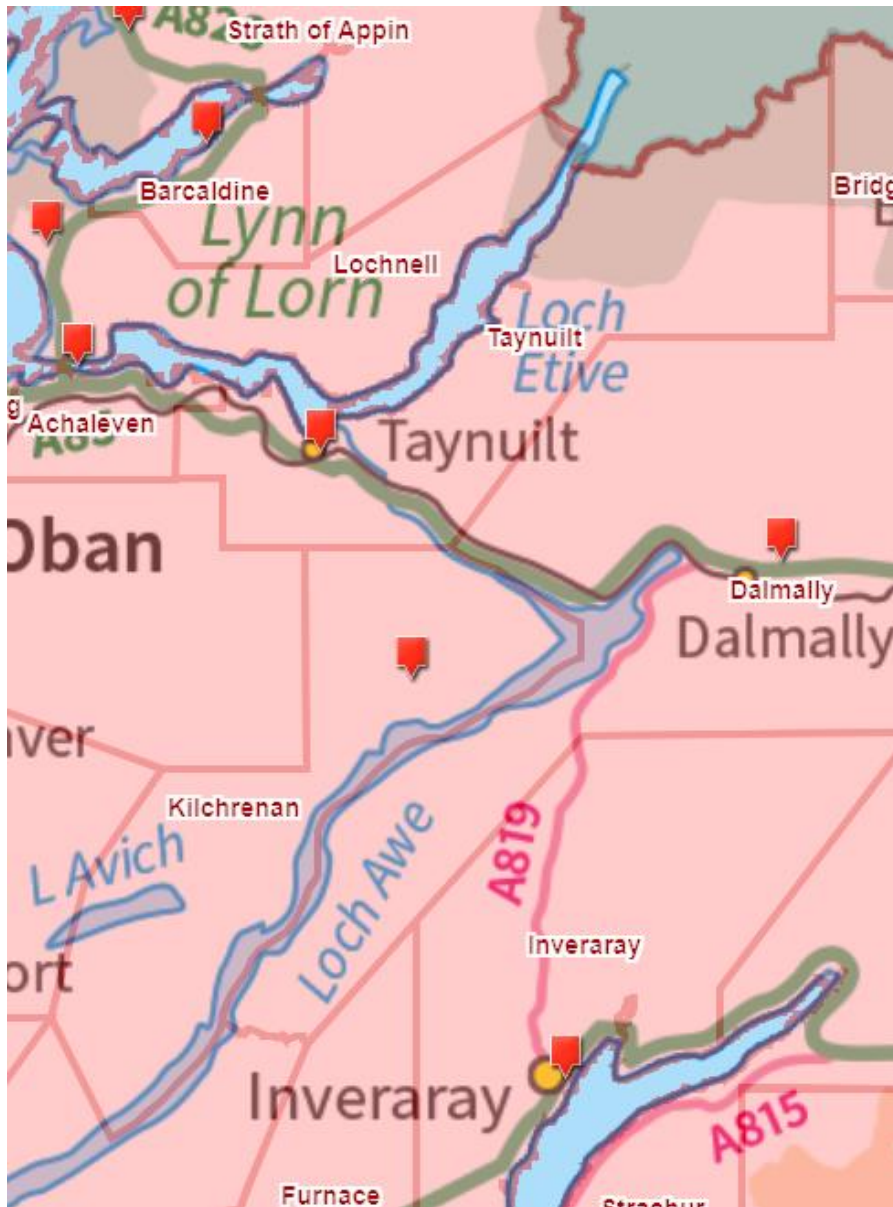
Following the mothballing of Kilchrenan PS, children from the Kilchrenan catchment area have attended Taynult PS. Taynult PS is a non-denominational and co-educational school situated in the centre of Taynult village. The present school building opened in 1989. The school accommodation is of semi-open plan design, with one double and two single class bays opening onto a shared open area. There is a large gymnasium, which also acts as an assembly hall, lunch hall and houses the pre-school unit each afternoon. In 2008, a purpose built nursery adjacent to the school building was opened.

*Appendix 5* shows the Taynult Primary School Floor Plan.

The school has strong and active traditions in outdoor learning, the creative arts, STEM, ITC and in sport and physical activity. The school enjoys the support of an active Parent Council and strong community partners.

Like Kilchrenan PS, Taynult PS is classified as very remote rural by the Scottish Government. The Map in Figure 2 below shows the adjoining catchment areas of Kilchrenan and Taynult Primary Schools:

**Figure 2**



### 3.9 Pupil Numbers

Pupil projections, and data for 2023-24 are based on the 2022 pupil census, a return prepared annually for the Scottish Government. Past pupil numbers are historic data taken from past pupil censuses.

Table 2 shows the historic and current pupil numbers for both Kilchrenan and Taynuilt Primary schools:

**Table 2**

	Kilchrenan PS	Taynuilt PS
<b>Capacity</b>	41	163
	Roll	Roll
<b>2006-07</b>	23	72

<b>2007-08</b>	20	77
<b>2008-09</b>	19	79
<b>2009-10</b>	18	78
<b>2010-11</b>	10	88
<b>2011-12</b>	10	81
<b>2012-13</b>	8	81
<b>2013-14</b>	7	83
<b>2014-15</b>	4	91
<b>2015-16</b>	4	83
<b>2016-17</b>	9	82
<b>2017-18</b>	6	79
<b>2018-19</b>	7	72
<b>2019-20</b>	8	69
<b>2020-21</b>	12	67
<b>2021-22</b>	6	70
<b>2022-23</b>	0	66

Table 3 shows projected rolls for Taynuilt PS and estimated numbers of pupils in the Kilchrenan PS catchment area, according to figures held by Argyll and Bute Council:

**Table 3**

	<b>Kilchrenan PS</b>	<b>Taynuilt PS</b>
	Roll	Roll
<b>Capacity</b>	41	163
<b>2023 -2024</b>	8	58
<b>2024 -2025</b>	8	60
<b>2025-2026</b>	10	55
<b>2026-2027</b>	8	48

The Kilchrenan PS roll further dropped to zero over the course of the 2021-2022 school year (see Table 2, above). Pupils within the catchment area (as set out in Table 3, above) do not reflect the number of pupils who would be attending the school because parents choose to send their children to Taynuilt PS or to the local denominational primary school for the area, St. Columba's PS in Oban.

In August 2022, no primary 1 pupils registered to attend Kilchrenan Primary School for session 2022-23, and there have been no registrations for session 2023-24.

## 4.0 COMMUNITY ENGAGEMENT

### 4.1 Meetings

A Community Engagement Meeting was held in Kilchrenan Village Hall on 31st May, 2023 from 09:00-18:00 hours. The meeting's purpose was to seek the views of the community on the future of Kilchrenan Primary School. Over the course of the day, the meeting was attended by 20 people.

A meeting also took place with the Head Teacher of Taynuilt PS as the formally assigned receiving school in the event of the closure of Kilchrenan PS, to gauge the views and of staff on the future of Kilchrenan Primary School.

There was also a meeting with the Chair of the Parent Council of Taynuilt PS to gather opinions from parents/carers on the potential impact of any decision that is made on the future of Kilchrenan PS.

A virtual meeting also took place with children living in the Kilchrenan catchment area who now attend Taynuilt Primary School. The purpose of the meeting was to gather pupils' views on the future options for Kilchrenan Primary School, and, where applicable, on their educational provision before and after leaving Kilchrenan Primary School.

A number of children from the Kilchrenan PS catchment area attend St. Columba's PS in Oban, and movement of pupils from Kilchrenan PS to St. Columba's PS in 2021 was one of the reasons for the Kilchrenan roll falling significantly. In terms of catchment area, the Kilchrenan area falls within the catchment for St Columba's PS in its role as the sole denominational school in the Oban, Lorn and the Isles area. Parents/carers within the Kilchrenan catchment area therefore have the automatic right to enrol their children in St Columba's PS. Meetings with the HT of St. Columba's PS, the Chair of the St. Columba's Parent Council and with the children attending St. Columba's PS from the Kilchrenan catchment area were held, to gather their views on the future of the school.

4.2 Attendees at the Community Engagement Event and at the other meetings detailed above were provided with an overview of the information that the Council would be using in this Options Appraisal. This included school roll projections, and information relating to the recruitment and retention of staff, transport and on local services and facilities.

The questions put to stakeholders were as follows:

*Over the last 18 months, what has been the effect of mothballing Kilchrenan Primary School on you, your family and community?*

*In your view what are the pros/cons of the following options:*

- *Re-open the school*
- *Continue with mothballing*



- *Re-open the school but widen the catchment area*
- *Close the school*

## 4.3 Feedback

There was a range of viewpoints on the future of Kilchrenan PS:

- **Community and Parents**

Almost all in the community felt that continuing to mothball the school was not an option. It was felt that a decision should be made as the building would only continue to deteriorate, although two parents with children of pre-school age suggested that mothballing could continue until such time as the school became a viable option once more, allowing pre-5 children in the area to get to the stage where they were ready to attend school.

Eight of those attending the Community Engagement Event supported the re-opening the school, only two of whom were parents of pre-school-aged children who might wish to attend the school, although some indicated they have families who may wish to move to the area, and that they wished there to be a school for their grandchildren to attend in such circumstances.

Some members of the community were of the view that the community of Kilchrenan would be negatively impacted by not having its own primary school. They felt the village would be less attractive to families who may wish to move to the area. They also suggested that attracting people to the area was key to ensuring more affordable housing for local people was built. The view was expressed by one attendee that, as a result of children travelling to Taynuilt every day, they and their parents were already spending significant amount of time in another community, to the possible detriment of the Kilchrenan community. The point was also made that the absence of a school in Kilchrenan was having a negative impact on the finances of the Kilchrenan Village Hall, as it was no longer being hired by the council for PE sessions.

However, others made clear that they felt that Taynuilt was relatively close by and offered a school which could still be viewed as being within the local community, albeit six miles from Kilchrenan. The point was also made that the present Kilchrenan catchment is not one single community, Dalavich being eight miles from the school. As regards social or more affordable housing, the point was made that it is the absence of such, and not whether there is or is not a school in the area, that prevents people from moving into and sustaining the community, and it is this issue which should be addressed above the closure or re-opening of the school.

Distances to be covered by pupils in getting to school each day was a further area raised by a minority of attendees. They pointed to transport issues as a reason for keeping the school open: the travel implications for pupils, particularly in the Dalavich area, travelling daily to Taynuilt were seen as impracticable, and attendance at school would be prey to adverse weather conditions. However, parents of children currently travelling daily to Taynuilt and Oban from both Kilchrenan and Dalavich said that the weather had also been a factor prior to the mothballing of the school, and that the now direct bus journey to Taynuilt, and even to Oban, took less time than the previous school bus to Kilchrenan, as the latter took a circuitous route and detours to pick up pupils. They also pointed out that the majority of the after-school or evening activities in which children engaged were in Taynuilt or Oban, and that the journey would therefore have to be made anyway. Furthermore, parents were aware that secondary education would be in Oban, and that the journey would therefore become a necessity at some point. Some also spoke of their own daily commute via Taynuilt, and observed that they were often able to take their children to school themselves without issue.

As well as being clear on the advantages of attending a small rural school, all attendees who wished to the school to be re-opened nonetheless acknowledged the issues associated with very small school rolls, and that this was not every parent/carer's preference. They also acknowledged the associated problems with the recruitment and retention of staff, and the consequences of both issues for a school's sustainable future.

The option of re-opening the school, but with a wider catchment area was not seen by any attending the Community Engagement Event as a viable option. It was acknowledged that this could lead to increased transport costs for the local authority. It was also felt that extending the catchment area would not necessarily bring more pupils to the school, and could also negatively impact on neighbouring schools which are also small in size. The specific geography of the area was also seen as making any extension of the Kilchrenan catchment area non-viable.

The majority of the community, and all parents attending who had experience of sending their children to Kilchrenan PS, believed that the most viable option is to formally close the school, as the decline in school roll has been a result of parents actively choosing to send their children to Taynuilt and St. Columba's Primary Schools. Some of those in attendance viewed the challenge of recruiting and retaining high-quality staff as a reason to close the school. Five parents of children now attending other primary schools said there were many identifiable benefits of their children having moved from Kilchrenan Primary School.

Parents/carers of pupils now at other schools pointed to what they see as a higher quality of educational provision due to less broad composite classes and more individualised learning and support.

They also spoke of children now having a greater range of opportunities across the curriculum, particularly in PE and in practical subjects.

A wider scope and choice relating to socialisation and the development of personal friendship groups and relationships was also seen as an advantage for pupils who have moved from Kilchrenan PS.

The outdoor spaces at Kilchrenan were criticised by some parents/carers, who pointed out that sections of the outdoor spaces at the school had been deemed unsafe for pupils to use. The facilities available at Taynuilt were praised by parents/carers.

The absence of catering facilities at Kilchrenan was criticised by parents/carers, who felt that it restricted the variety, choice and freshness of food and drink on offer, and that it was not a cost-effective means of catering for children's dietary needs.

The general state of the fabric of Kilchrenan PS, and its recent further deterioration, was also seen as a negative by parents who had experience of sending their children there. The limited accessibility of the building was also seen as problematic.

The absence of a breakfast club at Kilchrenan was seen as restrictive of flexibility for families. Some parents/carers also spoke of the absence of wrap-around childcare and registered child minders in the Kilchrenan area. They said any increase in flexibility created by Kilchrenan PS being reopened was negated by the restrictions such as an absence of childcare had on parents' ability to work.

The reopening of Kilchrenan PS was also seen by some parents as having a potentially divisive effect on the local community. They felt that, despite reopening, a significant number of parents/carers would nevertheless continue to choose primary education in Taynuilt or Oban. Parents spoke of the risk of resentment from those in the community sending their children to Kilchrenan PS towards those sending their children elsewhere; being potentially seen as disloyal to the local community, and putting at risk the long term viability of the school.

As part of the engagement around this Options Appraisal, the parent/carer body at Taynuilt PS expressed its concern about the falling roll at their school. From their point of view, the re-opening of Kilchrenan PS could mean children who would otherwise attend Taynuilt PS may not do so, and despite the small number of children

involved each year, they see the closure of Kilchrenan PS as having positive consequences for Taynuilt PS, in terms of pupils numbers and its effect on the number of classes and teachers, the broadening of the mix of children in the school, and the number of parents potentially able to give of their time and resources for the benefit of the school community.

- **Children/young people**

As part of the pre-consultation on the future of Kilchrenan PS, the views of children living in the catchment for Kilchrenan PS were sought. Of the eight children spoken to in both Taynuilt PS and St. Columba's PS, five had had experience of being at Kilchrenan PS.

Almost all children who could make a comparison spoke of the very small group of which they were part at Kilchrenan PS. They said that they had enjoyed this, one pupil saying that the close relationships were missed, but were glad to have a wider group of peers with whom to make friends and develop relationships. Two pupils spoke of not having enough choice of people to play with at Kilchrenan. Two pupils spoke of how attending Taynuilt PS was preparing them better for meeting large groups of people in secondary school and beyond. One pupil said that he was enjoying doing much more group work in Taynuilt PS. One pupil said that after an argument or if there was a problem, there were now more people to approach than at Kilchrenan.

Almost all children spoke of the better facilities and range of activities on offer in their new schools, with better PE and more sports on offer.

Views on the travel from home to Taynuilt or Oban were mixed. One pupil said the journey was too long, and others acknowledged that there can be travel problems in bad weather. Others said they had good fun on the bus and had special "bus friends".

When asked to sum up their feelings, only one pupil said that Kilchrenan should reopen and indicated a wish to return to Kilchrenan as a pupil. The other pupils were happy to remain where they were. Another indicated that the Kilchrenan building was in too poor a state for it to be used as a school, and it should be made into a sports centre, with football pitches.

- **Staff**

There was no contact with previous teaching staff from Kilchrenan PS in the pre-consultation. The Head Teacher retired in 2022, and the teacher at the school was redeployed elsewhere. However, the views of staff in Taynuilt PS were summarised by the Head Teacher, who indicated that the enrolment of former Kilchrenan pupils had been positive for the school and posed no issues in terms of capacity

or provision to all learners. The same view was offered by the Head Teacher of St. Columba's PS, within the catchment area of which the Kilchrenan area falls in terms of denominational educational provision.

For details of individual comments made by attendees at the Community Engagement Event, please see Appendix 4.

## **5.0 THE PROPOSAL AND REASONABLE ALTERNATIVES TO THE PROPOSAL AS CONSIDERED AT THE COMMUNITY ENGAGEMENT EVENT**

To summarise information provided above, Kilchrenan Primary School has been mothballed for 18 months. The school roll reduced to zero in February 2022 following the Head Teacher's retirement, attempts to recruit a replacement Head Teacher having been unsuccessful. At that point, the remaining pupils in the school transferred to Taynuilt PS. Their parents'/carers' view was that the very small school roll was not conducive to the type of education they sought, and was limiting opportunities for social interaction and development. This followed the moving of several pupils to St Columba's PS the previous August. The school was mothballed in the period after February 2022, and there have been no attempts to register pupils for primary one, or any other stage, since then.

While the building is mothballed it continues to deteriorate. The Community has been proactive in making positive suggestions as to how the building could be used.

Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing, there are 16.29 full-time equivalent vacancies for both Head Teachers and Teachers across Argyll and Bute. Recruitment in the Oban, Lorn and the Isles area is challenging due to the rural location of almost all of its schools.

Of those who attended the Community Engagement Event on 31<sup>st</sup> May 2023, the majority were in favour of closing Kilchrenan PS permanently, including almost all parents/carers with children in primary education at present. A minority of attendees wished to see the school re-open, primarily on the grounds that the community is negatively impacted by the absence of a primary school, although a small number said they wished their pre-school-aged children to attend a re-opened Kilchrenan PS.

The Council is required to consider the future of Kilchrenan PS, taking all factors and views into account. The following options are explored within this paper:

- a) Re-open Kilchrenan PS;
- b) Continue the mothballing of Kilchrenan PS with the pupils zoned to Taynuilt PS;

- c) Re-open Kilchrenan PS and realign/extend its catchment area;
- d) Close Kilchrenan PS and realign the catchment area for Taynuilt PS to include the Kilchrenan PS catchment area.

## **6.0 OPTION A: RE-OPEN KILCHRENAN PRIMARY SCHOOL**

### **6.1 Community Feedback**

Eight of those attending the Community Engagement Event supported the re-opening the school. Their reasoning can be summarised as follows:

- Parents/carers of children presently under the age of five wish their children to attend a local school which is within walking distance and which reflects the local context;
- Residents with no children of school age foresee their families moving to the area and wish there to be a school for their grandchildren;
- Community members believe the absence of a school makes it less likely that the community will be sustained by families moving to the area;
- Travel to schools outside of the immediate community is inconvenient, potentially expensive and is at the mercy of adverse weather conditions.

### **6.2 Pupil Numbers**

Table 3 above details the projected roll for Kilchrenan PS. If the school were to reopen in August 2023, there would be no pupils on the roll, as there are no children of primary one age in the catchment, and the parents/carers of the other eight pupils living in the catchment have said they will not move their children back to Kilchrenan PS, as their children are settled in their schools and friendships have been established. As stated, the provision at the schools pupils now attend in Taynuilt and Oban is viewed by those parents consulted to be preferable to that which was available at Kilchrenan.

The numbers presently projected to enter primary one, should the school re-open and should parents decide to send children to Kilchrenan PS, over the next three years is as follows:

August 2024 – 1 pupil  
August 2025 – 4 pupils  
August 2026 – 1 pupil

Were the school to re-open, a sustainable future for the school may not be viable unless other parents in the catchment area reversed their decision to keep their children at Taynuilt PS and St. Columba's PS, which they have indicated they will not do. As attendance at Taynuilt PS becomes more of a norm in the area, and through positive reports of educational provision there, it

is not guaranteed that local children attaining primary school age will automatically attend Kilchrenan PS, placing future viability further in doubt.

### 6.3 Financial Information

The finance to re-open the school, including costs relating to employees, premises, supplies and services and catering is **£150,763**.

In addition, the cost to bring the property to an acceptable standard to re-open the school is **£29,000**.

The annual cost of mothballing Kilchrenan Primary School is **£9,888**. This does not include costs related to the transfer of a member of staff to another school, and the associated over-staffing costs.

The annual cost of transporting pupils to Taynuilt Primary School during the mothballing of Kilchrenan PS is **£27,295**. Were the school to re-open, this cost would no longer apply, although the previous costs of transporting pupils from Inverinan, Dalavich and other areas of the catchment would be re-incurred.

### 6.4 Assessment of Rural Factors

Section 12A(2) of the Act requires the education authority to identify its reasons for the potential closure proposal of a rural school, and consider whether there are any reasonable alternatives to the proposal which could more suitably address those underlying reasons. For the proposal and any alternatives identified, the education authority is required to assess the likely educational benefits, the likely effect on the local community and the likely effect of different travelling arrangements.

The reasons why the future of Kilchrenan Primary School is being considered are as stated at Section 2 of this Report.

#### 6.4.1 Community Impact

The reopening of the school would most likely increase opportunities for the school premises to be used by the community. It would also be possible that the school would invite the community to specific events. The presence of a school and the facilities/activities that may be offered could make the area a more attractive place to live. Reopening the school may therefore encourage families with school age children to move to the community. This in turn may make the community more sustainable.

However the community have demonstrated that there is a limited desire for the school to reopen. Some who attended the Community Engagement Event indicated the desire for the school to become a hub for the many local small businesses, and a base for the campaign to establish a Regional or National Park around Loch Awe, and subsequently a key facility within it, both of which could have significant positive impact on the local community.

Although still available for such use, Kilchrenan Primary School has not been used by or for the community since it has been mothballed. The presence of a newly refurbished village hall near to the school means that there is an existing, high-quality resource for community events in the area.

Other than the points about the school's role in attracting potential residents to the area, respondents did not note any negative impact on the community of the school's mothballing.

#### 6.4.2 Travel Arrangements

The travel distance from Kilchrenan PS to Taynuilt PS is 6.7 miles via the B845. Travel time is approximately 14 minutes. The B845 is a single track road, access to which can be limited during adverse winter weather.

The travel arrangements for pupils travelling to Taynuilt PS have been in place since February 2022, and travel by car or bus is an accepted aspect of living in the communities of Kilchrenan, Inverinan and Dalavich. If Kilchrenan Primary school were to reopen there could be a positive impact on the health and wellbeing of some pupils who are able to walk or cycle to school. However, the lack of safe walking and cycle routes and the considerable distances involved would limit this. For example, it is 8.3 miles from Dalavich to Kilchrenan. Staff would either travel to the school by car, or if they live locally could walk or cycle. There may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, reopening the school would mean increased car usage by staff with commensurate negative environmental impact.

#### 6.4.3 Educational Benefits

The principles of Curriculum for Excellence recognise the professionalism of teachers in exercising freedom and responsibility in their practice, within the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community, ensuring effective learning and teaching which is matched to such needs. All school in Argyll and Bute implement Curriculum for Excellence, and there are therefore no specific educational benefits associated with the re-opening the Kilchrenan PS.

However, the reopening of the school would entail those local children choosing to attend being part of a very small school roll, which a number of parents/carers, and indeed children, in the catchment area viewed as disadvantageous to educational development for a number of reasons, including limited social groups and interaction, fewer curricular



opportunities and experiences and less individual attention on account of composite classes covering a wide range of age groups.

A small number of attendees indicated their views on the potential benefits of attending a school with a very small roll.

With respect to outdoor learning, community spaces could be used either in the school grounds or in the immediate neighbourhood if the school were to reopen. Outdoor learning is provided by all schools.

As a result of the continued mothballing of the building, there would be issues with respect to the current condition and suitability of the school buildings and facilities which could negatively impact learning and teaching. The building itself, when recovered from its mothballed state, would still present the limitations which impacted learning previously, including issues relating to its accessibility, the safety of its outdoor spaces and the absence of dedicated PE and catering facilities.

## 6.5 Summary

Of the 20 people who attended the Community Engagement Event, less than half supported the re-opening of Kilchrenan Primary School. If the school reopened, the school roll would still be unsustainably low, most likely standing at a maximum of one, five and six pupils respectively over the next three years, based on the projected numbers of primary one pupils.

There are financial implications associated with the reopening of Kilchrenan Primary School. The total cost of re-opening the school is **£150,763**, while the cost of bringing the property to the level and standard required for reopening is **£29,000**. The annual expenditure of **£9,888** mothballing costs would no longer apply.

If the School were to be reopened, the premises and facilities would be available for use by the community, in addition to its use as an educational facility. However, with the village hall being in regular use, this impact would be limited. The reopening of the School may encourage families with school age children to move to the community, which may make the community more sustainable.

The present pupil travel arrangements have been in place for almost 18 months. Should the school reopen, there may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean travel arrangements have a negative environmental impact.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Considering all of the above, re-opening Kilchrenan PS is not considered to be a reasonable option.

## **7.0 OPTION B: CONTINUED MOTHBALLING OF KILCHRENAN PRIMARY SCHOOL WITH PUPILS ZONED TO TAYNUILT PRIMARY SCHOOL**

The Statutory Guidance for the 2010 Act, in relation to mothballing, states *“the maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote.”* Kilchrenan Primary School has been mothballed for almost 18 months.

### **7.1 Community Feedback**

Only one attendee was of the view that mothballing of Kilchrenan PS could continue, to allow children of pre-school age to attend the school once they attained the required age. All others at the Community Engagement Event who expressed an opinion felt that mothballing the school over a longer period would be wasteful due to deterioration of the property, and that a firm decision to close or re-open the school should be made.

### **7.2 Pupil Numbers**

Pupil numbers are not projected to increase over the next four years, as per Table 3 above. The table reflects the maximum school roll possible, and does not take into account the choices of all parents/carers of primary-aged children to send children to Taynuilt PS or other schools outwith the catchment area by virtue of making a placing request.

### **7.3 Financial Information**

The annual cost of mothballing Kilchrenan Primary School is **£9,888**. This does not include costs related to the transfer of a member of staff to another school, and the associated over-staffing costs. Neither does this take into account the cost to bring the property to an acceptable standard for any re-opening of the school, which is **£29,000**.

The annual cost of transporting pupils to Taynuilt Primary School during the period of mothballing of Kilchrenan PS is **£27,295**.

### **7.4 Assessment of Rural Factors**

Section 12A(2) of the Act requires the education authority to identify its reasons for the potential closure proposal in relation to a rural school, and consider whether there are any reasonable alternatives to the proposal which could more suitably address those underlying reasons. For the proposal and each and any alternatives identified, the education authority is required to assess the likely educational benefits, the likely effect on the local community and the likely effect of different travelling arrangements.

The reasons why the future of Kilchrenan Primary School is being considered are as stated at Section 2 of this Report.

#### 7.4.1 Community Impact

If mothballing of Kilchrenan PS were to continue, pupils would continue their education at Taynuilt PS, or elsewhere, and there would be no change to the current impact on the community. The building has not been used by the community during the period of mothballing, with the nearby Kilchrenan Village Hall fulfilling the civic requirements of the community. Furthermore, if the mothballing of Kilchrenan PS were to continue, the building would deteriorate further, with the result that it may not be available for community use under any circumstances.

Some members of the community view the buildings and grounds as an opportunity to develop a local small business hub, and as both a base for the campaign to create a Loch Awe Regional/National Park, and a key facility within such a park should it be established. Continued mothballing would stall any such developments, or any alternative plans for the building brought by the local community.

It can therefore be seen that to continue to maintain Kilchrenan PS in its mothballed state will have no positive impact on the local community, which is reflected in the views of almost all those consulted during the preliminary engagement exercise.

#### 7.4.2 Travel Arrangements

The continuation of the mothballing of Kilchrenan PS would entail no change to the travel arrangements for children that are currently in place, nor to the environmental impact of such travel arrangements, both of which are detailed in section 6.4.2 above.

#### 7.4.3 Educational Benefits

The principles of Curriculum for Excellence recognise the professionalism of teachers in exercising freedom and responsibility in their practice, within the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. All schools in Argyll and Bute implement Curriculum for Excellence, ensuring effective learning and teaching which is matched to such needs. For these reasons, the continued mothballing would bring no specific educational benefits for pupils.

The continued mothballing of Kilchrenan PS would continue the arrangements which have been in place for the last 18 months. However, any continued deterioration in the fabric and fittings of the school building as a result of mothballing would exacerbate the issues

associated with re-opening, as described in section 6.4.3 above, and their potentially negative impact on the quality of educational provision in the building in any future scenario.

## 7.6 Summary

Almost all of those who attended the Community Engagement Event were against continuing the 18 month mothballing of Kilchrenan Primary School. There was a view that mothballing the school over a long period was wasteful due to deterioration of the property and the costs involved, and that a decision to close or re-open the school should be made.

The current annual cost (2022/23) to the Council of the mothballed Kilchrenan Primary School is **£9,888**. This includes electricity, heating oil, and ground maintenance, building maintenance and repair costs. It does not include the cost of over-staffing in another school to which the member of Kilchrenan's staff transferred. Neither does it take into account the cost to bring the property to an acceptable standard should mothballing be followed by re-opening of the school, which is **£29,000**. Continuation of mothballing would mean no change to the annual transport cost of taking pupils to alternative schools, which is **£27,295**.

The present travel arrangements have been in place for 18 months. Should the school continue to be mothballed these travel arrangements would continue.

There are no specific educational benefits from continuing the mothballing of Kilchrenan Primary school.

On the basis that pupil numbers are not expected to increase and the building's mothballing is not of benefit to the community or the Council, continued mothballing of Kilchrenan Primary School is not viewed as a reasonable option.

## 8.0 OPTION C: RE-OPEN KILCHRENAN PRIMARY SCHOOL AND EXTEND ITS CATCHMENT AREA

### 8.1 Community Feedback

As detailed in the map at Section 3.8 above, the existing catchment area for Kilchrenan Primary School is very rural and very sparsely populated. It already covers a broad area, characterised by small communities which are mostly situated along a single road over a distance of approximately 13 miles. This linear aspect to the geography of the catchment area, and the absence of any further significant habitation immediately to the south of the existing catchment areas – the only direction in which the catchment area could realistically be extended – means that there is limited scope for increasing the catchment area.

Were the catchment area to be extended to the north, towards Taynuilt, again, this would include very few dwellings, and, depending on the extent of the extension, would impinge on the intake for Taynuilt PS, as would any significant southwards extension on Kilmartin PS. This could have negative consequences for staffing in these schools should their rolls fall to any degree. Loch Awe to the east and inaccessible, unpopulated land to the west make any extension in those directions unviable.

All those attending the Community Engagement Event felt that extending the catchment area was an unrealistic proposal for Kilchrenan Primary School. The community felt that moving the boundary in any of the ways described above would add very few, if any, pupils to the roll, and could increase transport distances and times.

## 8.2 Pupil Numbers

It is very unlikely that the establishment of any new catchment area would increase the potential roll of Kilchrenan PS, particularly as there is no guarantee that children living in any newly-extended catchment area would necessarily attend Kilchrenan PS – as placing requests can be made for children to attend schools other than their catchment school.

## 8.3 Financial Information

The finance required to re-open the school, including costs relating to employees, premises, supplies and services and catering is **£150,763**

In addition, the cost to bring the property to an acceptable standard to re-open the school is **£29,000**.

There would also be a financial cost associated with the transport to school of pupils within a larger catchment area.

## 8.4 Assessment of Rural Factors

Section 12A(2) of the Children and Young People (Scotland) Act (2014) requires the education authority to identify its reasons for the closure proposal of a rural school, and consider whether there are any reasonable alternatives to the proposal which could respond to those reasons. For the proposal and each and any alternatives identified, the education authority is required to assess the likely educational benefits, the likely effect on the local community and the likely effect of different travelling arrangements.

The reasons why the future of Kilchrenan Primary School is being considered are as stated at Section 2 of this Report.

#### 8.4.1 Community Impact

The reopening of the school with a larger catchment area would increase opportunities for the premises to be used by the community. It would also be a possibility that the school pupils would invite the community to specific events. The presence of a school and the facilities/activities that may be offered could make the area a more attractive place to live. Reopening the school may therefore encourage families with school-age children to move to the community. This in turn may make the community more sustainable.

However the community have demonstrated that there is a limited desire for the school to reopen. Some who attended the Community Engagement Event indicated the desire for the school to become a hub office for the many local small businesses, and a base for the campaign to establish a Regional or National Park around Loch Awe, both of which could have significant positive impact on the local community.

Although still available for such use, Kilchrenan Primary School has not been used by or for the community since it has been mothballed. The presence of a newly refurbished village hall near to the school means that there is an existing, high-quality resource for community events in the area.

Other than the points about the school's role in attracting potential residents to the area, which could benefit the community's economy and sustainability, those consulted did not note any negative impact on the community of the school's mothballing.

#### 8.4.2 Travel Arrangements

The travel distance from Kilchrenan Primary to Taynuilt Primary is 6.7 miles via the B845. Travel time is approximately 14 minutes. The B845 is a single track road, access to which can be limited during adverse winter weather.

The travel arrangements for pupils travelling to Taynuilt PS have been in place since February 2022, and travel by car or bus is an accepted aspect of living in the communities of Kilchrenan, Inverinan and Dalavich. If Kilchrenan Primary school were to reopen with a wider catchment area, there could be a positive impact on the health and wellbeing of some pupils who are able to walk or cycle to school. However, the lack of safe walking and cycle routes and the considerable distances involved would limit this. For example, it is 8.3 miles from Dalavich to Kilchrenan, and the extension of the catchment area could extend distances to school for pupils within the catchment to over 10 miles. Staff would either travel to the school by car, or if they live locally could walk or cycle. There may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, reopening the school with a wider catchment area would mean increased

car usage by staff, and greater distances for pupils to travel to school by vehicle, with commensurate negative environmental impact.

#### 8.4.3 Educational Benefits

The principles of Curriculum for Excellence recognise the professionalism of teachers in exercising freedom and responsibility in their practice, within the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits associated with the re-opening the Kilchrenan PS with a wider catchment area, as all schools implement Curriculum for Excellence, ensuring effective learning and teaching which is matched to the needs of children.

However, the reopening of the school, albeit with an extended catchment area, would still mean those local children choosing to attend were part of a very small school roll, which a number of parents/carers, and indeed children, in the catchment area viewed as disadvantageous to educational development for a number of reasons, including limited social groups and interaction, fewer curricular opportunities and experiences and less individual attention on account of composite classes covering a wide range of age groups.

A small number of those consulted indicated the potential benefits of attending a school with a very small roll.

With respect to outdoor learning, community spaces could be used either in the school grounds or in the immediate neighbourhood if the school were to reopen. Outdoor learning is provided by all schools.

As a result of the continued mothballing of the building, there would be issues with respect to the current condition and suitability of the school buildings and facilities which could negatively impact learning and teaching. The building itself, when recovered from its mothballed state, would still present the limitations which impacted learning previously, including issues relating to its accessibility, the safety of its outdoor spaces and the absence of dedicated PE and catering facilities.

## 8.5 **Summary**

Of the 20 people who attended the Community Engagement Event, none expressed support for the re-opening of Kilchrenan Primary School with an extended catchment area.

All who reflected on the option acknowledged that the unique geographical character of the area makes an extension unviable. They saw it as unlikely that any extension of the catchment area would increase the school roll, as there are few dwellings that could be included in such an extension. Pupils now attending Taynuilt PS or St. Columba's PS would be very unlikely to transfer

back to Kilchrenan PS, and those families included in a newly-extended catchment area may wish their children to remain in the school they presently attend. Therefore, if the school reopened with an extended catchment area, the school roll would most likely still be unsustainably low.

There are financial implications associated with the reopening of Kilchrenan Primary School with an extended catchment area. The total cost of re-opening the school for educational provision is **£150,763**, while the additional cost of bringing the property to the level and standard required for reopening is **£29,000**. The annual expenditure of **£9,888** mothballing costs would no longer apply. Additional transport costs could also be incurred by the local authority.

If the School were to be reopened with an extension of the catchment area, the premises and facilities would be available for use by the community, in addition to its use as an educational facility. However, with the village hall being in regular use, this impact would be limited. The reopening of the school may encourage families with school age children to move to the community, which may make the community more sustainable.

The travel distance and time from Kilchrenan PS to Taynuilt PS is 6.7 miles in 14 minutes, via the B845. Adverse weather can be a factor, however this is no different to other rural schools and areas. The present pupil travel arrangements have been in place for almost 18 months. Should the school reopen with an extended catchment area, there may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff, and further for pupils to travel by vehicle, which may mean travel arrangements have a negative environmental impact.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Considering all of the above, reopening Kilchrenan PS with an extended catchment area is not considered to be a reasonable option.

## **9.0 OPTION D: CLOSE KILCHRENAN PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR TAYNUILT PRIMARY SCHOOL TO INCLUDE THE CURRENT KILCHRENAN CATCHMENT AREA**

### **9.1 Community Feedback**

The majority of people who attended the Options Appraisal meeting were not in favour of re-opening Kilchrenan PS as a school, and saw closure as the only viable option. Parents/carers of school-age children commented that the mothballing of the school after the roll fell to zero in February 2022 was a result of parental choice – several pupils had left the school at the beginning of the 2021-22 school session, transferring to St Columba's PS, and the remaining pupils moved to Taynuilt PS on the retirement of the Head Teacher in February 2022. Parents spoke of their greater satisfaction with the overall educational provision in their children's new schools. Among the key reasons for this were



less broad composite classes, more focus on children's individual learning needs, a wider social mix and increased choice in terms of friendship groups, wider curricular opportunities and a greater range of sports and activities on offer. Parents acknowledged the benefits of a small and close school community, but pointed out both that Taynuilt is not too far away, and that there are already great physical distances within the Kilchrenan catchment area. Some parents also said that the travel arrangements involved in getting to Kilchrenan each day were not greatly different from those involved in getting to their present schools in Taynuilt and beyond.

Parents also felt that the absence of wrap-around childcare and child minders in the Kilchrenan catchment area negated any benefits of there being a school in Kilchrenan, as travel beyond Kilchrenan was required to access such services, allowing parents to work.

Some members of the community spoke of their active intentions to repurpose a closed Kilchrenan PS for the benefit of the community. They wish to use the school as a hub office for local small businesses, and as a base for the campaign to establish a Regional/National Park in the Loch Awe area, as well as a key facility in the park if it is subsequently established.

## 9.2 Pupil Numbers

Table 4 below details the occupancy level for Taynuilt PS over the next four years as a percentage of its maximum capacity, taking into account the likely intake of pupils from the present Kilchrenan PS catchment area were Kilchrenan PS to be closed.

**Table 4: School Occupancy**

	2023/24	2024/25	2025/26	2026/27
<b>Approved Capacity Taynuilt PS</b>	163	163	163	163
<b>Projected Roll Taynuilt PS</b>	58	60	55	48
<b>Kilchrenan PS Projected Roll</b>	8	8	10	8
<b>Maximum Roll Projection Taynuilt Primary</b>	66	68	65	56
<b>Taynuilt PS Occupancy %</b>	40%	42%	40%	34%

Should Kilchrenan PS close, pupils from the Kilchrenan PS catchment area would attend Taynuilt PS, other than any pupils choosing denominational education at St. Columba's Roman Catholic PS, in the catchment for which Kilchrenan lies. There is a declining trend in the school roll at Taynuilt PS and the predicted occupancy rate for Taynuilt PS varies between 42% and 34% over the next four years. There are no issues associated with the capacity of Taynuilt PS to receive pupils from the present Kilchrenan catchment area, and such a scenario can be seen as beneficial to the Taynuilt PS school community.

### 9.3 Financial Information

Since the mothballing of Kilchrenan PS, there has been a bus service for pupils travelling to Taynuilt PS, at an annual cost of **£27,295**. The closure of Kilchrenan PS would therefore not incur any additional transport cost. It is possible that the closure of Kilchrenan PS and the establishment of Taynuilt PS as the catchment school could result in a gradual reduction of the numbers of pupils attending St. Columba's PS in Oban. Were this service from the Kilchrenan/Dalavich district no longer required, a saving on transport to St. Columba's PS may be possible. At present, the cost of transporting pupils to St. Columba's PS from the Kilchrenan catchment area is **£26,726** annually.

If Kilchrenan Primary School were to be closed it would generate an annual saving of **£9,888**, the current annual cost of mothballing (2022-23) not including the cost relating to overstaffing in another school as a result of staff transfer from Kilchrenan. The potential cost of reopening the school, totalling **£150,763** on an ongoing annual basis, plus **£29,000** to bring the building up to the required standard for reopening, would also require no further consideration.

### 9.4 Assessment of Rural Factors

Section 12A(2) of the Children and Young People (Scotland) Act (2014) requires the education authority to identify its reasons for the closure proposal of a rural school, and consider whether there are any reasonable alternatives to the proposal which could respond to those reasons. For the proposal and each and any alternatives identified, the education authority is required to assess the likely educational benefits, the likely effect on the local community and the likely effect of different travelling arrangements.

The reasons why the future of Kilchrenan Primary School is being considered are as stated at Section 2 of this Report.

#### 9.4.1 Community Impact

If Kilchrenan PS were to close, pupils would continue their education at Taynuilt PS – the catchment area of which would incorporate the present Kilchrenan catchment area – or elsewhere, and there would be no change in terms of the current impact on the community. The Kilchrenan school building has not been used by the community during the period of mothballing. The nearby Kilchrenan Village Hall fulfils a wide range of

civic requirements in the area, and is newly-refurbished, well-equipped and community-co-ordinated.

Some members of the community view the buildings and grounds as an opportunity to develop a local small business hub, and as both a base for the campaign to create a Loch Awe Regional/National Park, and a key facility within such a park if established. The closure of the school would permit the local community to take such ventures forward, under the terms of the *Community Empowerment (Scotland) Act 2015*. Such a re-purposing of the building could potentially have a very positive impact on the economy and sustainability of the community in the longer term.

The closure of the school may have a negative impact on the numbers of those with children considering a move to the area, a concern held by some of those who attended the Community Engagement Event. This could have an adverse effect on the sustainability of the local community, although others pointed to a lack of affordable housing being the greatest issue for community sustainability.

Other than the possible role of the reopened school attracting new residents to the area, attendees at the Community Engagement Event did not detail any further negative consequences of the school being closed.

#### 9.4.2 Travel Arrangements

The travel distance from Kilchrenan PS to Taynuilt PS is 6.7 miles via the B845. Travel time is approximately 14 minutes. The travel arrangements have been in place for 18 months. Travel is an accepted aspect of living in the Kilchrenan community and the occasional issues relating to adverse winter weather are acknowledged. The option to close the school would have no effect on the current travel arrangements of staff and pupils, the associated costs or the environmental impact of travel.

#### 9.4.3 Educational Benefits

The principles of Curriculum for Excellence recognise the professionalism of teachers in exercising freedom and responsibility in their practice, within the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits associated with the closure of Kilchrenan PS, as all schools in Argyll and Bute implement Curriculum for Excellence, ensuring effective learning and teaching which is matched to the needs of children.

Scottish Government classification defines both Kilchrenan PS and Taynuilt PS as remote rural schools. However, Taynuilt PS has a more accessible location in a larger village. Children from the Kilchrenan area, attending Taynuilt Primary School are benefitting from learning with a

greater number of peers of the same age and stage as themselves, as opposed to experiencing a single, multi-composite classroom. Pupils also benefit from the increased friendship groups that a larger school can offer, and from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with larger groups of children, take part in team activities and move with an established group of friends and peers to secondary school at Oban High School.

In interview, two pupils spoke of not having enough choice of people to play with at Kichrenan. Two pupils spoke of how attending Taynuilt PS was preparing them better for meeting large groups of people in secondary school and beyond. One pupils said that he was enjoying doing much more group work in Taynuilt PS. One pupil said that after an argument or if there was a problem, there were now more people to approach than at Kilchrenan.

Almost all children spoke of the better facilities and range of activities on offer in their new schools, with better PE and more sports on offer.

## 9.5 Summary

From those who attended the community engagement event, there was majority support for the closure of Kilchrenan PS as a school, and realigning the catchment area of Taynuilt PS.

The projected roll for Taynuilt PS ranges between 42% and 34% of the school's maximum capacity over the next four years. Upon the closure of Kilchrenan PS, the intake of a small number of children from the previous Kilchrenan catchment area will put no pressure on the school's capacity, and will be positive for the school in terms of the greater mix of children attending, the potential input of additional engaged parents and the potentially positive impact on the school's staffing.

The closure of Kilchrenan PS would incur no increased annual transportation costs, and the annual costs of maintaining the school building in its mothballed state, **£9,888**, would be saved by the council. The projected substantial costs of re-opening the school would require no further consideration.

Travel arrangements to Taynuilt PS, which almost all children and their parents have deemed to be satisfactory, are already in place for children within the Kilchrenan catchment area, and would continue should Kilchrenan PS be closed. There would be no clear negative environmental issues associated with the closure of the school. The vehicular transport arrangements would remain as they are.

In Taynuilt PS, children benefit from a positive learning environment, and from learning and teaching which is matched to the needs of the young people who attend the school. In addition there are more opportunities for personal and

social development, and for access to a potentially broader range of learning experiences and activities.

After consideration of all that has been discussed above, the closure of Kilchrenan PS and the realignment of the Taynuilt PS catchment area to include the present Kilchrenan catchment area has been identified as a reasonable option for further consideration and consultation.

## 10.0 OVERVIEW OF OPTIONS

Option	Option Description	Outcome
A	Re-open Kilchrenan Primary School with the existing catchment area.	Not a reasonable option.
B	Continued Mothballing of Kilchrenan Primary School with the pupils zoned to Taynuilt Primary School.	Not a reasonable option.
C	Re-open Kilchrenan Primary School and extend its catchment area.	Not a reasonable option
D	Close Kilchrenan Primary School and realign the catchment area of Taynuilt Primary School to include the current catchment area for Kilchrenan Primary School.	A reasonable option, with consideration given to the present school building becoming a facility the community can develop for its benefit and sustainability.

## 11.0 ANALYSIS OF REASONABLE OPTION: CLOSE KILCHRENAN PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR TAYNUILT PRIMARY SCHOOL TO INCLUDE THE CURRENT KILCHRENAN CATCHMENT AREA

- 11.1 The closure of Kilchrenan PS, and the realignment of the Taynuilt PS catchment area to include the current Kilchrenan catchment area, is assessed to be the only reasonable option to be presented to members at committee, and, if approved, to subsequently progress to formulation of a “relevant proposal” under the *Schools (Consultation) (Scotland) Act 2010*, as amended by the *Children and Young People (Scotland) Act 2014*.

This section of the report both summarises and provides more information on the key factors considered in such an assessment, and goes into significant detail

regarding the educational benefits of closing Kilchrenan PS, particularly as regards the educational provision offered by Taynuilt PS.

## 11.2 Pupil Projections

As detailed above, the realignment of the Taynuilt PS catchment area to include that of Kilchrenan PS, and the subsequent enrolment of additional pupils, will not substantially affect the school occupancy in relation to the school's maximum capacity. As detailed in the table below, the predicted occupancy rate for Taynuilt PS varies between 42% and 34% over the next four years. There are no issues associated with the capacity of Taynuilt PS to receive pupils from the present Kilchrenan catchment area, and such a scenario can be seen as beneficial to the Taynuilt school community.

	2023/24	2024/25	2025/26	2026/27
<b>Approved Capacity Taynuilt PS</b>	163	163	163	163
<b>Projected Roll Taynuilt PS</b>	58	60	55	48
<b>Kilchrenan PS Projected Roll</b>	8	8	10	8
<b>Maximum Roll Projection Taynuilt Primary</b>	66	68	65	56
<b>Taynuilt PS Occupancy %</b>	40%	42%	40%	34%

## 11.3 Assessment of Rural Factors

### 11.3.1 Educational Benefits

#### **Learning and Teaching**

The following focuses on learning and the curriculum at Taynuilt PS, which is the school most Kilchrenan PS pupils have been attending since February 2022, and would be the future receiving school for children presently living within the Kilchrenan PS catchment area.

The curriculum at Taynuilt PS includes a broad range of planned experiences, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work.

In Taynuilt PS, children are encouraged to be eager and active participants who are engaged, resilient and highly motivated during their learning. Children know that their views are sought, valued and acted upon. The learning environment encourages a high level of achievement, providing a wide range of opportunities for children to achieve their full potential within the four contexts of learning – curriculum areas and subjects, interdisciplinary learning, the ethos and life of the school and opportunities for personal achievement.

In Taynuilt PS, children are taught in composite classes composed of children from no more than two year groups. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children through a variety of learning activities, as well as take part in team activities and move with their peers to secondary school.

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

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising autonomy, creativity and responsibility, in the context of broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. The Head Teacher of Taynuilt Primary School leads a team of staff who are challenged and supported through a range of continuing professional review and development opportunities. The school is part of the Oban Lorn and the Isles Schools Cluster, which means that staff can be supported to work together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Colleagues within Taynuilt Primary School are able to support and challenge each other on a daily basis. The whole staff are able to bring a range of talents and skills to benefit outcomes for learners.

Taynuilt PS has been focusing strongly on the development children's understanding of their rights – their role in wellbeing, sustainable living and school improvement – and working towards Rights Respecting School accreditation. A further key focus for the school is the empowerment of parents/carers in shaping and participating in policy, learning and the life and ethos of the school through a strong parent council and a vibrant parental voice. A third improvement focus for the school community has been to develop further the use of self-evaluation and attainment data to inform improvement planning at whole-school level, and to support appropriate, effective, timely interventions for children in their learning and attainment. Other ongoing improvement priorities include supporting digital learning, developing Reading through targeted interventions, supporting progress in Numeracy through the use of *Stages in Early Arithmetical Learning*, and promoting Pupil Leadership

of activities and initiatives, and ownership of and engagement with their own learning.

Taynuilt PS encourages outdoor learning activities and learning through play. Partnership working with local employers and the Parent Council has helped to develop resources and outdoor learning zones to support this approach. The poly-tunnel supports children's understanding of health and wellbeing, bio-diversity and sustainability.

Taynuilt PS is in a village location within Taynuilt, which, like Kilchrenan Primary School, is classed as a very remote rural school. The Head Teacher has a strong understanding of the rural communities that the school serves.

Taynuilt PS has its own linked ELC on site, with which it coordinates an active transition calendar. The school also has strong links with Oban High School with which it liaises, alongside all other OLI schools, throughout the year to ensure a smooth transition for P7 pupils into S1.

### **Outcomes**

Through the GIRFEC practice model, meeting the needs of every child continues to be a priority and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and analysis of pupil work. As a result of such practice, appropriate interventions are put in place, involving parents/carers and other agencies to ensure the needs of each child are met.

In Taynuilt PS, most children are achieving the expected levels for their stage in Reading, Writing, Listening and Talking and Numeracy. The attainment of children at Taynuilt PS is strong: between 2019 and 2022, attainment levels for P1, P4 and P7 pupils at Taynuilt PS in Numeracy and across the three areas of Literacy were above the Argyll and Bute and National averages.

Taynuilt PS continues to develop positive relationships within the school through a focus on Nurture and Rights Respecting Schools. The larger staff, parent/carer body and partner group of the school naturally increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff individual expertise e.g. PE, language, science, expressive arts teaching.

### **Experiences - Broadening the Range of Opportunities**

Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future. Taynuilt PS has been evaluating its community links as



part of its Covid Recovery Plans, providing enhanced opportunities for social interaction and skills development.

### **Environment for Learning**

Taynuilt PS is a suitably-equipped and well supported school, situated in village of Taynuilt. The school building is graded highly suitable for effective educational provision (Suitability Rating A) and the grounds and surroundings are extensive and attractive, providing ample space for play and outdoor learning. The building has facilities for pupils and visitors with special access needs.

#### 11.3.2 Community Impact

While there was some variance of community views at the Community Engagement Event, the majority of attendees supported closure of Kilchrenan PS.

It is understood that a school closure may have an effect on the community's sustainability, as a result of families with children being put off moving into the area. However, members of the local community are being proactive in developing proposals for the Kilchrenan school building, which, if fulfilled, could have a positive effect on the economy and sustainability of the area and community. Present proposals are to request the transfer of the Kilchrenan PS building into local community ownership/management under the terms of the *Community Empowerment (Scotland) Act 2015*. It is proposed that the building become a hub office for local small businesses, and a centre for the campaign to establish either a new Regional or National Park in the Loch Awe area, the application processes relating to which are already underway. Should a park be established at regional or national level, it is envisaged that the school building could become a key facility within the park infrastructure. The formal closure of the school would allow such plans to progress.

Any civic role which the school building may have previously played in the Kilchrenan community, or which it could continue to play were it to remain open, can be adopted by the Kilchrenan Village Hall, which is run and co-ordinated by local community members. Having been recently refurbished, the hall is well equipped to play a key role in staging key local events and activities, and is doing so effectively.

The closure of Kilchrenan PS could have positive consequences for the future of Taynuilt PS, and by extension, the community of Taynuilt. Against the backdrop of a school roll at Taynuilt which is projected to fall in coming years, even a small increase in the number of pupils coming to the school as a result of the closure of Kilchrenan could have benefits in terms of the school's staffing complement, the number of composite classes, the mix and diversity of the pupil cohort and the number of parents potentially able to contribute to the life and work of the school.

#### 11.3.3 Travel Arrangements

Travel by vehicle is an accepted aspect of living in the Kilchrenan community, and there were already considerable transport considerations for those travelling from Inverinan or Dalavich to Kilchrenan before Kilchrenan PS was mothballed.

The travel distance from Kilchrenan PS to Taynuilt PS is 6.7 miles via the B845. Travel time is approximately 14 minutes. The travel arrangements for pupils in the Kilchrenan catchment area travelling to Taynuilt have been in place for 18 months. Occasional issues relating to adverse winter weather are acknowledged. The option to close the school would have no effect on the current travel arrangements of staff and pupils, the associated costs to the Council or families or the environmental impact of travel.

#### 11.4 Financial Impact

The main elements included within a school budget are teacher employment costs (basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government Employee costs and an allocation for discretionary expenditure incurred by the school (educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the Primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of pupils in each school. When a school ceases to be operational, the teacher staffing budget is adjusted (at the appropriate time), as per entitlement information from Education HR, with the staffing budget resulting in a nil value. As a result of the authority's policy for no teacher redundancies, it is presumed that the staff will be deployed elsewhere within the authority and therefore their salary costs still exist, and there is an increase to the receiving school's budget. This is also in line with the national priority of maintaining teacher numbers. This methodology also applies to the school's discretionary budget which again is formula-based. The budget of the receiving school, in terms of any pupils being transferred, will increase. The figures outlined below take account of the fact that the staffing and discretionary budgets for Kilchrenan PS have been adjusted to nil.

The annual running costs during mothballing of Kilchrenan Primary School are **£9,888**. Therefore, annual savings generated through closing Kilchrenan Primary School would be **£9,888**.

The costs/savings outlined above assumes all revenue expenditure would cease. This includes non-domestic rates, utility costs, insurances, etc. If the school were to be formally closed, this would allow the council to take steps towards selling the school premises to a third party or progressing its handover to local community groups under the terms of the *Community Empowerment (Scotland) Act 2015*.

#### 11.5 Environmental Impact

Pupils currently travel to Taynult PS. The option to close Kilchrenan PS would have no further environmental impact, and would have no impact on the current travel arrangements for staff and pupils. Travel to access services and amenities is an accepted aspect of rural life.

## 12.0 CONCLUSION

Four alternative options have been reviewed in considering the future of Kilchrenan Primary School. For each option, information was collated and consideration was given to:

- Community feedback;
- Pupil numbers;
- Financial Information;
- Assessment of rural factors, including community impact, travel arrangements, and educational benefits.

An authority that is contemplating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act before formulating a proposal.

After consideration of the preliminary requirements, as set out in the Act, and the options, and having regard to the specific reasons identified at Section 2 of this report, closing Kilchrenan Primary School and realigning the catchment area of Taynult Primary School to include the current catchment area for Kilchrenan Primary School has been identified as the most reasonable option to address the underlying reasons for the proposal.

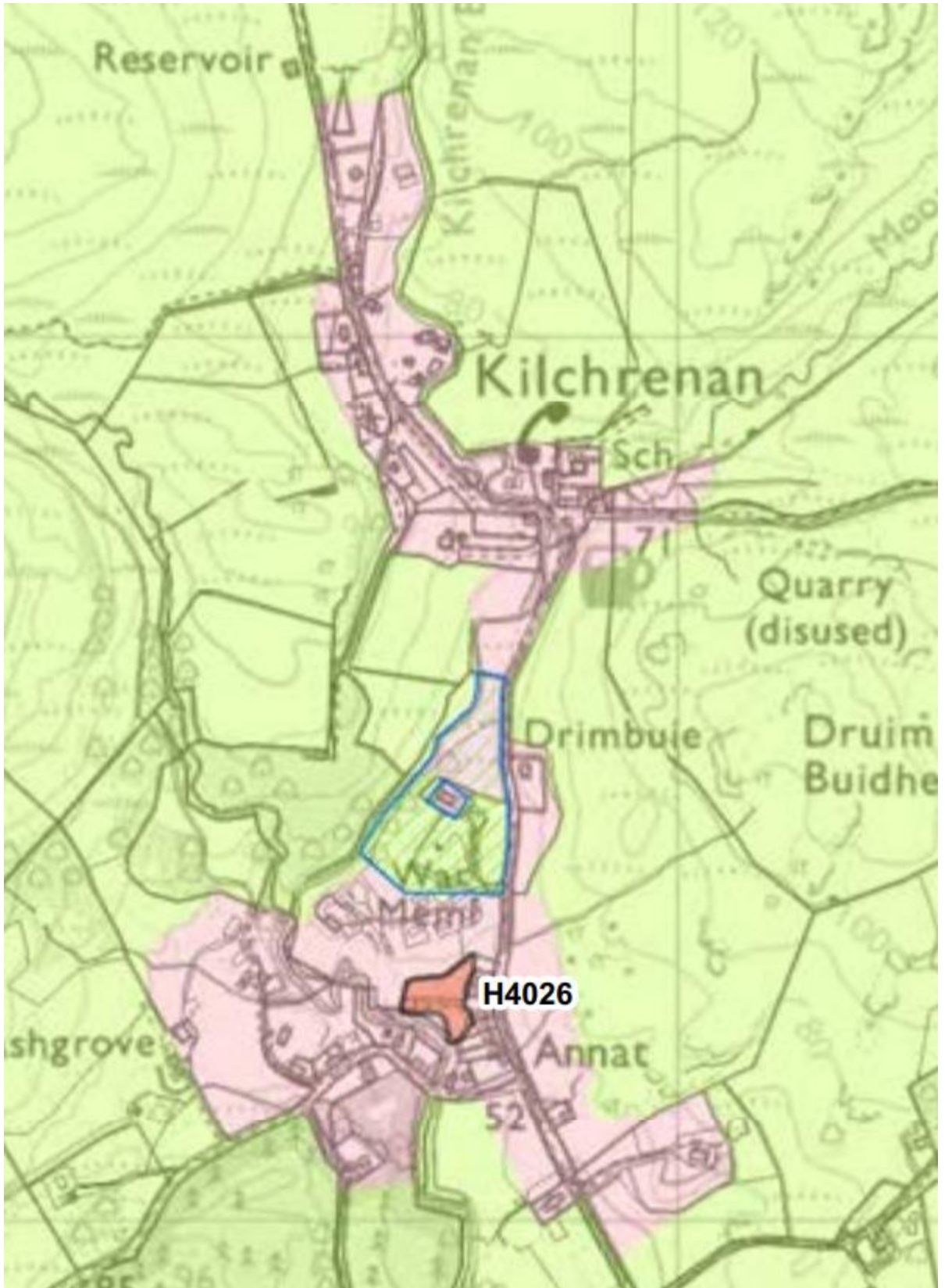
Members are asked to:

- Note the outcome of this consideration of the preliminary requirements;
- Agree that Officers now formulate a draft closure proposal that will come back to the December 2023 meeting of the Committee for consideration by Members. If approved it would subsequently trigger a statutory consultation process under the *Schools (Consultation) (Scotland) Act 2010*.

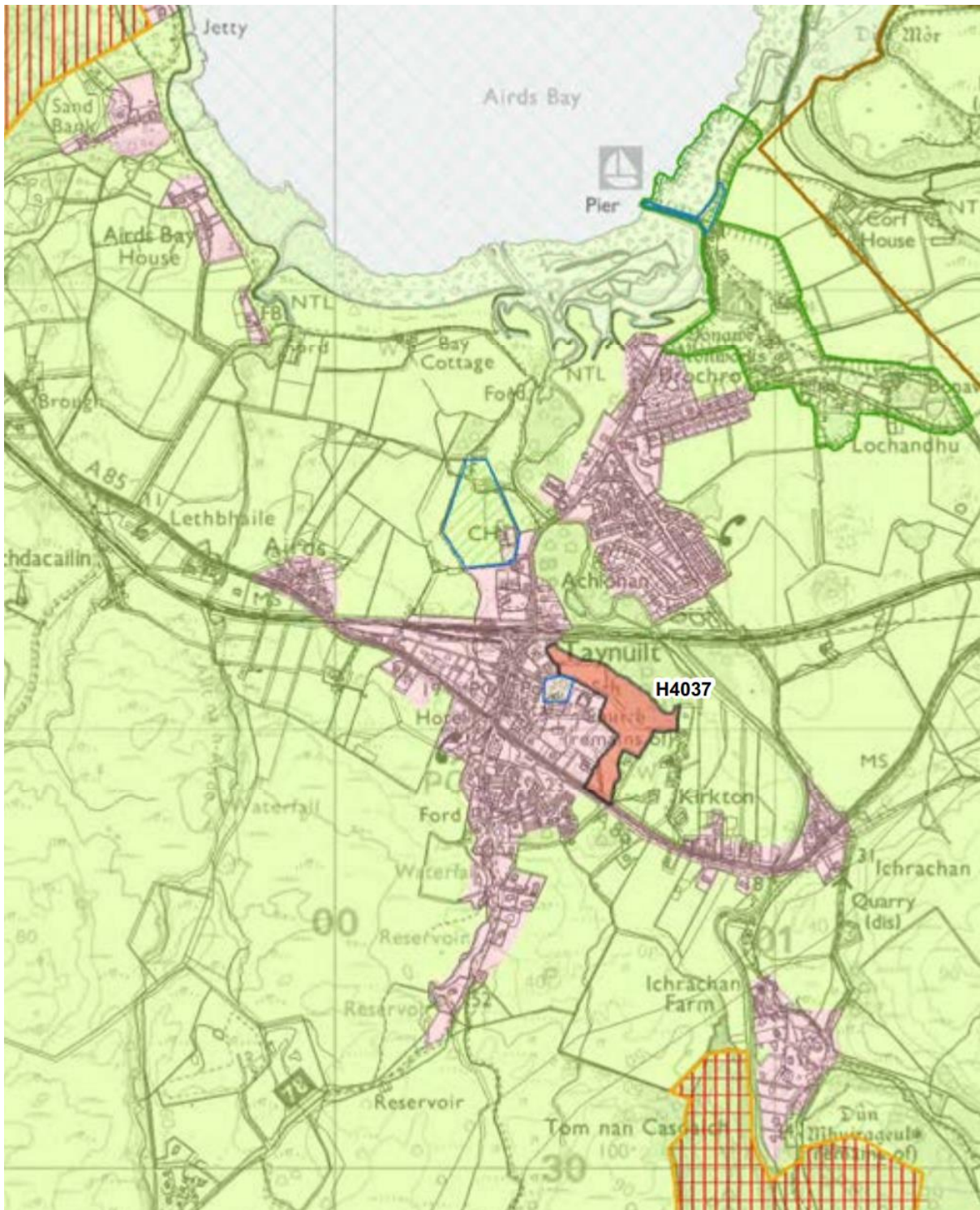
## APPENDICES

- Appendix 1 – LDP2 for Kilchrenan
- Appendix 2 – LDP2 for Taynult
- Appendix 3 – Key for Local Development Plans
- Appendix 4 – Floor Plan of Kilchrenan PS
- Appendix 5 – Floor Plan of Taynult PS
- Appendix 6 – Record of views expressed at Community Engagement Event, Kilchrenan Village Hall, 31<sup>st</sup> May 2023

**Appendix 1 – LDP2 for Kilchrenan**



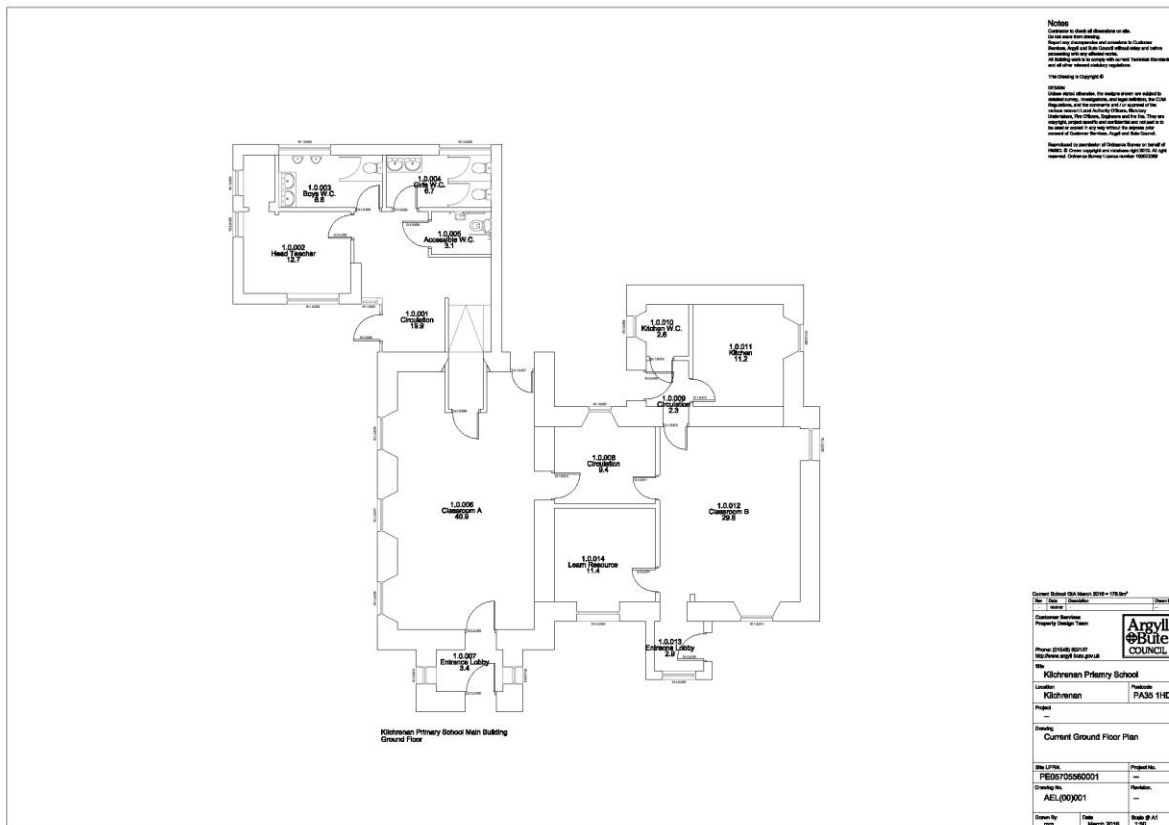
Appendix 2 - LDP2 for Taynuilt



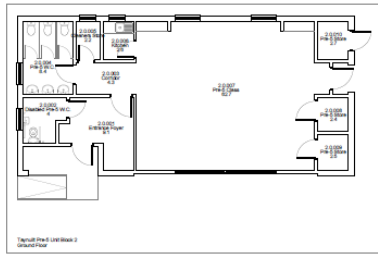
Appendix 3 – key for Local Development Plans

Transport Infrastructure	Allocations	Wild Land	National Scenic Area	Tourism Infrastructure	
Area for Action	Potential Development Area	Garden Designed Landscape	Site of Special Scientific Interest	Core Shopping Area	Marine Consultation Area
Strategic Economic Investment Location	Conservation Area	National Nature Reserve	Special Protection Area	Main Town Centre	Settlement & Spatial Strategy Areas
Open Space Protection Area	Local Landscape Area	Special Area of Conservation	Established Business and Industry Area	Edge of Town Centre	Settlement Area
Strategic Masterplan		Ramsar		Waste Management Site	Greenbelt
					Countryside Area
					Remote Countryside Area

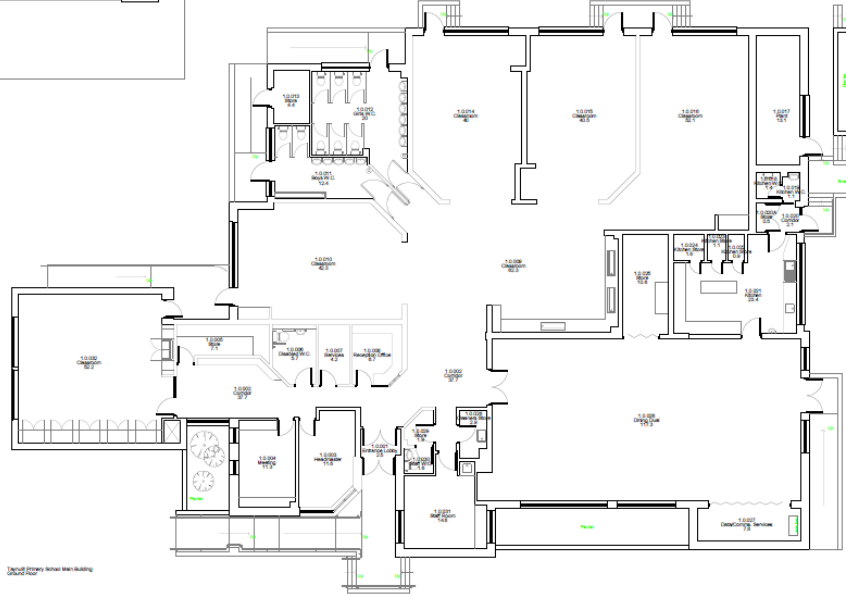
### Appendix 4 – Floor Plan of Kilchrenan PS



### Appendix 5 – Floor Plan of Taynult PS



Notes:  
1. All dimensions are in millimetres unless otherwise stated.  
2. All dimensions are to the centre of the wall unless otherwise stated.  
3. All dimensions are to the finished floor level unless otherwise stated.  
4. All dimensions are to the finished ceiling level unless otherwise stated.  
5. All dimensions are to the finished ground level unless otherwise stated.  
6. All dimensions are to the finished external ground level unless otherwise stated.  
7. All dimensions are to the finished internal ground level unless otherwise stated.  
8. All dimensions are to the finished internal ceiling level unless otherwise stated.  
9. All dimensions are to the finished internal floor level unless otherwise stated.  
10. All dimensions are to the finished internal wall level unless otherwise stated.



Tynhall Primary School Building	
Current Floor	
Project Name	
Project Location	
Project Reference	
Project Status	
Project Date	
Project Drawn By	
Project Checked By	
Project Approved By	
Project Scale	
Project Sheet No.	
Project Sheet Total	
Project Client	
Project Architect	
Project Engineer	
Project Designer	
Project Drafter	
Project Checker	
Project Approver	
Project Date	
Project Status	
Project Reference	
Project Location	
Project Name	
Project Description	
Project Details	
Project Notes	
Project Comments	
Project Questions	
Project Answers	
Project Actions	
Project Results	
Project Feedback	
Project Review	
Project Summary	
Project Conclusion	
Project Final	

**Appendix 6 – Record of views expressed at Community Engagement Event, Kilchrenan Village Hall, 31<sup>st</sup> May 2023**



**What has been the effect of the mothballing of Kilchrenan PS on the local community?**

- “None – some may say having a local primary school attracts young families to the area, but as there is no affordable or social housing available, this is not relevant.”
- “It is less likely that families will move to the area.”
- “Quieter without children in the playground.”
- “The Community Village Hall has lost revenue as the council no longer hires it for PE lessons”
- “Children and parents are necessarily spending more time as part of a different community.”
- “Very little change for a lot of us to be honest.”

**Option 1 – Continue with Mothballing of Kilchrenan PS**

- Wider range of professionals moving to area due to improvement in connectivity. There may be more children in the community in the future.
- Continue with mothballing until viability improves
- Having a school in the area may support the creation of more social/affordable housing in the area, as families are more likely to move to the community.
- Continuing mothballing would be the worst of both worlds – better to make a firm decision. (several attendees were of this view)

**Option 2 – Reopen Kilchrenan PS with the current catchment area**

- The area is less attractive to families without a school – it is the hub of the community
- There are concerns about transport for pupils from Dalavich travelling to alternative schools further away.
- Kilchrenan could reopen within a hybrid model – links to other schools to deliver aspects of the curriculum virtually.
- We would like our child to attend the local school here in the village of Kilchrenan
- We would prefer to send our child to Taynult – better opportunities and a wider social circle
- If Kilchrenan doesn't reopen, the community is at risk as there will be nothing to attract young families.
- 45 minutes to an hour on a bus to get to further away alternative schools is too much for young primary pupils.
- The school could reopen for children in ELC and P1-P4 only
- Reopening the school is a lovely thought, but it feels unrealistic and economically unlikely

**Option 3 – Reopen Kilchrenan PS with a widened catchment area**

- Extending the catchment area would lead to increased transport costs and longer bus times for pupils within the catchment
- Greater distance within the catchment area would increase the risk of pupils not making it to school because of travel problems or weather.
- Extending the catchment would take pupils away from other primary schools, which are also small
- It is impractical due to the geography of the area.

#### **Option 4 - Close Kilchrenan PS permanently**

- At Kilchrenan PS, children don't get the same opportunities as in other schools.
- Kilchrenan PS pupils don't get the PE choices of pupils in other schools.
- The building is dilapidated - fabric of the building is a concern.
- The answer from the previous HT to every complaint or suggestion was that there is insufficient funding.
- Kilchrenan PS has no suitable play areas – play areas deemed “unsafe”.
- Closing the school is a no-brainer.
- In Kilchrenan PS, the standard of teaching for children was not good – wide composite classes meant pupils weren't getting individual attention.
- The travel options to Taynuilt and St Columba's are not a problem – journey times are comparable from Dalavich to Kilchrenan and Dalavich to St Columba's in Oban because of the detours on the route to Kilchrenan.
- There is no wrap-around childcare in Kilchrenan, and an absence of registered childminders. Regardless of whether Kilchrenan is open, parents working is difficult.
- There are no cooking facilities in Kilchrenan – meals have to be brought from Taynuilt which is not a cost effective or efficient way of doing things and restricts what children can have.
- No breakfast Club at Kilchrenan which affects flexibility for families.
- Children who were attending Kilchrenan were having to go to Oban and Taynuilt anyway for after-school activities.
- By attending a larger, better-resourced school rather than Kilchrenan, children are benefitting greatly socially, and have wider opportunities. “They can be who they want to be, can choose who they are friends with”
- Kilchrenan is not accessible as a building, eg. for those with disability
- If Kilchrenan was closed, the cost of keeping it open could be redirected towards enhanced transport for pupils
- Closing Kilchrenan would be our choice, as we would rather send our child to Taynuilt.
- We are very satisfied with provision in Taynuilt PS and would not move our children to a reopened Kilchrenan PS
- If Kilchrenan reopens, pressure may be brought to bear on those families who choose an alternative – community pressure to attend the village school

- (From pupil) We could turn Kilchrenan school into a play areas – football goals, rugby posts
- (From pupil) We could turn the grass into a football pitch

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION****14 DECEMBER 2023**

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**EDUCATION PERFORMANCE DATA ANALYSIS 2022-23**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide an overview of key performance data and outcomes for all pupils across Argyll and Bute's ten secondary schools, including secondary attainment at Parklands School in Helensburgh, for session 2022-2023, using local authority data on attainment, and data as supplied by the Scottish Government's Insight tool.
- 1.2 The Insight tool is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils with similar backgrounds (gender, additional support needs, stage, and SIMD band) taken from all the other 31 local authorities. This is known as the Virtual Comparator (VC) and is a key feature of Insight. Insight also allows comparison of attainment in Argyll and Bute with average attainment nationally.
- 1.3 As well as presenting performance data relating to presentations for certificated subject awards in schools, the report also highlights the broad range of Wider Achievement awards gained by pupils across the authority, both in schools and through work with partners.
- 1.4 It should be noted that a further update of Insight will occur in February 2024. Included in this update will be all post-appeal results, further wider achievement attainment and specific information on the attainment of young people who left school in 2022-2023. A paper outlining key content of the update will be presented to committee thereafter.
- 1.5 It is recommended that the Community Services Committee:
  - a) Considers the information contained in this report.
  - b) Commends the hard work and commitment of pupils and staff in securing these levels of attainment and achievement, and recognises the crucial role in such success played by parents and carers in partnership with our schools.
  - c) Notes the SQA directive that, as a consequence of the different assessment arrangements in place each year over the period 2020-2023 as a result of Covid-19, meaningful comparison between 2023 results and results in the other years in this period, specifically 2020 and 2021, is

not possible.

- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

14 DECEMBER 2023

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**EDUCATION PERFORMANCE DATA ANALYSIS 2022-2023**

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**2.0 INTRODUCTION**

- 2.1 In August 2023, the Council received notification of SQA awards for all pupils in Argyll and Bute entered for National Qualifications in session 2022/23.
- 2.2 2023 was the second successive year in which pupil attainment has been determined through a diet of examinations. In 2020 and 2021, examinations were cancelled as a result of Covid-19, and attainment was determined through the submission of provisional results to the SQA, based on teacher professional judgement which considered a wide range of candidate assessment evidence.
- 2.3 As in 2022, the 2023 SQA examination diet was characterised by Covid-related modifications. The arrangement whereby internal and external assessment elements of some courses were reduced was continued from 2022. However, unlike 2022, the 2023 diet did not include SQA advice to candidates on the range of topics to be assessed in examinations for some courses, to support their studying and revision activities.
- 2.4 As a result of such modifications, and the considerably altered assessment arrangements in 2020 and 2021, the SQA has advised that extreme caution should be applied in comparing 2023 attainment data to data from the previous three years.

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee:
- a) Considers the information contained in this report.
  - b) Commends the hard work and commitment of pupils and staff in securing these levels of attainment and achievement, and recognises the crucial role in such success played by parents and carers in partnership with our schools.
  - c) Notes the SQA directive that, as a consequence of the different assessment arrangements in place each year over the period 2020-2023 as a result of Covid-19, meaningful comparison between 2023 results

and results in the other years in this period, specifically 2020 and 2021, is not possible.

- d) Notes that a further report will come to a future meeting of the Committee once final Insight data for session 2022-2023 is made available in the February 2024 Insight update.

#### 4.0 DETAIL

- 4.1 Pupils in each of the ten secondary schools in Argyll and Bute were presented for a range of SQA external examination qualifications in April, May and June of 2023. Following the release of results, Education Services conducted an initial analysis of the attainment data to support the preparation of a summary report for presentation to and consideration by Elected Members at Committee in August 2023. This can be accessed via the following link:

[\(Public Pack\)Agenda Document for Community Services Committee, 24/08/2023 10:30 \(argyll-bute.gov.uk\)](#)

- 4.2 Additionally, all secondary schools have engaged in analysis of their own SQA attainment, and will present data and conclusions, following the February 2024 Insight update, at the relevant Area Committees. An initial overview will be presented in January/February during Elected Members' visits to schools.
- 4.3 As presented to the Committee in August 2023, the pre-appeal SQA attainment results for pupils in academic year 2022-2023 are outlined in the following table, with post-appeal data now having been added in the final column:

**Table 1: A-C Awards 2023 – A&B/National – National 4, National 5, Higher, Advanced Higher**

	2022 - 2023	2022 - 2023		2022-2023
	A&B Attainment A-C % (pre-appeal)	National Attainment A-C % (pre-appeal)	Difference A&B 22/23 to National A-C (pre-appeal)	A&B Attainment A-C % (post-appeal)
Nat 4	100%	87.80%	+12.20%	100%
Nat 5	76.93%	78.80%	-1.87%	77.39% (+0.46%)
Higher	77.12%	77.10%	+0.02%	77.35% (+0.23%)
Adv H	79.44%	79.80%	-0.36%	79.44% (+0.00%)

In order to maintain the integrity of comparison with the national data, the following analysis reflects on pre-appeal data, as national post-appeal data has not yet been released.



- National 4 results are above the national attainment average by 12.20%.
- National 5 results are below the national attainment average by 1.87%. The gap between the Argyll and Bute and the national figures has reduced by 0.31% in the last year.
- Higher results are above the national attainment average by 0.02%.
- Advanced Higher results are below the national attainment average by 0.36%.

**Table 2: A-D Awards 2023 – A&B/National – National 4, National 5, Higher, Advanced Higher**

	2022 - 2023	2022 - 2023	
	A&B Attainment A-D %	National Attainment A-D %	Difference A&B 22/23 to National A-D
<b>Nat 4</b>	<b>100%</b>	<b>87.80%</b>	<b>+12.20%</b>
<b>Nat 5</b>	<b>90.67%</b>	<b>90.50%</b>	<b>+0.17%</b>
<b>Higher</b>	<b>92.07%</b>	<b>90.50%</b>	<b>+1.57%</b>
<b>Adv H</b>	<b>93.03%</b>	<b>92.70%</b>	<b>+0.33%</b>

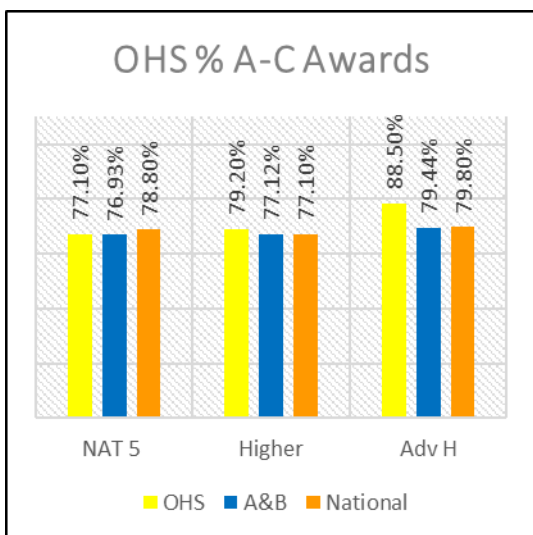
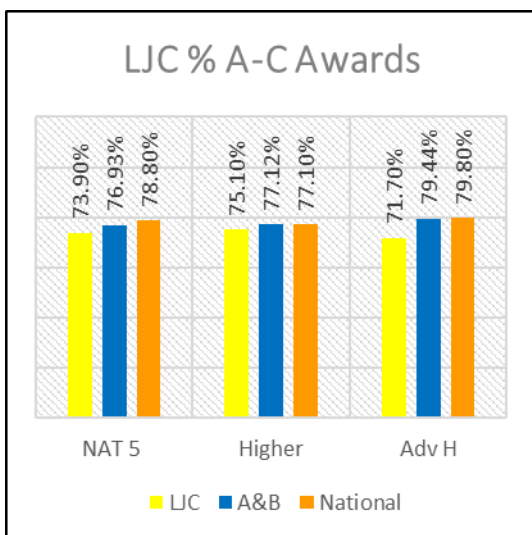
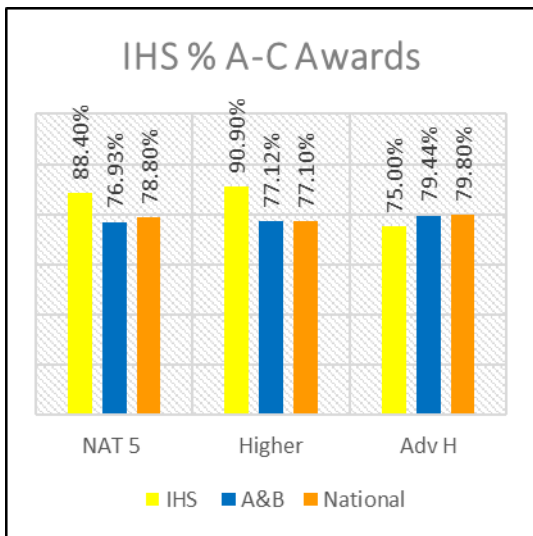
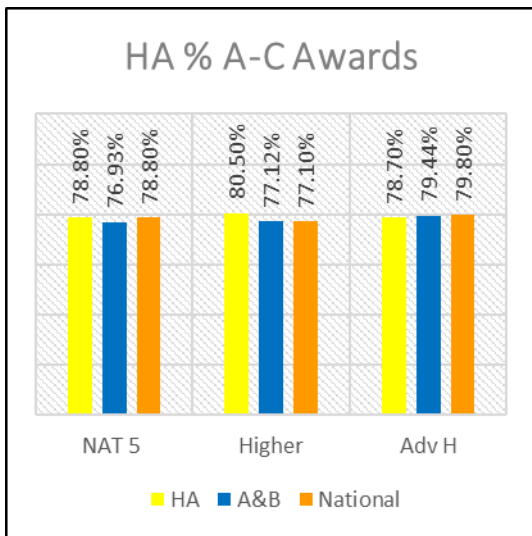
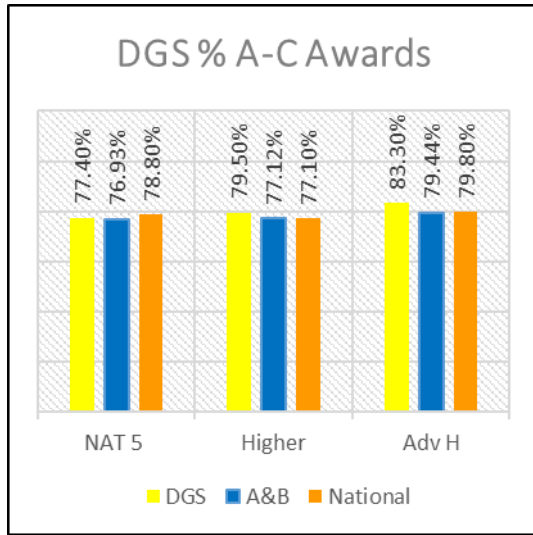
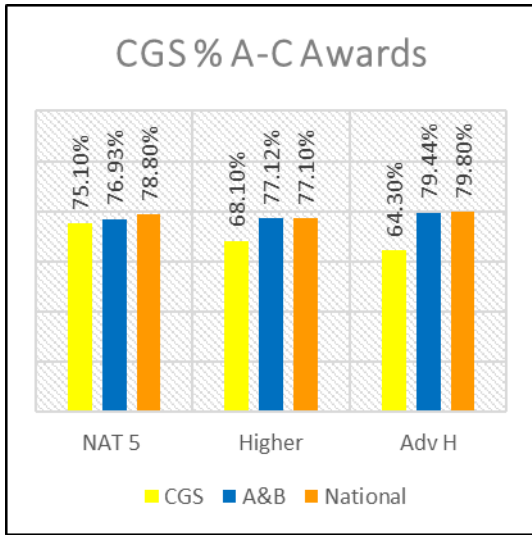
- Across National 5, Higher and Advanced Higher, in terms of A-D awards, young people in Argyll and Bute are outperforming pupils nationally by 0.17%, 1.57% and 0.33% respectively.

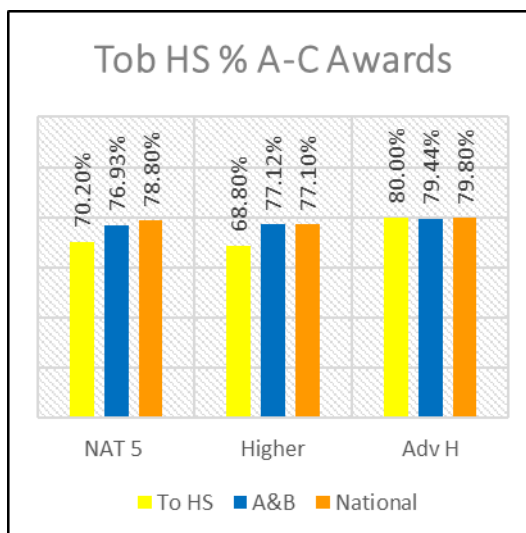
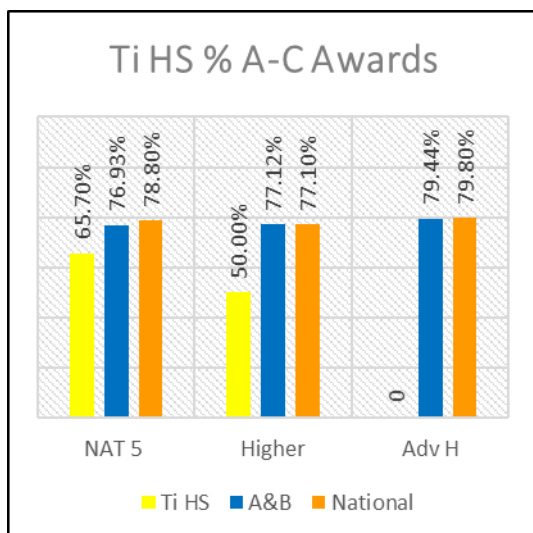
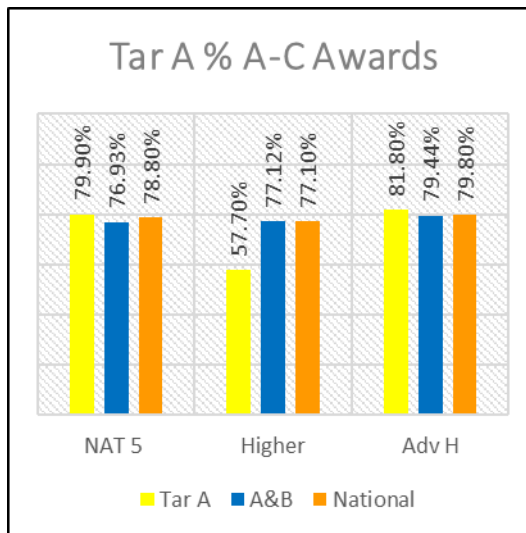
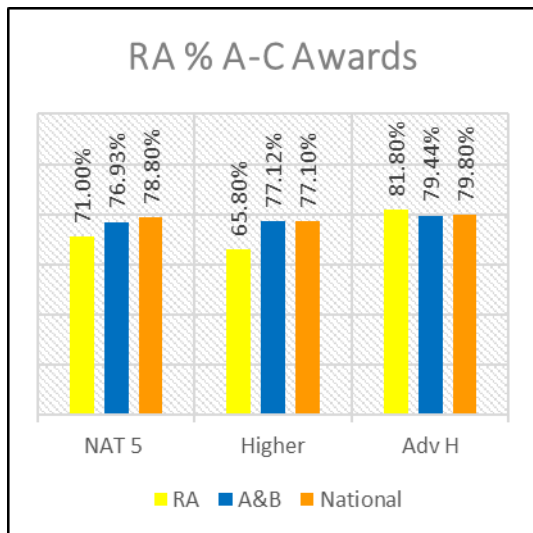
The following graphs illustrate A-C and A-D presentation pass rates at school level across our secondary schools in 2023:

**Key to School abbreviations:**

CGS	Campbeltown Grammar School	OHS	Oban High School
DGS	Dunoon Grammar School	RJC	Rothesay Joint Campus
HA	Hermitage Academy	TAR A	Tarbert Academy
IHS	Islay High School	TI HS	Tiree High School
LJC	Lochgilphead Joint Campus	TOB HS	Tobermory High School

2023 A-C Awards by school:

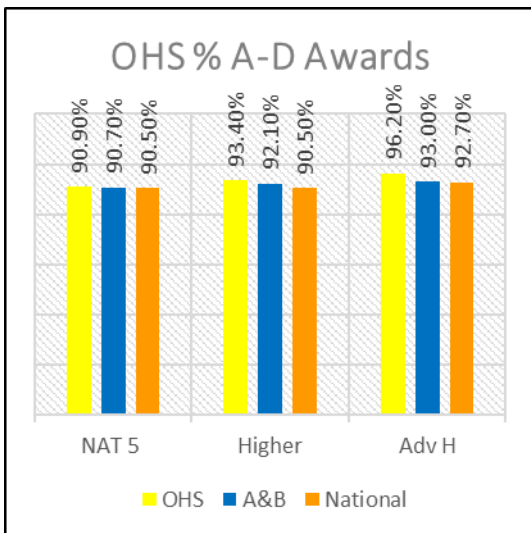
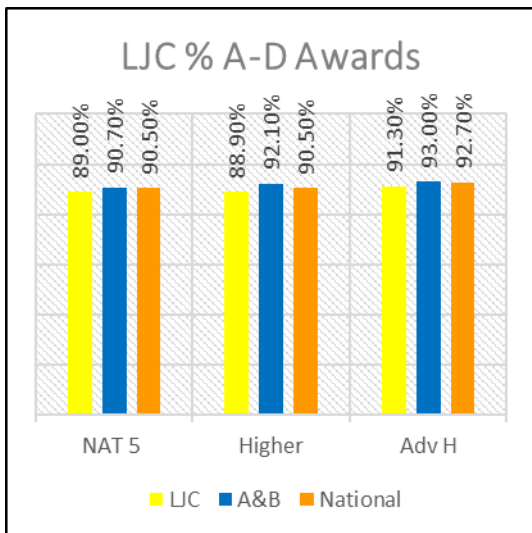
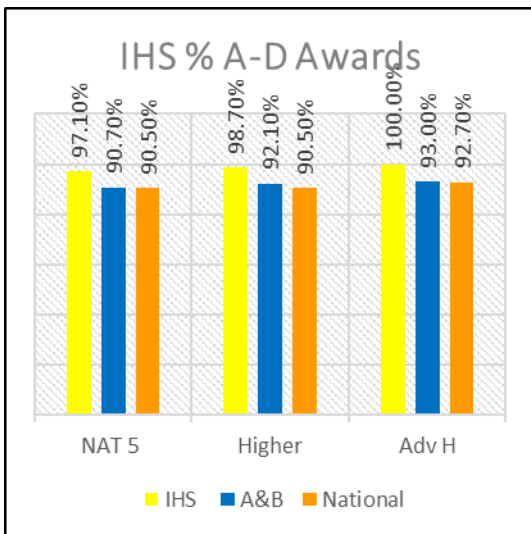
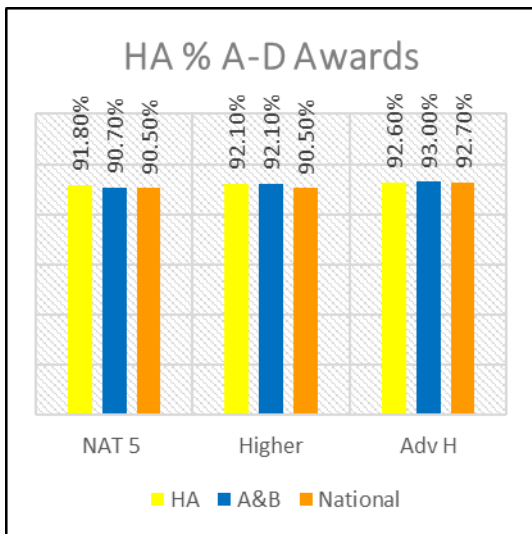
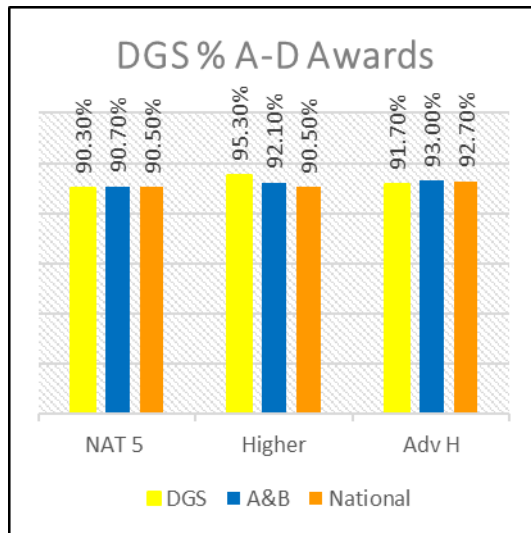
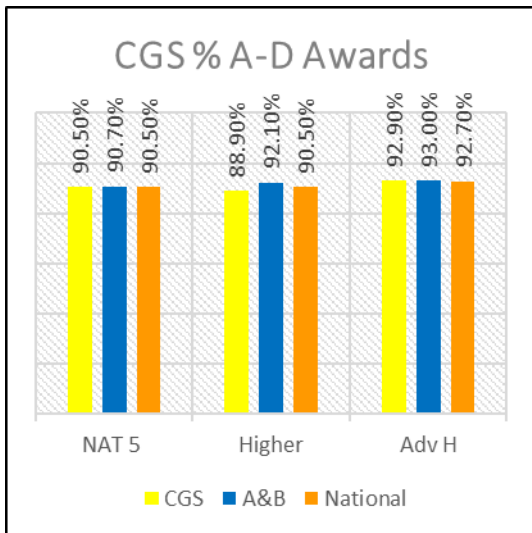


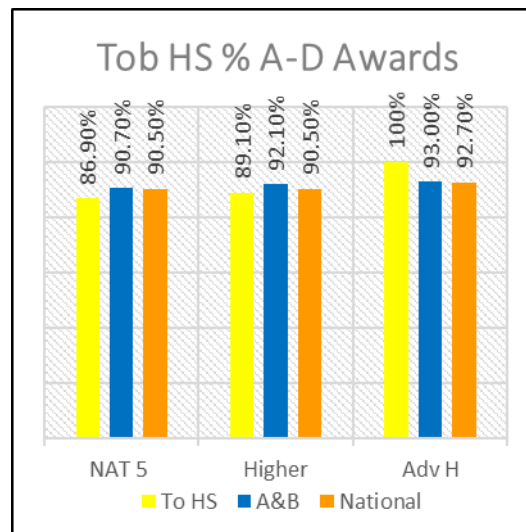
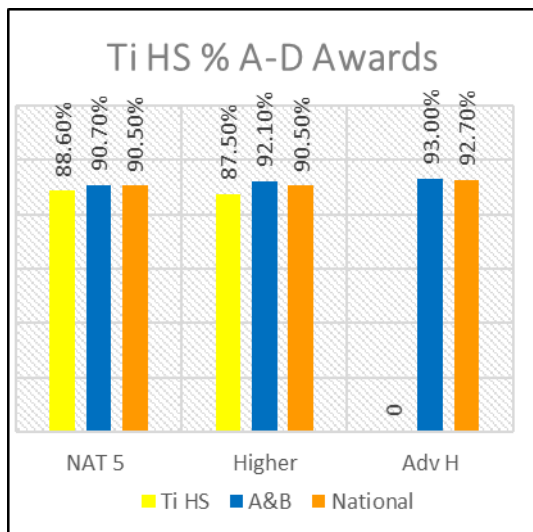
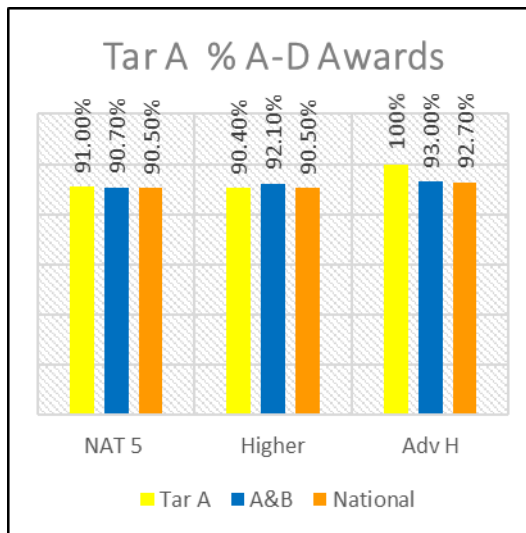
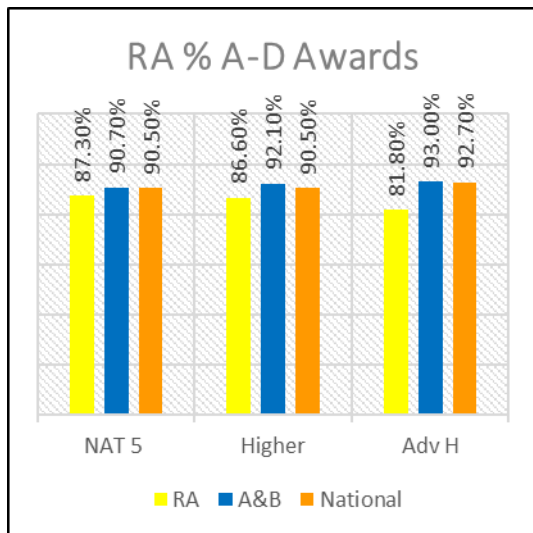


### A-C by School Analysis:

- All 10 secondary schools maintained their 100% pass rate for National 4, outperforming the national average.
- Three of our secondary schools were equal to or above the 2023 A-C national average for National 5 (78.80%).
- Four of our secondary schools were above the 2023 A-C national average for Higher (77.10%).
- Five of our secondary schools were above the 2023 A-C national average for Advanced Higher (79.80%). One school did not present at this level. It should be noted that, as a result of low presentation numbers, statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

2023 A-D Awards by school:





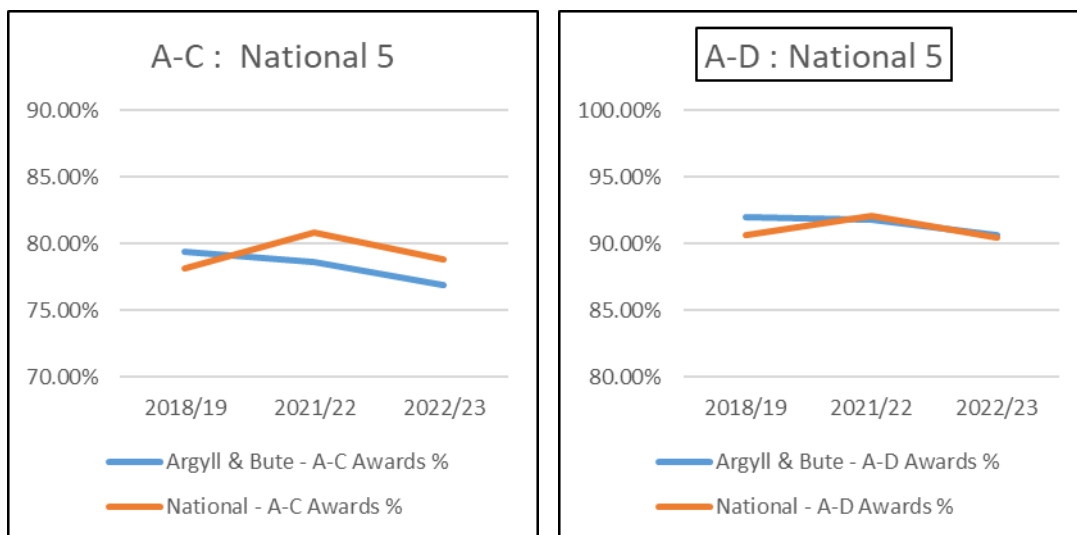
### A-D by School Analysis

- Five of our secondary schools were equal to or above the 2023 A-D national average for National 5 (90.50%).
- Four of our secondary schools were above the 2023 A-D national average for Higher (90.50%).
- Five of our secondary schools were above the 2023 A-D national average for Advanced Higher (92.70%). One school did not present at this level. Again, it should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of a single pupil presentation resulting in a pass.

The following graphs detail 2023 attainment for the whole of Argyll and Bute across National 5, Higher and Advanced Higher against national figures. There are separate charts for attainment at grades A-C and attainment at Grades A-D.

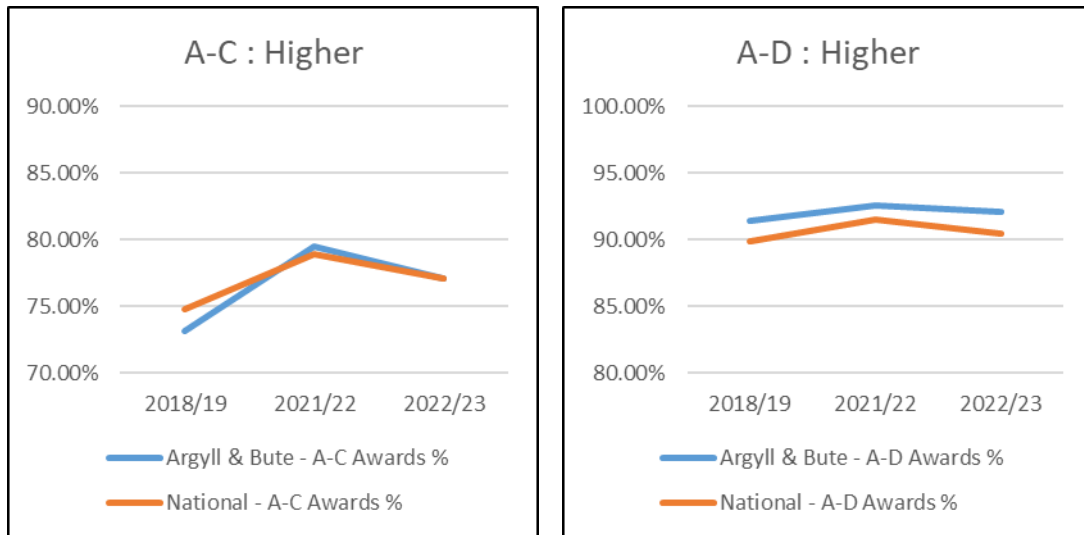
For comparison, data from previous years has also been supplied: this comprises 2019 and 2022, which were the two previous years when attainment has been decided via a diet of examinations. In 2020 and 2021, there were no examinations due to COVID-19, and comparisons with these years are not valid.

**National 5**



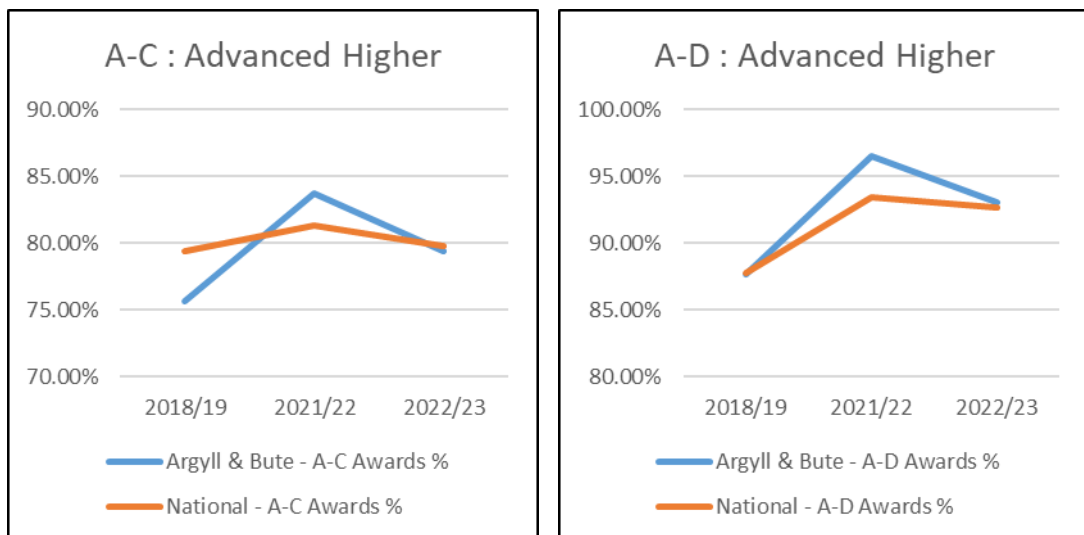
At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, possibly as a consequence of the return towards pre-COVID assessment practice. As detailed above, at National 5, Argyll and Bute performance for A-C is slightly below the national average, while A-D performance is marginally above the national average.

## Higher



As with National 5, at Higher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, although only marginally at A-D. Again, this can be interpreted as a consequence of the move towards pre-COVID assessment practices across subjects. Argyll and Bute performance for both A-C and A-D remains above the national average, and both are above 2019 levels.

## Advanced Higher



As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to pre-COVID assessment practices. The fall in attainment at Advanced Higher was slightly more pronounced in Argyll and Bute than nationally, leaving performance for A-C marginally below and performance for A-D marginally above the national

averages. At both A-C and A-D, Argyll and Bute Advanced Higher performance is above 2019 levels.

#### 4.4 Results of Appeals

Members should note that the above data represents attainment before the results of appeals to the SQA have been taken into account. The results of appeals across Argyll and Bute were published in late October. The amended statistics for Argyll and Bute are not included above as there is not yet access to national post-appeal statistics, which are due for publication in December 2023, and it has therefore not been possible to update fully the tables above. However, below is a table outlining the extent to which attainment at grades A-C in each of the ten secondary schools increased once successful appeals were taken into account:

**Table 3 – 2023 Post Appeal Changes: A-C Awards**

2023 Post Appeals - % A-C increase.	Argyll & Bute	CGS	DGS	HA	IHS	LJC	OHS	RA	TaA	THS	ToHS
	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change
Adv. High	0.00%	n/a	0.00%	0.00%	n/a	n/a	0.00%	n/a	n/a	n/a	0.00%
Higher	0.23%	0.00%	0.00%	0.14%	1.28%	0.00%	0.38%	0.66%	0.00%	0.00%	0.00%
Nat 5	0.46%	0.00%	0.43%	0.08%	0.46%	n/a	0.12%	0.00%	0.00%	0.00%	0.52%

A full analysis of post-appeals attainment data will form part of the report to Community Services in March, which will also reflect the February Insight update. This will include all wider achievement attainment which it has not been possible to include at this time, as the statistics are not yet available from Insight.

4.5 The Scottish Government's Insight tool provides valuable analysis of attainment from a multitude of perspectives. Below, attainment analysis is provided from three such perspectives:

- attainment in Literacy and Numeracy – a key element of the Scottish Government's National Improvement Framework;
- average attainment of young people in the context of the top 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers;
- attainment in the context of the Scottish Index of Multiple Deprivation (SIMD).

In line with the Scottish Government's conditions on the use of Insight, such data is here being used both to inform members of key aspects of

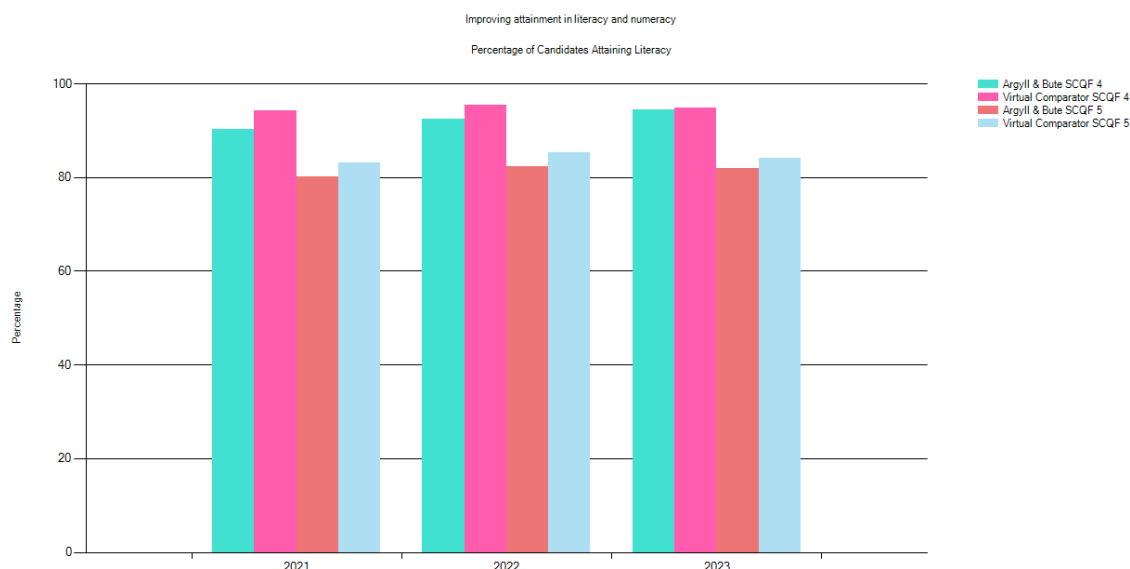


attainment in Argyll and Bute and as part of the Education Service's self-evaluation and professional reflection.

#### 4.6 Attainment in Literacy and Numeracy

SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

#### 2023 Attainment in Literacy (cumulative attainment by the end of S6, based on original S4 roll)



#### Summary:

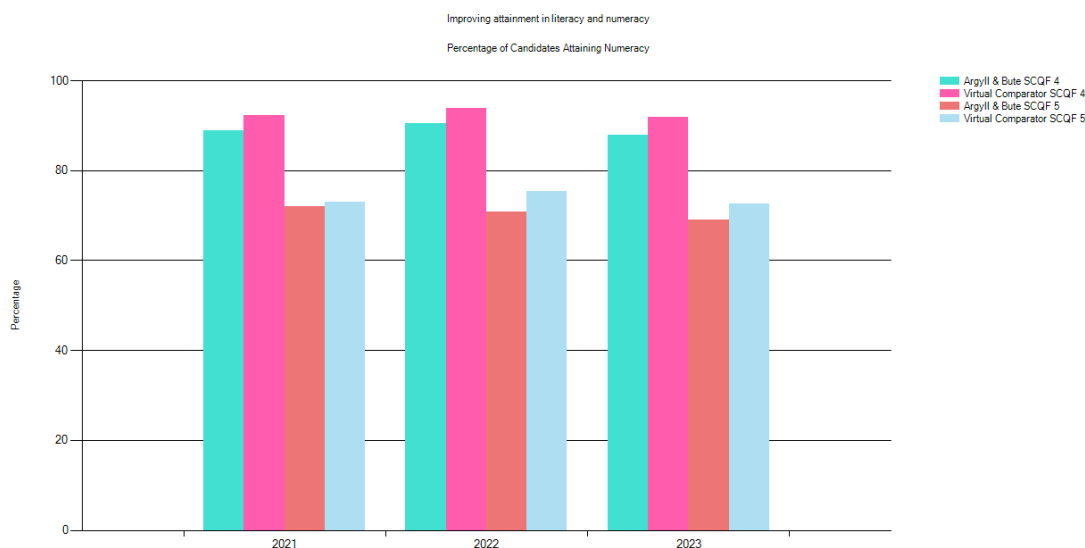
In 2023, Literacy attainment at SCQF Level 4 increased by 1.96% to 94.45%, and the gap with the virtual comparator has reduced over the last two years, now being less than 0.5%.

Literacy attainment at SCQF Level 5 fell marginally from 2022 by 0.38% to 81.94%, but the gap with the virtual comparator has reduced in 2023, and is now 2.21% as opposed to 2.98% in 2022.

As part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve Literacy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils' attainment in Literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in Literacy;

and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase.

### 2023 Attainment in Numeracy (cumulative attainment by the end of S6, based on original S4 roll)



#### Summary:

In 2023, attainment in Numeracy at SCQF level 4 fell by 2.59% from 2022, which reflected a similar fall in the virtual comparator.

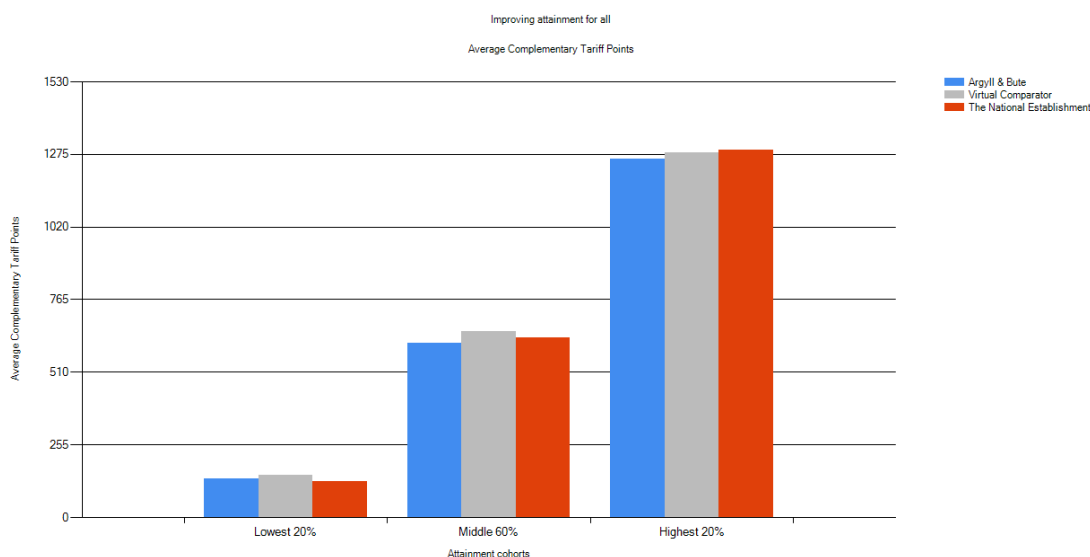
Numeracy attainment in Argyll and Bute at SCQF Level 5 also fell slightly, by 1.77% to 69.03%, while the virtual comparator fell by 2.88% on the 2022 figure. As with Literacy, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve Numeracy attainment in all secondary schools. Principal considerations relate to the same four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in Numeracy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in Numeracy; and high-quality, learner-centred Numeracy learning and assessment experiences across the curriculum continuing into the Senior Phase.

The Education Service has appointed Education Support Officers in Literacy and Numeracy, who are offering targeted support in raising Literacy and Numeracy attainment to schools across the authority.

#### 4.7 Improving attainment for all

This measure details the average attainment of pupils in three attainment cohorts – the highest 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers – using as the key measure tariff points gained for the passing of courses at different levels.

#### 2023 Average cumulative attainment by the end of S6, based on original S4 roll



#### Summary:

The table above shows that in 2023:

- Argyll and Bute pupils in the lowest 20% of attainment performed slightly better than the national average, but marginally below the Virtual Comparator.
- Argyll and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Highest 20% of attainment performed marginally below both the Virtual Comparator and the national average.

As well as implementing the clear strategies to raise attainment referenced in 4.6 above, Head Teachers in all secondary schools are being challenged and supported to continually examine their curriculum structures and options frameworks to ensure that they allow all young people to attain and achieve to their maximum potential. This includes planning future learning and attainment pathways with pupils and their families at the earliest opportunity, to ensure that, as well as the required breadth of the S1-S3 Broad General Education, there is also the focus on depth of learning, specialisation and coherent progression in

S1-S3 which reflects each young person's aspirations and interests and prepares them for high levels of Senior Phase attainment.

Secondary Head Teachers are also being challenged and supported to ensure their Senior Phase curricula are wide and dynamic. Head Teachers are also ensuring that the curriculum offer in their schools meets the needs, interests and aspirations of all pupils. The range of accredited wider achievement opportunities for young people is expanding, supported by partnership with UHI Argyll and Community Learning. This will ensure that there are meaningful attainment and achievement opportunities for all young people – not only in the traditional academic context, but also in terms of vocational and skill-focused courses and certification. In line with national policy, schools are also working to develop the culture where there is parity of esteem between academic and vocational attainment, and all young people have access to relevant, stimulating courses which take them towards their preferred post-school positive destinations.

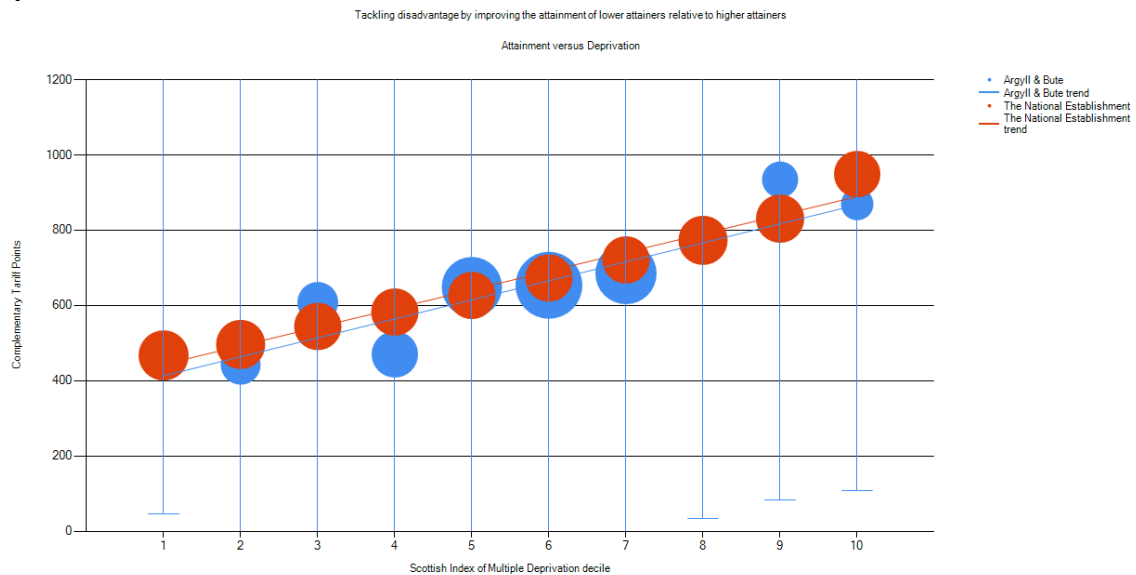
Schools are also implementing personalised curriculum arrangements for individual young people – particularly those who are disengaged – which involve an element of work-based vocational learning through regular placement with employers. These Flexible Learning Plans (FLPs) are supporting not only attainment and achievement, but also engagement with school, the development of key skills for life and work, and emotional health and wellbeing in young people.

By ensuring such wide, accessible and equitable senior-phase curricula are in place in our schools, the attainment and achievement of all young people will increase, regardless of their academic ability or to which percentage of attainers they belong.

#### **4.8 Attainment in Context of the Scottish Index of Multiple Deprivation (SIMD)**

In interpreting the graphs below, it is helpful for members to acknowledge that the mechanism nationally for defining the SIMD status of young people from decile 1 (the most disadvantaged) to decile 10 (the least disadvantaged), based as it is on post codes, is not always helpful in categorising families in this way. In a predominantly rural area region such as Argyll and Bute, such a mechanism may not be effective in defining the actual level of poverty experienced by a young person, as the rural environment and large areas covered by a single post code can lead to many different levels of advantage and disadvantage existing side by side. Schools in Argyll and Bute ensure they know every young person's situation individually, regardless of SIMD level ascribed by post code, and work to meet their individual needs on that basis.

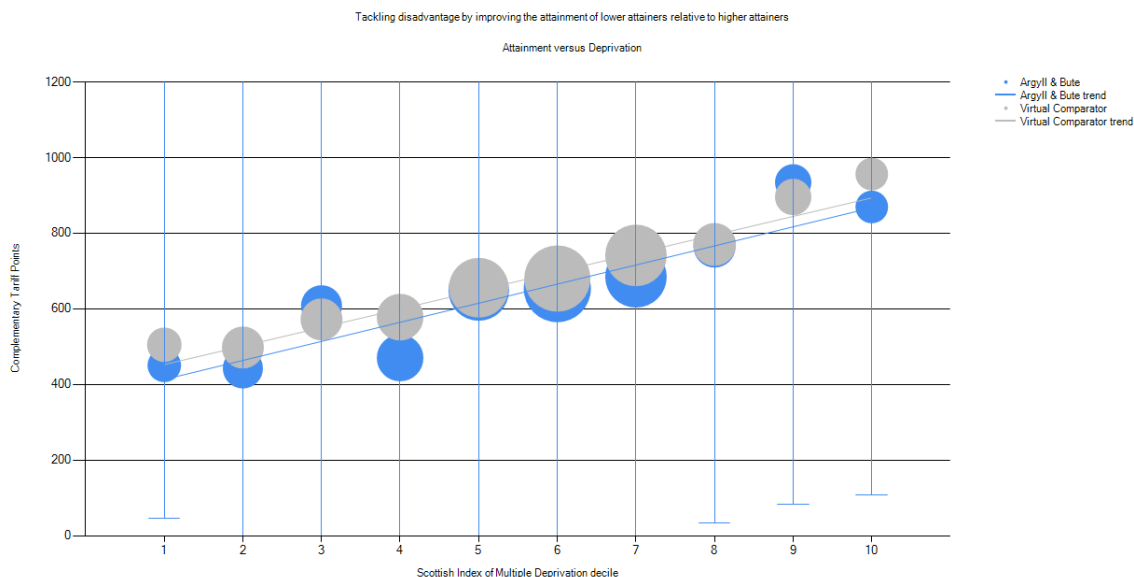
## 2023 Argyll and Bute Attainment Compared with National Data (S6 based on S4 roll)



### Summary:

The 2022-23 data in the graph above shows the average tariff points achieved by pupils in each of the ten Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 3, 5 and 9 are outperforming young people nationally. In SIMD deciles 2, 4, 6, 7 and 10, young people's performance in Argyll and Bute is marginally below the average national level. In SIMD deciles 1 and 8, the performance of pupils in Argyll and Bute was in line with the national average. The overall trend in Argyll and Bute is almost identical to the national trend. Compared to 2021-22, the national data in 2022-23 fell across all SIMD deciles. In Argyll and Bute, there were increases in attainment on 2021-22 in SIMD deciles 3 and 9.

## 2023 Argyll and Bute Attainment Compared with Virtual Comparator Data (S6 based on S4 roll)



The 2022-23 data in the graph above shows the average tariff points achieved by pupils in each of the ten Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data. Pupils in SIMD deciles 3 and 9 are marginally outperforming their Virtual Comparator equivalents, while pupils in SIMD 1, 2, 4, 6, 7 and 10 are attaining less compared with the Virtual Comparator. Young people in deciles 5 and 8 are attaining in line with the Virtual Comparator. As noted above, compared to 2021-22 data, Argyll and Bute's attainment increased in deciles 3 and 9, while such increases were seen in the Virtual Comparator for deciles 1, 3 and 10.

As part of the annual school improvement planning process, in their Standards and Quality Reports all secondary schools now complete detailed analysis of the impact their Pupil Equity Fund (PEF) allocation has had on identified groups of the least advantaged young people. In their School Improvement Plans, Head Teachers also present detailed planning of how their PEF allocation will be spent in the coming year to reduce inequality and support the wellbeing and progress of pupils from the most deprived backgrounds.

In their Standards and Quality Reports, schools have provided numerous examples of PEF funding being used to ensure our most vulnerable young people reach their potential:

- PEF-funded Family Liaison Officers (FLOs) support targeted young people's attendance, with positive recorded impact. High attendance is a fundamental requirement for progress and attainment.
- FLOs are also working successfully to reduce late coming and the associated missed learning in targeted groups of young people.

- FLOs are establishing positive family-school relationships with the parents of vulnerable young people, enabling better support for learning at home.
- FLOs also are supporting learning at home for young people who struggle to attend school regularly or full-time, thus allowing learner progress while they work to re-engage young people with school. Again, significant progress has been recorded.
- PEF has been successfully invested in employing trained staff, or to train existing staff, to help young people with dysregulated and disruptive behaviours which are barriers to their own progress.
- PEF has funded Principal Teachers of Nurture to support young people with social, emotional and behavioural needs in their engagement with learning, and to improve their wellbeing.
- PEF has allowed our schools to successfully employ and resource MCR Pathways Co-ordinators, providing our most vulnerable young people with adult mentors to support and advise them towards successful pathways and destinations.
- PEF has facilitated extra in-class support in schools for the young people who most need it.
- PEF has allowed schools to run extra learning sessions for young people after school.
- Young people and their families have been supported financially through PEF with the cost of the school day, regular meals, school equipment and financing school trips and visits.

Through these and other PEF-funded interventions across our secondary schools, we have been able to support and improve wellbeing, attendance and the quality of learning experiences for identified young people, all three of which are central to attainment and achievement in education.

Additionally, Head Teachers must account for the attainment and achievement of the most disadvantaged pupils in their schools as part of the annual Attainment Meeting with the Executive Director, Heads of Service, Education Manager and Education Officer. For 2023, two additional sections have been added to the Attainment Meeting template, requiring schools to analyse both S3 attainment in the Broad General Education phase of Curriculum for Excellence, and Senior Phase attainment, in the context of SIMD. This is in line with the Argyll and Bute Council's *Stretch Aims*, as required by the Scottish Government, in which the gaps between the lowest and highest SIMD deciles in achieving one qualification at SCQF level 5 (eg. National 5) and one qualification at SCQF level 6 (eg. Higher) are measured. The authority sets targets for reducing such gaps annually.

Central to achieving such targets is teachers' understanding of assessment standards and progression at both Broad General Education and the Senior Phase, which is being addressed through programmes of in-school and cross-school moderation of assessment.

Equally important in maximising attainment and achievement is high-quality learning, teaching and assessment, which is a focus on every secondary

School Improvement Plan, and is supported by Argyll and Bute's internally developed and Education Scotland accredited Guided Approaches to Pedagogical Enquiry (GAPE) programme.

#### 4.9 Wider Achievement of Young People in Argyll and Bute

Alongside National Qualifications, Argyll and Bute's secondary schools offer a wide and ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experiences, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

The report by Professor Ken Muir on the next steps for Scottish education, the associated review of secondary assessment in Scottish education, led by Professor Louise Hayward, and the Independent Review of the skills delivery landscape by James Withers all emphasise the importance of wider achievement and building skills for young people, and stress the importance of parity of esteem between such qualifications and the more traditionally academic range of qualifications.

The table below summarises Wider Achievement across the authority's secondary schools in 2022-23, which is broken down in greater detail by the subsequent graphs.

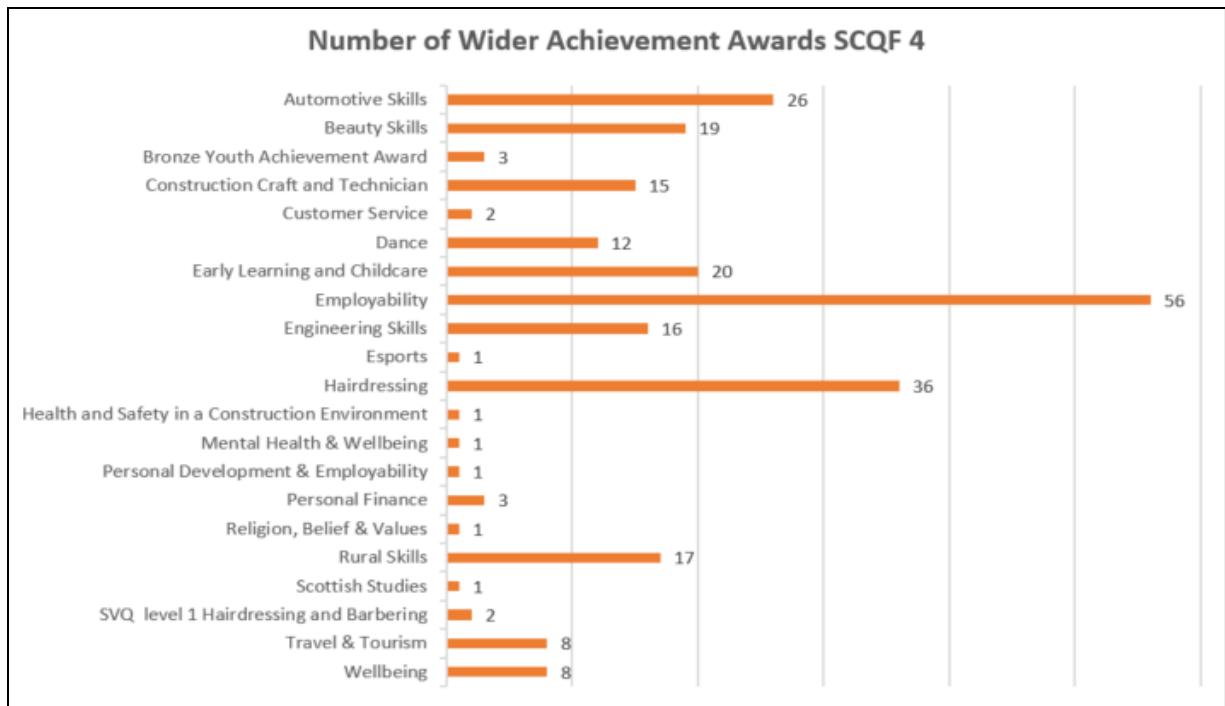
**Table 4: Summary of Wider Achievement Awards 2022-2023**

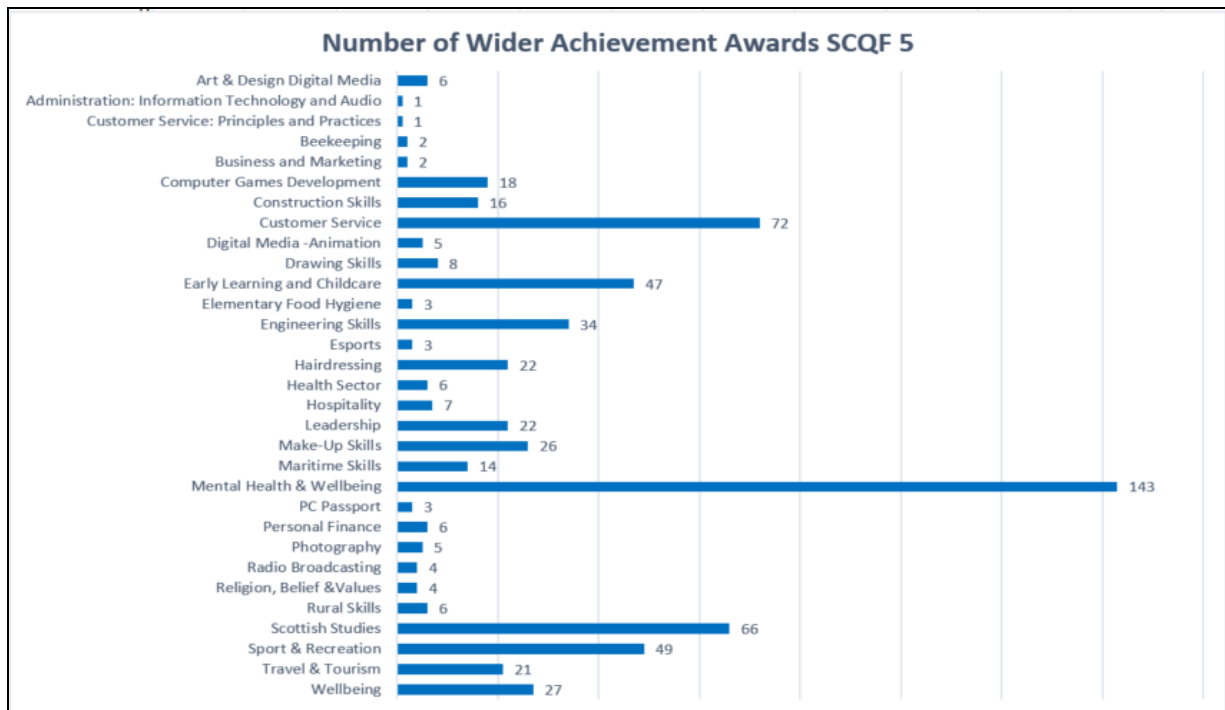
Wider Achievement level	# Passes	# Entries	% Pass
Level 3 or unlevelled	26	26	100.0%
<b>Totals at SCQF 3 or other</b>	<b>26</b>	<b>26</b>	<b>100.0%</b>
N4	136	147	92.5%
SCQF 4	144	149	96.6%
<b>Totals at SCQF 4 or Nat 4</b>	<b>280</b>	<b>291</b>	<b>96.2%</b>
SCQF 5	443	444	99.8%
Nat 5	206	215	95.8%
<b>Totals at SCQF 5 or Nat 5</b>	<b>649</b>	<b>659</b>	<b>98.5%</b>
SCQF 6	182	186	97.8%
Higher	26	26	100%
<b>Totals at SCQF 6 or Higher</b>	<b>208</b>	<b>212</b>	<b>98.1%</b>
SCQF 7	4	4	100.0%
<b>Total at SCQF 7</b>	<b>4</b>	<b>4</b>	<b>100.0%</b>

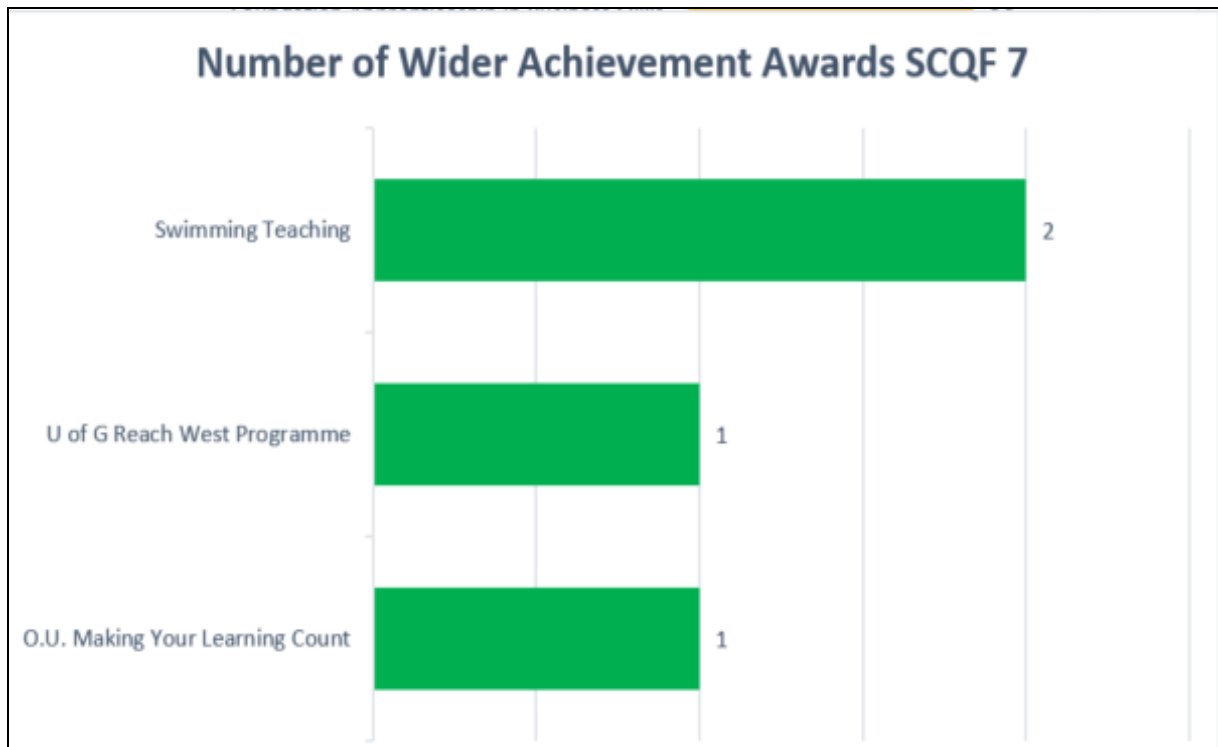


**Summary:**

- Wider Achievement awards were gained at SCQF levels 3-7.
- 97.5% of all entries in Wider Achievement gained an award.
- Young people across Argyll and Bute gained a total of 1167 Wider Achievement Award in 2022-23.
- The 2022-23 percentage pass rate for Wider Achievement at SCQF Level 5 or National 5 increased by 19.3% from 2021-22.
- The 2022-23 percentage pass rate for Wider Achievement at SCQF Level 6 or Higher increased by 30.4% from 2021-22
- The types of Wider Achievement awards gained and their levels are illustrated below:







## 5.0 CONCLUSION

- 5.1 The Education Service will continue to take forward its programme of challenge and support with schools across the authority to secure further improvement in attainment and achievement outcomes for young people.

This report presents an overview of the key attainment performance data, and details outcomes for all pupils across the ten secondary schools for session 2022-2023, incorporating the authority's perspective on both data received from SQA in August 2023, and data from the Scottish Government's Insight tool.

- 5.2 Heads of Service, the Education Manager and the Education Officer are taking forward a programme of challenge and support with secondary schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes and Wider Achievement for young people. These include formal School Reviews and detailed analysis and evaluation on attainment and achievement at Secondary Attainment Meetings. Increasing attainment and achievement, and ensuring that all young people achieve to their potential, regardless of location, circumstance or potential barriers, is at the heart of the work of the Education Service.
- 5.3 Heads of Service and Area Managers continue to meet regularly with Head Teachers to ensure appropriate levels of both scrutiny and collaboration are in

place in relation to performance and securing positive outcomes for young people. This work is reinforced and enhanced by Central Team staff through their involvement with national performance networks which allows them to share best practice with wider Local Authority colleagues.

- 5.4 Additionally, as referred to above, the Education Service has overhauled the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary Head Teachers take place in October/November, at which all aspects of attainment from S1-S6 are analysed and key improvement strategies to raise attainment are discussed and agreed.
- 5.5 Head Teachers will present individual school performance analysis using the data currently available, along with a wider holistic update at Local Area Committees in March 2022.

## 6.0 IMPLICATIONS

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Outcome Improvement Plan 2013-2023 (Education Skills and Training Maximises Opportunities for All). OCTF: Key Objective 1; NIF: Priority 1
- 6.2 **Financial:** None
- 6.3 **Legal:** None
- 6.4 **HR:** None
- 6.5 **Fairer Scotland Duty:**
- 6.5.1 Equalities – This report links directly to NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people.
- 6.5.2 Socio-economic Duty – None
- 6.5.3 Islands – None
- 6.6 **Climate Change** – None
- 6.7 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 6.7 **Customer Service:** This report provides elected Members with an overview of Service Performance.

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

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

**Wendy Brownlie**

Head of Education – Performance and Improvement

**Jennifer Crocket**

Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement

**Simon Easton**

Education Manager: Senior Phase and 16 Plus

**14 December 2023**

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION****14 DECEMBER 2023**

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**ANNUAL PARTICIPATION MEASURE 2022-23**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide members with information on the most recent Annual Participation Measure published in August 2023, covering the period April 2022 – March 2023.
- 1.2 The Annual Participation Measure (APM) reports nationally on the economic and employment activity of the wider 16-19 year old cohort, including those at school. The measure is used to inform policy, planning and service delivery and to determine the impact of the Opportunities for All commitment.
- 1.3 The APM was incorporated into the Scottish Government's National performance Framework from August 2017 as the data source for the indicator, "increase the proportion of young people in learning, training or work", replacing the School Leaver Destination Reports.
- 1.4 The previous measure, School Leaver Destination Reports, collected data on young people in the senior phase of school (S4-S6) who left school during the school year and essentially offered a snapshot at the time of reporting (October/February). The APM takes account of the status of all 16-19 year olds in Scotland over a full calendar year (1st April – 31st March) and assigns to each young person the status which applied to them for the greatest part of the year in question.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

14 DECEMBER 2023

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## ANNUAL PARTICIPATION MEASURE 2022-23

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### 2.0 INTRODUCTION

- 2.1 The Annual Participation Measure (APM) is published in August each year and used to inform policy, planning and service delivery, and also to assess progress in the delivery of the Scottish Government's commitment to offer a place in learning or training to every 16 to 19 year-old in Scotland not already in employment, education or training.
- 2.2 The 2023 APM marks the ninth annual release of statistics detailing the participation of 16-19 year olds at a national and local authority level. The report takes account of the status for 16-19 year olds from 1st April 2022 to 31st March 2023.
- 2.3 The statistics are produced using data collected by Skills Development Scotland (SDS) and a range of partners, which is shared through the 16+ Data Hub.
- 2.4 The report is based on a cohort of 215,479 young people in Scotland aged between 16 and 19, of whom 3,156 are from Argyll and Bute.

### 3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- 3.1 Note the publication of the 2022-2023 Annual Participation Measure;
- 3.2 Recognise the strong and improving performance of Argyll and Bute as a council area in facilitating the participation of 16-19 year-olds.



## 4.0 DETAIL

4.1 The APM is compiled from data collected from the 16+ Data Hub, a multi-partner secure data sharing gateway managed by Skills Development Scotland (SDS). Data input is provided from Local Authorities, Colleges, the Department of Work and Pensions, the Students Awards Agency Scotland and the Scottish Funding Council.

4.2 The participation status of each young person is identified by combining the number of days spent in each status (participating, not-participating or unknown) between 1st April 2022 and 31st March 2023. Their overall headline classification is then decided by the heading under which they have spent the most days over that year.

4.3 The classifications are defined as:

**Participating** – school pupil, higher education, further education, employment, modern apprenticeships, training and voluntary work.

**Not Participating** – unemployed and seeking employment or training, unemployed and not seeking employment or training.

**Unconfirmed Status** – information on individual not available for reporting. Some of these young people may be in employment but not in contact with partner agencies.

4.4 The 2023 APM headline figures confirm that **95.6%** of 16-19 year olds in Argyll and Bute (3,017 young people) were participating in education, training or employment, which represents an increase of 1.7% (53 young people) on 2022, and is 1.3% above the national Participation figure of 94.3%

3.0% of 16-19 year-olds in Argyll and Bute (95 young people) were not participating, which is a reduction of 0.8% (25 young people) on 2022, and 0.6% below the national figure for non-participation of 3.6%.

1.4% of 16-19 year-olds in Argyll and Bute (44 young people) have an unconfirmed status, which is a reduction of 0.9% (28 young people) on 2022, and 0.7% below the national figure for Unconfirmed status of 2.1%.

The table below summarises participation in Argyll and Bute over time:

	2015-2016 Argyll and Bute	2016-2017 Argyll and Bute	2017-2018 Argyll and Bute	2018-2019 Argyll and Bute	2019-2020 Argyll and Bute	2020-2021 Argyll and Bute	2021-2022 Argyll and Bute	2022-2023 Argyll and Bute	2022-2023 Scotland
<b>Participating</b>	94.2%	93%	94.2%	94.8%	94.1%	93.5%	93.9%	95.6%	94.3%
<b>Not Participating</b>	3.1%	2.8%	2.7%	2.2%	2.4%	3.2%	3.8%	3.0%	3.6%

Unconfirmed	2.7%	4.2%	3.1%	3.0%	3.5%	3.3%	2.3%	1.4%	2.1%
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4.5 The 2023 APM figures for Argyll and Bute exceed the Scottish average in all three classifications.

Nationally, between 2021-22 and 2022-23, the Participation rate rose in 31 of the 32 local authorities and fell in one. The increase of 1.7% in those participating in Argyll and Bute, alongside such increases in almost all other Scottish local authorities has resulted in a fall from 5<sup>th</sup> in ranking of local authorities in 2021-22 to 8<sup>th</sup> in 2022-23. Argyll and Bute has been within the top ten local authorities nationally for Participation since 2018.

4.6 Participation – Employment and Education

- In 2022-23 there was an increase in the number of young people in employment in Argyll and Bute from 24.2% in 2021-22 to 29.9% in 2022-23. Nationally, 21.4% of young people are in employment, which is a rise of 3.9% nationally from 2021-22. The figure for young people in employment in Argyll and Bute is 8.5% above the national average.
- There was an accompanying reduction in the number of 16-19 year-olds in Argyll and Bute in education, from 68.5% in 2021-22 to 64.3% in 2022-23. The national figure for 16-19 year olds in education is 71.3%, a fall from 73.0% in 2021-22.
- Since the last pre-COVID 19 Annual Participation Measure in 2019, the number of 16-19 year-olds in education has fallen by around 7%, while the number of 16-19 year-olds in employment has risen by around 9%.

4.7 Equality Characteristics: Gender

- In Argyll and Bute, females (96.1%) were slightly more likely to participate than males (95.1%). This constitutes a 2.0% increase in female participation, and a 1.4% increase in male participation. The difference is possibly due to the higher rate of females in education.
- In Argyll and Bute, 57.4% of 16-19 year-old males are in education (8.9% below the national figure), compared with 72% of females (4.6% below the national figure)
- 36.4% of Argyll and Bute 16-19 year-old males are in employment (9% above the national figure), compared with 22.8% of equivalent females (5.6% above the national figure).

4.8 Equality Characteristics – Scottish Index of Multiple Deprivation (SIMD)

- In Argyll and Bute, participation rates for young people from the most deprived backgrounds are lower than those of less deprived young people – 90.3% in the lowest SIMD group, and 97.1% for the second highest SIMD group (the data for the highest group was not provided due to SDS disclosure control).
- The addressing of the poverty-related gap in participation levels is one of Argyll and Bute Council’s “stretch aims”, in the context of the Scottish Government’s Scottish Attainment Challenge and National Improvement Framework, and planning and intervention around reducing this gap are ongoing.

#### 4.9 Equality Characteristics – Disability

- In Argyll and Bute, the Participation figure for those identified as disabled is 91.0%, compared to 96.2% for those not identified as disabled.

#### 4.10 Equality Characteristics – Ethnicity

- SDS disclosure control has meant that analysis of Participation in terms of ethnicity has not been possible.

#### 4.11 Link to Skills Development Scotland Annual Participation Measure 2022-2023:

[Annual Participation Measure | Skills Development Scotland](#)

### 5.0 CONCLUSION

5.1 The Annual Participation Measure provides data on the economic and employment activity of 16 to 19 year-olds and enables local authorities to measure progress against the National Improvement Framework priority - “Improvement in skills and sustained, positive school-leaver destinations for all young people.”

5.2 There was a 1.7% increase (equating to 53 individuals) in the percentage of young people from Argyll and Bute participating in education, training or employment in 2022-23. Participation rates in Argyll and Bute are above the national average in all categories, and the measures for young people not participating (3.0%) and classified as unconfirmed (1.4%) have both fallen and are below the national averages.

5.3 Education, Developing the Young Workforce (DYW), Skills Development Scotland (SDS), Community Learning and Development, local colleges, the Third Sector and other partners are working coherently to ensure participation rates in Argyll and Bute continue to rise, and that all young people move into their chosen, sustained positive destination post-school.

5.4 Young people in schools who are at risk of entering a negative, non-participating destination are being positively targeted for supportive

intervention, and young people are tracked having left school in order that interventions can be put in place to address any failure to sustain positive, participating destinations. Through such practice, Education, SDS, DYW and their partners seek to continue to increase the number of young people in Argyll and Bute participating productively and meaningfully in society.

- 5.5 The robust, current information provided by the Annual Participation Measure and the SDS Data Hub will continue to be used to identify potential issues and inform work with partner agencies. This will enable all agencies to be proactive in providing the necessary targeted and tailored intervention to support young people in achieving and sustaining their chosen area of participation in society.

## 6.0 **IMPLICATIONS**

- 6.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Outcome Improvement Plan 2013-2023 (Education Skills and Training Maximises Opportunities for All).
- 6.2 Financial – None.
- 6.3 Legal – None.
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - The Opportunities for All programme and Developing Scotland's Young Workforce recommendations actively seek to address inequalities in employment, training and education.
- 6.5.2 Socio-economic Duty - None
- 6.5.3 Islands – None
- 6.6. Climate Change – None
- 6.7 Risk – Failure to support young people into positive destinations will impact on the life chances of young people across the Local Authority area and may result in outward migration of young people.
- 6.8 Customer Service – This report provides elected members with an overview on Service performance.

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

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

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****EDUCATION****14 DECEMBER 2023**

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**CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The main purpose of this report is to provide the Community Services Committee with an update on actions being taken within the Education Service to support Care Experienced Children and Young People to achieve the best possible educational outcomes.
- 1.2 The report also details the expenditure against the grant allocated by Scottish Government to Argyll and Bute for session 2022/23 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund.
- 1.3 Recommendations

It is recommended that Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Board to improve the educational attainment and life chances of Care Experienced Children and Young People.
- b) Notes that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2022/23 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund has been produced and monitored by the Education Lead for Care Experienced Children and Young People, in consultation with key partners and specifically the Social Work Lead for Care Experience, the Chief Education Officer and Chief Social Worker.
- c) Agree the attainment funding for Care Experienced Children and Young People will support the continued input from the Care Experienced Education Team (Virtual Head Teacher and Health and Wellbeing Liaison Officers).
- d) Agree that the Chief Education Officer continues to provide updates on the improved outcomes for Care Experienced Children and Young People to the Corporate Parenting Board/Community Services Committee.

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**ARGYLL AND BUTE COUNCIL****CUSTOMER SERVICES COMMITTEE****EDUCATION****14 DECEMBER 2023**

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**CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE**

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**2.0 INTRODUCTION**

- 2.1 Corporate Parenting is the responsibility that all local authority bodies in Scotland have for children and young people who are Care experienced under the Children (Scotland) Act 1995 and this cohort are known as Care Experienced Children and Young People (CECYP).
- 2.2 The establishment of Argyll and Bute's Corporate Parenting Board was central to the Council response to improving outcomes for Care Experienced Children and Young People and care leavers. It was also a key element of the Getting it Right for our Care experienced Children's Improvement Plan alongside our Education Strategic Plan 2022-2024.
- 2.3 As employees of the local authority, education staff are Corporate Parents and have a clearly defined role to play alongside the other 23 Corporate Parents defined in Schedule 4 of the Act. Staff working in education require to be aware of the unique role which they play in ensuring that care experienced children and young people experience a positive learning environment, strong, nurturing relationships and are supported to achieve positive destinations as they move into adulthood. Senior leaders require to ensure support and ongoing professional learning opportunities for education staff to allow them to fulfil this crucial role. This is clearly stated in the Framework on Supporting Care Experienced Children in Education settings in Argyll and Bute that which launched in January 2017.
- 2.4 During session 2022/23 we have continued to build on the significant developments during the previous sessions to further support the educational experiences and outcomes for our children and young people in Argyll and Bute. A Virtual Head Teacher for CECYP was appointed on 17<sup>th</sup> April 2023, replacing the post of Principal Teacher for CECYP, demonstrating the ongoing commitment from Education Services to 'Keep the Promise.' ([Keeping the Promise implementation plan - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/keeping-the-promise-implementation-plan-2022-2023/pages/10.aspx))

**3.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Board to improve the educational attainment and life chances of Care Experienced Children and Young People.

- b) Notes that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2022/23 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund has been produced and monitored by the Education Lead for Care Experienced Children and Young People, in consultation with key partners and specifically the Social Work Lead for Care Experience, the Chief Education Officer and Chief Social Worker.
- c) Agree the attainment funding for Care Experienced Children and Young People will support the continued input from the Care Experienced Education Team (Virtual Head Teacher and Health and Wellbeing Liaison Officers).
- d) Agree that the Chief Education Officer continues to provide updates on the improved outcomes for Care Experienced Children and Young People to the Corporate Parenting Board/Community Services Committee.

#### 4.0 DETAIL

- 4.1 In 2018, as part of the National Improvement Framework for Scottish Education and Attainment Scotland Fund (a targeted initiative focused on supporting young people affected by poverty and deprivation across Scotland), specific funding was directed towards supporting Care Experienced Children and Young People (CECYP). The term 'care experienced' is now a widely used term within the sector to describe any person who has experience of being in care, regardless of their placement length or type, or their age; this term is used (as opposed to the statutory term 'Looked After Children') to ensure that our practice is inclusive and provides for all groups of young people who experience care.
- 4.2 As at October 2023, we have 265 Care Experienced pupils in our education settings (2-18). 136 are "Currently Looked After". Of those, 103 are looked after by Argyll and Bute and 33 children have been placed in Argyll and Bute from other Authorities. The additional 129 Care Experienced children and young people in our settings have a status of "Previously Looked After". These figures refer to pupils in Early Years, Primary, Special and Secondary settings. Argyll and Bute also looks after 26 children who are placed in other authorities through residential, kinship or foster placements.
- 4.3 Argyll and Bute Council was awarded a specific grant of up to £127,400, payable over the current academic year 2022/23. As previously agreed with the Scottish Government, the Council has used earmarked reserves containing underspends from the Care Experienced grant to supplement the 2022/23 specific grant.

Below is a breakdown of the projected spend for session 2022/23:

ITEM	AMOUNT
Staffing	£151,488
Support Activities/Resources	£2,121

Travel and Subsistence	£6,184
Cool2Talk Contribution	£2,000
Staff Training	0
<b>Total projected expenditure</b>	<b>£161,793</b>
<b>Funded by:</b>	
2022/23 Scottish Government grant	£127,400
Earmarked Reserves	£34,393

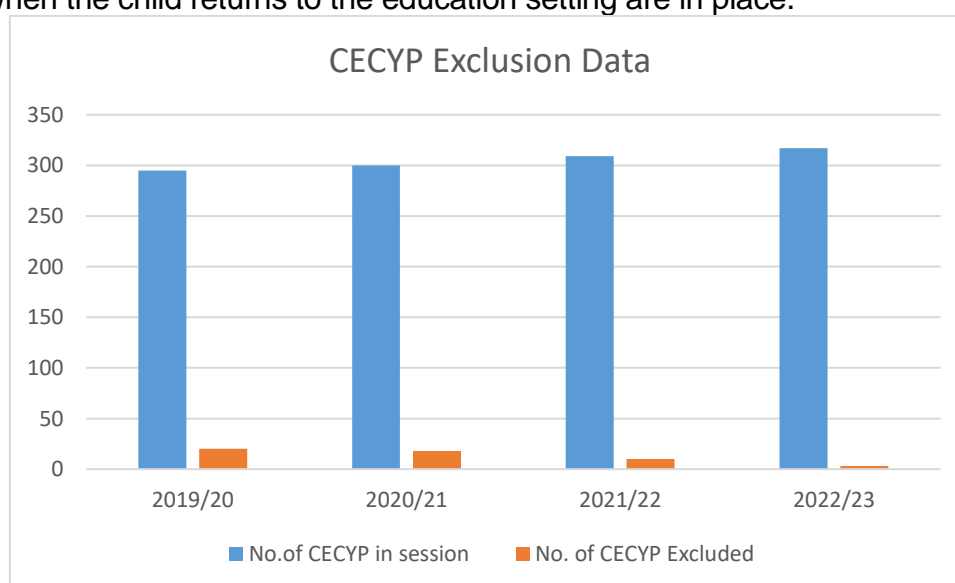
Staff Training shows '0.' However, it should be noted that the Care Experienced Education Team continue to access a variety of training including Argyll and Bute online learning, school based training and from external providers such as Each and Every Child, The Promise and Who Cares Scotland.

4.4 Data on attendance, exclusions and attainment has been provided throughout the last session to the Corporate Parenting Board and to the Community Services Committee and a summary outline is found below:

#### 4.4.1 EXCLUSIONS

In December 2022 the Education Service updated the management circular in relation to Managing Exclusions in Schools. This updated guidance includes a comprehensive checklist which considers individual circumstances and additional considerations for care experienced children if a school exclusion is being considered for them. When an exclusion is being considered for a care experienced pupil, the Head Teacher/Campus Principal must discuss the reasons for this consideration with the Head of Service for Education and outline clearly how an exclusion will support improvements in their agreed education targets.

We have met our target to have less than 5 care experienced children and young people excluded during the 2022-23 session. The updated guidance continues to ensure any CECYP who has been excluded is listened to and supported during this time. It also ensures that schools have planned appropriately for increased support post-exclusion, and that arrangements for regular monitoring and review when the child returns to the education setting are in place.





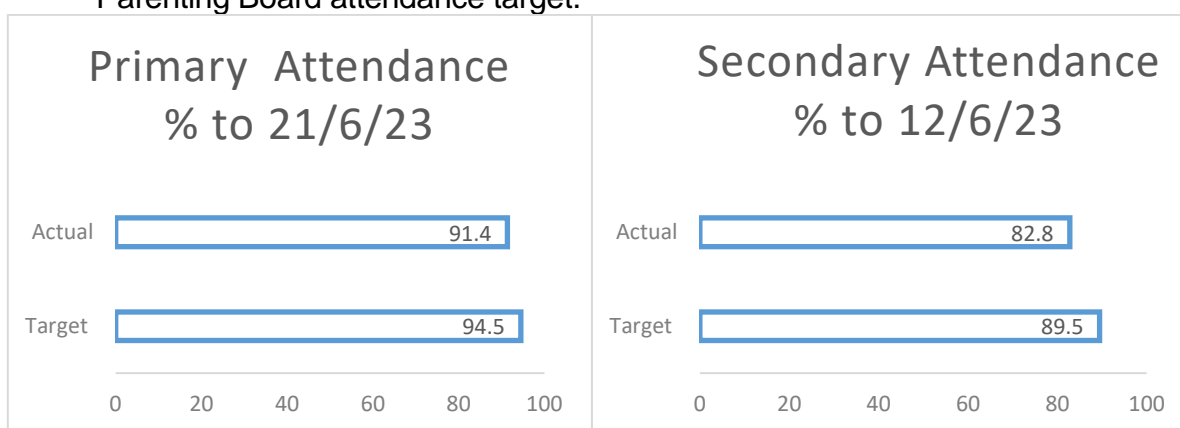
The target for 2023-24 is to have less than 3 care experienced children and young people excluded. We remain committed to finding alternative solutions to exclusion and aim to ensure our CECYP feel included.

#### 4.4.2 ATTENDANCE

The total average attendance figure across primary and secondary schools of our CECYP at 12<sup>th</sup> June 2023 was 87.44%. Primary attendance is 91.4% and Secondary is 82.8%.

Nationally, attendance continues to be an area of focus. Scottish Government school attendance and absence statistics are collected every two years and the 2020/21 figure of 92% attendance is down from 93% in 2018/19. Our attendance data reflects this, but with a sharper focus given the circumstances of this cohort.

The tables below compares our target attendance figure to our Corporate Parenting Board attendance target.



*Please note these figures are subject to change due to the Attendance, Absence and Exclusions census.*

The Virtual Head Teacher (VHT) has updated the attendance monitoring system to provide weekly comparison data for each pupil. This has facilitated dialogue between the VHT and individual schools for 75 individual CECYP, leading to greater scrutiny around absence and targeted interventions, providing an extra layer of support for our CECYP. Qualitative data behind the percentage figures has led to a range of supports include links with the Care Experience Educations Team (CEET), linking to Educational Psychology colleagues and wider partner agencies to provide whole family support.

The VHT is a member of the multi-agency Maximising Attendance working group and liaises with colleagues across these agencies to ensure all attendance supports are considered. Education staff across the authority have the opportunity to take part in Addressing Non-Attendance training. To ensure consistency of approach, the VHT is undertaking this training.

The VHT tracks and monitors our CECYP as if they attended one school and is currently developing a tracking and monitoring system specifically for this cohort. The medium term intended outcome is to have breadth and depth of data for each

learner as they progress through their educational journey, leading to early intervention. The long term intended impact is to identify and address themes, ensuring required interventions are specific and personalised to individual children and young people.

#### 4.4.3 PROGRESS AND ACHIEVEMENT DATA 2022 - 23

##### CECYP, P1 – S3, BROAD GENERAL EDUCATION

The following attainment data relates to care experienced learners across Argyll and Bute. This data demonstrates the attainment picture for care experienced learners across all stages. Progress and Achievement Data in Literacy and Numeracy at June 2023 for 207 pupils between P1 and S3 was as follows:

<b>Stage</b>	<b>LT %</b>	<b>Read %</b>	<b>Write %</b>	<b>Numeracy %</b>
P1 achieved early (AE)	44	33	33	40
P2 (AE) working towards first	74	63	47	63
P3 (AE) working towards first	100	100	100	100
P4 achieved first (AF)	59	35*	24**	29***
P5 (AF) working towards second	75	72	69	69
P6 (AF) working towards second	91	86	82	86
P7 achieved second (AS)	83	74	52	57
S1 (AS) working towards third	72	67	56	72
S2 (AS) working in third and fourth	69	62	65	50
S3 achieved third level	67	67	67	63
S3 achieved fourth level	30	33	30	13

For information: to achieve the level in Literacy 3 components must be achieved at that level – listening and talking/reading/writing.

Achievement of a level information:

For information:

- Early level – by end of P1
- First level - by end of P4
- Second level - by end of P7
- Third/Fourth level - end of S3
- 

These levels can be achieved earlier or later for some learners. Learners with complex needs can follow individual milestones, and are not included in this data due to small numbers.

It is worth noting the percentage of children in P4 are on the cusp of achieving first level:

- \* 40% on cusp
- \*\* 47% on cusp
- \*\*\* 47% on cusp

### SCOTTISH QUALIFICATION AUTHORITY ATTAINMENT DATA 2022-23

#### ALL COURSES

Please note this attainment data is prior to the appeals process and to full attainment data being published by Insight.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>Pass</b>	<b>D</b>
National 4	0.00%	0.00%	0.00%	100.00%	0.00%
National 5	8.99%	25.84%	25.84%	n/a	22.47%
New Higher	4.55%	4.55%	22.73%	n/a	31.82%
New Advanced Higher	0.00%	100.00%	0.00%	n/a	0.00%

Authority National 4 results for all learners are above the national average by 12% and we have maintained a 100% pass rate for this session. Scottish wide provisional attainment statistics available here: [Attainment Statistics - SQA](#)

5.8% of pupils between S4-S6 were not presented for exams, this is less than 4 learners. There are specific reasons for this which include obtaining qualifications at an appropriate level and following a personalised curriculum.

#### LITERACY

Level 4	100% pass rate	
Level 5	A – C pass rate	85.7%
	A – D pass rate	100%

Combined Level 4 and 5 (A-C) pass rate = 91.7%. Our target was 65%.

#### NUMERACY

Level 4	Application of Mathematics	100%
	Mathematics	100%
Level 5	Application of Mathematics	50% B – C pass rate
	Mathematics	66% C – D pass rate

Combined Level 4 and 5 (B-C) pass rate = 69%. Our target was 60%.

It should be noted that a small number of CECYP achieved National 3 levels qualifications in literacy and numeracy. 61.5% of learners who were presented for New Higher/New Advanced Higher achieved grades A – D, 31% achieved grades A – C.

Positive feedback has been shared with our CECYP from the VHT as appropriate. This includes learners who may not have achieved the results they hoped for, but were recognised for their determination and offered support to identify next steps.

### ACIEVEMENT IN LITERACY / NUMERACY PROGRESS OVER TIME, S4 – S6

For the following graphs, it should be noted that 2019 is the most comparable year due to the pandemic and the way in which examinations were undertaken and coursework delivered. SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Mathematics, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

CECYP in S4 who have attained literacy and numeracy qualifications at SCQF level 4/5.



CECYP in S5 who have attained literacy and numeracy qualifications at SCQF level 4/5. (Cumulative attainment by the end of S5 based on original S4 roll).



CECYP in S6 who have attained literacy and numeracy qualifications at SCQF level 4/5. (Cumulative attainment by the end of S5 based on original S4 roll).



### Summary

Although attainment levels in S4 are below the Virtual Comparator level, there is a gradual increase each year since 2019. For 2023, it is notable that pupils progressed on to achieving SCQF 5 level.

In S6, Argyll and Bute figures are comparable with the Virtual Comparator for SCQF level 5 qualifications and exceed the Virtual Comparator for SCQF level 4 qualifications.

These graphs evidence that by engaging with school beyond school leaver age, pupils can be supported to achieve national qualifications. Due to cohort numbers and specific variations, caution should be exercised when comparing cohorts. Alongside authority attainment meetings, Designated Managers across our schools are scheduled to meet with the VHT across the school year. These data driven meets focus on wellbeing, progress and achievement and aim to ensure each CECYP has personalised interventions to support their inclusion and attainment.

The VHT is engaging in a cycle of visits to external education providers who support Argyll and Bute care experienced children to scrutinise provision and ensure the education needs of our young people are being met.

### DESTINATIONS

Data collated at May 2023 has evidenced that 94% of our CECYP have achieved a positive destination. The remaining 6% have specific circumstances and are being supported and signposted in relation to their needs.

Leaver destinations as at May 2023 can be categorised as follows:



60% continued in school education, 11.5% went on to Further Education and Higher Education. 13.5% are in employment (paid and voluntary) with 9% undertaking formal training.

This is an extremely positive outcome with 94% of CECYP going on to achieve positive destinations. Our Year 2 target in the Corporate Parenting Plan was for 88% of leavers to move on to a positive destination.

Scottish wide education outcome data for care experienced young people 2021 – 22 notes that 84.8% of care experienced young people went on to a positive initial destination, compared to 95.7% of all children. 70.4% were in a positive follow-up destination, compared to 93.5% of all children. Our authority data for CECYP achieving a positive follow up destination exceeds the national percentage for both care experienced and non-care experienced learners.

We note that when working with such small numbers, a change in circumstance for one or two young people can negatively impact the percentage figures. The VHT for Care Experienced Children and Young People has detailed information in relation to the small percentage of individuals who continue to be supported to achieve a positive destination. For some, this is directly related to health issues and partner agencies are making every effort to offer tailored support.

The VHT works alongside school colleagues and partners from Skills Development Scotland to ensure that each and every care experienced young person is aware of their options for further education and employment and is supported to access the required information through this transition period.

Positive destination data for 2022 – 23 is currently being compiled and will be reported on in 2024.

- 4.5 Inter-agency links continue to be developed and strengthened between Social Work, Health and Education. This facilitates a solution focused partnership approach which aims to ensure each young person, their needs and circumstances are considered during the support planning process. It should be noted that the child/young person's views and that of their family/carer/guardian are essential and considered during any planning process.

The Virtual Head Teacher represents the Education Service by reporting and participating in working groups directly related to CECYP or the services around them, including:

- Joint Resource Group
- Corporate Parenting Group and associated Sub Group
- Maximising Attendance Group
- Kinship Panel
- Learning Reviews
- Trauma Strategy Group
- Universal Free School Meals
- Work Experience Group – VHT chairs
- Transition Focus Group – VHT Chairs
- Northern Alliance – Argyll and Bute link for CECYP

These forums facilitate analysis of data, consultation, identification of areas for improvement and best practice, ultimately leading to positive change for our CECYP.

To support the understanding around the role of the VHT, a briefing document was shared with Health and Social Work and a meeting held with the Child and Adolescent Mental Health team for CECYP. This has increased the visibility of the VHT role and provided opportunities for further collaboration. The VHT has also presented at a Child Health Development Day to share CECYP priorities within education.

Recent feedback gathered from a survey shared with our partners evidences that they have clear understanding of the role of the VHT and interactions have been positive and helpful. The VHT has been contacted directly by colleagues in health and social work to support in individual cases, resulting in positive transitions, inclusion and attainment for CECYP across the authority.

The VHT has continued to build on the work undertaken by the previous post holder to maintain and strengthen communication to make a difference for our CECYP. Improved communication links between education and partner agencies has resulted in positive support for our CECYP, who feel heard when action happens. This has included support with medication, school transitions, settling into new accommodation and working alongside chosen key adults.

Future projects include a working group focusing on reducing stigma, linking with the Participation Officer and our care experienced young people alongside wider agency collaboration for a 'Care Experienced Focus Week.' This work is being

actioned as a direct result of CECYP sharing their views at the Corporate Parenting Board in May 2023.

Through attendance at nationwide conferences –in person and online – the VHT is highlighting the importance of CECYP and our aspirations for them within Argyll and Bute.

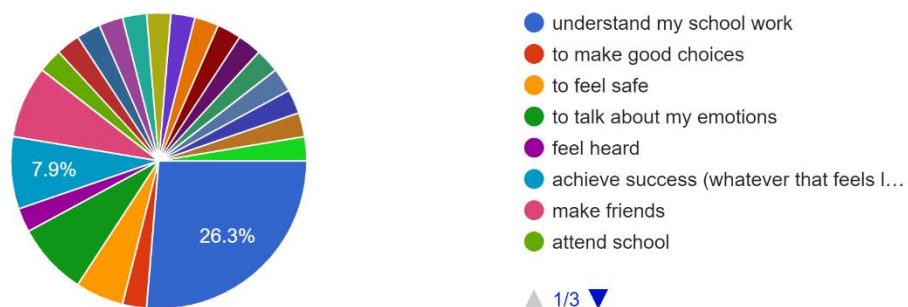
4.6 The Care Experienced Education Team currently consists of the VHT and four Health and Wellbeing Liaison Officers. This was complemented by three Lead Additional Support Needs Assistants posts from January – October 2023. The team supports operationally across Argyll and Bute, working directly with our CECYP. Interventions are personalised to each child and their context. Interventions include maintaining communication links between home and school, supporting attendance, wellbeing and emotional regulation and targeted learning support. The VHT has committed to additional training and will share this with the Care Experienced Education Team as appropriate to ensure consistency of approach.

During the course of this academic year over 40 CECYP have benefitted from the Care Experienced Education Team input. Following a timetable review in April, part of the team were redeployed and in May 2023 we piloted early intervention support in one of our Early Learning and Childcare settings. Qualitative feedback from the setting practitioners has evidenced the positive impact on educational attainment, particularly literacy and numeracy. One child in particular has grown in confidence, leading to higher engagement and increased skills development.

Learner feedback remains essential to informing our approach. Throughout May and June we have surveyed our CECYP as part of our self-evaluation process. A range of questions in relation to the support received from the Care Experienced Education Team were asked. This feedback supports identification of the type of support important to our children and young people and allows us to plan to meet these needs. It also informs individual support, Care Experienced Education Team staff training needs, evidences the impact of the interventions and continues to feed in to our improvement journey. Thirty eight learners completed our ‘Learner Voice’ survey. Below is a sample of responses in relation to how our CECYP feel they are being supported by our operational team.

This adult helps me:

38 responses





- |   |   |
|---|---|
| ● understand my school work, to make...   | ● I like it when we play with the playdough and my spiderman toys.              |
| ● And school work                         | ● understand my school work, to make good choices, to feel safe, feel heard,... |
| ● Understand my school work and to m...   | ● Just to talk to someone   |
| ● time out of the classroom to think      | ● All of these things in the list   |
| ● all of them                             | ● Play with me  |
| ● art projects                            |   |
| ● to make good choices, feel heard and... |   |

Qualitative data shows that after working with a team member, learners felt more confident in their ability and felt higher levels of happiness than prior to working with the team member.

The Care Experienced Education Team have completed progress reports for each child and young person they have supported. These reports, learner voice and practitioner feedback inform our next steps and intervention timetable to ensure children and young people continue to feel heard and supported and make progress in their learning.

- 4.7 Argyll and Bute Education Service have demonstrated their continued commitment to our CECYP by creating the senior leadership role of VHT from April 2023. This supersedes the post of Principal Teacher, bringing further credibility to this leadership role. The VHT works at a strategic level with a focus on improving the educational outcomes for all CECYP across the authority.

Current research evidences that having an additional layer of support with a specific focus on care experienced children and young people has positive impacts. Advocating for the needs and rights of these children, leads to greater attainment and achievement. There are now 17 authorities in Scotland with VHTs in post. The VHT regularly links with the CELCIS (Centre for Excellence for Children's Care and Protection) network of Virtual Head Teachers. The network is a catalyst for action and since being in post the VHT has connected to share practice and linked to support across authority transitions, leading to greater information sharing and preparation for learners who have a need to transfer across authorities. Opportunities to connect with VHTs out-with Scotland have also been explored and a partnership link established with a Virtual School in England where VHTs are a statutory requirement.

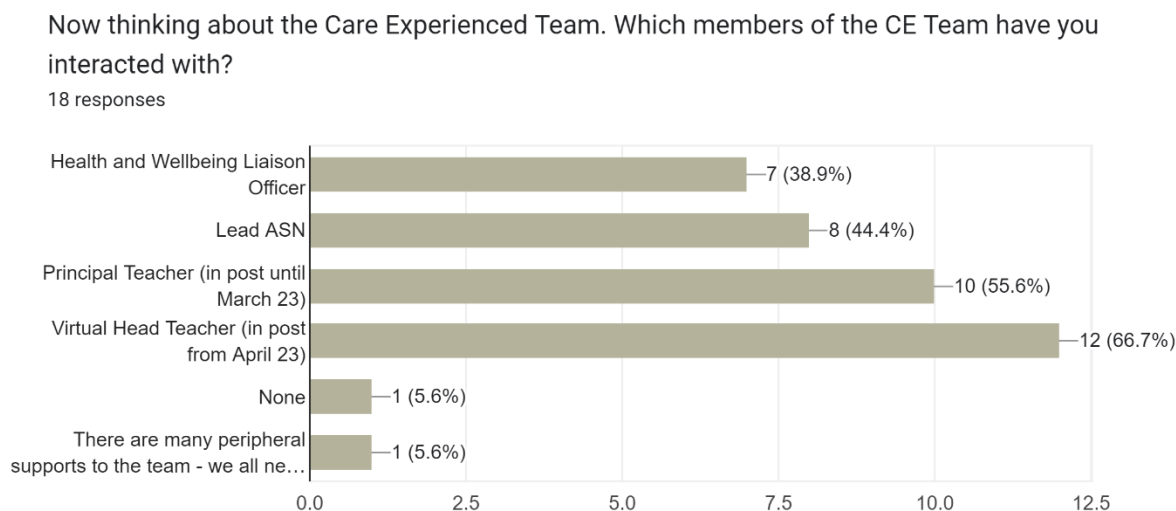
There is agreement across the VHT network that collating data needs to be explored further. The VHT participated in discussion recently that has led to this topic being placed on a future agenda. The VHT continues to develop a system to support tracking and monitoring and works closely with education colleagues to analyse data across key areas.

To raise the profile of CECYP, the VHT:

- Attended all Argyll and Bute Head Teacher meetings.
- Met with key partners to highlight the role and how the Care Experienced Education Team can support operationally and strategically.

- Issued a briefing note to Parent Council Chairs on the VHT role to ensure clarity around the remit.
- Created training slides that all staff engaged with during the August 2023 in-service mandatory training.
- Will meet with student teachers training with The University of the Highland and Islands to highlight our Corporate Parenting responsibilities and The Promise.
- Explore creation an 'X' (Twitter) profile to share information, best practice and signpost to services.
- Ongoing physical school visits by the VHT – both in Argyll and Bute and specialist partner providers across other authorities to ensure the education needs of our CECYP are being met.
- Working with another local authority to design Designated Manager training.
- Deliver training across the academic year to encourage schools to participate in the Education Scotland 'Keeping the Promise Award Programme.'

Survey results evidence that colleagues in educational establishments have interacted with the CE Team, positively, a majority note interaction with the VHT since mid-April:



Contact from educational settings across the authority with the VHT has increased significantly. This includes seeking clarity on children who may have been previously care experienced alongside requests for whole family support. This increased communication evidences that the profile of our care experienced children and young people and the role of VHT continues to be raised.

Across our primary and secondary settings, improvements to the in class registration process are phasing in. Learners who are care experienced will be discreetly identified ensuring teaching staff have the required information to tailor support and build positive relationships.

In November 2023, our senior leaders and Head Teachers from the across the authority meet at conference where the focus is Inclusion and Wellbeing. Information sharing and care experienced learner voice will form an integral part of the day. Care experienced young people from Argyll and Bute will have the opportunity to speak directly with the Children and Young People's Commissioner for Scotland.

Going forwards, self-evaluation exercises alongside the collation of survey data will be undertaken to inform the next steps of the improvement journey to support our CECYP. The VHT has identified areas for review and is being supported by Heads of Service and Education Managers to explore these further.

## **5.0 CONCLUSION**

5.1 The Education Service continues to maintain momentum and make significant improvements for our Care Experienced Children and Young People across Argyll and Bute in line with our Corporate Parenting Board and Education Service targets. Our commitment to ensuring all our CECYP have what they need to thrive is unwavering. We will continue to address raising attainment and closing the gap for Care Experienced Children and Young People in session 2023/24.

## **6.0 IMPLICATIONS**

6.1 Policy – None

6.2 Financial – Appropriate allocation of the Care Experienced Children and Young People Fund Grant

6.3 Legal – The statutory duties of the Children (Scotland) Act 2020 and all previous relevant acts will be met.

6.4 HR – None

6.5 Fairer Scotland Duty: Providing equity and inclusion to meet the needs of all young people.

6.5.1 Equalities - protected characteristics – All legislative requirements will be met

6.5.2 Socio-economic Duty – N/A

6.5.3 Islands – No differentiated impact.

6.6. Climate Change – None

6.7 Risk – Ongoing scrutiny and audit will provide better outcomes for Care Experience Children and Young People. Sustainability and future-planning will mitigate future risk.

6.8 Customer Service – Improvements in service to meet individual needs are being sought

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

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

**Jen Crocket, Head of Education: Wellbeing, Inclusion and Achievement (Chief Education Officer)**

**For further information contact:**

Jen Crocket, Chief Education Officer/ Head of Education- Wellbeing, Inclusion and Achievement

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

**COMMUNITY SERVICES COMMITTEE**  
**14 DECEMBER 2023**

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## **COUNSELLING IN SCHOOLS**

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### **1.0 EXECUTIVE SUMMARY**

- 1.1 Mental Health is a priority of the Scottish Government and all wider wellbeing professionals who work with children and young people as outlined in the Mental Health Strategy 2017-2027. Poor mental health is associated with significantly worse educational and longer-term life outcomes which are exacerbated by social inequalities such as poverty. This is reported to be a growing concern for Scotland (Joseph Rowntree Foundation, 2014, 2020).
- 1.2 In 2018, the Scottish Government announced an investment of over £60 million in additional school counselling services across Scotland with the aim of responding to mild and moderate emotional and mental health needs experienced by young people. This funding aimed to deliver counselling services to children and young people aged 10 and above.
- 1.3 In 2019 an agreement was reached between the Scottish Government and COSLA on the detailed allocation of £60 million over four years to build or expand high quality counselling services for children and young people. This funding has since been baselined into the Council's financial settlement from Scottish Government.
- 1.4 Within Argyll and Bute this funding was utilised to develop a counselling in schools service which was in place from January 2021 – December 2022.
- 1.5 The Health and Social Care Partnership (HSCP) were no longer able to provide this service from December 2022 and therefore following a competitive tendering process, Counselling in Schools has been provided by the Therapeutic Counselling Service – The Exchange from January 2023.
- 1.6 There has been increase in referrals to school counselling and initial evidence of an increase in efficacy.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

14 DECEMBER 2023

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## COUNSELLING IN SCHOOLS

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### 2.0 INTRODUCTION

2.1 The **Counselling in Schools Service** provides an early intervention through therapeutic counselling to children aged 10 and above. This directly supports children and young people with health and wellbeing concerns. Counselling offers young people, a safe and supportive environment to talk over difficult issues in confidence. This involves listening to their views, experiences and feelings without judgement, within the context of a safe and trusting relationship characterised by empathy and respect.

2.2 The **Counselling in Schools Service** makes a considerable contribution towards all of the four core aims of the current Children and Young People's Service Plan 2020-2023:

- **CYPSP Priority 1** - *By ensuring strong, respectful collaborative leadership and communication through the GIRFEC approach we are getting it right for our children and young people*
- **CYPSP Priority 2** - *Our children and young people have access to early help and support.*
- **CYPSP Priority 3** – *We improve the mental health and well-being of our children and young people*
- **CYPSP Priority 4** – *We ensure our children and young people's voice is heard.*

2.3 As an accessible tier 1 service, counselling can support rising mental health needs and provide an early intervention which can reduce the escalation of these needs. Over time it is expected that this will also reduce the pressures on other services including Child and Adolescent

Mental Health Services (CAMHS) through prevention of escalation as a result of providing support at an earlier stage.

- 2.4 The service is now provided by The Therapeutic Counselling Service (The Exchange), with the contract monitored by the Educational Psychology Service who meet regularly with The Exchange.
- 2.5 Counselling is delivered face to face across all localities in Argyll and Bute, with the option for virtual sessions where appropriate. Referrals are primarily made by schools but can also be made by parents, other professionals and the young person themselves.
- 2.6 This paper is presented to provide an update on the delivery and impact of the Counselling in Schools service from January – September 2023, when the service has been provided by The Therapeutic Counselling Service (The Exchange).

### **3.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee:

- 3.1 Note the change in provision of the Counselling in Schools service to The Therapeutic Counselling Service (The Exchange), the positive impact it has had on children and young people's wellbeing since its inception in January 2023, and support the on-going commitment to deliver this service within all schools.
- 3.2 Agree the continued need for support across the Health and Social Care Partnership and the Education Service to further embed this service within current processes, ensure a clear continuum of support and improve access for children and young people.
- 3.3 Note that a successful approach requires joint working between Education establishments and the Counselling in Schools Service as partners in co-facilitation including the use of school spaces for young people to access their counselling sessions.
- 3.4 Agree the need to consider how best to ensure impact from the Counselling in Schools funding which has now been base lined in to the Council's financial settlement.

### **4.0 DETAIL**

- 4.1 *Getting it Right for Every Child (GIRFEC)* is the national policy framework aimed at supporting the wellbeing of children and young in Scotland. This framework incorporates the articles of the United Nations Convention on the Rights of the Child (*UNCRC*) into practice and promotes a rights-

based approach. The Children and Young People (*Scotland*) Act (2014) reinforces the rights of children and young people.

The 8 GIRFEC wellbeing indicators provide a shared language and common understanding of wellbeing for all professionals across the HSCP, which children need to grow and develop: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included.

- 4.2 Health and wellbeing are also core components of the *Curriculum for Excellence* and *Building the Ambition*, emphasising the need to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.
- 4.3 In 2021 a partnership approach was implemented between HSCP and the Educational Psychology Service to develop and support the implementation and evaluation of Argyll and Bute's Counselling in Schools Service. A report on this service was provided to this committee in August 2022. With the HSCP no longer able to provide this service, a competitive tendering process was undertaken between October – December 2022. A contract was awarded to Therapeutic Counselling Service (The Exchange) with the new service launching in January 2023.
- 4.4 The Exchange have received 415 referrals between its launch in January 2023 until September 2023. This represents an approximate increased referral rate of 60% per month in comparison to the previous service.
- 4.5 Of the referrals received by The Exchange:
  - 320 were for secondary pupils and 95 for primary pupils (aged 10 years and over).
  - Of the secondary referrals 28% were male, 68% female, 2% non-binary and 2% preferred not to answer.
  - In primary referrals 46% were male and 54% female.
  - Of the referrals, 2.4% were for Care Experienced pupils, 2.7% were referred onwards to CAMHS and 4% were re-requests for support.
  - The most common reasons for referral in secondary referrals were Anxiety (64%), Relationship Difficulties (43%), Family Difficulties (31%) and Self-Harm (18%). Note that more one reason for referral can be identified.
  - In primary referrals, the most common reasons for referral were anxiety (62%), Behaviour (25%), Family Difficulties (22%) and Relationship Difficulties (19%).
  - 85% of referrals come from school staff. Of the secondary referrals 6% come from parent and 6% are self-referrals. In primary referrals, 11% come from parents. The remaining referrals (3% in secondary and 4% in primary) come from other professionals, e.g. school nurse.
  - Referrals have been made by all secondary schools across Argyll and Bute and 38 primary schools.



#### 4.6 Efficacy of counselling (Quantitative)

- The Young Persons CORE 10 (YP CORE), a validated outcome measure, is used by The Exchange to evaluate counselling with secondary pupils.
- For young people who completed counselling there is a measured reduction in scores which represents an improvement.
- Using the YP CORE there has been an average 40% decrease in first and final scores. On average, scores have moved from a moderate to mild level of distress.
- Comparing the decrease to that detailed in the previous report to this committee, an increase in the efficacy of counselling is noted. A decrease of 27% in pre and post YP CORE was reported in school counselling in the August 2022 report, compared to a 40% decrease currently.
- 88% of secondary pupils reported feeling less distressed following counselling.
- For primary pupils, The Exchange use two measures to evaluate counselling; Strength and Difficulties Questionnaire (SDQ) completed by parents and the Child and Youth Resilience Measure (CYRM) completed by pupils.
- On average, 84.5% of children report an improvement and 82% of parents report an improvement in the scores from the beginning to the end of counselling.

#### 4.7 Efficacy of counselling (Qualitative)

- The following statements were gathered from surveys completed following counselling by pupils, parents, and head teachers:
- “I have overcome my fear of attending school again and I feel safe.” (secondary pupil)
- “Counsellor helped me to work on building my confidence which enabled me to have some difficult conversations with my parent that had been worrying me for month, this is a huge relief, I feel much less anxious and am sleeping better.” (secondary pupil)
- “I have been more able to identify where my anger is triggered most and feel more equipped at regulating my emotions, I feel much calmer and more in control which in turn has helped how I feel about myself and my relationships.” (secondary pupil)
- “I am proud of the progress I have made and feel more able to manage my anxiety.” (primary pupil)
- “It has made me feel calmer, and I now feel more able to control my anger.” (primary pupil)
- “My child has become more confident and has come out of his shell, back to the boy he used to be.” (primary parent)
- “I feel very involved in this process and feel better equipped to support my child’s emotional needs.” (primary parent)

- “Feel there has a 100% improvement. My child is more positive and able to tell me how she is feeling.” (primary parent)
- “Your service is making GIRFEC possible.” (primary head teacher)
- “The collaboration your service has with parents and school staff is making a massive difference to our pupils.” (primary head teacher)

4.8 The Counselling in Schools Service reports regularly to Scottish Governments through the *Children and Young People’s Mental Health Report (Combining School Counselling and Children and Young Peoples Mental Health and Wellbeing Supports and Services Framework)* every 6 months.

4.9 Now that the funding for this service has been baselined, multiagency discussions are taking place to ensure maximum impact for our children and young people through delivery of Counselling in Schools moving forward, taking in to account the evaluation information to date including the voice of the young people accessing the service.

## **5.0 CONCLUSION**

5.1 The establishment of the Counselling in Schools Service continues to make a significant contribution towards four core aims of the current Children and Young People’s Service Plan 2020-2023 and national priorities around supporting the wellbeing and mental health of our children and young people, in line with Scottish Government requirements.

5.2 Since the change of service provider to The Exchange, there has been increase in referrals to school counselling and initial evidence of an increase in efficacy.

5.3 With the funding now baselined it will continue to have positive impact on outcomes for children and young people in Argyll and Bute.

## **6.0 IMPLICATIONS**

6.1 Policy – Policy to support service delivery is currently in place

6.2 Financial – funding has now been base-lined

6.3 Legal - None

6.4 HR – None

6.5 Fairer Scotland Duty - None

6.5.1 Equalities - protected characteristics

6.5.2 Socio-economic Duty

- 6.5.3 Islands – service delivery is provided on an equitable basis across all areas of Argyll and Bute
- 6.6. Climate Change - None
- 6.7 Risk – None
- 6.7 Customer Service

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

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

**Jen Crocket - Head of Education: Wellbeing, Inclusion and Achievement**

**For further information contact:**

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# QUARTERLY REPORT

1st January - 31st March 2023

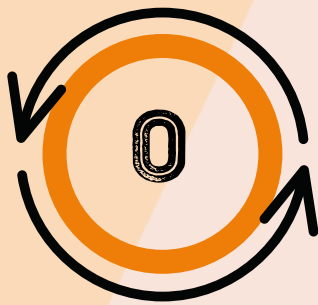
The  
Exchange



# SECONDARY REFERRAL DATA

Total YP Referral to us this Quarter	134
YP currently receiving support	109
YP completed this Quarter	20
YP Opted out	5

Re-Requests



Care Experienced

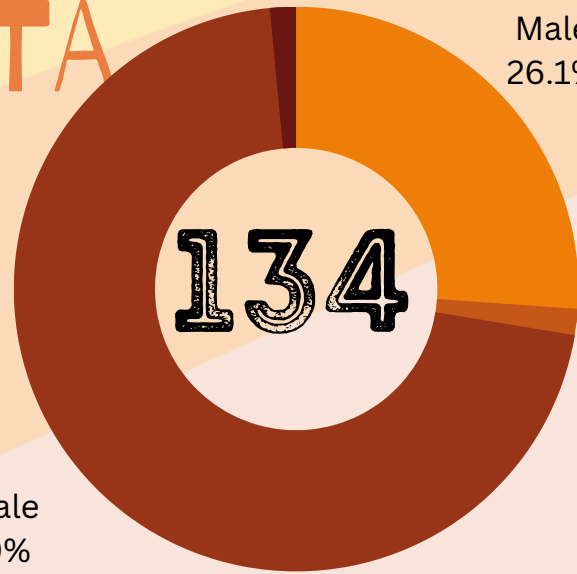


# SECONDARY REFERRAL DATA

Prefer not to say 1.5%

## Gender

Male 26.1%



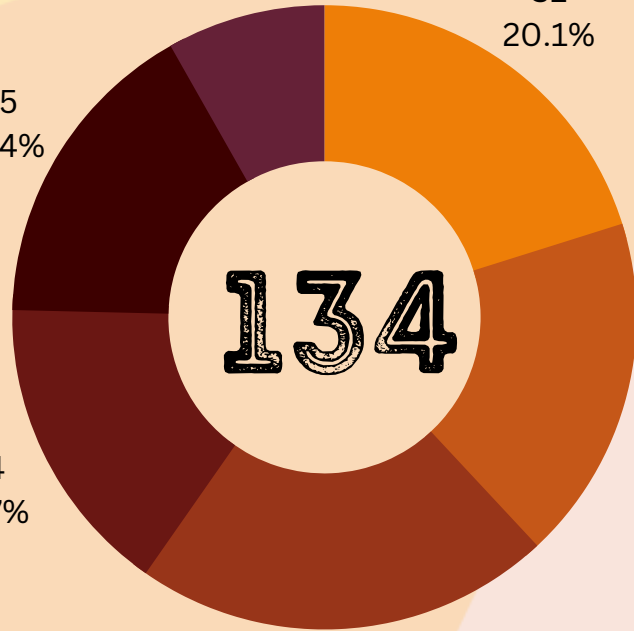
Non-Bina 1.5%

S6 8.2%

S1 20.1%

Female 70.9%

S2 17.9%

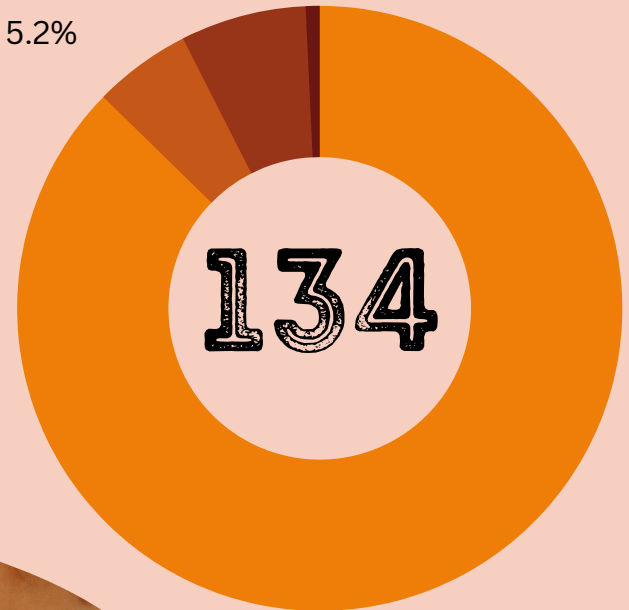


Year Group S3 21.6%

Parents 5.2%

Self 6.7%

## Referred by

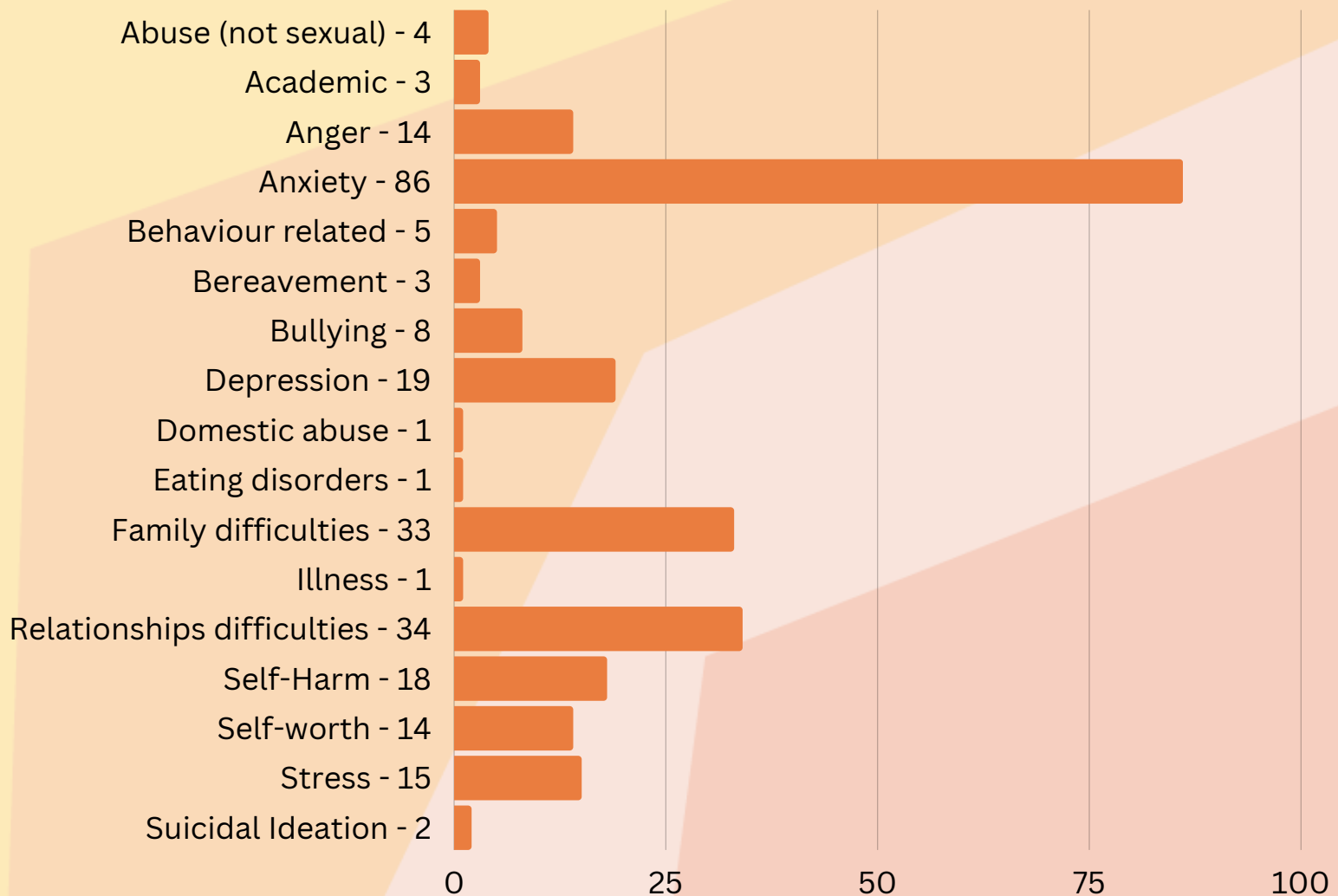


School Staff 87.3%



# SECONDARY REFERRAL DATA

## Referral Reasons



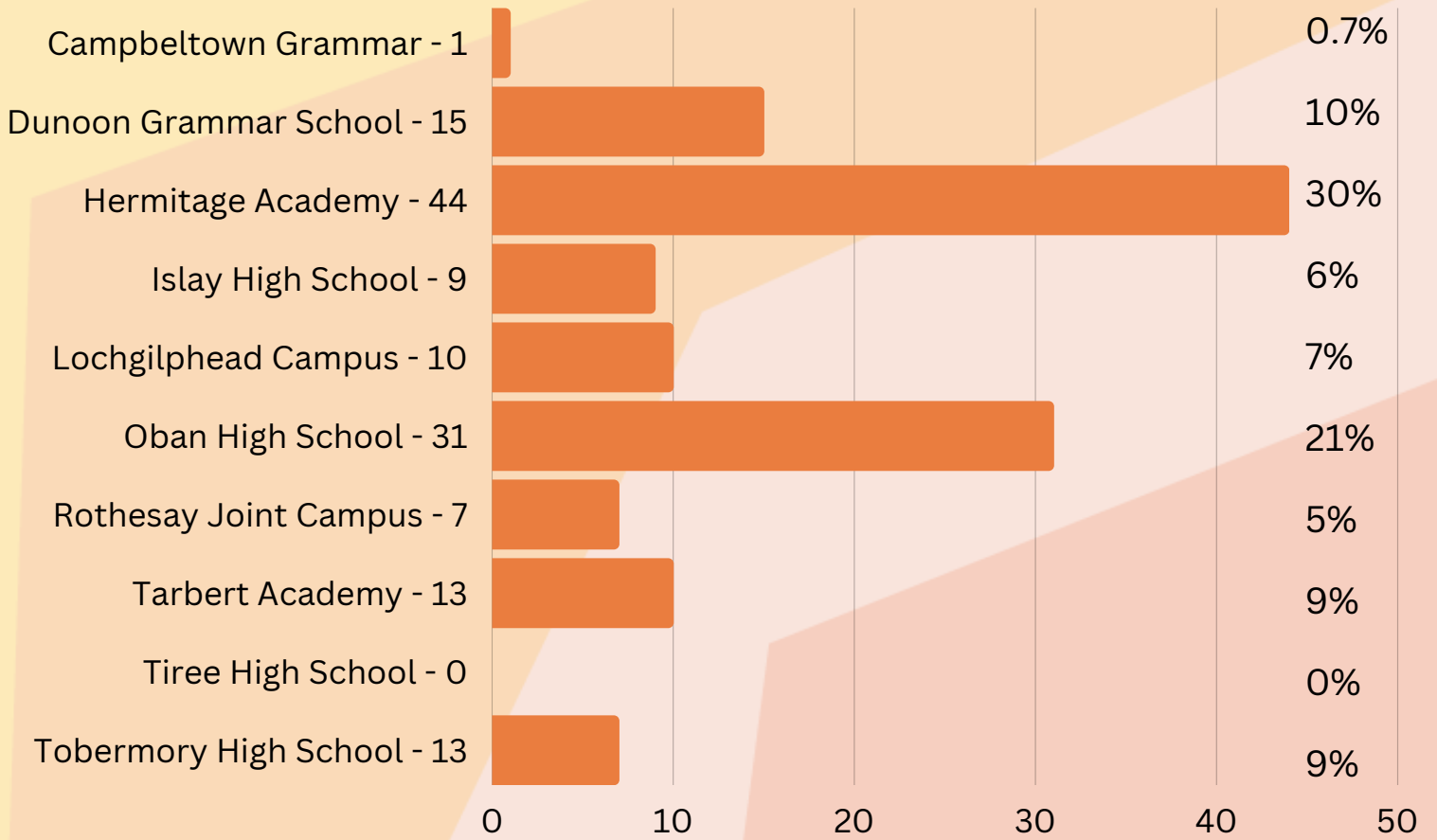
Since the service launch there has been a healthy increase in referrals being made from secondary and primary schools. The service managers attended a series of school forums to present the service offer and engage staff in Q & A. This was successful in helping us establish important connections with school staff. The-exchange has continued to focus on relationship building with schools and a number of meetings have taken place to establish individual connections with each school. Schools have embraced the service by working collaboratively with the service managers and counsellors. The referrals are balanced across all year groups and inline with national statistics, anxiety is the leading presenting issue. The gender representation is almost inline with national averages. Boys mental health is a current focus point for the service. Our D-EXY ambassador has reached out to schools to connect with groups of young people and especially males to involve young people in the promotion of wellbeing support



# SECONDARY REFERRAL DATA

## Referrals by Schools

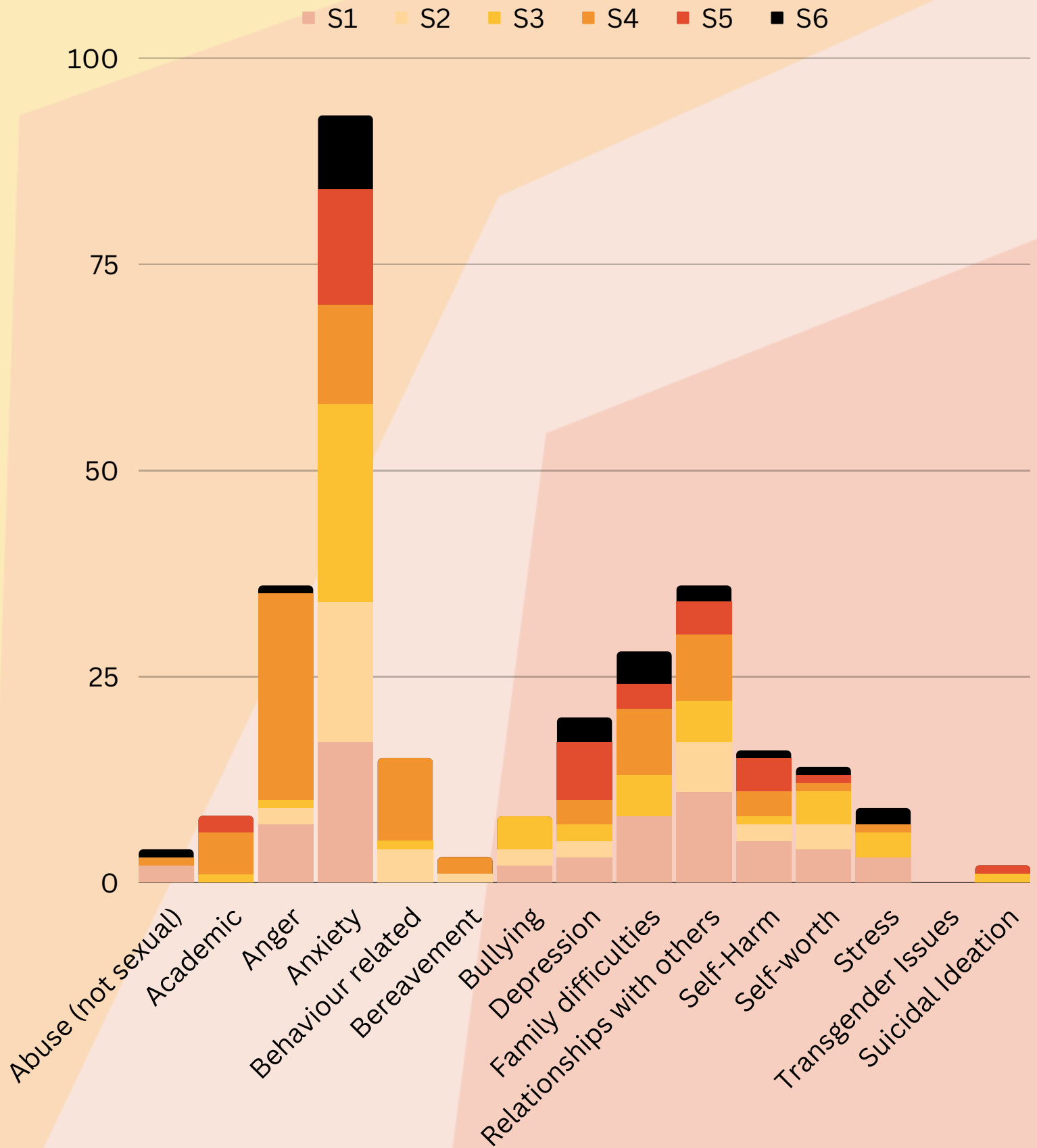
% of school roll 





# SECONDARY REFERRAL DATA

## Referral Reasons by year group



# SECONDARY OUTCOME DATA



YP who have received support this quarter	110
YP who have completed support	20
YP who have improved	100%

Onward referral  
to CAMHS



## YPCORE clinical outcome scores

Average Start Scores

17.1



Moderate

Average End Scores

9.1



Healthy



# SECONDARY CASE STUDY

**Case Study**

Female 17, S6.

Referral from school.

**Assessment:**

YP core start score 'moderate/severe'

**Reason for Referral:**

Struggles with thoughts of historic abusive relationship.

Low self-esteem

**Focus:**

Identify and exploring triggers

Promote healthy ways to regulate mood, identifying appropriate and helpful resources for client to access.

Identify positive thoughts of self and achievements. Challenge intrusive thought cycles to improve negative view of self.

Support client with self-efficacy and optimism for client's reported struggles with lack of motivation.

**Outcome:**

Self-reflective insight improved, client recognised barriers that previously impacted her.

Emotional literacy and self-awareness improved and subsequent relationship improvements reported facilitated improvement in ability to communicate emotions.

Client developed the ability to rationalise what's within her control and what isn't, allowing her to understand misplaced anger.

Optimism increased, client was able to manage goals more efficiently by breaking these down into smaller tasks. This has helped her to complete goals more realistically. Developed the practice of positive self-talk. Client noted they feel more positive about self-worth and increased self-esteem. Improved ability to self-regulate by choosing healthier responses and coping strategies.

YP core score reduced to 'mild'.



# SECONDARY FEEDBACK

We use survey monkey to gather feedback from our young people when they've completed their sessions.

Once we've gathered enough impactful data we will display it in this section of the report.

In the mean time below are some quotes from young people who have accessed our service.

"I've figured out that my anxiety is just a way of showing I care about my exams. It's ok anxiety I've got this."

"It's going good, plenty of things I can try to help me improve, the nausea is already better. I'm better with eating too."

"I do listen and take our discussions on board. I got a high five from a teacher when I asked a question, he said it was the first time in 4 years."



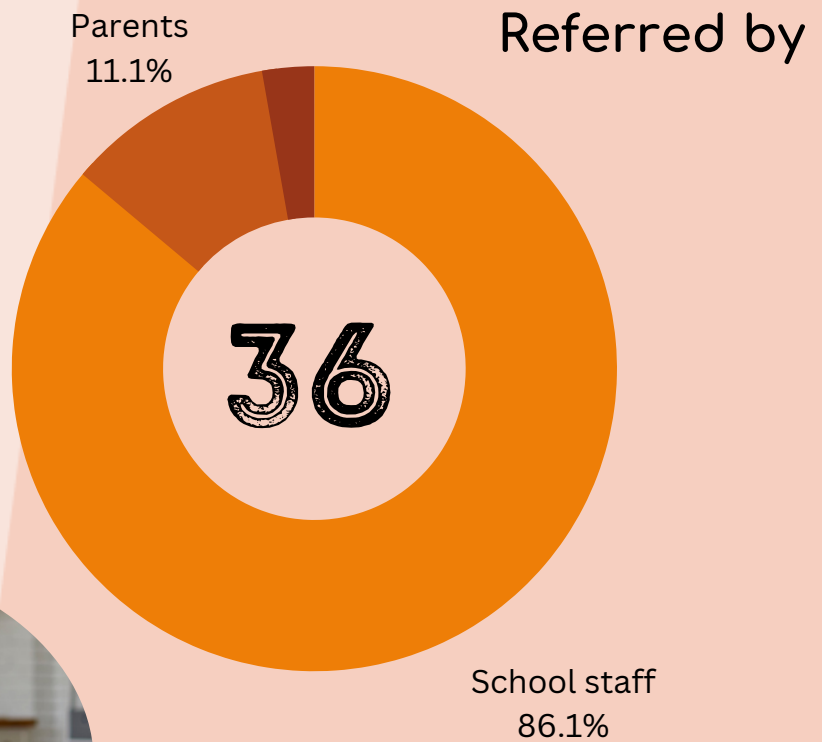
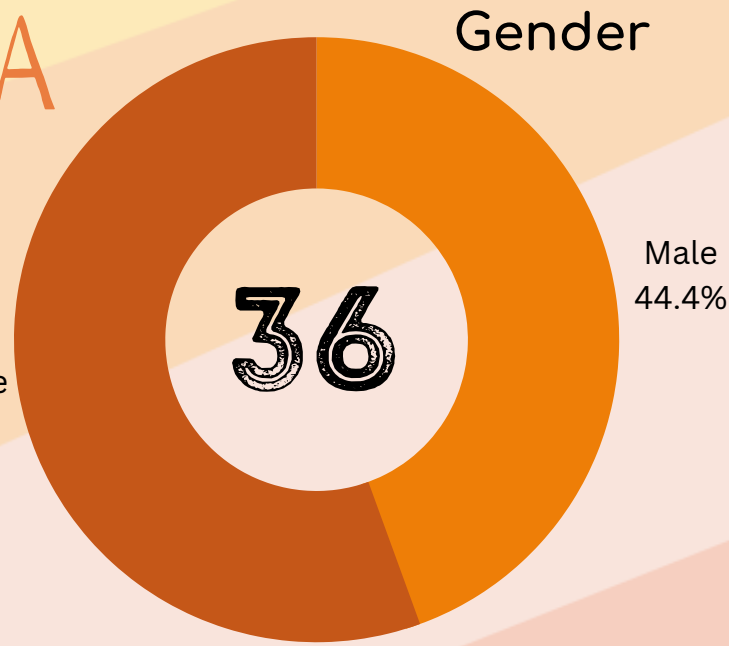
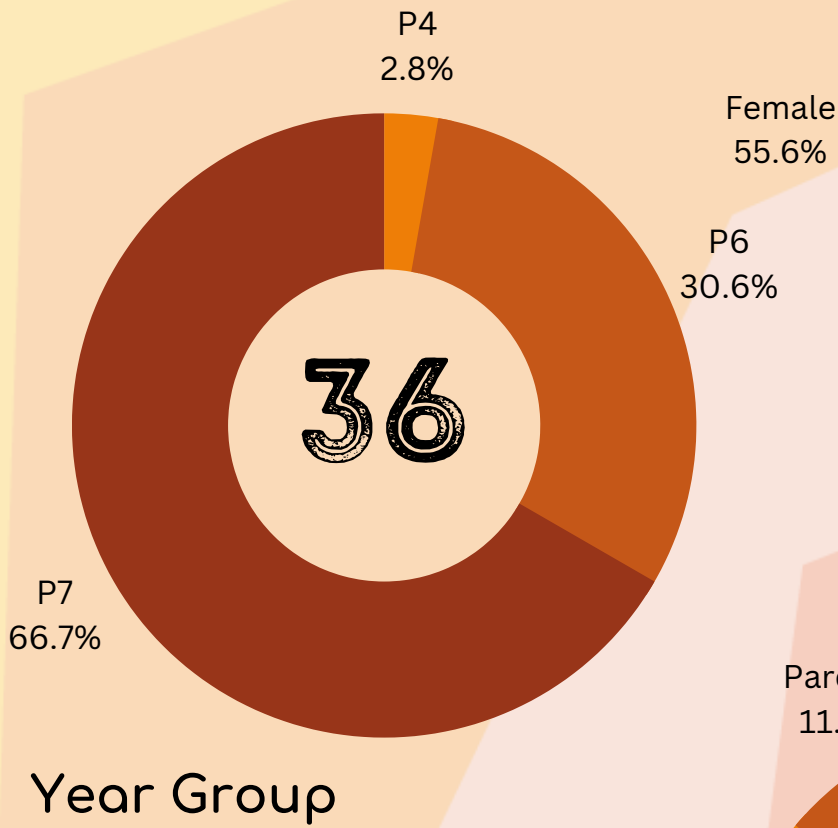
# PRIMARY REFERRAL DATA

<b>Total Children Referral to us this Quarter</b>	<b>36</b>
Children currently receiving support	23
Children closed at point of screening	6
Children undergoing screening	7

## Care Experienced

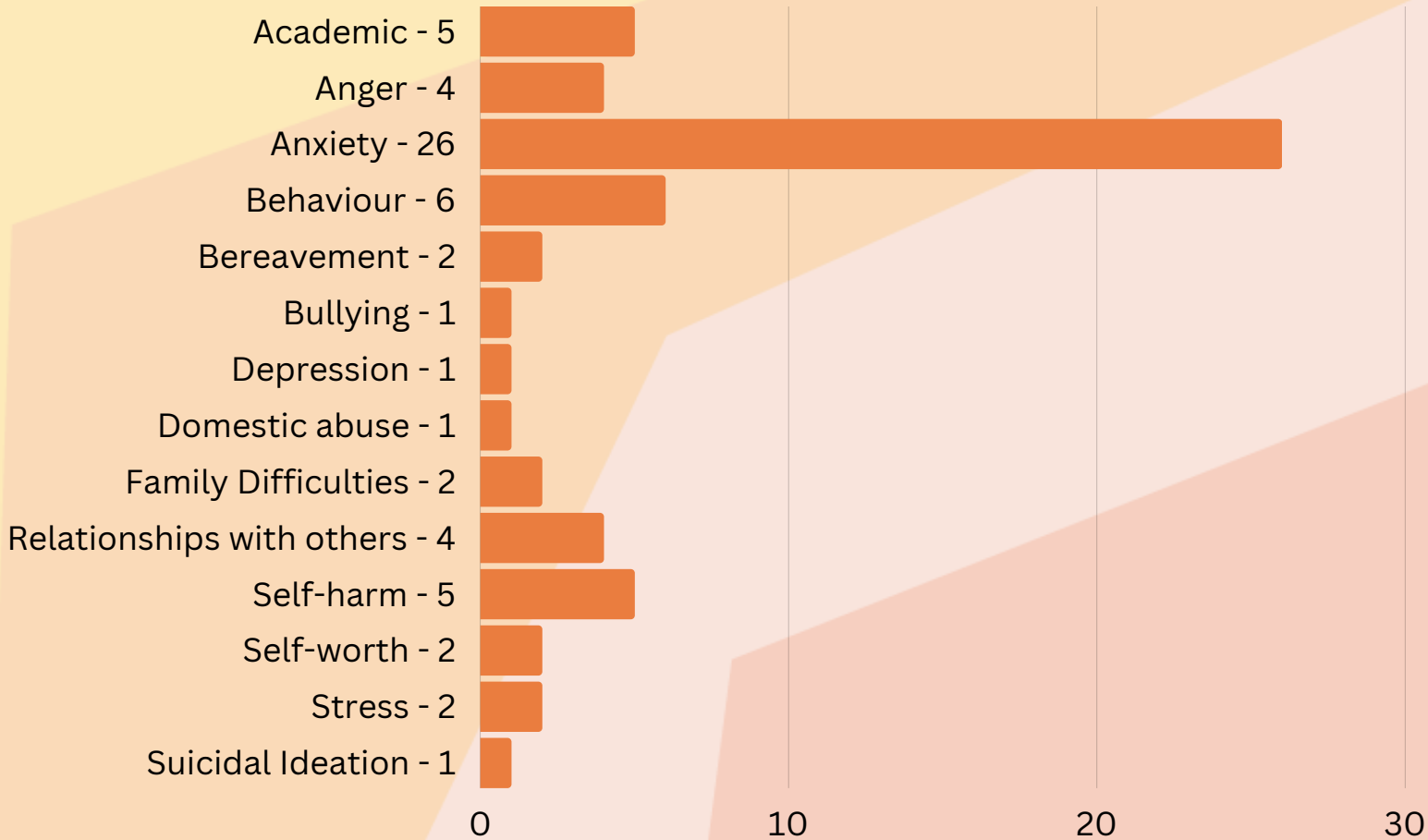


# PRIMARY REFERRAL DATA



# PRIMARY REFERRAL DATA

## Referral Reasons

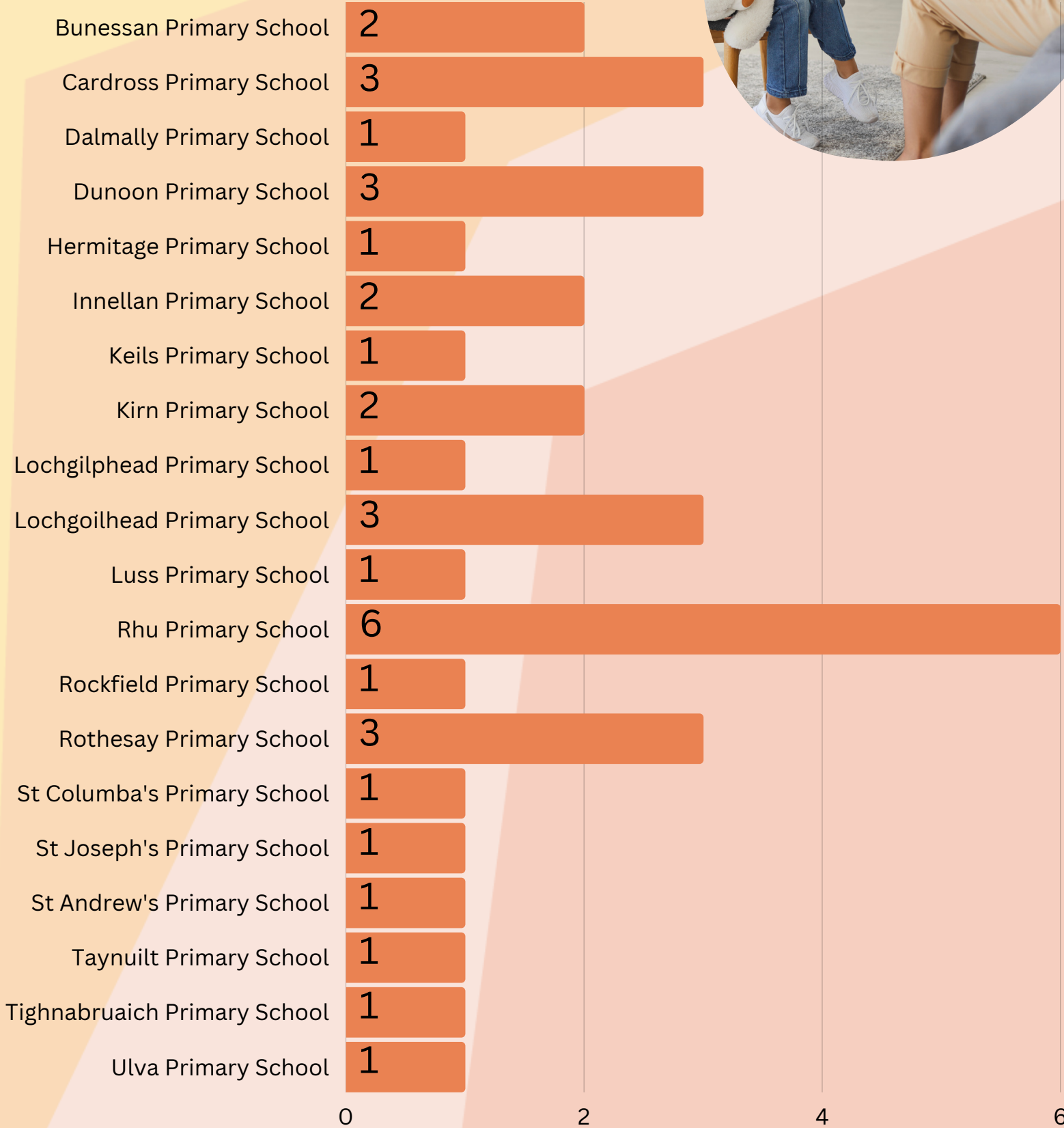


In our first quarter within Argyll & Bute our focus has been on connecting, collaborating and building relationships with the schools. We've had a healthy amount of referrals since introducing the service. The-exchange has embraced working rurally and collaborating with the schools to provide a suitable support for them. The feedback from schools and parents has been hugely positive, and this has been a good foundation for us to start on. Some schools have expressed an interest in group work, we are working collaboratively with them to be able to provide this within the next quarter.

Out of the 36 referrals we've received anxiety has been the highest reason for referral, we have also noticed themes of stress and anxieties surrounding the transition to secondary school.



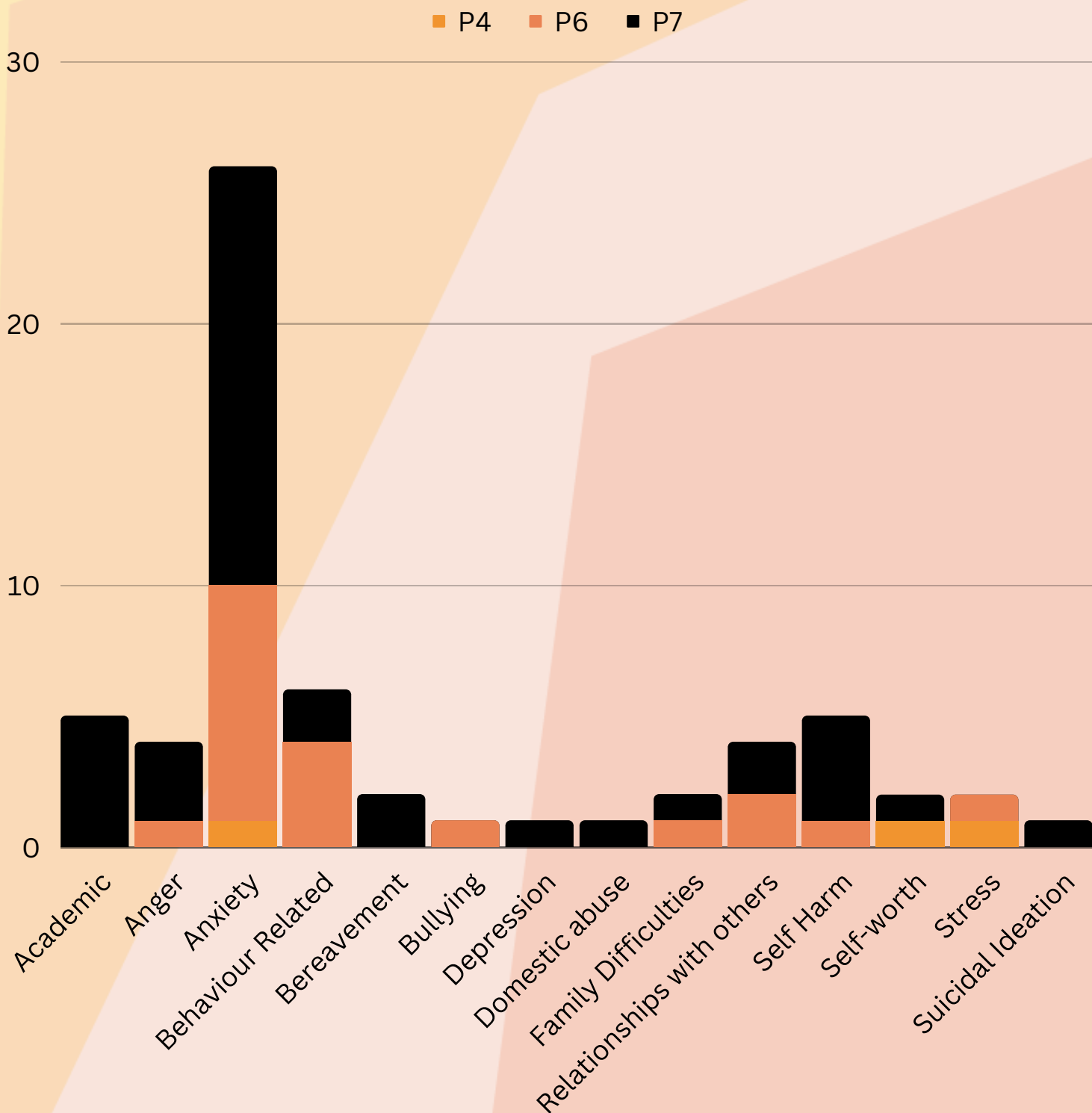
# REFERRALS PER SCHOOL





# PRIMARY REFERRALS DATA

## Referral Reasons by year group

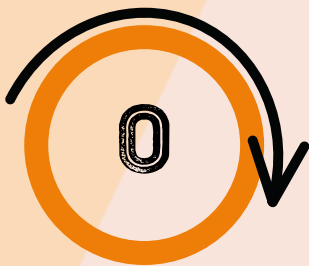


# PRIMARY OUTCOME DATA



Children who have received support this quarter	23
Children completed support	0
Children closed at point of screening	6
Children who reported an improvement (using CYRM)	%
Parents who reported an improvement (SDQ)	%

## Onward referral to CAMHS



We gather data from both the child and parents at the beginning and end of the block of support. We use the Strength & Difficulties Questionnaire with the parents and use our Resilience Assessment, based on the Child & Youth Resilience Measure (CYRM) with the children. Once we have gathered enough data this is where we'll report on this.

Currently we have closed 6 referrals, 1 of which were referrals for children under the age of 10. The other 5 closed at point of screening, 3 of which were screened not appropriate, 2 disengaged at point of screening due to no longer requiring support.



# PRIMARY CASE STUDY

## Ongoing Case Study

Gender: Female, P.7.

### Referral Reason:

Impact of ADHD and recent Tourette's diagnosis.

Client is often disruptive in school, has a fraught relationship with teacher.

Often feels picked on and struggles with consequences of actions.

### Assessment:

Strength and difficulties questionnaire "very high difficulty"

Child and Youth resilience measure "low/ moderate resilience"

### Narrative:

Emotional literacy, self-regulation, self-esteem and confidence were areas that were under resourced. Client indicated difficulty in sometimes understanding how others feel and expressing how she feels.

### Intervention:

Following exploration at triage the outcome was to create a bespoke support plan using activities from two of our programmes - Key to Me & Inside Outside. The combination of these interventions will aim to help build on the child's internal factors. Targeting self-esteem, self-worth, confidence and emotional literacy, whilst developing self-regulation and optimism.

### Outcome:

The client has engaged well in sessions so far and has been responsive to the creative activities suggested. We will continue to develop the client's resources, whilst collaborating with school and home in order to help them best support the client.



# PRIMARY FEEDBACK

Had a positive experience of our practitioners



Would recommend us to others in need



Noticed an improvement in their child



Felt our process was made clear from start to finish



We send a survey monkey to the parents/ carers once we've completed our block of support. This is where we will report on the outcome of these surveys.



# QUARTERLY REPORT

**1st April - 30th June 2023**

The  
Exchange



# SECONDARY REFERRAL DATA

Total YP Referral to us this Quarter	61
YP currently receiving support	9
YP completed this Quarter	141
YP Opted out	17

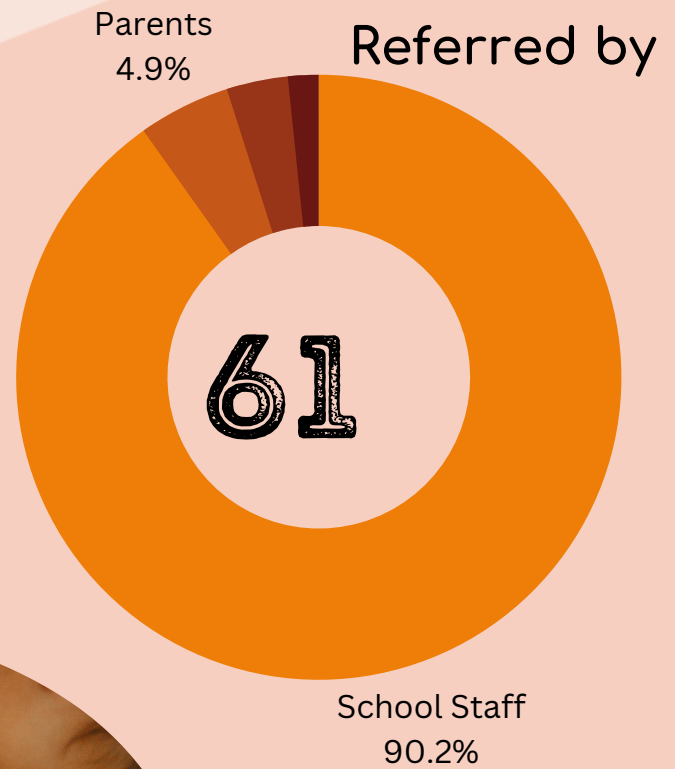
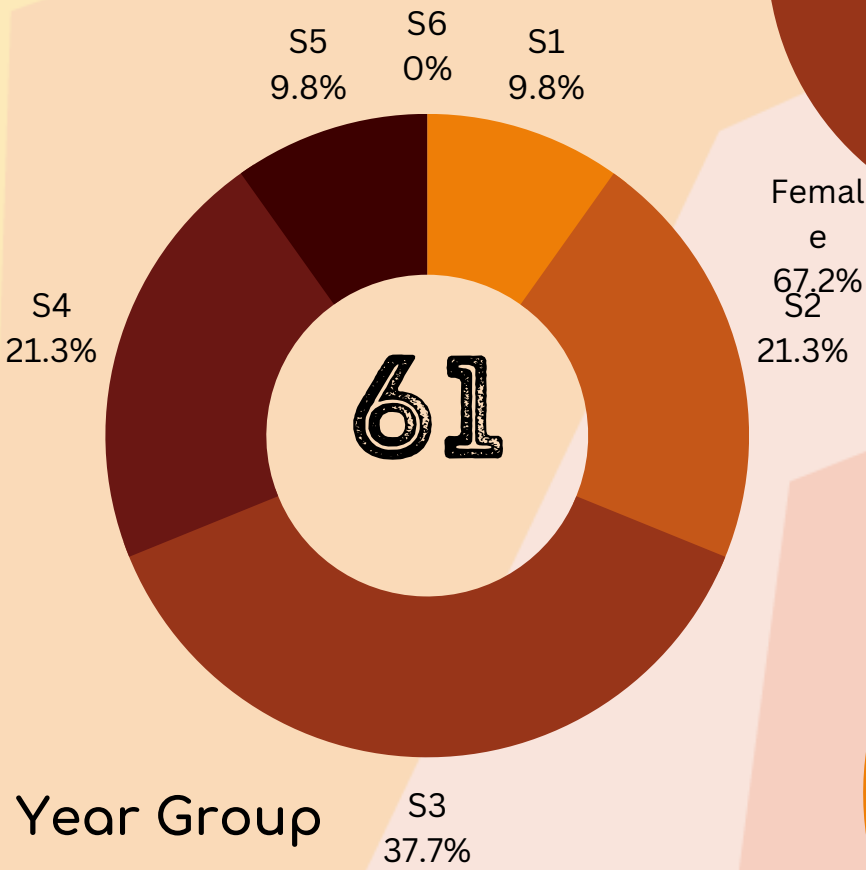
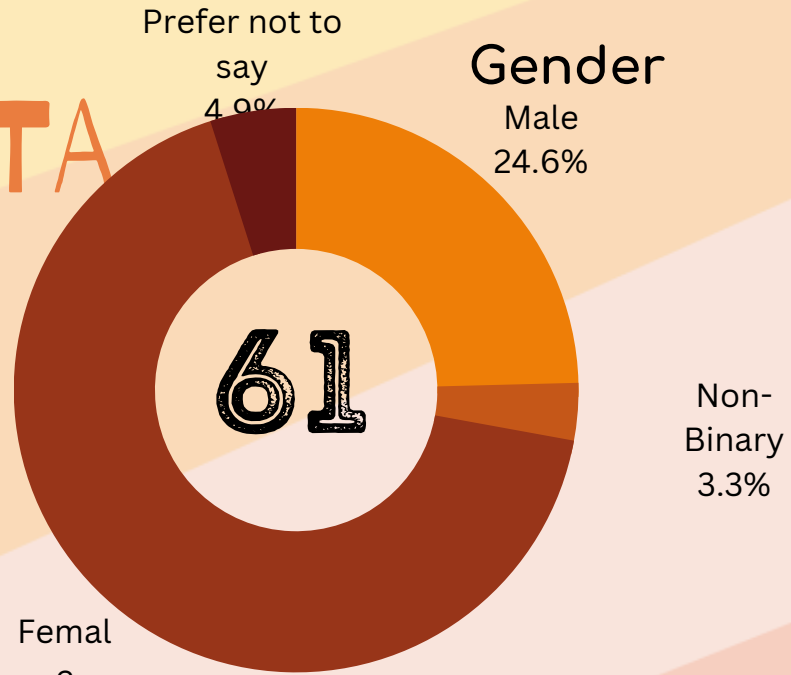
Re-Requests



Care Experienced

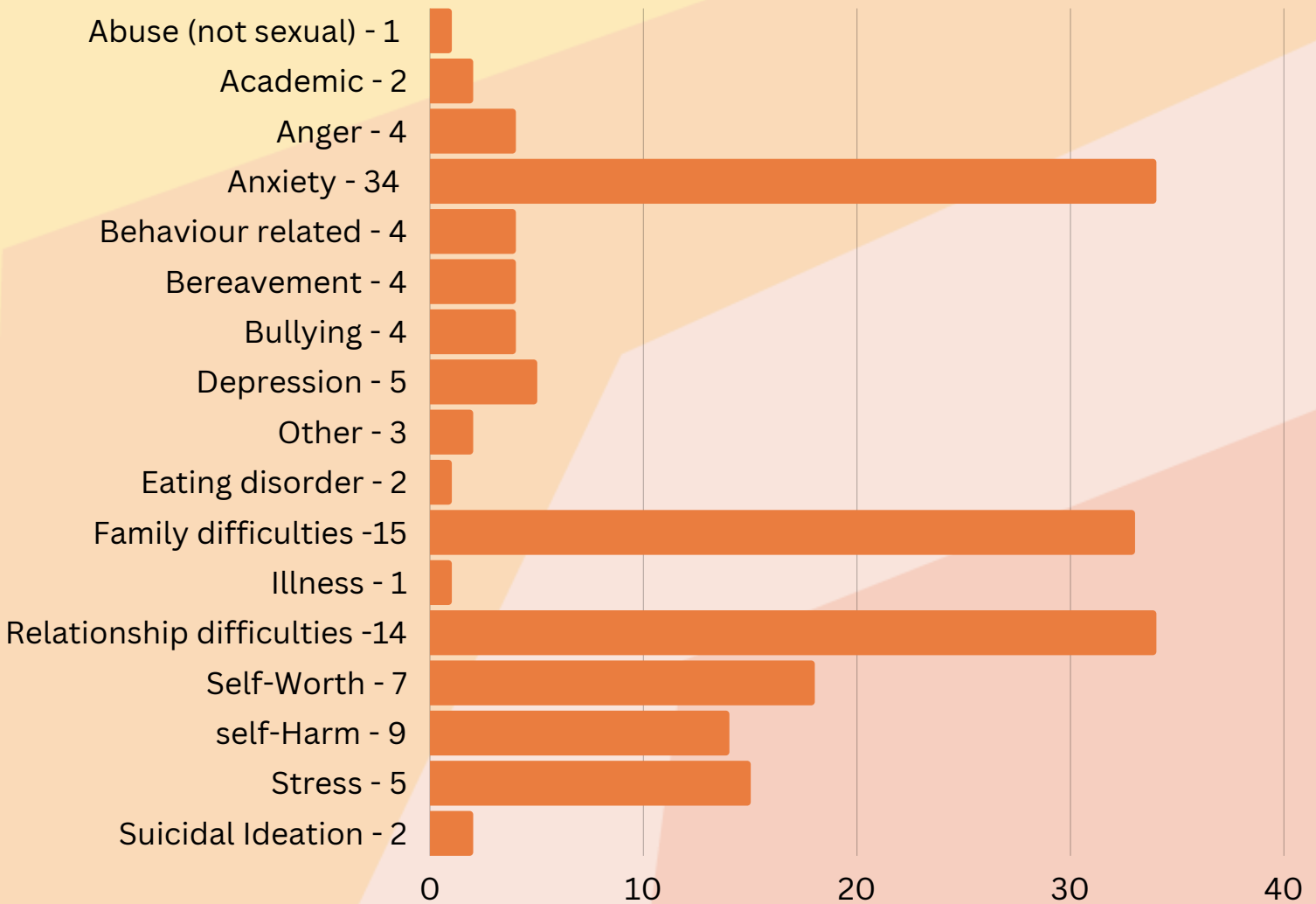


# SECONDARY REFERRAL DATA



# SECONDARY REFERRAL DATA

## Referral Reasons



Referrals have been lower this quarter. There have been ongoing discussions with schools to raise awareness of service and gain insight. Both Service Managers have attended schools in person to engage with young people with a view to learning more about the needs and issues across different geographical areas.

We were delighted to attend the Argyll & Bute Mental Health conference in Inverary. This was a great opportunity to connect with an array of services. Counsellors are reporting good collaboration with schools.

Plans for support across the summer have been put in place. Schools have been informed about the process and promotional materials sent out for young people.

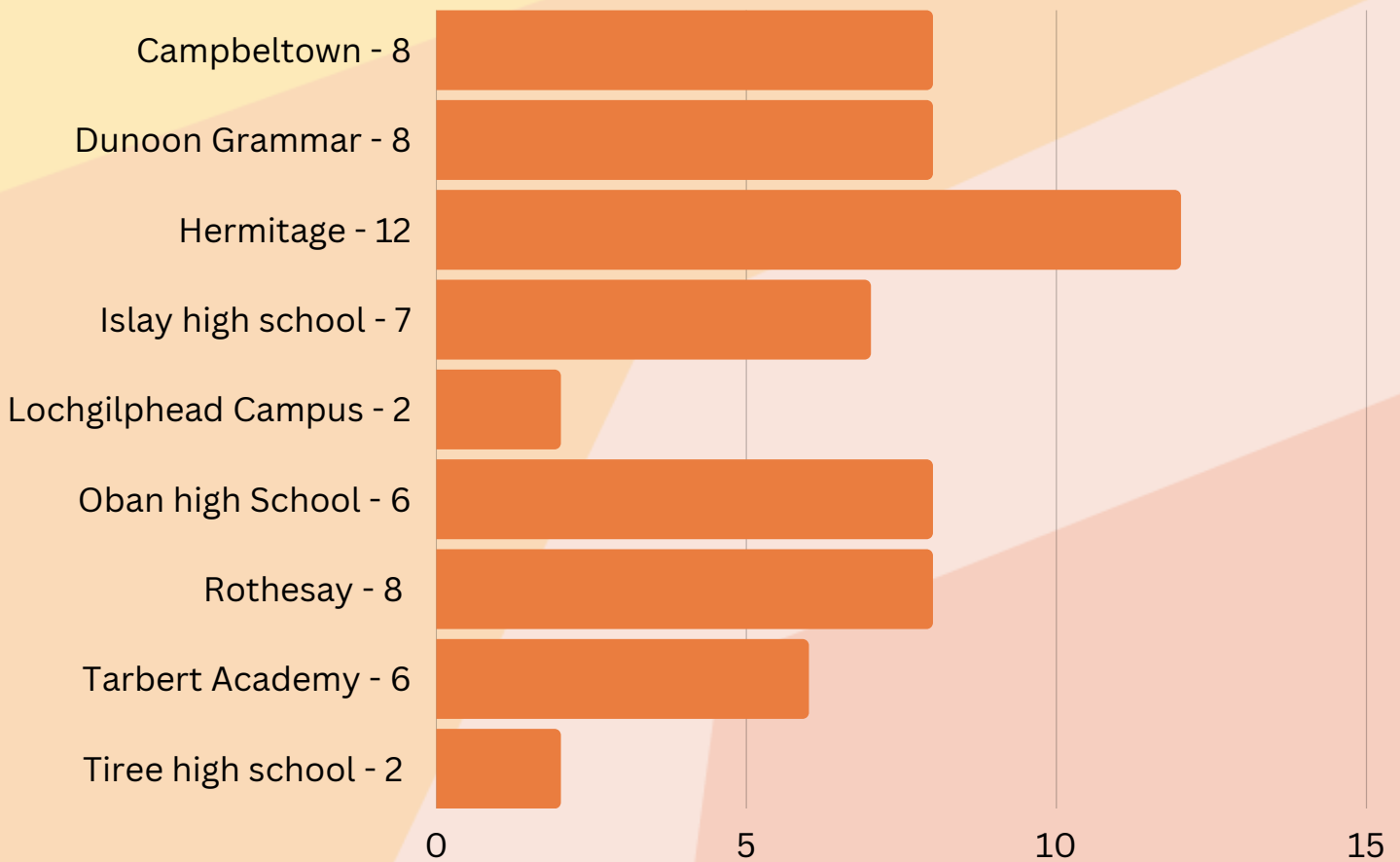
Increasing the number of referrals in the new academic year is a key priority and a discussion point for the contract review meeting.





# SECONDARY REFERRAL DATA

## Referrals by Schools



We have noticed that referrals from some of the larger schools have decreased, compared to when the service began. This could be due to exams and the busyness of the summer term. We will monitor this closely next term and we have arranged to visit Dunoon and Hermitage early in August to explore this more. In contrast, some of the smaller schools have referred more this quarter. The hybrid of virtual and f2f support is working out very well in the more remote schools. However, all sessions in Islay have been delivered f2f.

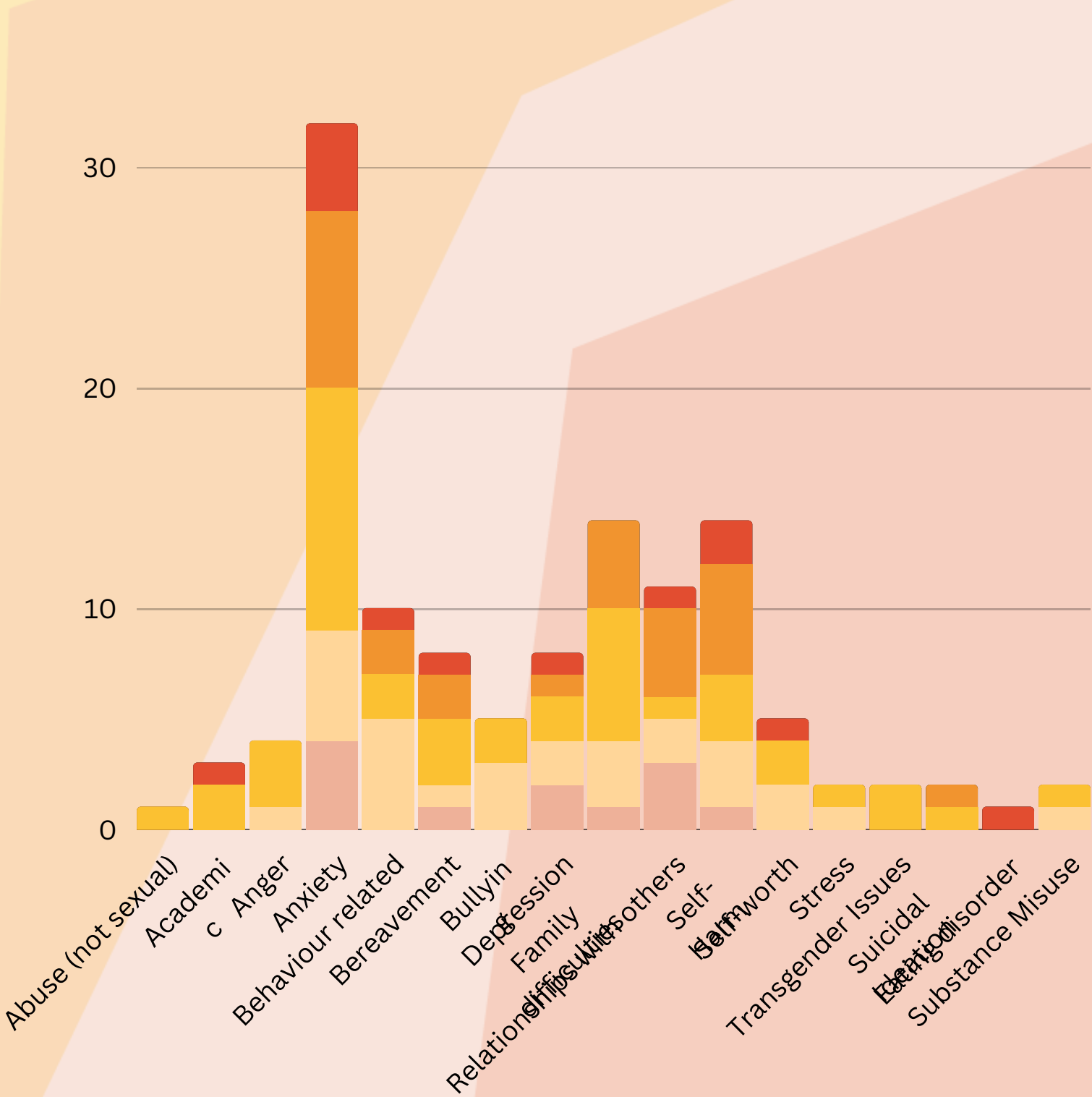


# SECONDARY REFERRAL DATA

## Referral Reasons by year group

S1 S2 S3 S4 S5 S6

40 30 20 10 0



# SECONDARY OUTCOME DATA



YP who have received support this quarter	150
YP who have completed support	141
YP who have improved	85%

Onward referral  
to CAMHS



## YPCORE clinical outcome scores

Average Start Scores

21



Moderate to Severe

Average End Scores

12.7



Mild



# SECONDARY CASE STUDY

## Case Study

Female 12, S1.

Referral from pupil support school staff.

Reason for Referral:

Family Stress and Anxiety

Assessment Score :- **Severe** Outcome Score - **Moderate**.

Focus:

Support the client with the therapeutic process by collaborating in a useful way that was conducive to the client's ADHD behaviours and diagnosis

Identify inner strengths, support network and healthy resources. Identify emotional vocabulary  
Explore motivational drivers, building task specific confidence and creating short term goals reflective of client's hyper focus. Support client with identifying triggers for client's difficulties with low mood, frustration and anger

Outcome:

The therapeutic process was adapted to the individuality of this client and their challenges linked to ADHD by incorporating unique styles of communication, room layout and fidget toy items. Usefulness was demonstrated by the client demonstrating a reduction in physical symptoms. Sensory stimulation allowed the client to communicate easily and participate at a higher level. Client shared personal experiences with the ability to demonstrate emotional discrimination and regulation in connection with specific emotions. Learned and consolidated ability to express feelings to others leading to improvement in relationships within support network Client delivered on short term goals which were manageable for client to achieve. Client reflected an improvement in self-confidence and a decline in experienced anxiety having learned coping strategies



# SECONDARY CASE STUDY

Case Study

Female

S1- 12

School Referral

Reason for referral:

This young person was referred to counselling for support with self-harm. Other reasons for referrals were to do with behaviour, likely related to recent ADHD diagnosis.

**Assessment Score - Severe   Outcome Score - Mild**

Focus and Safeguarding.

The client presented high risk actively self-harming and registering high levels of distress. Safeguarding disclosure was made to relevant people and collaboration was established from the start to increase the support around the client.

A safety plan was completed, ongoing concerns were worked with in collaboration with other adults. The therapeutic agenda focused on emotional regulation, consequential thinking, self-worth and social competence.

Outcome:

The network of support around the client was improved through collaborative working. This was evident in the client's confidence and ability to share her self-harm thoughts with school staff to seek help. The client developed strategies for externalising her emotions and became more able to self-manage through applying different strategies.

The client was able to reflect on her emotions and anticipate her behaviour which facilitated her to pause and control her actions in a more healthy manner.

Self-harm stopped and thoughts of self-harm reduced significantly.



# SECONDARY FEEDBACK

We use survey monkey to gather feedback, of the surveys we managed to gather , all young people reported improvement , the young people experience connectivity issues in A&B, and the survey is on a qr code , we will endeavour to find a solution to this next term. We think it's worth noting the change in the level of distress on entering our service this term, with the average start score being 21 an increase on last quarter, this could suggest we are capturing the yp most at need and appropriate referrals . Average end is in the mild psychological distress range, we are satisfied with this outcome.

"I have overcome my fear of attending school again and I feel safe"

"Since seeing you I haven't picked my skin , I can now see good things in my life."

"I am in a place within myself where I have the confidence to achieve, and see my education is important to me"

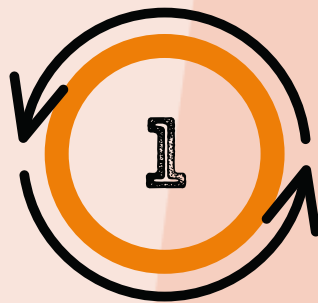
"I feel more settled and able to ask for the support that I need within school to thrive"



# PRIMARY REFERRAL DATA

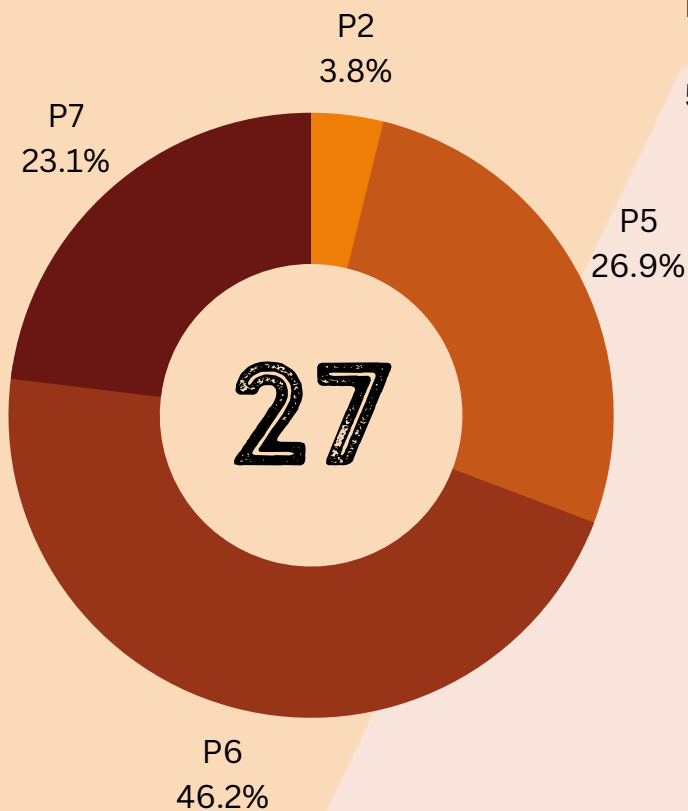
<b>Total Children Referral to us this Quarter</b>	<b>27</b>
Children currently receiving support	21
Children closed at point of screening	8
Children undergoing screening	6

## Care Experienced

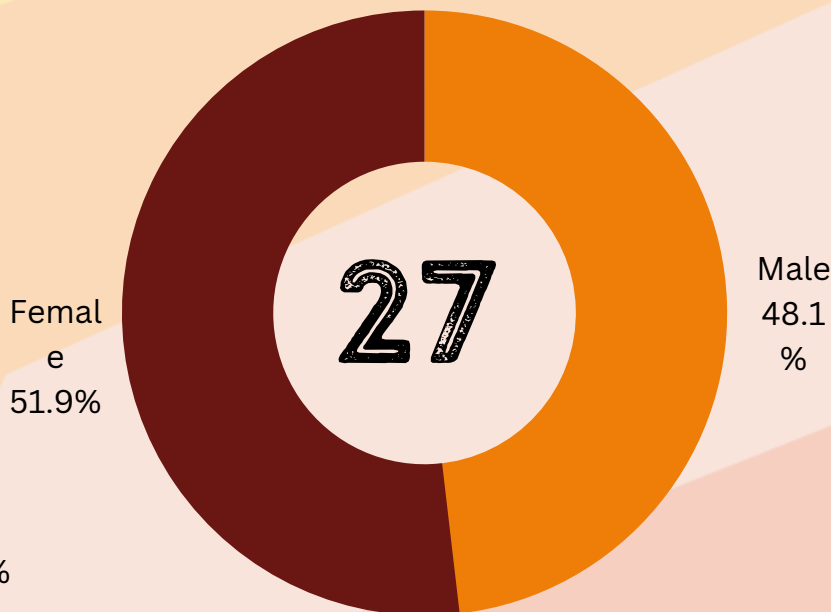


# PRIMARY REFERRAL DATA

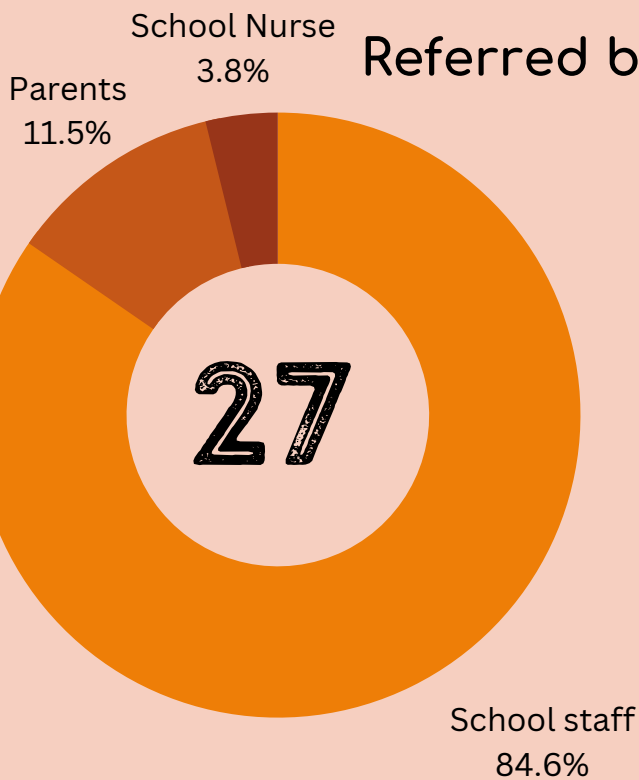
### Year Group



### Gender



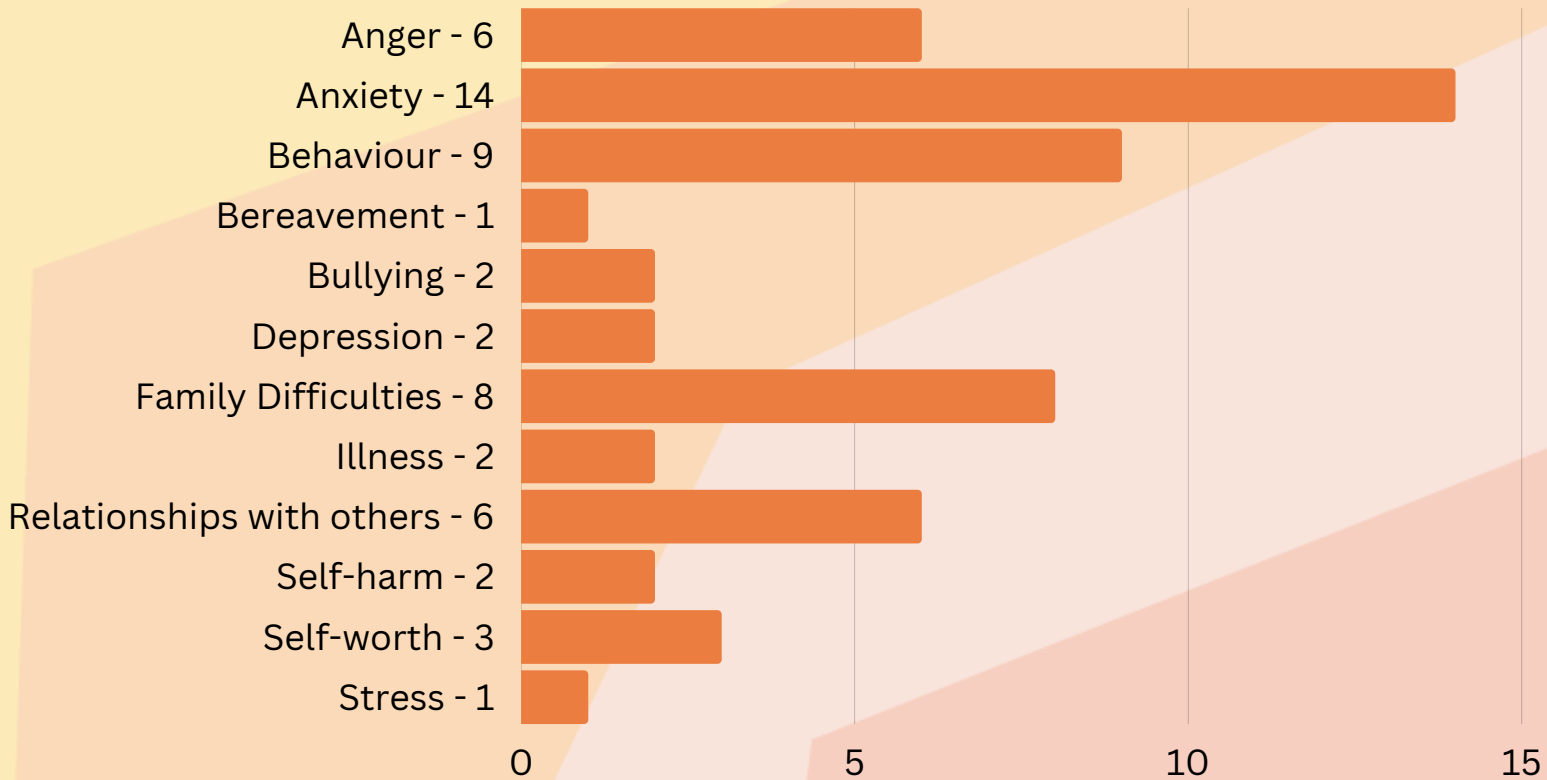
### Referred by





# PRIMARY REFERRAL DATA

## Referral Reasons



Our primary service has continued to expand, we've worked hard to promote the service across the local authority and the impact of this is that we've now received referrals from 25 schools across Argyll & Bute.

We've continued to establish and nurture relationships with school staff and our counsellors are more embedded in the school environment.

Some schools have expressed an interest in group work which is something we will endeavour to facilitate in the next quarter.

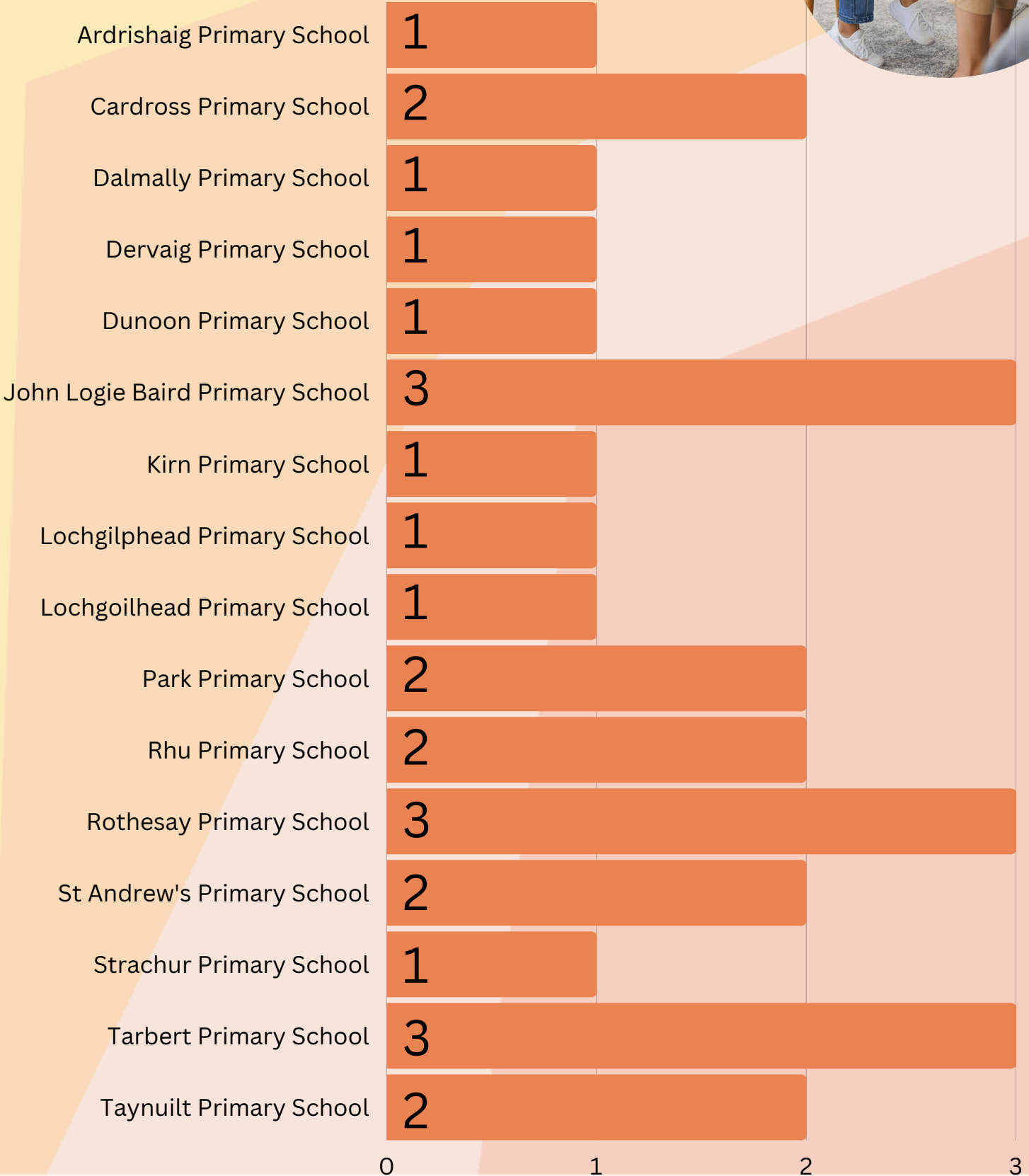
We continue to collaborate with schools in the rural areas and provide a hybrid support that makes our service more accessible to these individuals. We've provided a mixture of face to face and remote counselling in these areas.

This quarter we've noticed the theme of transition anxieties with P7 clients, particularly in cases where the client has additional support needs. Anxiety continues to be our highest reason for referral, however we have seen a decrease this quarter.

As per last quarter, we've received positive feedback from clients, schools and families. We have established links with other services within the school and community which is having a positive impact on the young people that we're supporting.

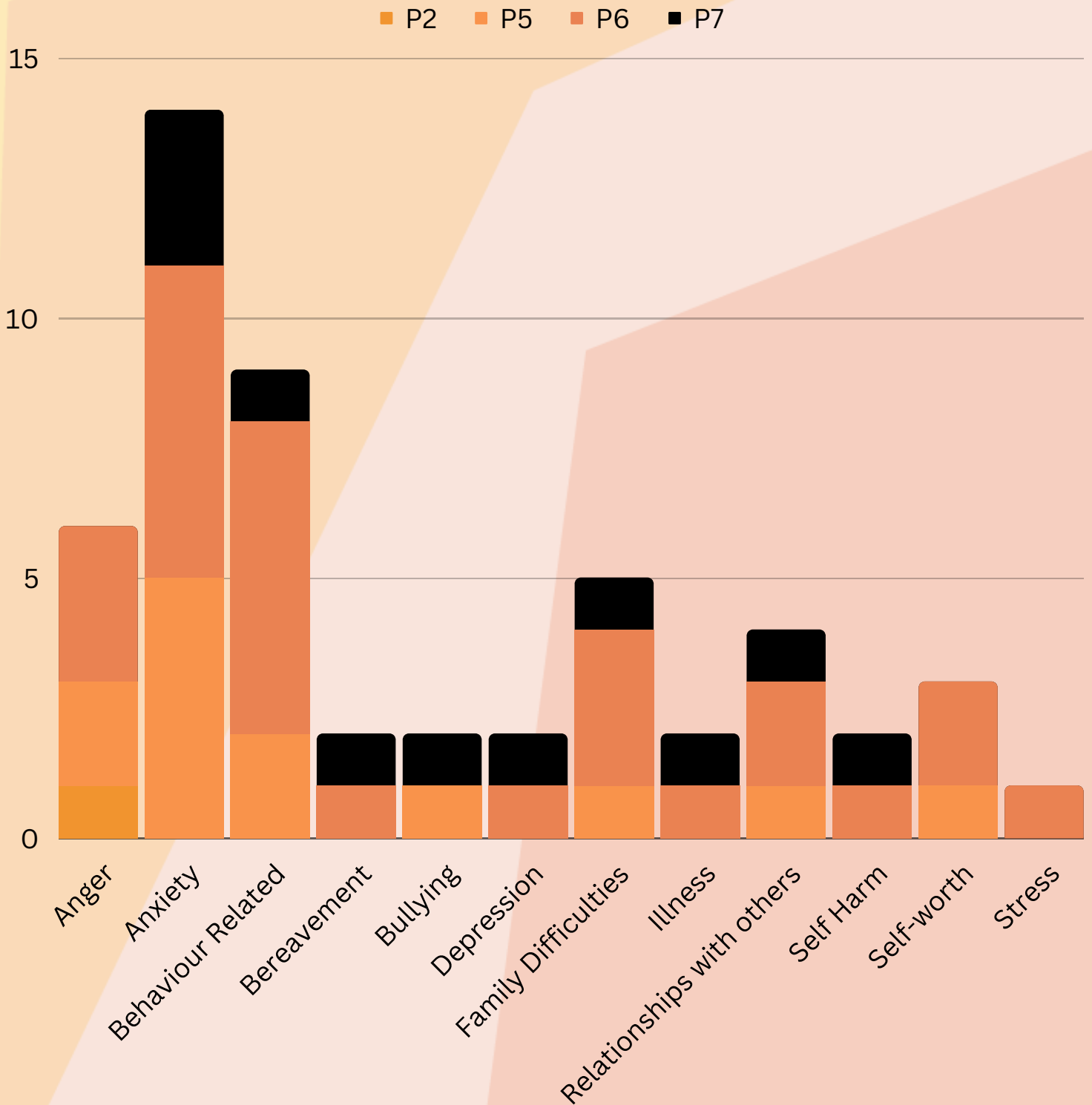


# REFERRALS PER SCHOOL



# PRIMARY REFERRALS DATA

## Referral Reasons by year group

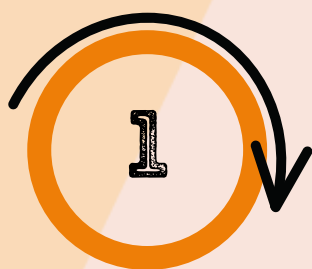


# PRIMARY OUTCOME DATA



Children who have received support this quarter	40
Children completed support	17
Children closed at point of screening	8
Children who reported an improvement (using CYRM)	80%
Parents who reported an improvement (SDQ)	83%

## Onward referral to CAMHS



This quarter we have completed support with 17 clients.

We've closed a further 13 clients and below is a breakdown:

3 referrals for children under 10

2 were closed due to no contact.

8 were closed at point of screening

Reasons:

5 no longer required

3 already receiving interventions



# PRIMARY CASE STUDY

## Completed Case Study - from previous quarter

Gender: Female, P.7.

### Referral Reason:

Impact of ADHD and recent Tourette's diagnosis.

Client is often disruptive in school, has a fraught relationship with teacher.

Often feels picked on and struggles with consequences of actions.

### Assessment:

Strength and difficulties questionnaire "very high difficulty"

Child and Youth resilience measure "low/ moderate resilience"

### Narrative:

Emotional literacy, self-regulation, self-esteem and confidence were areas that were under resourced. Client indicated difficulty in sometimes understanding how others feel and expressing how she feels.

### Intervention:

Following exploration at triage the outcome was to create a therapeutic agenda targeting self-esteem, emotional literacy, self-regulation and optimism.

### Outcome:

Client engaged well with Theraplay and Dramatherapy techniques. Emotional literacy and self-reflective insight improved through the creative use of art materials.

Developing characters, role play and story work helped the client to understand their internal world as well as build confidence.

Client's self-awareness, self-esteem and confidence increased throughout the sessions, this was also noted by parents and school.

Client was made aware of our service in the secondary schools and feels comfortable knowing how to access support if needed.

Child and Youth resilience measure increased to "moderate resilience"



# PRIMARY CASE STUDY

## Case Study

Gender: M, P7

### Referral Reason:

Anxiety leading to panic attacks

Past family illness

Stress at school

### Assessment:

Strength and Difficulties questionnaire "slight difficulty"

Child and Youth resilience measure "moderate resilience"

### Narrative:

Stability & predictability, self-esteem and emotional literacy were identified as under-resourced areas. The child expressed feeling pressure from school staff to be a 'role model' for other children. He identified struggling to connect with his emotions and express these.

### Intervention:

Theraplay approach targeting the clients emotional literacy, safety & security, stability, confidence and self-esteem which are all required during a period of transition.

### Outcome:

Child and Youth resilience measure increased to "high resilience"

Client expressed improvement within school which has eased his anxiety. He's been experiencing less pressure and feels more encouragement within the school environment.

Emotional literacy has increased as client reported an improved ability to connect with and understand his emotions, and an ability to be mindful of other's emotions.

Parent reported an improvement in their child and felt the sessions were beneficial.

They noted child is less anxious and more able to identify what his worries are, resulting in no longer negatively impacting his day-to-day life.

Strength and Difficulties questionnaire decreased to "normal".



# PRIMARY FEEDBACK

After a block of support we send a survey to the families for feedback on our intervention. Due to the amount that we have completed support with we have not received any responses to our survey as yet.

We will continue to encourage parents to complete this, and will display the findings from future responses here.

"It has made me feel calmer, and I now feel more able to control my anger"  
-Client

"Your service is making GIRFEC possible!"  
-Head Teacher

"Counselling has helped my child feel less apprehensive about going into secondary school"  
-Parent

"My child has become more confident and has come out of his shell, back to the boy he used to be"  
-Parent

# QUARTERLY REPORT

**1st July - 30th September 2023**

The  
Exchange





# SECONDARY REFERRAL DATA

Total YP Referral to us this Quarter	125
YP completed this Quarter	44
YP Opted out	10

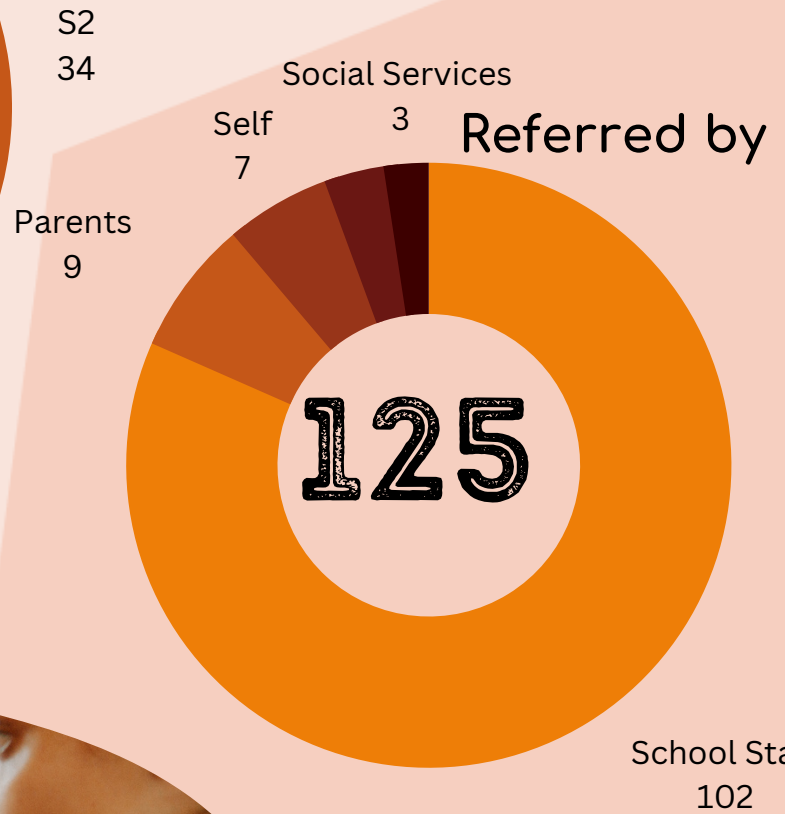
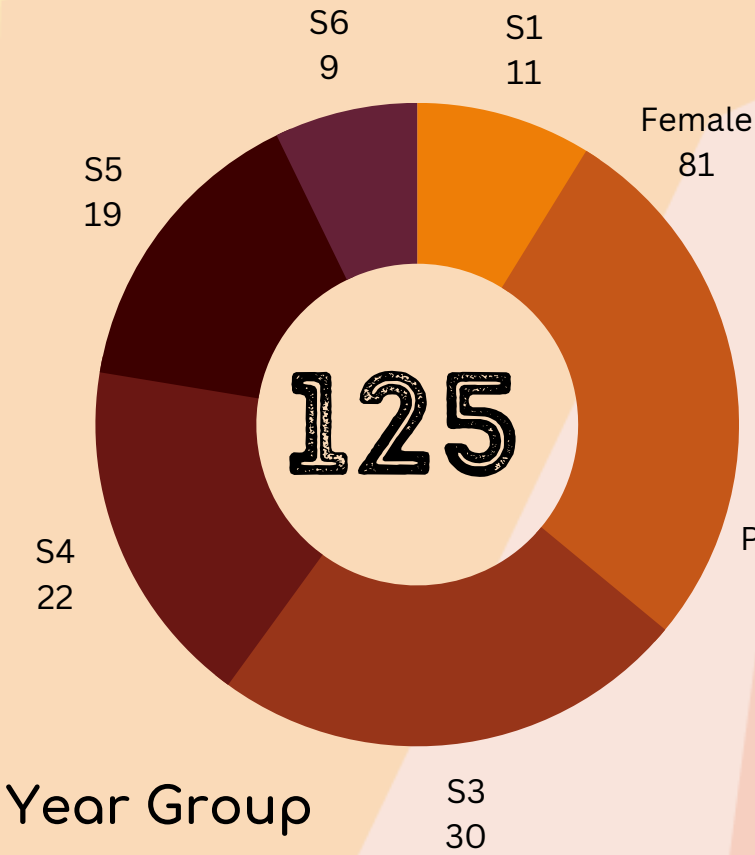
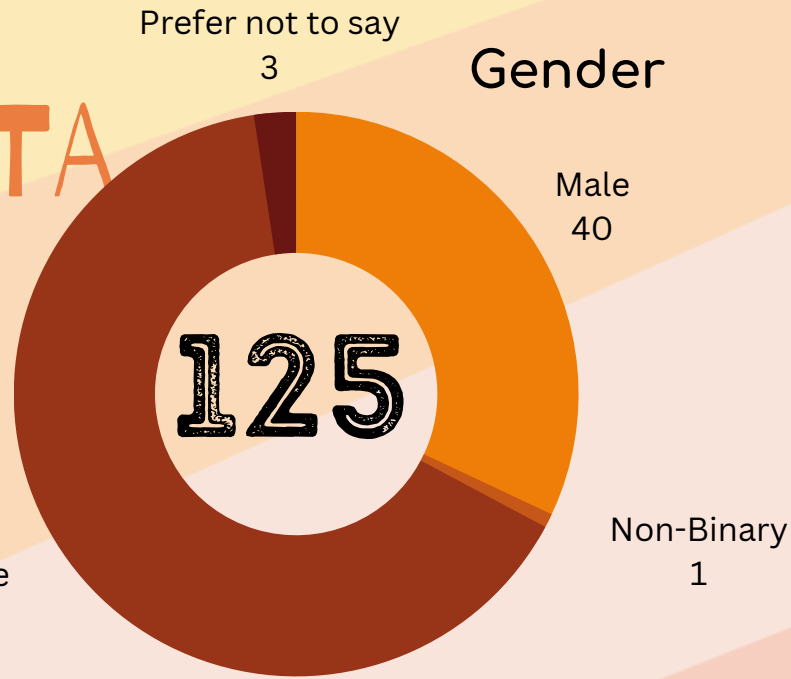
Re-Requests



Care Experienced

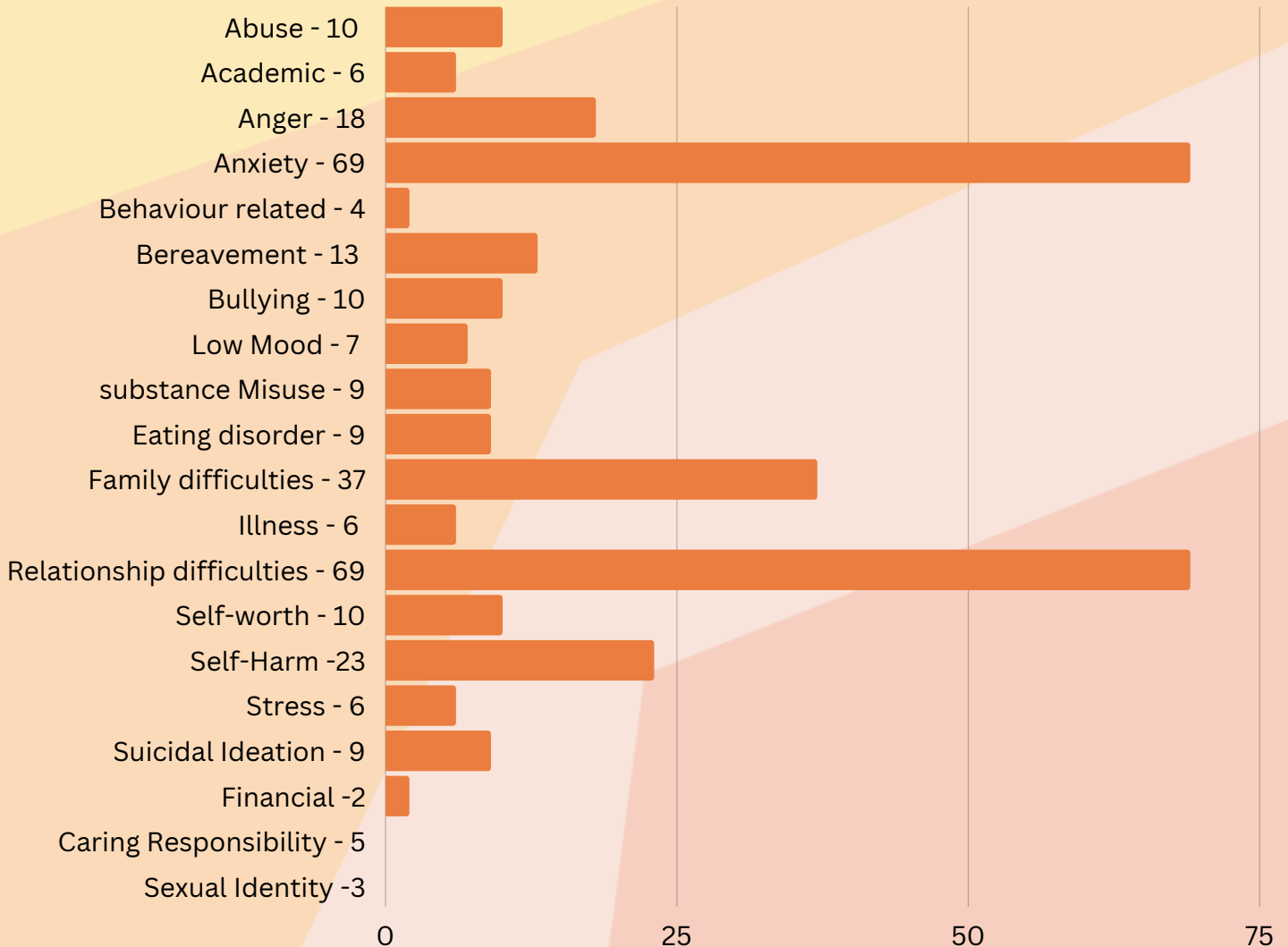


# SECONDARY REFERRAL DATA



# SECONDARY REFERRAL DATA

## Referral Reasons



Our report this quarter shows increased referrals and a better understanding of the service. We have noticed great attendance rates in A&B at 93% .

We have more than doubled our referrals, with counsellors and managers staying curious about the schools and the area. Noticeably, relationship difficulties are the joint leading reason for referral.

We are proactively promoting the-exchange at lower referring schools by reaching out to practitioners and services based in the schools.

The Exchange are pleased with the counsellors' efforts and will continue to build on this.

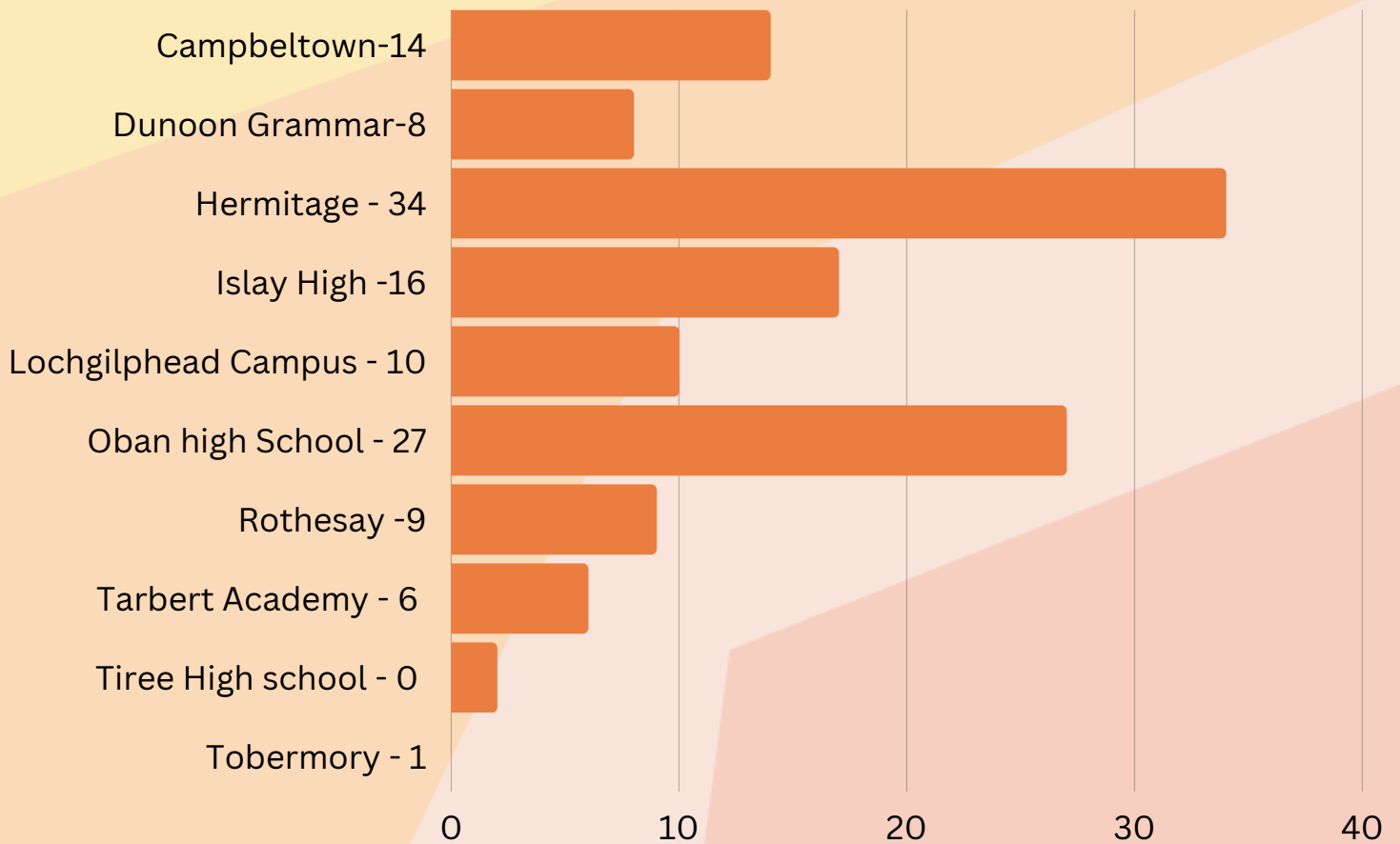
Counsellors have attended the hostel in Oban and Dunoon and met the hostel officers and yp.

A Drama workshop was attended in Lochgilphead, giving yp access to the counsellor as difficult topics were addressed in the show. We have also visited Oban youth café; this was a great place to connect with yp in the area.



# SECONDARY REFERRAL DATA

## Referrals by Schools



We will continue to attend events and we are planning a talk in Lochgilphead involving a former pupil who has battled anorexia. We believe our visibility is increasing, not only will this aid referrals but will help us be a familiar fixture in the community.

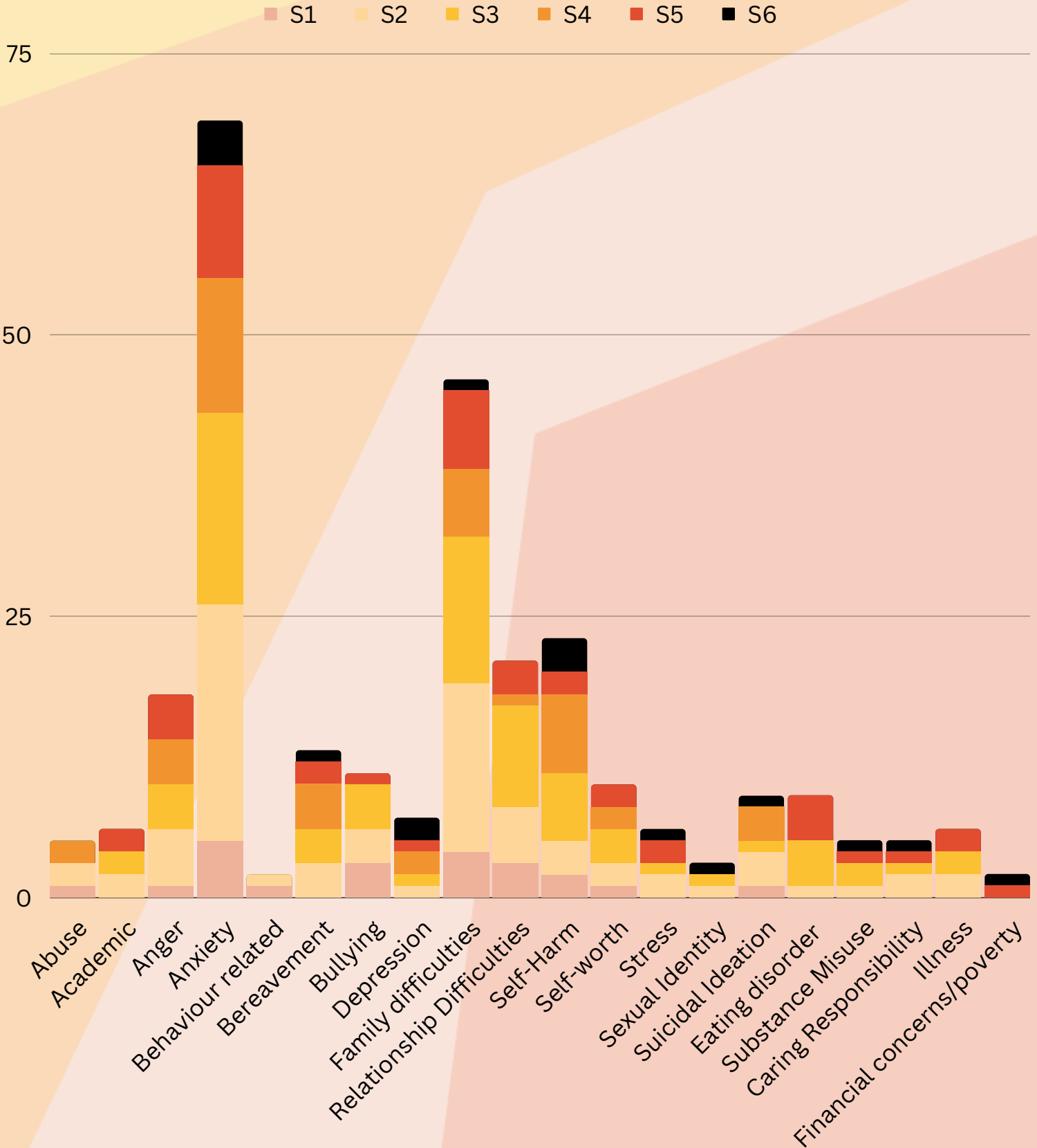
D-exy is becoming a firm, welcome addition to our services, the online platform now offers counselling appointments, and we feel this will help address the issue around EMBSA. D-exy won Best Wellbeing product this week at the MHWB Wales Awards.

In the months ahead we have a discussion forum arranged with Educational Psychologists to discuss Parental engagement, various visits to schools and the HT conference in November. All in all, we are looking forward to a very busy term.



# SECONDARY REFERRAL DATA

## Referral Reasons by year group



# SECONDARY OUTCOME DATA

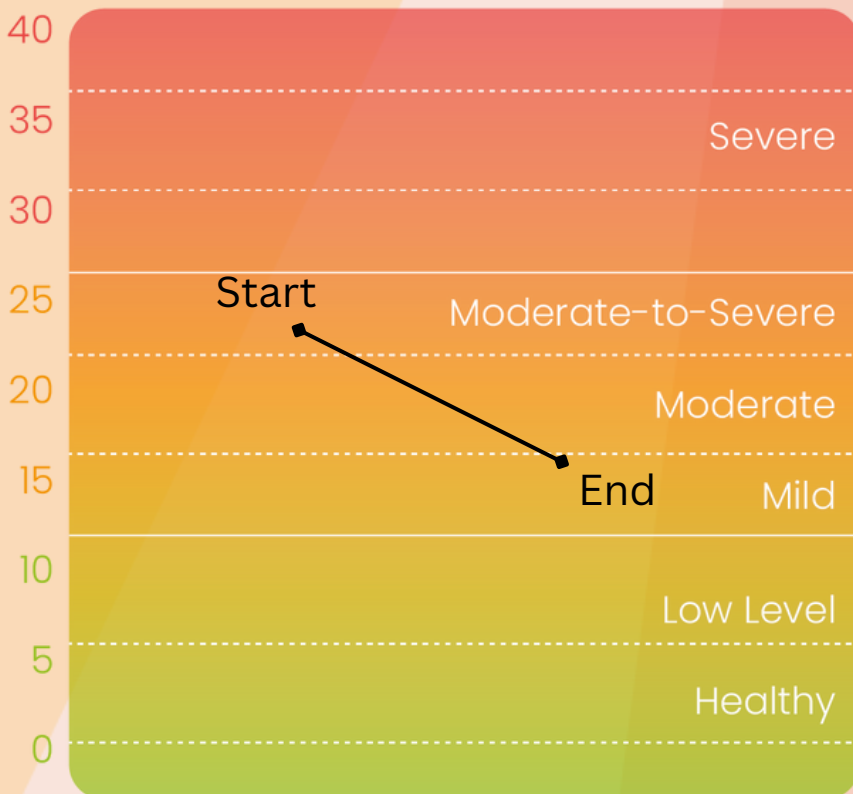
YP who have received support this quarter	91
YP who have completed support	44
YP who have improved	79%

Onward referral  
to CAMHS



## YPCORE clinical outcome scores

Average Start Scores	22
Average End Scores	14



**79%**

Felt less  
distressed



# SECONDARY CASE STUDY

## Case study 1

F-S4

Referral from school

Referral reason; Social anxiety, breakdown of relationship and self-harming.

YP CORE reduced from Severe to moderate

### Resilience audit

Resources identified as being under resourced; self-regulation, guidance and autonomy. Client stated she would like to use counselling to explore how to cope with anxiety which the client has identified as a trigger for self-harming. Client also would like to explore her relationships.

### Focus

Health and safety education on self-harming hygiene and wound care. Box breathing and sensory grounding technique introduced. Explored clients support network. Aided in identifying influences in client's life. Explored Clients Values, principles and interests and if these values, principles and interests are identified in her relationships. Exploration of self. Exploration of relationship and breakdown of relationship. Aid in self-regulation.

### Outcome

Client has stopped self-harming. Anxiety and self-confidence have improved due to meeting like-minded pupils and participating more in school groups. Client stated she had been feeling more confident in social situations. Music teacher has seen a change in client's confidence and ability to speak in class. Client is expressing her views and engaging with others in class. YP stated she is concentrating on helping herself feel happier rather than looking outwardly for others to make her happy. YP stated she has stopped trying to please others.



# SECONDARY CASE STUDY

## Case Study 2

F-S3

Referral reason; Negative thoughts, anxiety and panic attacks. Client describes constant high alert.

YP CORE score reduced from Moderate to Mild

### Resilience audit

Client stated she would like to feel more confident and less anxious around people and in social events. Supportive networks, self-regulating and optimism were identified as under resourced.

### Focus

Explored clients ACES around traumatic events. Aided in identifying supportive network by developing a creative support network diagram. Aided in self-regulating through exploring felt emotions and introduced a mood play list. Explored/Helped in increasing client's optimism through allowing the client a safe space to talk freely and identify past happier times. The introduction of a mood board or journal helped positivity and optimism in the here and now as well as empowered the client by exploring wants and needs while identifying what she does not want.

### Outcome

Panic attacks and anxiety has improved due to client engaging in set coping strategies such as 5 finger breathing and sensory grounding techniques. Collaborative work of counsellor and pastoral care staff to help implement allocated time out passes when possible. Client stated emotional explorative work helped client identify her felt emotions between sessions. Clients' family stated to guidance staff that client seemed less anxious and more optimistic.





# SECONDARY FEEDBACK



“You have helped me work through a lot of my self-esteem issues and I have actually taken my little brother swimming for the first time which I haven't been able to do before, due to body image issues.”

“It's lovely for me to see that I am made of so many nice things. I always knew that my friends and family are important to me but I didn't realise how much they all make up the person I am. I know that weight and appearance are only a small part of who I am”.

"Counsellor helped me to work on building my confidence which enabled me to have some difficult conversations with my parents that had been worrying me for month, this is a huge relief, I feel much less anxiety and I am sleeping better.”

“ I have been more able to identify where my anger is triggered most and feel more equipped at regulating my emotions, I feel much calmer and more in control which in turn has helped how I feel about myself and my relationships.”



# PRIMARY REFERRAL DATA

Total Children Referral to us this Quarter	32
Children closed at point of screening	1
Children undergoing screening	5

Re-referrals

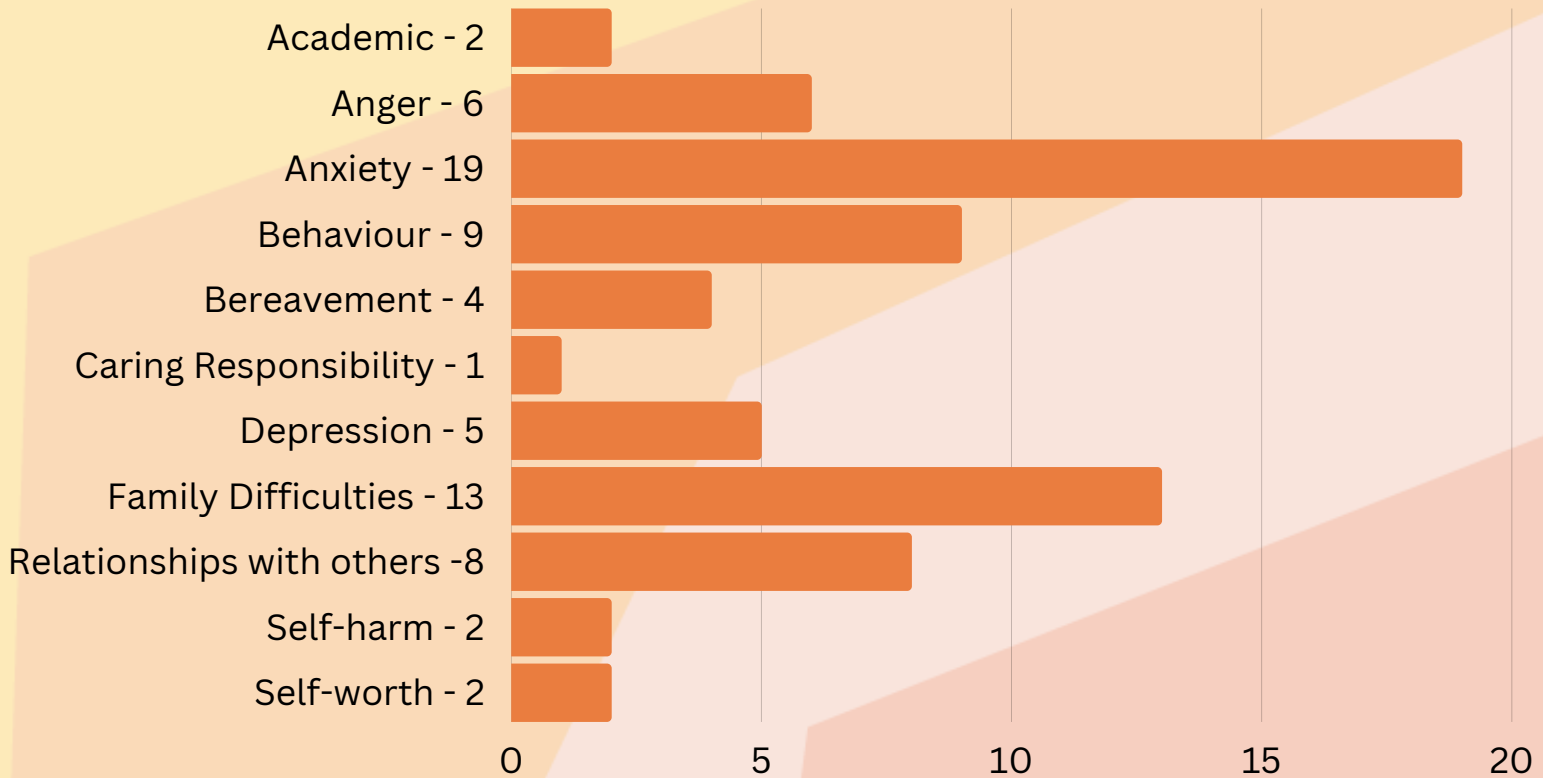


Care Experienced



# PRIMARY REFERRAL DATA

## Referral Reasons



This quarter our primary service has continued to grow, we have now had referrals from 35 schools in Argyll & Bute and are pleased to have reached rural primary schools such as Gigha and Mull. We have been continuing to strengthen our relationships with schools which has resulted in us now being invited to parents evenings. We've also been asked to deliver a workshop at John Logie Baird Primary in the next quarter, this will be an introduction to our service for the children and the teachers working in the learning centre.

Pupils that we previously supported in the primary service have now accessed our secondary school service. Parents and school staff of these clients commented on the continuity of our service and the comfort that this has brought.

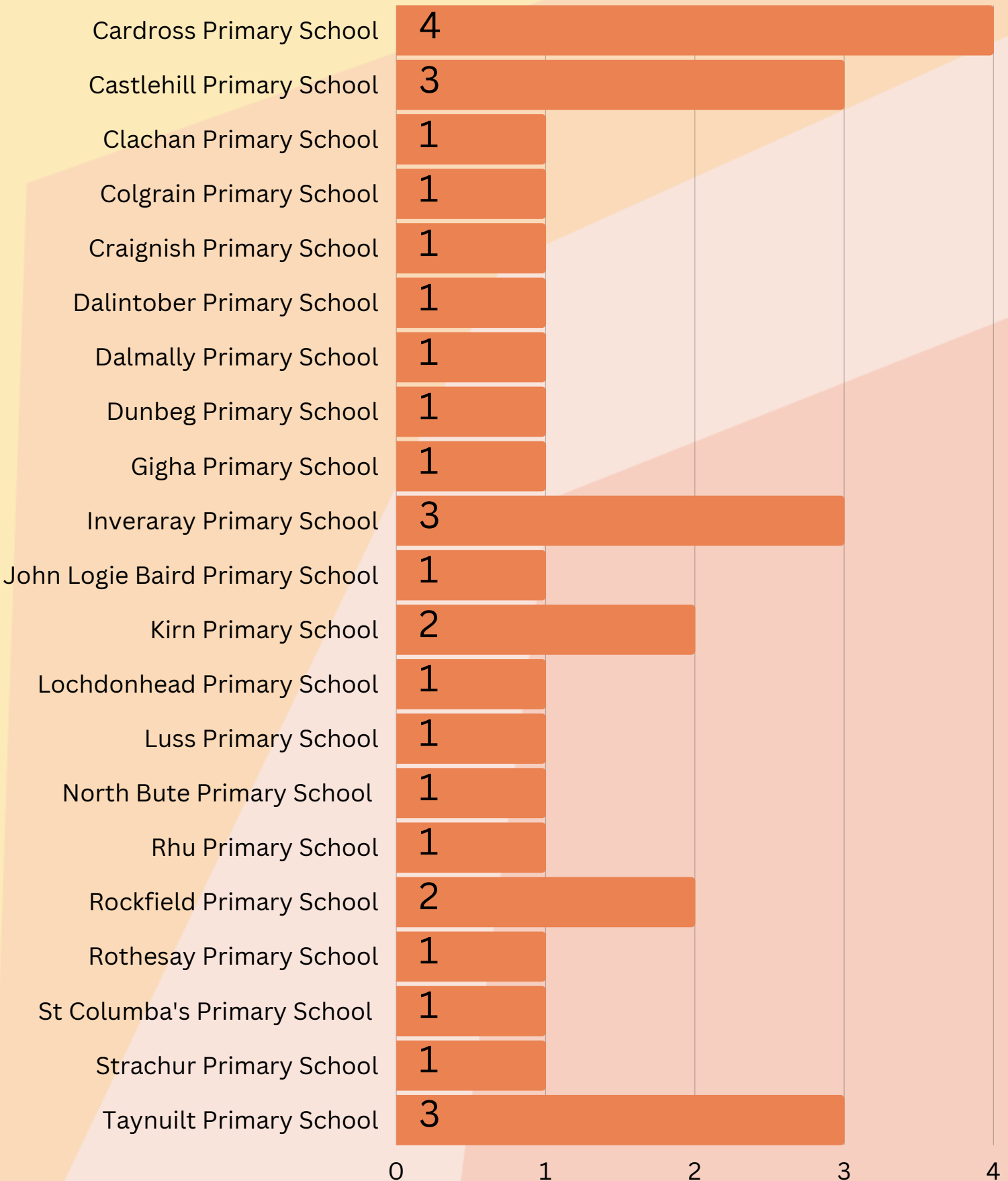
We have attended the Addressing Non Attendance programme which has been a great way to network with school staff and the wider multidisciplinary team in Argyll & Bute.

This quarter we've connected with schools nurses, nurture workers and ASN workers within the schools and are establishing a connected way of working. We have now become more established in the Oban and Lochgilphead area and have been receiving regular referrals from schools in these areas. We continue to work creatively with schools and offer a hybrid of remote and face to face support tailored to each clients needs.

Feedback continues to be positive from school staff, parents and the children. We work hard to be adaptive, flexible and responsive to the services needs and look forward to continue to build on this in the next quarter.

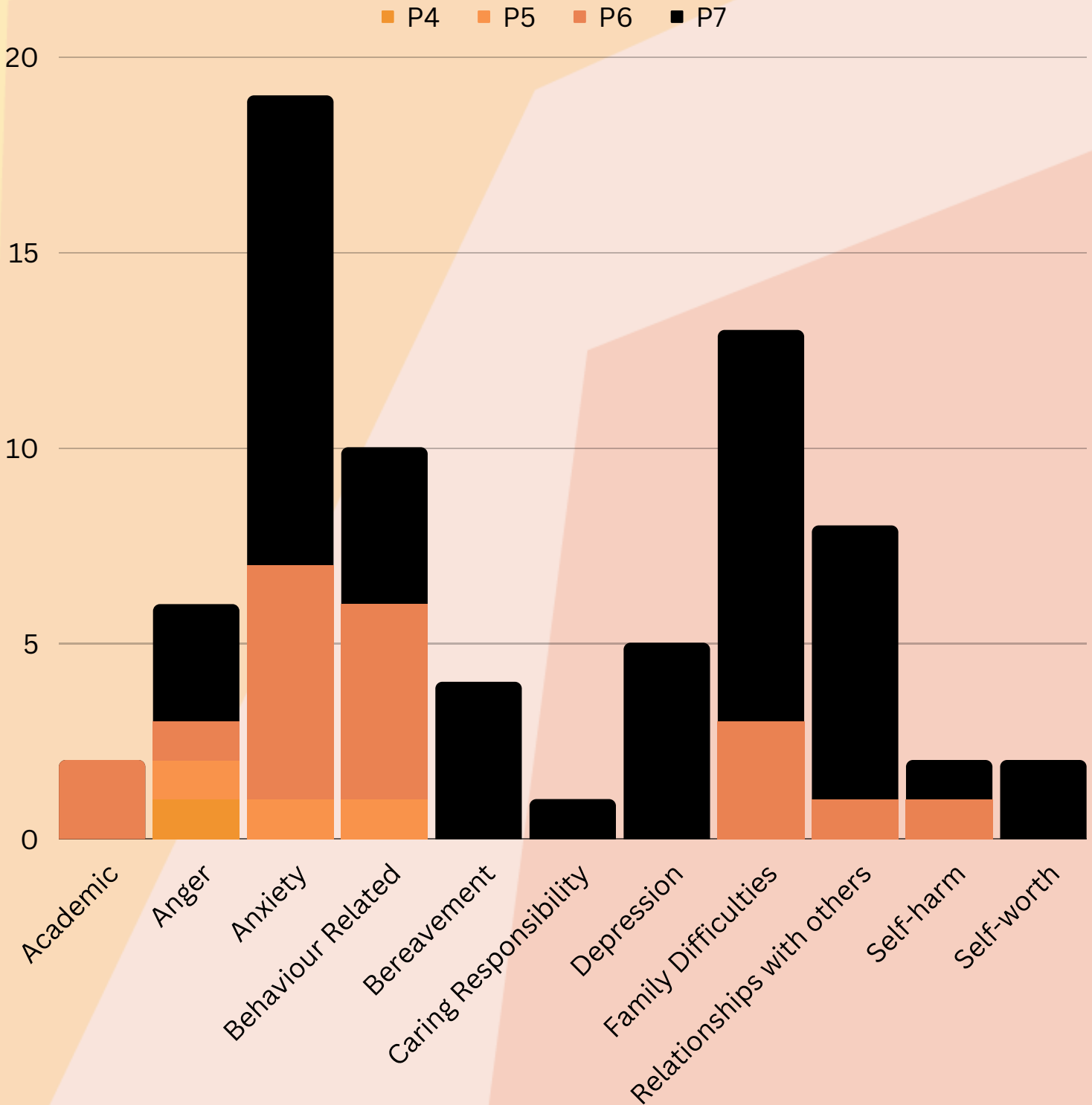


# REFERRALS PER SCHOOL



# PRIMARY REFERRALS DATA

## Referral Reasons by year group

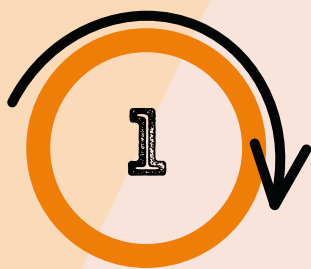


# PRIMARY OUTCOME DATA



Children who have received support this quarter	37
Children completed support	8
Children closed at point of screening	1
Children who reported an improvement (using CYRM)	89%
Parents who reported an improvement (SDQ)	81%

## Onward referral to CAMHS



This quarter we have completed support with 8 clients.

We've closed a further 5 clients and below is a breakdown:

4 referrals for children under 10

1 was closed at point of screening

Reason: support not currently required



# PRIMARY CASE STUDY

## Case Study

Gender: Female, Year: P.7

## Referral Reason

Anxiety

Relationships with others

## Assessment

Child assessment: Child and Youth Resilience Measure 'low resilience'

Strength and Difficulties Questionnaire 'high difficulty'

## Narrative

Client struggling with peer relationships in school , low self-esteem and anxiety. Reported feelings of self-doubt and often finds it difficult to express how she feels. Confidence, self esteem and emotional regulation were areas that the child identified as under-resourced. Child responded quickly to input, was engaged throughout and her CORS scores showed a weekly increase.

## Intervention

Focused on developing emotional intelligence through Thera-play activities, which encouraged healthy expressions of emotion. Promotion of positive thought cycles to improve optimism. Resulted in an increase in confidence and self-esteem. Strategies and resources targeting self-doubt and emotional regulation were also explored.

## Outcome

Child and Youth Resilience Measure increased to 'moderate/ high resilience'

Strength and Difficulties Questionnaire decreased to 'normal'

Client reported a significant improvement in mood and self- confidence, enabling a healthier approach to the difficulties she had been experiencing.

She expressed feeling more confident about change and the unknown as a result of her sessions , this was supported by parents and school teacher.

Emotional intelligence and self-regulation improved.



# PRIMARY CASE STUDY

## Case Study

Gender: Female, Year: P6.

## Referral Reason:

Severe separation anxiety and school refusal.

## Assessment:

Child assessment: Child and Youth Resilience Measure 'low/ moderate resilience'  
Strength and Difficulties Questionnaire 'very high difficulty'

## Narrative :

Stability & predictability, self-esteem, confidence and self-reflectiveness were identified as under-resourced areas. The client has experienced severe separation anxiety after the loss of her Dad at a young age. Struggles to leave mum, as fears that something bad will happen to her. Client often complains of sore stomach/sickness so she can stay at home with mum. Client stopped going to extra curricular activities due to anxiety. She struggles to sleep alone and often refuses to sleep unless with mum.

## Intervention :

Sessions using Thera-play techniques to focus on the improvement of self confidence , self esteem and to provide ways of managing and regulating anxiety. Self-reflective exercises helped the client to identify moments and helped her to explore how she felt within these moments.

## Outcome :

Child and Youth Resilience Measure increased to 'moderate/ high resilience'  
Client engaged well in the sessions and reported an improvement in her confidence and self esteem.

During the support she expressed the want to return to extra curricular activities, she achieved this and her mum noted the improvement in the management of her anxiety. Mum reported feeling pleased and relieved with the support.

Client became more focused in school and was more able to manage time away from mum .





# PRIMARY FEEDBACK

After a block of support we send a survey to the families for feedback on our intervention. Due to the amount that we have completed support with we have not received any responses to our survey as yet.

We will continue to encourage parents to complete this, and will display the findings from future responses here.

"Feels there has been an 100% improvement. My child is more positive and able to tell me how she is feeling."

-Parent

"I am proud of the progress I have made , and feel more able to manage my anxiety"

- Child

"The collaboration your service has with parents and school staff is making a massive difference to our pupils".

-Headteacher

"I feel very involved in this process and feel better equipped to support my childs emotional needs"

-Parent





Past 90 days

## **34 young people have visited our DEXY site and chose to tell us they were from Argyll & Bute.**

D-EXY is receiving positive praise from pupils and also from school staff , and was utilised over the summer holidays and we anticipate will also be the case in the October break. We supported young people over the summer who sucessfully booked sessions via D-EXY and were allocated a counsellor for online sessions.

### ***Which schools have been accessing D-EXY?***

Dunoon Grammar -21

Oban High School - 8

Campbeltown Grammar 8

Rothesay Academy - 6

Lochgilphead Joint Campus - 4

Pupils from Rothesay Academy and Dunoon have gone on to sign up for memberships with D-EXY. The age range of pupils actively engaging with D-EXY range from 13-16 .

### ***How are people young people in Argyll&Bute accessing D-EXY?***



72.4% Mobile

26.9% Desktop

0.7% Table

#### ***Top topics***

Anxiety, Depression ,

Self-harm, Exam stress

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****COMMERCIAL SERVICES /  
EDUCATION****14 DECEMBER 2023**

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**FEASIBILITY STUDY – CAMPBELTOWN EDUCATION ESTATE**

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**1.0 INTRODUCTION**

1.1 At the Community Services Committee on 9 March 2023 it was agreed:-

*The Committee agreed to request that the Executive Director with responsibility for Education prepare an initial report outlining the way forward and potential for a proposal in terms of the Schools (Consultation) (Scotland) Act 2010 which would allow for an initial business case to be formulated with a view to replacing the existing outdated Campbeltown primary schools of Dalintober and Castlehill, and that the completed report be presented to a meeting of the Community Services Committee.*

1.2 This update report outlines the steps taken to fulfil this request.

1.3 The Council recently received notification that it was successful in obtaining Learning Estate Investment Programme (LEIP) funding from the Scottish Government for a new campus on Mull, which is the Council's number one priority as determined in the Learning Estate Strategy. This means that the Council's principal focus of the Education capital budget and priority for strategic change will be required to support the Council contribution to the Mull project over the coming few years.

1.4 Therefore, at this time there is no available budget to support the funding of a significant change project to the learning estate in Campbeltown. Notwithstanding this, both asset sustainability work and investment will continue to be delivered in Campbeltown (and elsewhere) and recent works in 2023 have improved some areas of condition. Work undertaken in this review will also be able to be recommenced if or when funding becomes available.

**2.0 RECOMMENDATIONS**

2.1 It is recommended that the Community Services Committee:

2.1.1 Note the Campbeltown feasibility study that has been undertaken and acknowledge that this can be retained for review at a later date should funding become available; and

2.1.2 Agree that at this time, the Council's Learning Estate Strategy has determined that Mull is the number one priority and therefore must take precedence for any funding.

### **3.0 DETAIL**

- 3.1 The Council worked with a consultant team to undertake a feasibility study to look at a number of potential options to fulfil this request from the Committee and understand potential options and high level costs associated with them.

#### Options Appraisal

- 3.2 The feasibility study looked at a number of options and high level costings to deliver these range from £4m to £24m.

#### Prioritisation / Learning Estate Investment Programme (LEIP)

- 3.3 The Learning Estate Strategy carried out in 2021 determined that Mull and Islay were the top 1 and 2 priorities for the Council. A submission for funding from the Learning Estate Improvement Programme was made in October 2022 to support a new campus on Mull. The Council was advised in October 2023 that the bid had been successful. The funding however only supports up to 50% of eligible costs and therefore requires significant investment from the Council. The affordability of this project will mean that the Council is not in a position to commit to any further strategic investment in education estate at this time.
- 3.4 The feasibility study carried out on the learning estate in Campbeltown has identified a number of viable options which could be taken forward should funding become available in the future.

#### Investment in Campbeltown

- 3.5 There have been recent capital works undertaken to both Dalintober Primary and Castlehill Primary to improve the learning environment within both schools in 2023. Whilst this does not take either school to the standard of a new build, it has made the learning spaces much more conducive to the type of space that the Council aspires to create for all learners. There will continue to be a focus on improving asset sustainability but strategic investment to the quantum identified in para 3.2 is not currently affordable.
- 3.6 The LEIP funding for a new campus on Mull means that the focus for the immediate future must be on delivery of the funding requirements for this project. A review of the Learning Estate Strategy priorities could mean that should funding become available in the future, the feasibility study undertaken can be reviewed with a view to implementing an option identified.

### **4.0 IMPLICATIONS**

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

- 4.6 Climate Change – none
- 4.7 Risk – none
- 4.8 Customer Service – none

Douglas Hendry – Executive Director with responsibility for Commercial Services and Education

Councillor Yvonne McNeilly – Policy Lead for Education

**For further information contact:**

Ross McLaughlin, Head of Commercial Services

Jennifer Crocket, Chief Education Officer, Head of Education

Wendy Brownlie, Head of Education

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES

14 DECEMBER 2023

LIVE ARGYLL – MONITORING AND PERFORMANCE REPORT

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## **1.0 EXECUTIVE SUMMARY**

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

## **RECOMMENDATIONS**

- 1.2 The Community Services Committee is asked to consider and note the contents of this report together with the Live Argyll Annual Report 2022/23 attached at Appendix 1.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES

14 DECEMBER 2023

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

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**2.0 INTRODUCTION**

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

**3.0 RECOMMENDATIONS**

3.1 The Community Services Committee is asked to consider and note the contents of this report together with the Live Argyll Annual Report 2022/23 attached at Appendix 1.

**4.0 DETAIL**

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

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

**SERVICES AGREEMENT**

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

**BUSINESS PLAN**

4.4 The Council in constituting LA was mindful of the code of guidance on funding external bodies and following the public pound. In exercising its business plan and delivering the services LA reports that it continues to adhere to those principles. The overarching business plan based on the financial operating model and services specification was previously agreed by the Council and covers the period from 1st April 2021 to 31st March 2024. The plan refers, as



with previous plans references 3 key themes set out below each of which LA advises is

- **Growth:** Leisure and Library type services are performing well. LA advise that performance information is in line with expectations and comparable sector data. Income levels have seen considerable growth which has allowed for significant unfunded cost pressures to be absorbed and importantly allowed the continuation of full service specification obligations.
- **Participation:** LA report that Leisure participation rates are strong in the context of national and sector averages. Leisure membership levels are above pre-pandemic levels across all areas in which facilities are located. The newly opened Helensburgh leisure centre is showing substantial increases in membership and usage across all demographic demonstrating that the programme of activities in place is addressing local needs. Library performance information indicate small growth across the board however more specifically Digital usage of library type services has seen significant growth with substantial increases in on-line borrowing. LA previously reported that event type activity and associated audience participation rates was significantly reduced. This has seen a moderate improvement and their position is reflective of the wider event market.
- **Quality:** LA continue to place a significant amount of emphasis on the quality of product and service on offer and introduced a range of measures and protocols identified and aimed at ensuring a consistent quality offering across all of their services.

## **BUSINESS PLANNING: SECTOR PLANS**

4.5 LA report that they continue with implementing sector plan proposals and priorities for change. As with the vast majority of services, plans continue to be reviewed and where appropriate updated to ensure priorities support key objectives. It is understood that good progress is being made and the plans are on track to deliver or contribute to their proposed outcomes. The following are examples of current work sector plans:

- Re-purposing facilities to support commercial activity;
- Re-purposing facilities to support Council building rationalisation programmes.
- Where appropriate digitalisation of customer interface protocols
- Securing long term partnership agreement with Sportscotland in respect of Active Schools programme
- Increased focus on LA's contribution to Health and Well-being agenda and social prescribing.

## **THE SERVICES / PERFORMANCE MANAGEMENT**

### **SERVICE SPECIFICATION**

- 4.6 LA is responsible for delivering leisure, library, halls, community centres, community learning and development services, community lettings, museum, archives, active schools services across Argyll and Bute. The service specification sets out the specific services LA have committed to deliver and that they are required to ensure they adhere to those commitments.

### **PERFORMANCE MANAGEMENT**

- 4.7 In order to establish if and to what extent they have complied in the provision of the services, the Services Agreement requires LA to provide operational performance information to the Council with a Performance Report on its operational performance in the second and fourth quarter of each financial year (namely June and December). LA are also required to provide a complete set of relevant accounts to the Council no later than 5 months from the end of each financial year. LA advised draft accounts were submitted May 2023 and audited accounts will be submitted by December 31st 2023.

### **PERFORMANCE REPORT**

- 4.8 Performance information shows positive trends across a number of services and overall LA is deemed to be performing above current sector average rates. Leisure Memberships rates and associated income level have seen sustained growth in no small part due to their underlying pricing model. Libraries, Active Schools and Community Learning services are performing well, the latter have received previous year positive HMIE inspection reports with further HMIE inspection planned earlier 2024. The 2023 annual report clearly highlights the positive impact of services and LA's commitment to returning and improving upon previous levels of performance.

It should be noted that in some specific circumstances changing customer behaviour and user trends may result in alternative performance measures being introduced and / or proposals for amendments to service specification obligations.

## **FINANCIAL POSITION**

- 4.9 LA continue to actively manage their financial position. Over the last 3 financial years self-generated income levels have risen from £2.3m to a projected £3.78m. This has allowed the company to absorb significant payroll inflationary pressures and also re-invest in facilities and equipment without placing any additional requests on the Council. LA further advise that the in-year position (23-24) whilst managing an average 7% pay award is anticipated to breakeven. The financial position will continue to be reviewed by LA and Commercial Services. Proposals and options are currently being prepared to address a

10% reduction to the 24/25 annual services payments which if agreed will impact non-commercial services such as Libraries and Sport Development and focus on ambitious income targets – including pricing increases for some categories.

## **SCHEDULED DEVIATIONS**

- 4.10 LiveArgyll have fulfilled the significant majority of service specification obligations. Where deviations exist, these have been ad-hoc and primarily due to unavoidable or extra-ordinary circumstances out-with their control. It is therefore considered that LA have fulfilled their service delivery obligations. Like many organisations, post pandemic liveArgyll did encounter some short term disruption as a result of Covid Absence however this did not materially impact overall service delivery.

## **SUPPORT SERVICES AGREEMENT**

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

## **OTHER DEVELOPMENTS**

- 4.12 LiveArgyll opened Helensburgh Leisure centre September 22 and report significant success in attracting and retaining membership. The centre is in the top quartile in terms of penetration rates. A 7 day week offering is in place targeted at all demographics.

A living well partnership with Macmillan and HSCP is due to go live April 2024 with preparatory work at an advanced stage. The aspiration of the Living Well project is to embody a philosophy of prevention, by focusing on wellness, not illness, empowering and enabling those within Argyll and Bute to live well. An Argyll and Bute wide multi-agency approach is required to ensure a cohesive strategic vision. The project will see a programme of prevention work based on a tiered framework. This ensures that services are offered at the right level for people at various levels of risk, ability, and health. The aim is that a person can join at any appropriate level and move through the tiers as required. The distinct levels require differing levels of intervention, support, staff training and competencies & experience. The partnership is fully funded by McMillan and HSCP and is cost neutral to liveArgyll.

## **5.0 CONCLUSION**

- 5.1 The current arrangements between the Council and LA are working well with no areas of service which are of particular concern. LA continue to perform extremely well. The specific reporting and monitoring requirements are deemed fit for purpose. Given the cost of living crisis and other operating circumstances of, LA has adapted well and excellent progress continues to be made.

## **6.0 IMPLICATIONS**

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

**Douglas Hendry - Executive Director with responsibility for Commercial Services**

**Gary Mulvaney – Policy Lead for Commercial Services**  
23<sup>rd</sup> November 2023

**For further information contact:**

Ross McLaughlin, Head of Commercial Services, 01436 658 914

### **Appendices:**

Appendix 1 – Live Argyll Annual Report 2022/23



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# Welcome to our annual report

## 2022/2023



### Welcome from Kevin Anderson liveArgyll Chief Officer

**On behalf of everyone at liveArgyll I am delighted to introduce our sixth annual report. I would like to express my sincere thanks to the liveArgyll Board, who have supported and guided us over the last twelve months. I would also like to show my appreciation to the whole liveArgyll staff team who have continued to rise to the many challenges, as our organisation has moved from strength to strength.**

The immediate priority for the business, was to return to pre-pandemic levels of activity across all of our services, which I am delighted to say we are well on our way with.

In respect of planning for the future and our continuing development, again, I'm pleased to record that over the last year, we were able to progress with a number of strategic projects and initiatives linked to our stated proposals and priorities for change which are underpinned by our Growth, Participation and Quality objectives.

These include:

- Opening of the new Helensburgh Leisure Centre, and increasing membership by 108%;
- Relocating Lochgilphead library into the Mid Argyll Community Centre, ensuring the library is able to remain open for an increased number of hours;

- Implementation of a new leisure management system which allows our customers to book fitness classes, keep personal details up to date and receive exclusive discounts and promotions;
- Roll out of new fitness classes including yoga, "Hatton Boxing" and virtual classes;
- Continuing to meet our over-arching objective of being less reliant on external funding by agreeing a reduced 2023-24 annual services payment with Argyll and Bute Council;
- Successful partnership working with sportscotland to deliver a growing Active Schools programme;
- Developing the offering of our Community Learning service, including a partnership with Argyll and Bute Council to support refugees in Rothesay;
- Continuing to be affordable, more specifically being able to hold our prices at 2019-20 levels;
- Implementation and planning of a range of facility development projects aimed at increasing capacity, improving services and offering, as well as adapting to changing customer behaviour;



These successes and the many others across the organisation are in no small part due to the commitment of our employees and volunteers. The support of our partners has been crucial during the financial year and I would like to thank everyone who has assisted our organisation in this challenging period.

liveArgyll is well placed to meet many challenges ahead. I look forward to continuing to work on delivering our vision, which has never been so important, "our communities and visitors lead richer and more active lives."





# OUR FACILITIES & SERVICES

## LEISURE

Aqualibrium Leisure Centre  
 Helensburgh Leisure Centre  
 Mid Argyll Sports Centre  
 Riverside Swim & Health Centre  
 Rothesay Leisure Centre  
 The Queen's Hall Gym  
 The Strength Gym at Riverside



## HALLS & COMMUNITY CENTRES

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



## LIBRARIES

Campbeltown  
 Cardross  
 Dunoon  
 Helensburgh  
 Lochgilphead  
 Oban  
 Rosneath  
 Rothesay  
 Tarbert  
 Tiree  
 Tobermory  
 Sandbank Office (*including Library  
 Headquarters and Local Studies*)  
 Islay Mobile Library



## ARCHIVES

## PITCHES

## COMMUNITY LETS

## CAMPBELTOWN MUSEUM

## SERVICES

Active Schools and Sports Development  
 Community Learning  
 Health and Wellbeing



# THE ORGANISATION

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

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

(Charity No SC047545)

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

# OUR VISION

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



# OUR VALUES

## EMPLOYEES CUSTOMER SERVICE

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

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We are passionate about delivering the highest level of customer service

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## SAFETY

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

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## INCLUSIVE EXPERTISE

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

---

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

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## EQUALITY

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

---

## DEVELOPMENT INNOVATION ASPIRATION

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

---

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

---

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

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# LEISURE AND LIBRARY TRUSTS MATTER...

## Why Charitable Trusts are great!

**Charitable Trusts come in all shapes and sizes but they all have two things in common; to do good and make things better, and liveArgyll is no different as a local charity operating within Argyll and Bute.**

Every penny made is reinvested back into local facilities and programmes. This cross-subsidy approach distinguishes the model from other public leisure services because profit generating activities subsidise non-profit generating activities such as health and wellbeing, libraries and outreach programmes. With a combined turnover of £2 billion a year, that's a lot of money going back into the local economy. It also enables income from users who can afford to pay to be ring-fenced to subsidise access to activities.

Importantly, Trusts don't have shareholders and they are not private businesses. liveArgyll is run by board members from the local community. liveArgyll work in partnership with the Council, we listen to communities and are fully transparent. Each trust delivers slightly different programmes which reflect the need within the community. It's not just councils our members partner with however. Partnership working is part of our DNA and we work with health and social care partners and other third sector organisations and charities both at local and national level.



## How do Charitable Trusts make a difference?

### Why do Trusts do what they do?

Because all 113 Trusts across the UK share a passion to improve social, mental and physical wellbeing and the difference they make together is remarkable. Improving people's health and wellbeing means reducing the cost of treatment and care later in life. It can help reduce crime and improve educational outcomes as well as increasing personal happiness. That carries a social value of £1.5 billion.

This figure is from the Social Value calculator developed by Sheffield Hallam University in partnership with 4global and Experian. The social value calculator measures 15 outcomes grouped under 4 categories:

- Physical and mental health
- Mental wellbeing
- Individual development
- Social and Community development

This is an impressive figure but it is hard to convey or even imagine the thousands of individual lives changed for the better each year. From people now living healthier lives after embarking on their fitness journey to those living happier lives being part of a creative programme.



# LEISURE AND LIBRARY TRUSTS MATTER...

## The trust model for public leisure & culture services

**Non-profit distributing with no shareholders. All profit generated being reinvested to cross-subsidise programmes, access and facilities.**

**With a combined turnover of £2 billion a year - that's a lot of money going back into the local economy.**

**Quality facilities and services conveniently located, with experienced and professional staff.**

**With 414 million visits every year.\***

**There are 100+ plus charitable organisations with commitment & passion to improving social, physical and mental wellbeing.**

**That carries a social value of £1.5 Billion\*\***

**Place-based working & leadership providing bespoke opportunities and programmes to meet the needs of the local population.**

**Agile, responsive and collaborative, aligned to support local and national priorities, with strong local and national partnerships.**

**Community anchors - delivering services to meet the needs of the local community.**

**Inclusive, supporting & welcoming environments for people from all pockets of the community.**

**Commercial astuteness to adopt and diversify, sustainability and resilience through agile decision making reacting to market forces.**

**Access to charitable and grant funding and social investment.**

**Transparent, independent and accountable organisations governed by skill-based Trustee boards made up of local people.**

**Significantly contributing to their local economy through local employment, training and skills development, and offering career pathways.**

**Commercial astuteness to adopt and diversify, sustainability and resilience through agile decision making reacting to market forces.**

**Seafeguarding and increasing access to community assets for future generations.**

**Community leisure & culture trusts are legally formed as:**

- Company Limited by Guarantee & registered charity
- Society with charitable status
- Community Interest Company (CIC)
- Charitable Incorporated Organisation (CIO)
- Scottish Charitable Incorporated Organisation (SCIO)

**Trusts are regulated by the Charity Commission, OSCR (Office of the Scottish Charity Regulator) or the FCA (Financial Conduct Authority).**

**For further information, please visit [communityleisureuk.org](http://communityleisureuk.org)**  
 @CommLeisureUK

\* Based on 2019 data.  
 \*\* Figure from Moving Communities using the social value calculator developed by Sheffield Hallam University in partnership with apogee and Boden.

Community Leisure Use

**BY USING LIVEARGYLL SERVICES YOU'RE CONTRIBUTING TOWARDS...**

liveArgyll.co.uk

liveArgyll

Community Leisure Use

**£16,032,554**

**TOTAL SAVINGS IN HEALTH AND SOCIAL CARE COSTS ACHIEVED THROUGH REDUCED RISK OF HEALTH CONDITIONS**

Estimated by the number of reduced visits resulting from physical activity, multiplied by the average annual cost per person diagnosed with the condition.

liveArgyll



# FACILITY DEVELOPMENTS

## 1 Oban

### Corran Halls Stage Lighting

Front of stage rigging and lighting have been installed. This has modernised the equipment by being safer, more energy efficient and also saving on set-up time for events and weddings.

## 2 Helensburgh

New **Helensburgh Leisure Centre** opened in September 2022. Usage numbers have far exceeded expectations, and the memberships continue to grow each month.

## 3 Mid Argyll

### Lochgilphead Library

New location within the Community Centre has resulted in increased accessibility for the community looking to access the library service.

### Mid Argyll Sports Centre

Top quality gym equipment has been installed with extremely positive user feedback. We continue to explore the further development of facilities creating additional capacity.

## 4 Cowal

### Riverside

New Strength gym opened early April. Top quality equipment procured, installed and operational within 8 weeks of concept. User feedback positive and dual purpose of alleviating capacity issues at Queen's Hall achieved.

### Queens Hall

The launch and installation of virtual classes at the Queen's Hall allowing members the opportunity to train when it suits them rather than being bound to mainstream class times.

## 5 Kintyre

### Aqualibrium

The installation of the plate loaded equipment at the Aqualibrium, which has increased the capacity of the gym area.



## Swimming Lessons

- 4 Riverside
- 5 Aqualibrium
- 6 Rothesay
- 2 Helensburgh

The introduction of Course Pro (sports course management software) for swimming lessons has reduced the amount of admin needed to deliver the programme making the whole process more streamlined, while also helping the swim teams stay connected to parents and guardians providing a real-time update as to the progress of their child.

# A YEAR IN NUMBERS

**£488,000**

Grant Income



**77,045**

Visits to Active Schools Sessions

**630**

Active Schools Volunteers



**1,756,280**

Pressreader downloads by our library members enjoying a range of free magazines and newspapers



**81,810**

Visits to Libraries

**345,000**

Visits to our pools, gyms, fitness classes and pitches



**517**

Library-led Bookbug sessions

**5,172**

Children attended sessions

**4,506**

Adults attended sessions

**1,813**

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



**150,223**

Website visits

**12%**

Increase on last year



**190**

Local Studies Visits



**1,511**

Move Together class bookings



**6,352\***

Total Leisure Members  
\*At 31st March 2023

## Social Media



Instagram  
1,700 followers

Twitter  
681 followers



Facebook  
3,300 followers

**311**

Took part in the 6 week challenge



**160**

Registered for our online Fitness Programmes



**164**

Adults engaged in Community Learning



**335**

Young People engaged in Community Learning

# WHAT OUR CUSTOMERS SAY...

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

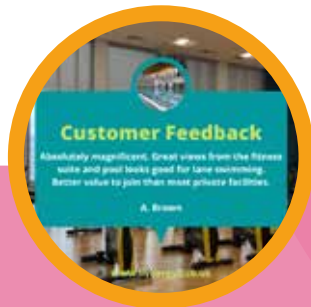
## Helensburgh Leisure Centre Users



Cool place for children! Very clean and safe. Parents can watch how the training is going. Trainers are very professional in their approach to children of different ages and with different levels of swimming.

Recently joined gym good size plenty of equipment to use there's always gym instructors on hand to ask for advice staff friendly good atmosphere in the gym.

Just what's needed after a hard and stressful day. As with most establishments the staff make this place worth the visit even for those who ain't that confident.



## Rosemary's Story



At the ripe old age of 67 I was persuaded to take up some swimming lessons at Riverside Swimming Pool. I was going on a family holiday to Turkey so I wanted to be able to go into the pool with my family, especially my grandchildren, but having not been in a pool for over 40 years, I had lost all my confidence!

After a few lessons and with Michelle's patience and my perseverance, I was able to get into the pool with my family and make some fabulous memories! It's never too late to learn so I would recommend swimming lessons to anyone thinking about it.



## Riverside Swimming Pool Customer



A great alternative for rainy days. If you come with children, it is good to pay attention to the opening hours of the slide. Admission is comparatively cheap. We had lots of fun!

## Dunoon Library user



A great alternative for rainy days. If you come with children, it is good to pay attention to the opening hours of the slide. Admission is comparatively cheap. We had lots of fun!

## Event Attendee



Just spent a weekend at an event held in the Queen's Hall. What a weekend!

The venue was superb and the staff were amazing. The venue was clean, well maintained and had all the equipment we required to enhance our event.

The staff went beyond helpful. Nothing was too much bother and they even gave us suggestions to make best use of the halls. We'll be back next year, for sure.



# CASE STUDIES

## Active Schools - Cycling Scotland Programme

This year, cycling has been a real area of growth in Cowal. We laid good foundations last year, but it was great to see them realised within schools and settle in as part of their annual plans.

The mountain bike club at Dunoon Grammar School had some fun outings around the local area.

In August, Cycling Scotland sent a tutor to run a Bikeability Instructor course for those who have joined us since last year. They also allowed us to participate in a four-day Cycle Trainer course, enabling volunteers to teach up to level 3 Bikeability and carry out more targeted work with smaller groups.

Our longest-serving cycling instructor also completed his tutor training course, enabling us to run courses in Argyll and Bute with a local tutor for the first time.

Plans are in place for the first of these to start in the new academic year. He also finalised the training of volunteers from last year in our schools and supported, as required, to ensure Bikeability could take place in all the schools who wished to run the programme.

Two other cycling volunteers also assisted with this and will shortly be attending mentor training so they can build on this work. Around 125 pupils across Cowal received Bikeability training this year, and we were able to support schools that didn't have the capacity or infrastructure locally to be able to run the training themselves.

It has been a hugely satisfying project, knowing that pupils are provided with a life skill they can enjoy into adulthood. This seems particularly relevant now that the town is in the early stages of 'The Dunoon Project', which plans to regenerate the area with the inclusion of a gondola and mountain bike park, as well as other opportunities to explore the natural playground we have on our doorstep.



# CASE STUDIES

## Active Schools and Football Development - Girls Football



**liveArgyll Active Schools and Football Development have been working alongside both primary schools and Hermitage Academy in the area to support and promote the growth of girls' football and opportunities to participate locally.**

A number of schools now have lunchtime or after-school football clubs for girls. Hermitage Academy has had some great success with around 30 pupils taking part in a number of school matches and tournaments within Argyll and Bute and the SPAR Cup Regional finals at Toryglen Regional Performance Centre in Glasgow.

Ardencaple FC has also been proactive in growing girls' football and now has a healthy numbers of girls attending weekly training sessions and a number of teams entered in girls' football leagues. This development and growth within a community club provides a fantastic pathway from school to club football and the opportunities it brings to play competitive football.

A festival of football was organised during Term 3 for girls attending local primary schools in the Helensburgh and Lomond area. The event saw over 70 girls participate from a number of primary schools with lots of football played in very warm conditions. liveArgyll Active Schools and Ardencaple FC again supported the committee from Helensburgh Christian Aid to raise more funds for worthy causes on the night. Although this event was played in a more developmental fun

festival it is hoped it will continue to grow and become a recognised annual event for girls' football taking place at a similar time of year.

The 'Martha Murdoch Memorial Trophy' awarded for Fair Play and effort went to Rosneath Primary School this year. The Player of the Tournament was awarded to Amy McAlpine who played to a constantly high standard throughout her matches. Vital support on the night was provided by Ardencaple FC volunteer coaches.



# CASE STUDIES

## Active Schools - Golf Club Partnership



**At the beginning of the 22/23 academic year, the Active Schools Coordinator covering South Kintyre identified the need to focus on increasing the number of South Kintyre school pupils involved in their local golf clubs.**

In total, there are three eighteen-hole courses across South Kintyre – Machrihanish Golf Club, Machrihanish Dunes Golf Club, Dunaverty Golf Club, and two nine-hole courses – Carradale Golf Club & Machrihanish Pans Course, all within a 30-mile radius of each other.

Partnerships contribute so much to the development of the Active Schools programmes. Active Schools worked hard to form new partnerships with the local clubs to set up meetings, and to recruit new volunteers to help support the projects moving forward. Inclusion is a priority for the Active Schools team and with this focus, 'Girls and Women in Golf' was rolled out at Carradale Golf Club. Machrihanish Dunes Golf Club offered an opportunity to create the 'South Kintyre Golf Hub' for both girls and boys from local primary schools.

### Women in Golf

The project ran in partnership with local volunteers at Carradale Golf Club, targeting girls and women to take part in a six-week programme to learn basic golf skills. Mothers and daughters were encouraged to participate together. Numbers were high throughout, with an average of four primary school girls attending each week and seven local women. Due to the success of the outdoor sessions, the sessions carried on indoors throughout the winter months in the local primary school, where numbers remained steady. With the success of the project, Carradale Golf Club offered all participants the opportunity of free golf for three months, until the turn of the year and the new season. This project will hopefully be replicated in the 23/24 academic year.

### South Kintyre Golf Hub

This project ran in partnership with Machrihanish Dunes Golf Club, where the sessions had free use of all the facilities and ran for a six-week block targeting all primary school children from P3-P7 in South Kintyre. A number of new volunteers were recruited from various local clubs to help deliver the programme, all of whom were a great asset to the project.

Active Schools sessions rely heavily on the power of volunteers and the invaluable support they provide, and volunteers can gain so much from assisting in activities such as these. Thank you to all the volunteers who have given up their time to support the programmes this year.

The club was a 'hit', with twelve local pupils taking up the opportunity throughout the block. The children had the opportunity to practise their putting, chipping, driving and iron play on the fantastic facilities available.

In the final week of the programme the children all received a free junior membership to Machrihanish Dunes Golf Club as a small incentive to keep them interested and involved in the game of golf.

Active Schools is excited to continue working with the local clubs and certainly hope to recruit new and willing volunteers which will give the local children the opportunity to participate in golf in South Kintyre.



# CASE STUDIES

## Adult Learning, Let's Grow Group in Mid-Argyll

The need for the Let's Grow Group was identified through community and partner consultation and was further highlighted through data gathered from our Adult Learning survey. Learners attending are aged 18 – 65+ who want to improve their wellbeing and reduce feelings of isolation through participation in outdoor learning activities.

The group was established in March 2022 and has continued to grow and develop positively over the last eighteen months at its base at ACT's Blarbuie Woodlands. The group meet weekly, taking part in activities aimed at improving their learning and wellbeing, including gardening, mindfulness, physical activity, and arts and crafts. A core part of the group's learning is in relation to growing their own food, which they can take home and also share with the community. The group agree this is a definite benefit in respect of our current financial climate. Learning to grow, maintain and harvest food has been a significant journey for participants who have begun to demonstrate genuine confidence in their abilities in this area and now enjoy sharing their learning and knowledge with new participants.



Most recently, Adult Learning partnered with ACT to provide a twelve-week course of activities for the group and wider community. Learning activities included campfire cooking, woodcraft, willow wattle fencing, bike repair, art in nature, bench making, walking stick making and much more! Participants voiced that they felt feelings of achievement and that they had learned new skills, helping to build their confidence and improve their wellbeing. The group's achievements were marked as they each received a certificate from ACT and enjoyed a celebratory exhibition of their creations in the woodland.



# CASE STUDIES

## Adult Learning, Let's Grow Group in Mid-Argyll

During evaluation learners were asked what they liked about the Let's Grow Group and recent activities:

“ ”  
Gives me something to look forward to. I find it very helpful and therapeutic, planting and tending to our crops. I enjoy being part of a group instead of on my own and feeling isolated. I loved doing and learning in relation to crafts in nature.

“ ”  
It helps me with my confidence and talking to people.

“ ”  
I learned how to use tools to carve, wattle fencing, building fires and using flints.

“ ”  
Everyone learning together...there is a lot of learning to be done with just hanging out and talking to other people- everyone brings a bit of their life and learning.

The Let's Grow Group have spent the last twelve weeks building relationships, trust and a stronger sense of community, alongside building their skills and improving their wellbeing, and are now excited to be exploring and planning for their next outdoor learning adventure!



# CASE STUDIES

## Ardrishaig Community Engagement Workshops October 2022

Ardrishaig Community Engagement Workshops took place over three afternoons, including willow lantern and fabric bunting making. In that time, 47 people attended, comprising of 29 adults and 18 young people and children from diverse backgrounds.

The workshops provided an excellent platform for Adults, groups and families to come together and for people of all ages to learn in a constructive, fun and non-judgmental environment. Those attending the workshops had the chance to learn new skills and utilise new materials and tools. As the workshops unfolded, we observed families, individuals and community groups connect, communicate and build relationships as they worked together while developing their confidence and learning new skills. There was a real sense of celebration and achievement at the end of these workshops as participants could enjoy, discuss and explore each other's creations and then finally take them home.

These workshops brought the community together to learn, socialise and have fun but importantly provided community learning with essential time and space to raise the profile of our service and to consult with the community and identify their needs for the future.



### Some feedback from our evaluation included:

Learning something new and together is good fun and helps my confidence.



Helped us come together as a group in our community- worked as a team on one big lantern for our centre.



Provided a safe space at the workshop so that my child could participate (he has autism).



Brought us together as a family.



# CASE STUDIES

## Phoenix Rise at Rothesay Library!

**Our libraries draw communities together. We align with Scotland's Reading Strategy and its vision to inspire reading across all interests, abilities, and age groups, improving literacy levels and contributing to readers' health and wellbeing.**

With this in mind, when Janice Middleton, our Library Supervisor at Rothesay Library, was approached by David Brown, a Key Support Worker with 'Phoenix', a registered day service in Rothesay on the Isle of Bute, she was keen to get involved.

'Phoenix' is provided by Argyll & Bute Council's Community/Adult Services and via professional Social Work Assessment and Referral for Adults (18+). It provides person-centred and multi-disciplinary facilities and resources for a wide range of individuals, supporting them professionally. Their aim is focused on personal development, social & community integration, and outreach to the community and other venues.

These services range from access to continuing education to volunteering opportunities, group activities, and individual supportive strategies to promote inclusivity, health and well-being.

Janice was asked to become involved with library visits by the group. David suggested that visits would occur over six weeks.



Looking at the reading abilities of the group members, Janice chose a suitable adventure story from which she proposed to read a chapter at each visit. A copy of the book was provided for each group member. Even with varying reading skills, the feel of a book is essential and supports the connection between the words and the story being read aloud.

After each reading session, the group was invited to another area, allowing them some exercise that helped them focus on the prepared activity related to the chapter of the book that they had listened to. This helps to develop a further connection to the story. Activities were craft-related and tailored to meet the abilities of the individuals attending.

For example, in week 3/chapter three, the link is "never before in history had anyone attempted a cream cheese & breakfast cereal combo – until that historic morning" so Janice arranged for the group members to make their own paper lunch boxes, sticking different items in the picture.

Each activity supported the range of services and the strategy offered by Phoenix.

Group members enjoyed their visits so much that both Janice and David agreed to extend them until they reached the end of the book.



# CASE STUDIES

## Phoenix Rise at Rothesay Library!

liveArgyll libraries partner with the Scottish Book Trust to deliver Bookbug sessions. Using the principles of the Bookbug programme, Janice introduced songs and rhymes to the group, which they participated and thoroughly enjoyed.

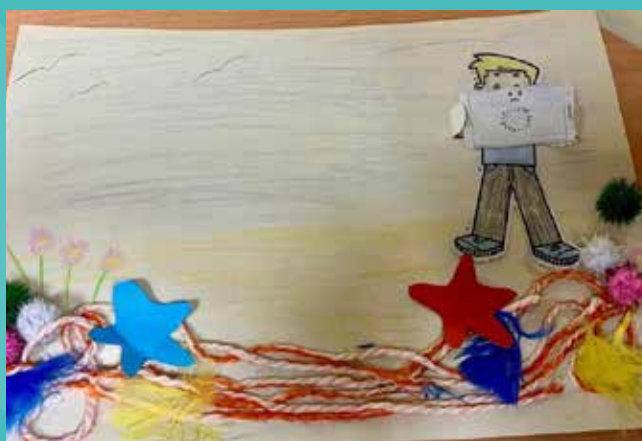
During the sessions, Janice ensured that the library and its surroundings became familiar to the group members, which had a very positive outcome. Some group members have gained the confidence to visit the library and make use of the available resources.

The visits were so well received that when Janice was awarded the Bookbug Hero Award, established to celebrate the work of those who use Bookbug to change the lives of children and the communities they work with, David and a member of 'Phoenix' were happy to appear in the Scottish Book Trust video, celebrating the award. This allowed them to speak about Janice's use of stories, songs, and rhymes and their positive effect on group members.

David said:

“The sessions with Janice were excellent, and the PWS enjoyed both the book readings in the library and the related 'breakout' activities. Once again, I thank Janice and her colleagues at Rothesay Library for the time, effort, and professional presentation throughout.”

This has been a great case of partnership working for Rothesay Library and Phoenix. Janice and her team welcome continued collaborations in the local community.





# CASE STUDIES

## Welcoming our new Adult Learning Volunteer

Margaret Denvir has recently joined the Mid Argyll team as a liveArgyll Adult Learning Volunteer. Margaret will volunteer at The Community Learning and Employability Hub every week, sharing her knowledge and supporting learners to improve their digital skills.

Margaret has worked with Adult Learning since before the pandemic and has been supported to develop her skills for learning, life and work and to improve her confidence, self-esteem and wellbeing. Margaret has had many challenges to overcome; most significantly in relation to her mental and physical health. However, she has shown her determination to move forward positively in her life and commitment to improving her situation. Margaret has regularly attended Adult Learning wellbeing, life skills and employability groups and courses, notably achieving an SQA Health and Wellbeing Award and SQA PDA Self and Work Award.



### Where is Margaret is now?

She is a university student studying for a Certificate of Higher Education in the English Language and, even better, a digital skills volunteer with liveArgyll. Margaret was also nominated for a Volunteer of the Year Award 2023!

Margaret said:

“Adult learning has proven time and time again the lengths they will go to help someone find themselves by looking outside the box. I know that I wouldn't be in the position I am today if it weren't for their help, as my health and wellbeing, mental health and even my education have flourished. Adult learning has given me the courage and confidence to fight for dreams I never thought possible.”

# CASE STUDIES

## Young Leaders

Young people from all over Argyll and Bute participated in liveArgyll Youth Work's annual Young Leaders programme delivered in partnership with Youthlink Scotland.

The programme gives young people aged 15 and above the opportunity to discover their potential by developing interpersonal and leadership skills, increasing their self-confidence and acquiring the motivation and ability to bring about change, working on:

- *Self-expression and communication*
- *Team-building and small group facilitation skills*
- *Goal-setting and personal motivation*
- *Social responsibility*
- *Personal leadership skills*

Delivered as a residential weekend, the programme combines individual and group work, focussing on solving tasks. It is accredited at SCQF Levels 5 and 6 with young people working on Developing Decision Making skills and Developing Leadership Skills. As well as giving young people the opportunity to enhance their skill set by developing their leadership potential, it also offers volunteering experience with the Youth Work team, allowing them to put the underpinning theories into practice.

Each of the young people who undertook the Young Leaders training are now actively engaged with our Youth Work service in their local areas and are also involved with local youth action groups, supporting and leading some of the programmes the action groups deliver.



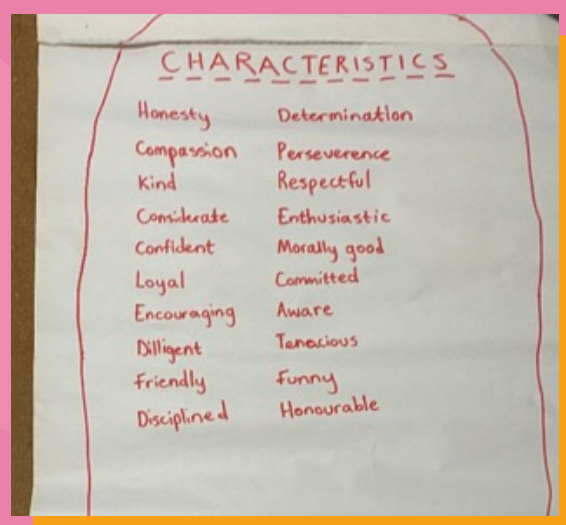
### Quotes from participants:

“”  
The training has been really interesting and enjoyable. I learned something in every part of the course, it has made me think differently about the role of a leader and I'm looking forward to putting what I've learned into practice in my local area.

“”  
I really appreciate this training, it has helped me to see how I can resolve one of the issues in my local community.

“”  
Enjoyed the training and working with other people from other areas, learning about leadership styles was interesting and informative. It was a fun weekend and I'd recommend the training to other young people.

“”  
Training can sometimes be boring but this was fun and informative and I'd recommend it to other young people.





# LOOKING AHEAD

**Senior management and Board members continuously review both the local and wider national operating environment for all our service areas to ensure that wherever possible the company is well placed to maximise opportunities from emerging trends or data.**

Our planning processes incorporate the systematic examination of potential threats, opportunities and likely future developments including, but not restricted to, those that are at the margins of current thinking and planning.

This combination of inward and outward review supports the company's growth and participation objectives and allows a pro-active approach to service provision.

Our immediate focus will be ensuring that our strong base in leisure membership is sustained, by developing our levels of customer service and ensuring our leisure programme is varied and utilises cutting edge equipment and technology. We will also work to develop our halls and live events programme, ensuring a varied programme of popular entertainment is available for our communities.

The positive contribution of culture and leisure on people's health and wellbeing is well documented however a lack of public finances may jeopardise the sustainability of these valuable services. Investment in Leisure and Library type activity must be seen as an investment in Health and Wellbeing and as such we intend to place a significant focus on our equality and wellbeing agenda ensuring that liveArgyll is seen and recognised as a significant contributing partner and that the wider social value of our many services is truly recognised.

We have a number of branding, marketing and operating initiatives targeted at these areas. A key aspect of our approach will be to highlight, promote and reinforce the message that our services offered are excellent value for money, together with strong messaging around the very

many health and wellbeing benefits associated with our activities. Our low affordable price point will also be a key driver as disposable incomes are squeezed and we hope to be able to sustain our pricing model at the lower end of the market.

Our services are continuously evolving. We will look to continue to maximise all opportunities to improve our reach, to ensure that wherever possible our services are fully accessible.

Digitalisation and automation of both back-office and customer facing processes will be continue to be a key priority moving forward.

We will look to continue to develop and expand the range of digital offerings within our Library and Archive Service. Our Community Learning and Active Schools services are performing well. Our focus will be on further developing existing and new partnerships, co-working and increasing the number of volunteers who actively contribute to these valuable services.

Our staff are our best asset. In order to achieve our many aspirations it is important to have a motivated and well-trained workforce who feel confident and comfortable in their workplace.

A range of corporate and specific individual training offerings will be put in place which will allow opportunities for self-development and the upskilling of the wider staff group. Similarly we intend to review our working arrangements and associated flexibilities that now form part of modern practice.

liveArgyll is, and always will be, a customer focused organisation. Wherever possible we will endeavour to fully meet our customer needs within our available resources. We aim to be a progressive, inclusive organisation that provides accessible, attractive and affordable services.

**Kevin Anderson**  
Chief Officer

# FINANCIAL STATEMENT

## Consolidated Statement of Financial Activities (incorporating the income and expenditure account) for the year ended 31 March 2023

	Note	Unrestricted Funds £	Restricted Funds £	Pension Fund £	Total Funds 2023 £	Total Funds 2022 £
<b>Income:</b>						
Donations and legacies	5	-	1,099	-	1,099	351,571
Charitable activities	4	2,895,111	376,563	-	3,271,674	2,863,481
Management fee	4	4,075,464	-	-	4,075,464	3,937,594
<b>Total income</b>		<b>6,970,575</b>	<b>377,662</b>	<b>-</b>	<b>7,348,237</b>	<b>7,152,646</b>
<b>Expenditure:</b>						
Charitable activities	6	(7,305,095)	(408,669)	(1,259,000)	(8,972,764)	(8,311,787)
Other trading activities		-	-	-	-	-
<b>Total expenditure</b>		<b>(7,305,095)</b>	<b>(408,669)</b>	<b>(1,259,000)</b>	<b>(8,972,764)</b>	<b>(8,311,787)</b>
<b>Net expenditure</b>		<b>(334,520)</b>	<b>(31,007)</b>	<b>(1,259,000)</b>	<b>(1,624,527)</b>	<b>(1,159,141)</b>
<b>Transfers between funds</b>		-	-	-	-	-
<b>Other recognised gains:</b>						
Actuarial gains on defined benefit pension schemes	15	-	-	4,809,000	4,809,000	3,217,000
<b>Net movement in funds</b>		<b>(334,520)</b>	<b>(31,007)</b>	<b>3,550,000</b>	<b>3,184,473</b>	<b>2,057,859</b>
<b>Reconciliation of funds:</b>						
Total funds brought forward		1,930,314	124,104	(3,550,000)	(1,495,582)	(3,553,441)
<b>Total funds carried forward</b>		<b>1,595,794</b>	<b>93,097</b>	<b>-</b>	<b>1,688,891</b>	<b>(1,495,582)</b>

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

# FINANCIAL STATEMENT

## Company Statement of Financial Activities (incorporating the income and expenditure account) for the year ended 31 March 2023

	Note	Unrestricted Funds £	Restricted Funds £	Pension Fund £	Total Funds 2023 £	Total Funds 2022 £
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<b>Transfers between funds</b>		-	-	-	-	-
<b>Other recognised gains:</b>						
Actuarial gains on defined benefit pension schemes	15	-	-	4,809,000	4,809,000	3,217,000
<b>Net movement in funds</b>		<b>(334,520)</b>	<b>(31,007)</b>	<b>3,550,000</b>	<b>3,184,473</b>	<b>2,057,859</b>
<b>Reconciliation of funds:</b>						
Total funds brought forward		1,929,236	124,104	(3,550,000)	(1,496,660)	(3,554,520)
<b>Total funds carried forward</b>		<b>1,594,715</b>	<b>93,097</b>	<b>-</b>	<b>1,687,813</b>	<b>(1,496,660)</b>

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

# FINANCIAL STATEMENT

## Consolidated Balance Sheet as at 31 March 2023

	Note	£	2023 £	£	2022 £
<b>Current assets</b>					
Stock	12	14,545		20,530	
Debtors	13	56,592		104,855	
Cash and cash equivalents		2,285,919		2,638,176	
<b>Total current assets</b>		<b>2,357,056</b>		<b>2,763,561</b>	
<b>Current liabilities</b>					
Creditors: amounts falling due within one year	14	(668,165)		(709,143)	
<b>Net current assets</b>			<b>1,688,891</b>		<b>2,054,418</b>
<b>Net assets excluding pension liability</b>			<b>1,688,891</b>		<b>2,054,418</b>
Defined benefit pension scheme asset/(liability)	15		-	(3,550,000)	
<b>Net liabilities</b>			<b>1,688,891</b>		<b>(1,495,582)</b>
<b>Funds</b>					
Unrestricted funds	16	1,595,794		1,930,314	
Restricted funds	16	93,097		124,104	
Pension reserve	15		-	(3,550,000)	
<b>Total Funds</b>			<b>1,688,891</b>		<b>(1,495,582)</b>

# FINANCIAL STATEMENT

## Company Balance Sheet as at 31 March 2023

	Note	£	2023 £	£	2022 £
<b>Fixed assets</b>					
Investments	11		1		1
<b>Total fixed assets</b>			<b>1</b>		<b>1</b>
<b>Current assets</b>					
Stock	12	14,545		20,530	
Debtors	13	56,592		104,855	
Cash and cash equivalents		2,284,839		2,637,097	
<b>Total current assets</b>		<b>2,355,976</b>		<b>2,762,482</b>	
<b>Current liabilities</b>					
Creditors: amounts falling due within one year	14	(668,165)		(709,143)	
<b>Net current assets</b>			<b>1,687,811</b>		<b>2,053,339</b>
<b>Net assets excluding pension liability</b>			<b>1,687,812</b>		<b>2,053,340</b>
Defined benefit pension scheme asset/(liability)	15		-		(3,550,000)
<b>Net liabilities</b>			<b>1,687,812</b>		<b>(1,496,660)</b>
<b>Funds</b>					
Unrestricted funds	16		1,594,715		1,929,236
Restricted funds	16		93,097		124,104
Pension reserve	15		-		(3,550,000)
<b>Total Funds</b>			<b>1,687,812</b>		<b>(1,496,660)</b>



# FINANCIAL STATEMENT

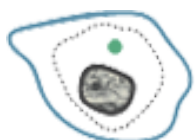
## Operating results (excluding the pension liability adjustment)

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £	Total Funds 2022 £
<b>Income:</b>				
Donations and legacies	-	1,099	1,099	351,571
Charitable activities	2,895,111	376,563	3,271,674	2,863,481
Management fee	4,075,464	-	4,075,464	3,937,594
<b>Total income</b>	<b>6,970,575</b>	<b>377,662</b>	<b>7,348,237</b>	<b>7,152,646</b>
<b>Expenditure:</b>				
Charitable activities	(7,305,095)	(408,669)	(7,713,764)	(6,933,787)
<b>Total expenditure</b>	<b>(7,305,095)</b>	<b>(408,669)</b>	<b>(7,713,764)</b>	<b>(6,933,787)</b>
<b>Net expenditure</b>	<b>(334,520)</b>	<b>(31,007)</b>	<b>(365,527)</b>	<b>218,859</b>
<b>Transfers between funds</b>	-	-	-	-
<b>Deficit from operations</b>	<b>(334,520)</b>	<b>(31,007)</b>	<b>(365,527)</b>	<b>218,859</b>

The operating results for liveArgyll for the year ended 31 March 2023, excluding the pension adjustment, report an overall deficit of £365,527.

# THANK YOU

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



CULTURE, HERITAGE & ARTS.  
ARGYLL & ISLES



# Argyll & Bute Performance Summary Report



Reporting Period: Q2 – April to September 2023

**Total Crime**  **+10.1%**  **351 Crimes**

Incidents

**+13.6%**



+1418\*PYTD, +314\*5YR

Common Assault

**+10.1%**



+38\*PYTD, +80\*5YR AVG

Overall Dishonesty

**+24.3%**



+91\*PYTD, +83\*5YR AVG

Domestic Abuse Incidents

**+0.3%**



+1\*PYTD, +14\*5YR AVG

Violent Crime

**+25.6%**



+20\*PYTD, +46\*5YR AVG

Sexual Crime

**+4.2%**



+5\*PYTD, +14\*5YR AVG

Road Deaths and Serious Injuries

**+9.8%\***



+4\*on PYTD

Disorder Complaints

**-0.8%\***



-9\*PYTD

Missing People

**-7.1%\***



-6\*PYTD

Counter Terrorism



The National Terrorism Threat level is  
**SUBSTANTIAL**  
This means that an attack is likely.

\*PYTD = Previous Year to Date  
\*5YR = 5 year average

Housebreaking

**+29.4%**



+10\*PYTD, -8\*5YR AVG

# Argyll & Bute Performance Summary Report



## Reporting Period: Q2 – April to September 2023

SECTION	PAGE NUMBER
Introduction	2
Executive Summary	3
Demand Analysis	4
Acquisitive Crime	5
Public Protection	6
Road Safety	7
Serious Organised Crime	8
Violence	9
Antisocial Behaviour	10
Public Confidence - Complaints & Allegations	11

### Introduction

I am pleased to present this performance summary report to Committee for its information and consideration. The Reporting Period for this report is cumulative for Quarters 1 and 2 of 2023, with figures being shown from 1st April 2023 through to 30th September 2023

Please note that all data included in this report are management information and not official statistics. All data are sourced from Police Scotland internal systems and are correct as of date of publication. Unless stated otherwise numerical comparisons are against the previous year to date and the previous five year average for the same data period specified.






*Crimes and offences are grouped under recognised categories for statistical purposes. The Scottish Government defines these categories, as follows:*

Group 1 - Non Sexual Crimes of Violence	Group 6 - Miscellaneous Offences
Group 2 - Sexual Crimes	Group 7 - Offences relating to motor vehicles
Group 3 - Crimes of Dishonesty	PYTD - Previous Year to Date
Group 4 - Fire Raising, Malicious Mischief	CYTD - Current Year to Date
Group 5 - Other (pro activity) Crimes	

**OFFICIAL**

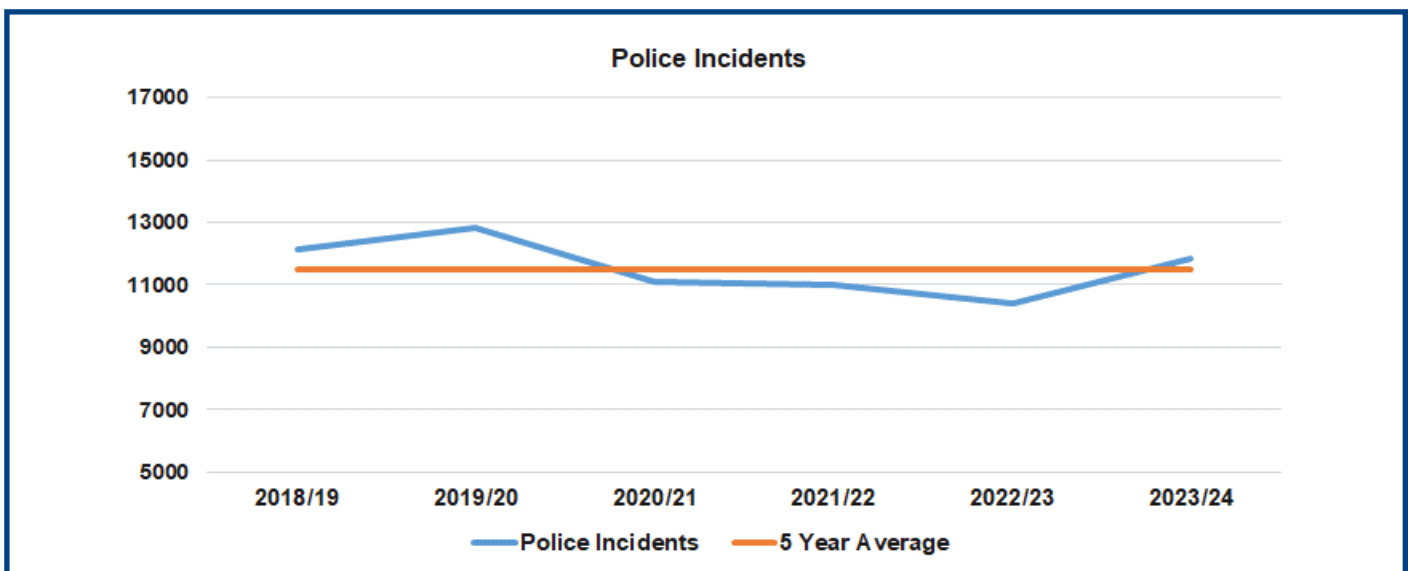
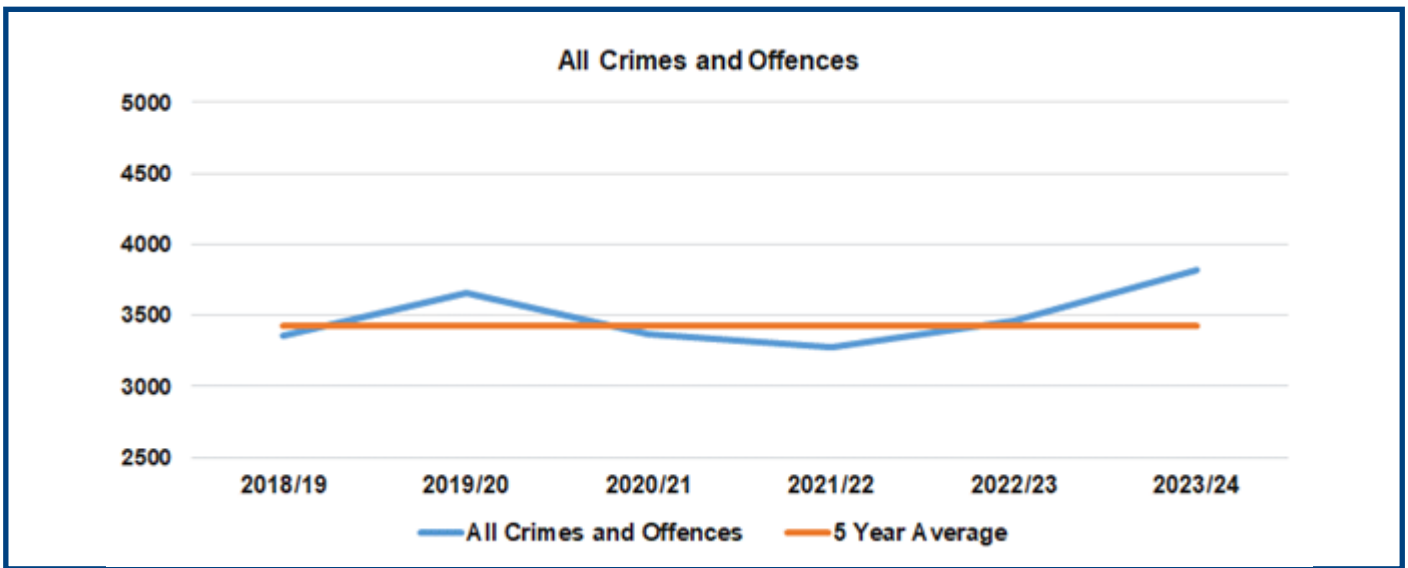
## ARGYLL & BUTE POLICING PRIORITIES 2023-2026

1. Acquisitive Crime
2. Public Protection
3. Road Safety & Road Crime
4. Serious Organised Crime
5. Violence & Anti-social behaviour

PRIORITY AREA	EXECUTIVE SUMMARY
<p><b>Acquisitive Crime</b></p> 	<p>At the end of Qtr. 2 acquisitive crimes show an increase of 24.3% from 375 to 466 with the majority of offences experiencing an increase compared to the same period last year.</p> <p>Financial Harm remains on the current work plan for Adult Support and Protection within Argyll and Bute. Our local officers regularly liaise with banking staff to provide advice and respond to reported incidents of fraud. As a result strong partnerships are in place with early alert mechanisms</p>
<p><b>Public Protection</b></p> 	<p>Group 2 sexual crimes have risen slightly by 4.2% (+5) compared to last year. Rape offences have increased from 22 to 27 while sexual assaults have reduced by 7 crimes.</p> <p>We have continued focus on gender based violence and sexual offending ensuring we are prioritising the safety of victims by maximising partnership working opportunities.</p>
<p><b>Road Safety &amp; Road Crime</b></p> 	<p>Despite a 54.5% (-6) reduction in the number of fatal traffic collisions within Argyll and Bute, the number of casualties overall has risen due to an increase in both serious (+9) and slight injuries (+6) at the end of Qtr. 2.</p>
<p><b>Serious Organised Crime</b></p> 	<p>At the end of Qtr. 2 both drug supply and possession figures have increased by 21.7% and 36.3% respectively.</p> <p>Across Argyll &amp; West Dunbartonshire 20 persons linked to serious and organised crime (SAOC) have been arrested and £131,113 seized under the Proceeds of Crime Act 2002 (POCA)</p>
<p><b>Violence &amp; ASB</b></p> 	<p>Group 1 crimes of violence have increased by 25.6% (n=20 crimes) compared to last year due to a continued rise in threats and extortion offences. ASB crimes have also seen an overall increase of 8.6% (n=81 crimes) year on year.</p> <p>We continue to prioritise Violence and ASB and we are engaging with our partners to ensure that we can respond effectively to emerging trends.</p>

CRIME	PYTD	CYTD	INCIDENTS	PYTD	CYTD
Total Crimes & Offences	3462	3813	Total number of incidents	10,399	11,817

**DEMAND ANALYSIS** - \* PYTD - PREVIOUS YEAR TO DATE CYTD - CURRENT YEAR TO DATE

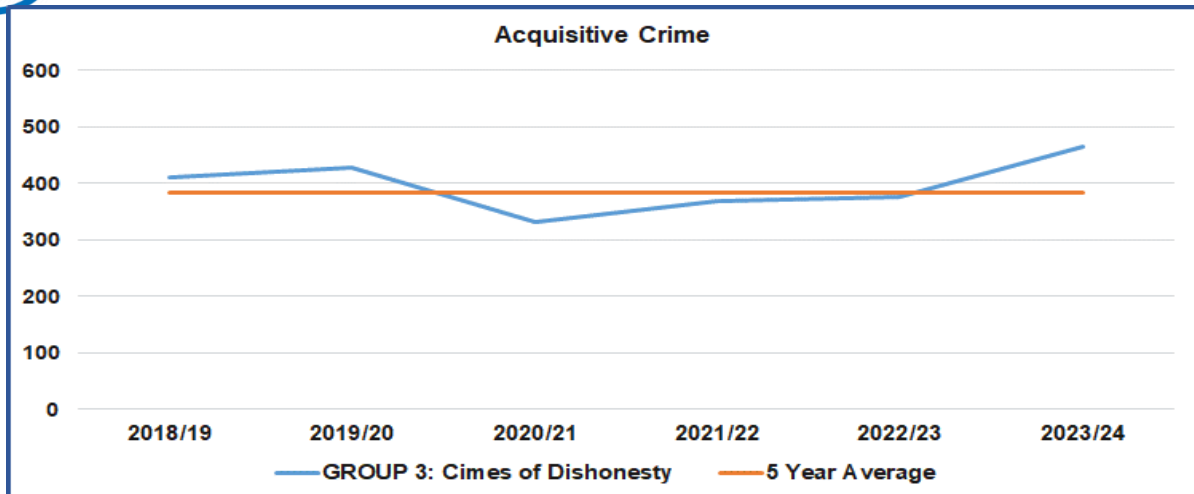


The total volume of crimes and offences recorded within Argyll and Bute has increased by 10.1% from the previous year and is currently 11.5% above the previous 5 year average. The overall rise in crime levels is largely due to notable increases in acquisitive crime (+24.3%) followed by miscellaneous offences and police proactive crimes such as weapon carrying and drug offences.

Group 1 crimes of violence have also recorded an increase of 25.5% from the previous period, which is largely attributed to the increase in sextortion offences, while crimes relating to vandalism, fire-raising and malicious mischief have seen a reduction (-18.4%) on last year.



## ACQUISITIVE CRIME



Shoplifting crimes have increased by 30% and remain above the previous 5 year average. The detection rate for shoplifting is down slightly from the previous year to date, however this equates to a reduction of two crimes.



Domestic housebreakings (HB's) has seen a rise of +17 crimes YTD. Just over half (53%) of all domestic HB's were attempted HB's or HB's with intent. These are where attempts to enter have been made or where entry has been gained and no property has been stolen. HB's at commercial properties have seen a slight reduction



There has been an increase in motor vehicle crimes with 31 recorded compared to 15 last year. Thefts from motor vehicles have risen from 6 to 14 and thefts of motor vehicles have also increased from 9 to 17 YTD. The detection rate for vehicle crimes has reduced slightly by 4.7% to 41.9%.



Common thefts and frauds have also increased from 136 to 146 and 86 to 109 respectively. Both figures remain above the 5 year average of 137. The increase in fraud crime is largely due to a rise in social engineering frauds, online misuse of credit cards and frauds involving unpaid taxi fares.

The impact of the cost of living is impacting on the increased volume of acquisitive crime within our local communities. Our officers continue to engage with local retailers to provide support and a visible presence to deter criminality. This upward trajectory is very much in line with a national rise in retail related acquisitive crime. Our officers are fully aware of local support networks which allows us to signpost vulnerable individuals for support.

Our preventions team are working with partners to identify vulnerable premises in order to implement crime prevention strategies. We are also maximising use of our social media content to encourage householders to review and consider home security measures.

We continue to deliver fraud prevention inputs to community groups with particular focus being given to our island communities who are reliant on internet shopping and communication.

Following reports of cold callers in Lochgilphead, a male was charged with illegal Pedalling. On the Isle of Bute, we are progressing with a positive line of enquiry regarding bogus workers. We have been working in partnership with ACHA and Trading Standards resulting in the identification of numerous fraud offences.

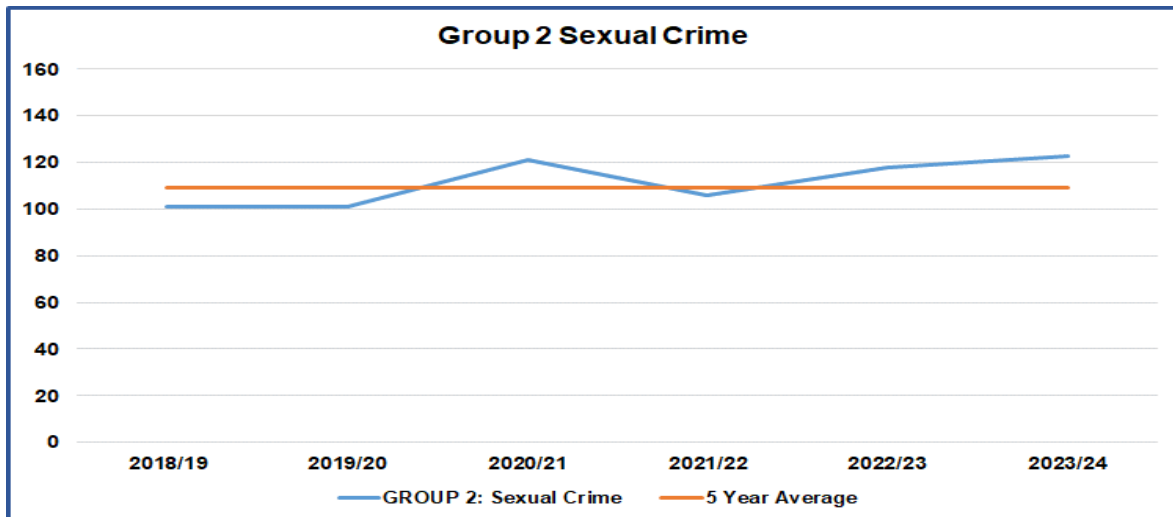


## PUBLIC PROTECTION

At the end of Qtr. 2 Group 2 crimes show a marginal increase of 4.2% compared to the same period last year. Rape crimes have increased from 22 to 27, while sexual assaults have seen a reduction from 54 to 47. Both crime types are currently above the previous 5 year average. The detection rates for rape and sexual assault crimes have increased slightly by 3.2% and 6.3% respectively from 22.7% to 25.9% and 42.6% and 48.9% year on year. Approximately 41% of all sexual assaults recorded at the end of Quarter 2 relate to non-recent reports.

The number of recorded domestic incidents remains static however the number of recorded domestic crimes has reduced by 16.8% YTD.

A total of 78 missing person reports have been recorded within Argyll and Bute at end of Quarter 2, which is down from last year (-6). MP reports relating to adults have increased from 34 to 51, while reports relating to children have seen a decrease from 46 to 26 year on year.



We are upskilling our staff ensuring they are able to deliver a victim centred approach to gender based violence. We are introducing domestic abuse champions to ensure officers are confident, supported and properly equipped with skills and guidance when dealing with these often serious and complex investigations. Bespoke perpetrator management plans have been introduced to robustly police those offenders posing the greatest risk of harm in a domestic setting. These plans complement our existing safeguarding processes for victims and children at risk of domestic abuse.

We analyse and review all missing person enquiries seeking opportunities to engage with partners to ensure the most appropriate support is considered for the individual. This approach seeks to reduce future risk and demand. We continue to support our residential homes, building relationships with our care experienced young person's understanding their needs and concerns.

Local officers meet people affected by bereavement as part of their daily role. Officers are now able to provide family and friends of deceased person with a full support pack which has practical advice and emotional support contacts. Working with Argyll and Bute Registrars, NHS Highland Chaplaincy, Argyll and Bute Citizens Advice Bureau, Change Mental Health and Cruse Bereavement, packs provide those suffering from bereavement with advice they can look at when they are ready to and aims to reduce distress.



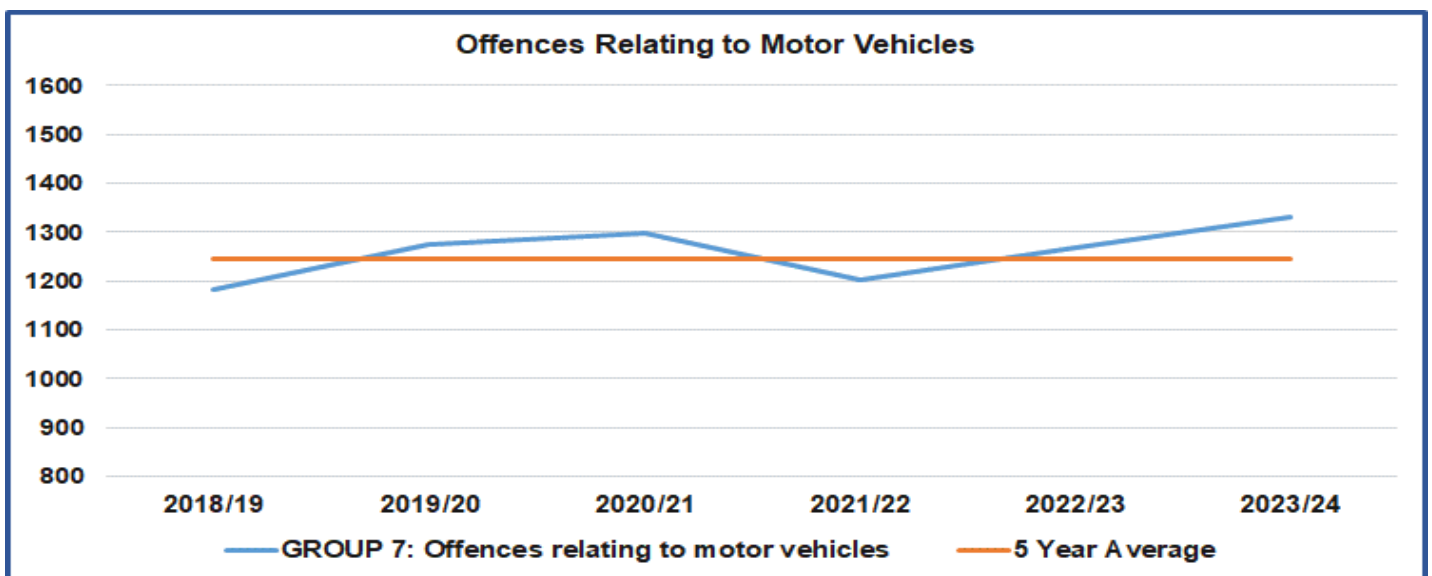


## ROAD SAFETY AND ROAD CRIME

Road Traffic Casualties		2022/23	2023/24
	Number of persons killed on our roads	11	6
	Number of persons seriously injured	30	39
	Number of persons slightly injured	41	47
	Number of children seriously injured	1	3

In Quarter 2, there were 2 road deaths in Argyll and Bute compared to 6 in the same period last year. YTD the total number of fatal RTC's has reduced from 11 to 6. Accidents resulting in serious and slight injuries have increased from 30 to 39 (+9) and 41 to 47 (+6) respectively.

Offences relating to motor vehicles have increased by 4.9% (+62) compared to the previous year, with the current figure also 6.9% above the previous 5 year average. Much of the increase is due to a rise in using motor vehicles without a test certificate (+33), insurance offences (+29) and drink/drug driving offences (+12).



Throughout Quarter 2, we have engaged in positive partnership working between Roads Policing and the Driver & Vehicle Standards Agency. Our focus was on improving road safety within our communities, with a particular focus on protecting vulnerable road users.

A series of Safe Towing videos have been produced and shared via our social media following a change in legislation around driving licence requirements. This helps people better understand legal towing limits, hitching, unhitching and safety checks.

A local Partnership Approach to Road Safety has been formed. This group will focus on locations of concern and key contributing factors from road traffic collisions where someone has been killed or seriously injured to enable us to prioritise education and enforcement towards key locations and demographics.

We have continued to maximise our visibility on the trunk roads with our focus on speed detection and driver behaviour being the primary activities. We are also planning our festive road safety campaigns to ensure that we are prepared for the increase in road users across our communities during the festive period.

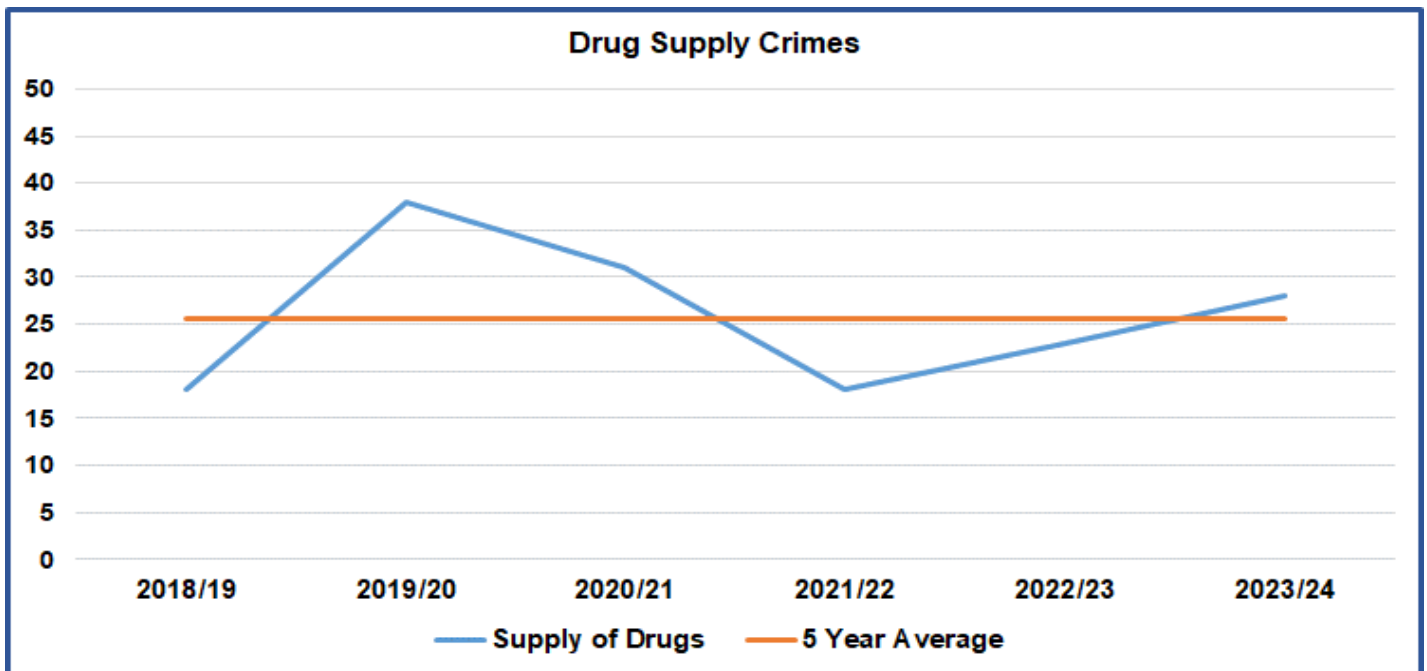


## SERIOUS & ORGANISED CRIME

Across Argyll & West Dunbartonshire 20 persons linked to serious and organised crime have been arrested and £131,133 seized under POCA.

At the end of Qtr. 2, drugs supply charges have increased from 23 to 28 crimes, which is also slightly above the previous 5 year average (25.6).

Similarly drug possession charges have increased from 193 to 263 (+36.3%). Both figures are testament to the proactive work being carried out by officers.



Argyll and Bute benefits from a dedicated Pro-active Serious and Organised Crime Team (SOCT). These specialist officers are supported by dedicated intelligence officers in tackling serious and organised crime in our communities.

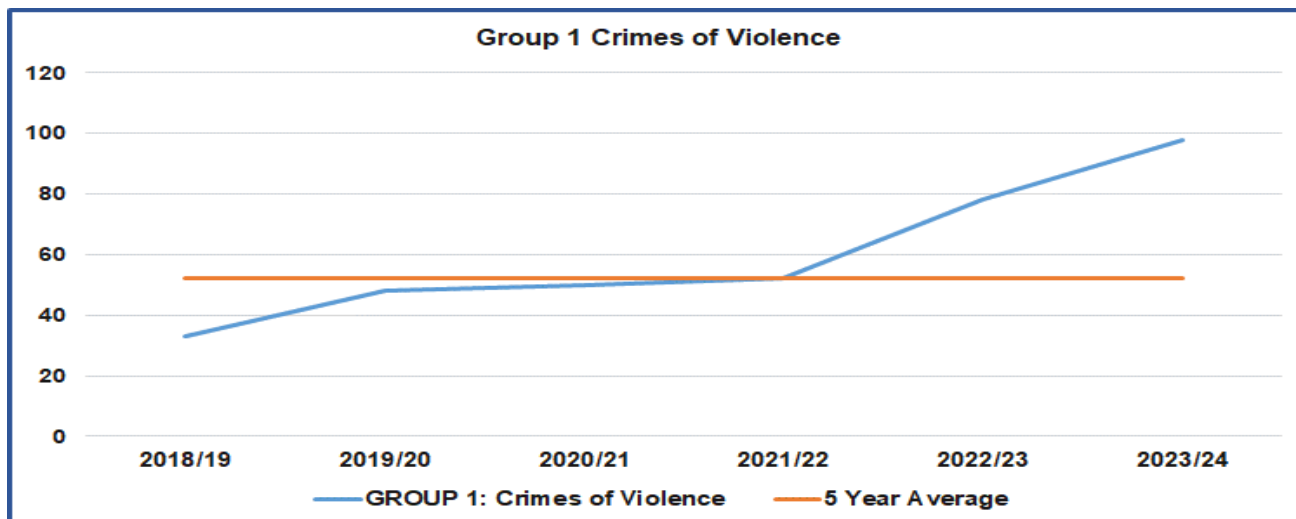
The work of the SOCT and the continued upturn in detection rates of those involved in the supply of controlled drugs in our communities, is underpinned by the valuable work undertaken by our Local Policing Teams (LPT), providing the local connection to target drug dealing, developing local intelligence and progress concerns identified by members of the community.

During this reporting period Cocaine with an estimated street value of £25,000 was recovered following a targeted proactive search at a property in Campbeltown. Proactive policing in Dunoon resulted in 4 persons being charged with being concerned in the supply, possessing and cultivating controlled drugs with an estimated street value of over £5,000. Half a kilogram of cocaine was also seized following a routine road traffic stop in Lochgilphead resulting in a male being charged with a number of drug and traffic related offences.

The LPT is focussed on emerging risks, patterns and concerns, many of which are also raised by elected members. Notable recoveries are often shared on our social media platforms to ensure the community knows when we detect those responsible for the supply of controlled drugs.



## VIOLENCE



Levels of violence occurring within Argyll and Bute have risen by 25.6% from 78 to 98 (+20) year on year. In addition, almost 70% of all crimes recorded took place within a private setting. Whilst we continue to prioritise violence prevention strategies, sporadic violence taking place behind doors or between individuals known to each other is challenging to prevent.

With the exception of an increase in threats and extortion offences (32 crimes compared to 10 last year) most Group 1 crimes have recorded marginal change compared to the previous period. As previously noted the increase in threats and extortion is largely attributed to a rise in “sextortion” offences with around 97% being committed online involving threats to post indecent images shared between victims and suspects following unsolicited friend requests on social media or matches on dating websites unless sums of money were paid.

The remaining Group 1 crimes have largely remained consistent when compared to figures in 2022/23. The detection rate for Group 1 crime overall has seen a slight reduction from 59% to 54.1% (-4.9%), which equates to a reduction of 7 crimes in number terms.

Violent crime continues to be closely monitored and reviewed with investigations being resourced across Local Policing Teams and the Criminal Investigation Department. Each crime is subject of daily review and scrutiny and thereafter allocated to the most appropriate department to progress to assist in identification of repeat victims, offenders and locations. Any emerging issues and risks are shared and appropriate actions identified.

The increase in sextortion offences is reflected nationally. Locally there is no identified trend to those affected either by age or location. We continue to look for ways to promote online safety for all ages. We are liaising with our national preventions team to ensure any good practice is being adopted within local policing. We are maximising our online presence by promoting advice and sharing links to various national online safety organisations. Our Youth Engagement Team continue to enhance the school curriculum by delivering bespoke presentations to positively influence decision making.

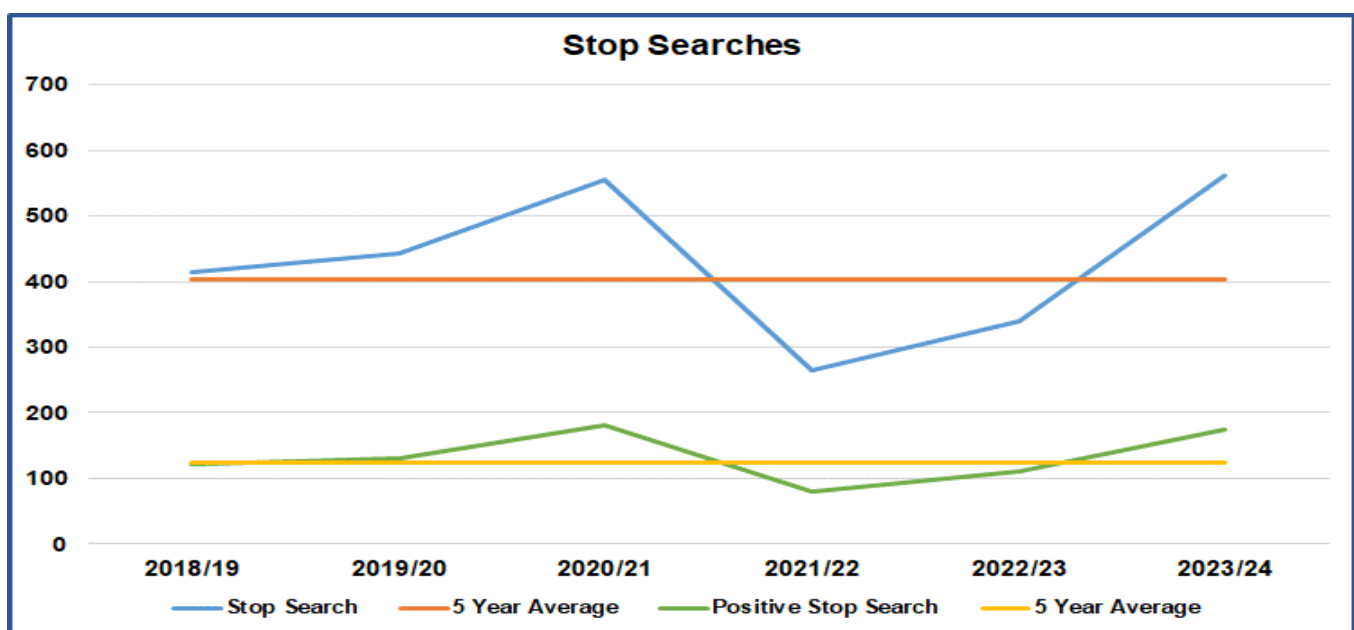


## ANTI-SOCIAL BEHAVIOUR

Complaints relating to disorder have reduced slightly by 0.8% (-9). ASB related crimes however have seen an increase of 8.6% from 946 to 1027.

Common assaults have increased by 9.8% from 326 to 358. Approximately 56% of crimes occurred in public space and 44% in private space. In 56% of public space crime, offenders were known to victims. Much of the increase is due to a rise in ongoing feuds (+12), youth fighting (+11) and disputes involving family members (+9).

Assaults on police and emergency workers have also risen slightly year on year with 57 compared to 51 crimes. The detection rate for common assaults overall has reduced marginally from 72.7% to 70.8%, in number terms however 20 more crimes have been detected.



We continue to deploy bespoke local policing plans in response to emerging concerns and ASB complaints. Local information is key to allow weekly analysis to ensure our officers are targeting the areas of local need. We have built up great partnership working relationships with a host of agencies who offer support to maximise our response to ASB. We have introduced a new parent alert letter scheme where we are highlighting local concerns and seeking support from the parents or guardians of those young persons who are found to be in ASB hot spots.

Youth diversion and engagement is vital and our Youth Engagement Officers (YEO's) worked closely with Live Argyll to welcome back the Friday Night Football project which ran throughout the summer holidays. This focussed on deterring youths from ASB and provided them a focus during the weekend. Officers also assisted the Live Argyll GIVE project where youths were asked to volunteer in their community and attend inputs around ASB.

Our new YEO PC Haining Gallagher has been introduced in Helensburgh and we are confident she will have a positive impact. We now have three full time dedicated YEO's covering Argyll & Bute who also manage our fantastic Police Scotland Youth Volunteers.

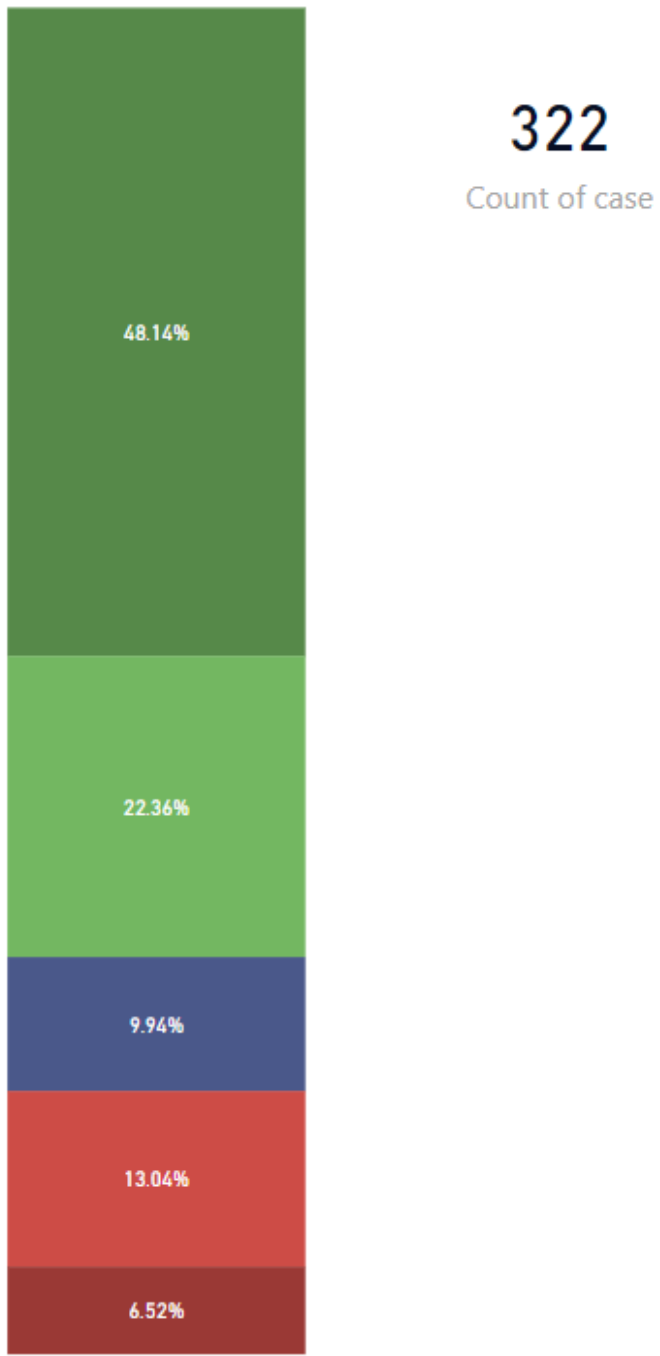
# PUBLIC CONFIDENCE: COMPLAINTS & USER SATISFACTION

User Satisfaction results show that in Argyll & West Dunbartonshire public confidence levels remain high with overall satisfaction levels at 70.5%, which is in line with the position in 2022/23.

At the end of Quarter 2, 60 complaints against the police had been recorded within Argyll and Bute which is a notable increase from 41 last year.

The number of allegations against officers has also risen marginally year on year from 72 to 75.

## Overall satisfaction with Police Scotland



We have also welcomed a further 14 new probationers to Argyll & West Dunbartonshire Policing Division.

At the end of September, a multi-agency security and rescue exercise was held on the Isle of Bute. Police Scotland worked closely with Argyll and Bute Council, Border Command, Ministry of Defence Police Marine Unit, Caledonian MacBrayne and Rothesay Coastguard Rescue Team through a range of scenarios to help keep our coastlines safe.

In December we will be hosting our annual local policing awards ceremony in the Corran Halls, Oban where we celebrate staff achievement and give thanks to them for their commitment to public service.

● 1. Very dissatisfied ● 2. Dissatisfied ● 3. Neither satisfied nor dissatisfied ● 4. Satisfied ● 5. Very satisfied

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**Argyll & Bute Performance Report  
Q2 - 1st July 2023- 30th September 2023**



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

**Working together  
for a safer Scotland**



## Argyll & Bute Performance Report

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Deliberate Fire Setting	8
Non-Domestic Fire Safety	9
Unwanted Fire Alarm Signals	10



## Local Fire and Rescue Service Plan Priorities

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

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

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

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

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
<b>Cowal Ward</b>	1	0	0	1	2	5
<b>Dunoon Ward</b>	2	0	0	1	1	4
<b>Helensburgh and Lomond South Ward</b>	2	0	2	1	0	1
<b>Helensburgh Central Ward</b>	4	0	1	2	0	8
<b>Isle of Bute Ward</b>	1	0	0	1	0	14
<b>Kintyre and the Islands Ward</b>	1	0	3	1	0	4
<b>Lomond North Ward</b>	3	0	2	1	1	1
<b>Mid Argyll Ward</b>	0	0	0	0	2	8
<b>Oban North and Lorn Ward</b>	0	0	3	0	1	7
<b>Oban South and the Isles Ward</b>	5	0	4	1	1	22
<b>South Kintyre Ward</b>	1	0	1	0	0	3
<b>Total Incidents</b>	<b>20</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>8</b>	<b>77</b>







<b>Year on Year Change</b>	◆ 100%	▲ 0%	● -50%	● -50%	● -20%	● -58%
<b>3 Year Average Change</b>	◆ 4%	● -20%	▲ -2%	● -10%	● -7%	● -20%
<b>5 Year Average Change</b>	◆ 32%	▲ 0%	◆ 14%	◆ 12%	◆ 23%	◆ 11%

### About the statistics within this report

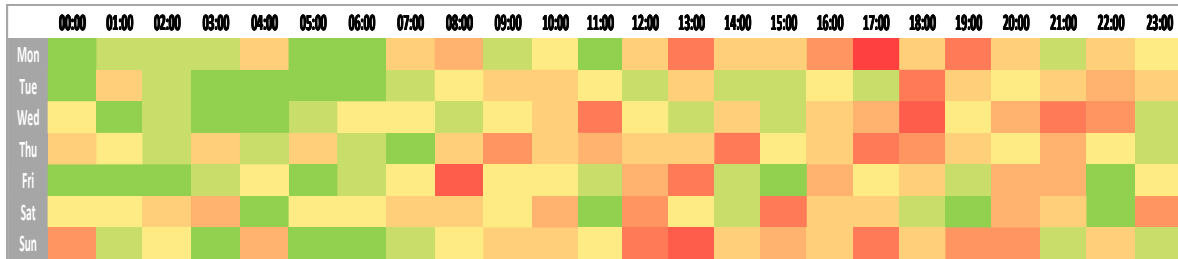
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference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

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

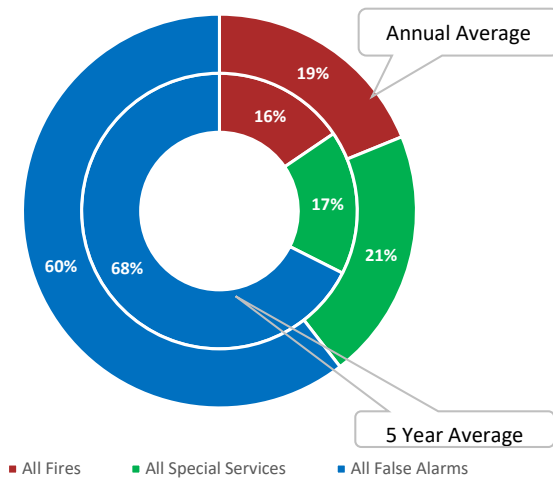
# Argyll & Bute Activity Summary

 <p><b>62</b> fires primary &amp; secondary</p> <p>0% (0)</p>	 <p><b>68</b> special services</p> <p>-28% (-26)</p>	 <p><b>199</b> false alarms</p> <p>-38% (-120)</p>
 <p><b>329</b> total number of incidents</p> <p>-31% (-146)</p>	 <p><b>18</b> fire &amp; non-fire casualties</p> <p>-47% (-16)</p>	 <p><b>£151,690</b> economic cost of ufas incidents</p>

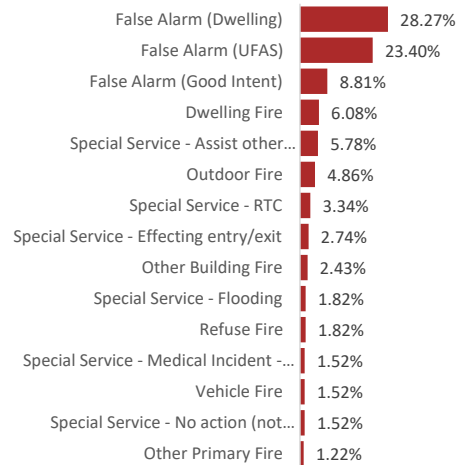
Activity by Time of Day



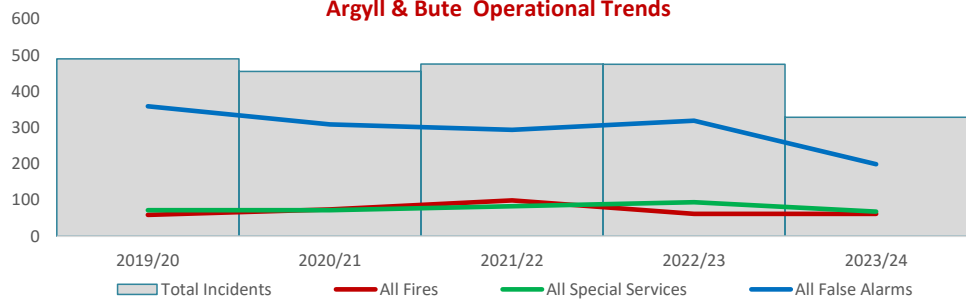
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



	2018/19	2019/20	2020/21	2021/22	2022/23
All Fires	59	74	99	62	62
All Special Services	72	72	83	94	68
All False Alarms	359	309	294	319	199
Total Incidents	490	455	476	475	329

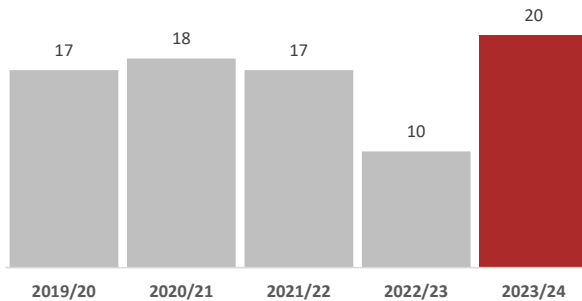
# Domestic Safety - Accidental Dwelling Fires



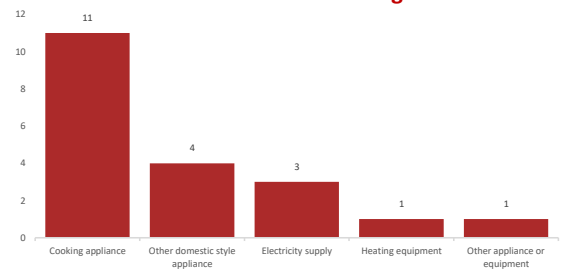
## Performance Summary

Year on Year **100%**    3 Year Average **4%**    5 Year Average **32%**

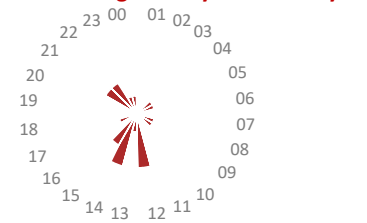
## Accidental Dwelling Fires to Date



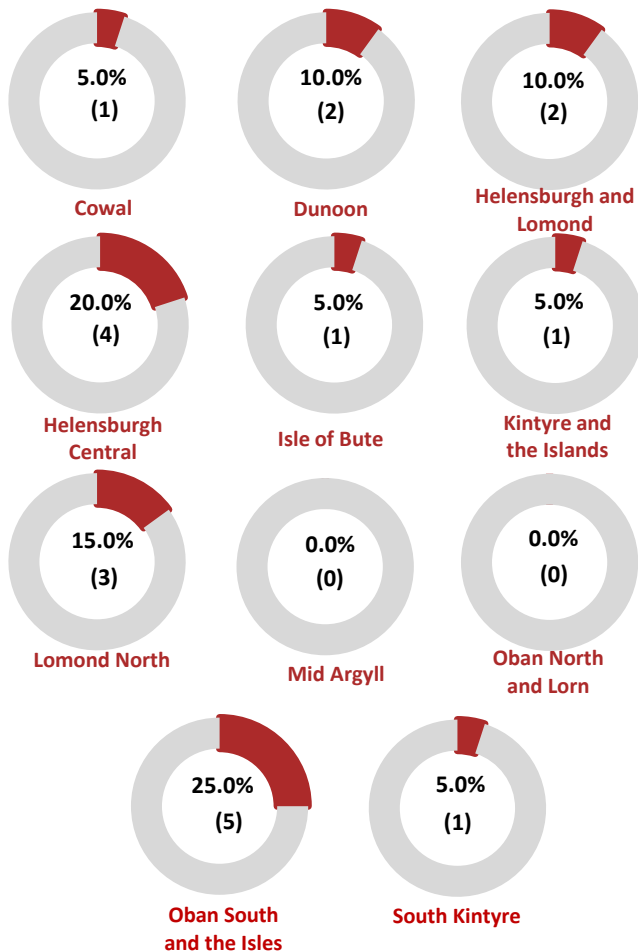
## Main Source of Ignition



## Accidental Dwelling Fires by Time of Day



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



## Severity of Accidental Dwelling Fires



No Firefighting Action  
**35.0% (7)**



Direct Firefighting  
**15.0% (3)**



Heat/Smoke Damage Only  
**40.0% (8)**



No fire Damage  
**60.0% (12)**

## Human Factors



Distraction  
**5.0% (1)**



Alcohol/Drug Impairment  
**0.0% (0)**

## Automatic Detection & Actuation



Detection Present  
**85.0% (17)**



Detection Actuated  
**17.6% (3)**



Calls Made by Landline/Mobile  
**90.0% (18)**

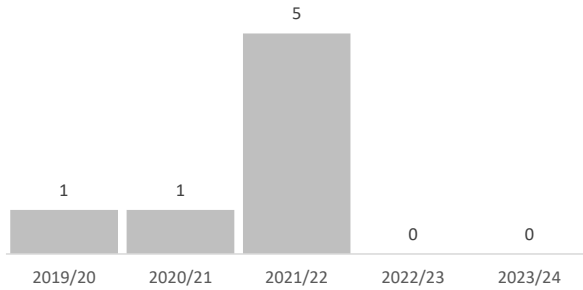
# Domestic Safety - Accidental Dwelling Fire Casualties



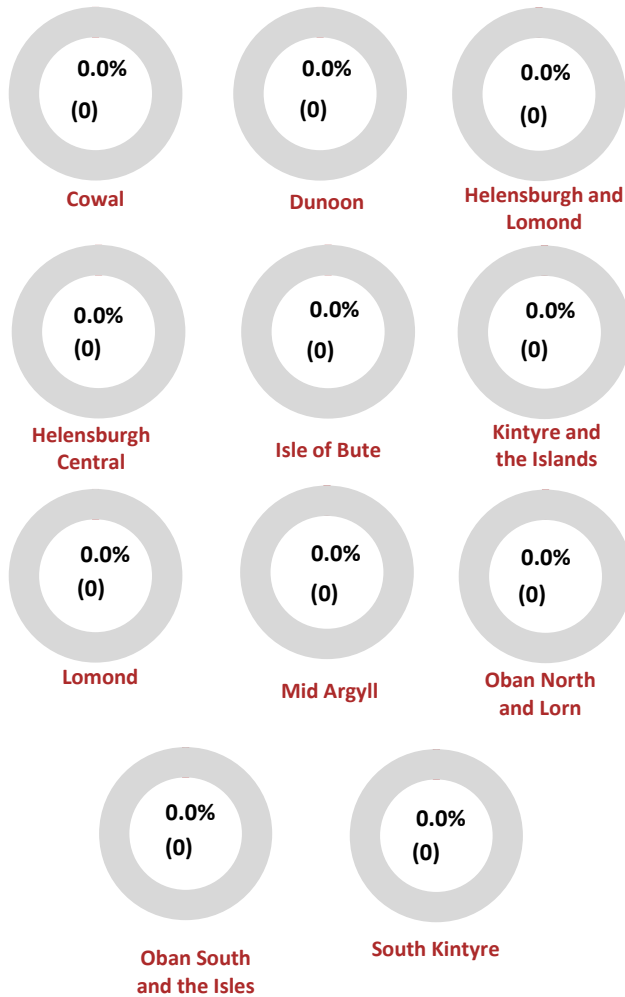
### Performance Summary

Year on Year ▲ 0%    3 Year Average ● -20%    5 Year Average ▲ 0%

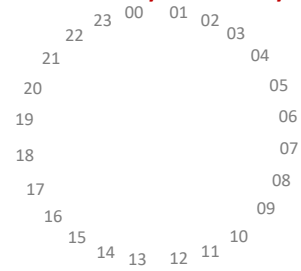
### Accidental Dwelling Fire Casualties Year to Date



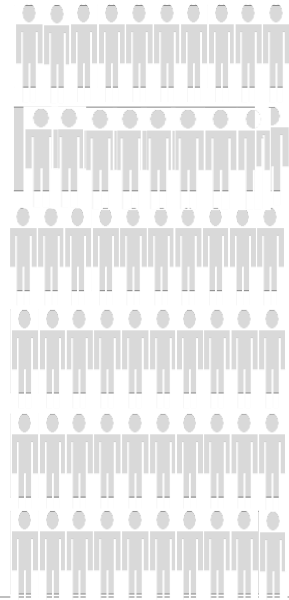
### Accidental Dwelling Fire Casualties by Ward (% share)



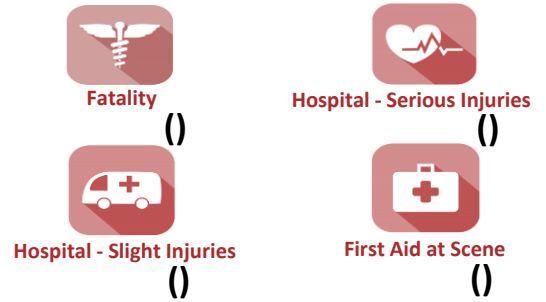
### Fire Casualties by Time of Day



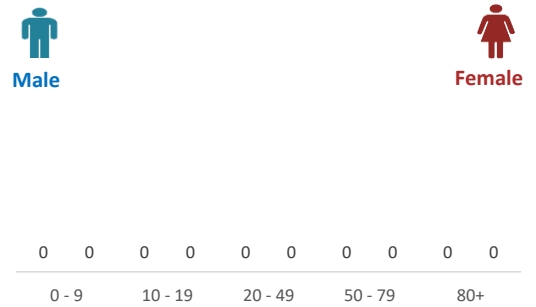
### Nature of Injury



### Extent of Harm



### Age / Gender Profile



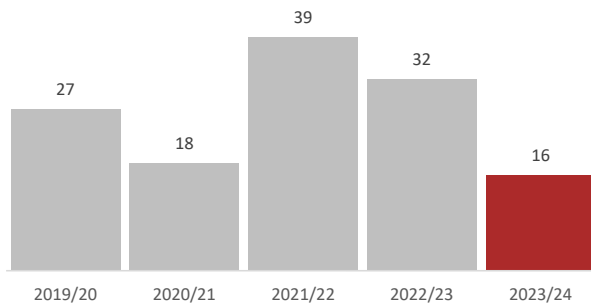
# Unintentional Injury or Harm



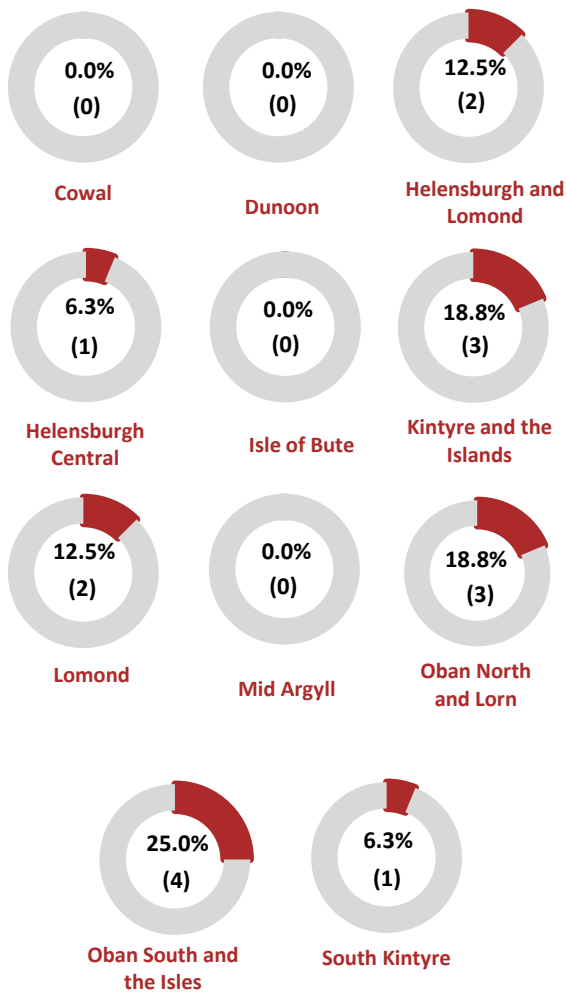
## Performance Summary

Year on Year: -50% (Green circle)  
 3 Year Average: -2% (Yellow triangle)  
 5 Year Average: 14% (Red diamond)

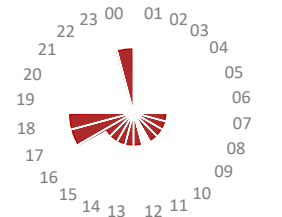
### Non-Fire Casualties Year to Date



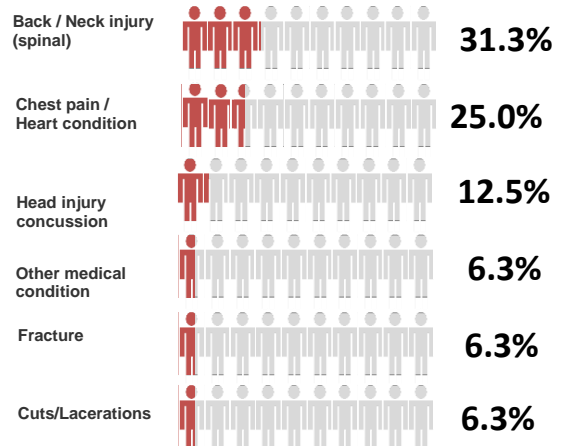
### Non-Fire Casualties by Ward (% share)



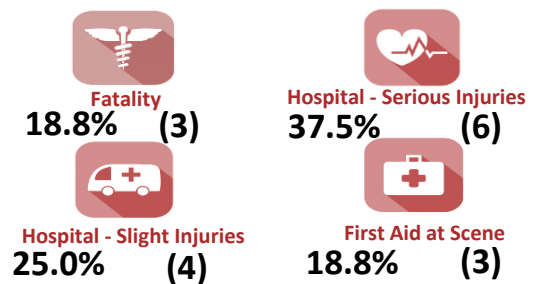
### Non-Fire Casualties by Time of Day



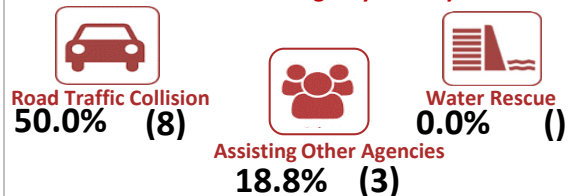
### Nature of Injury



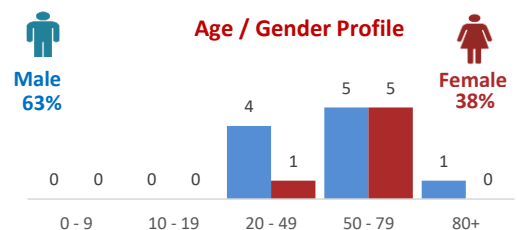
### Extent of Harm



### Non-Fire Emergency Activity



### Age / Gender Profile



# Deliberate Fire Setting

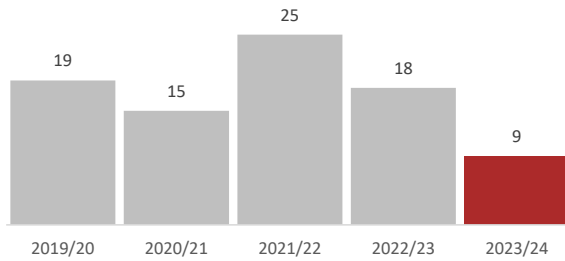


### Performance Summary

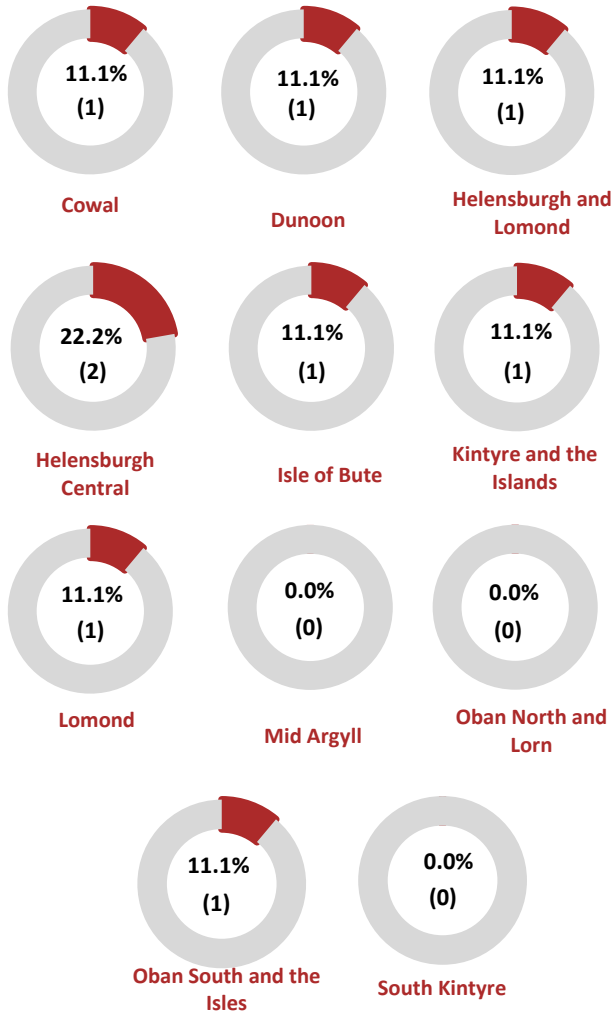
Year on Year    3 Year Average    5 Year Average

● -50%    ● -10%    ◆ 12%

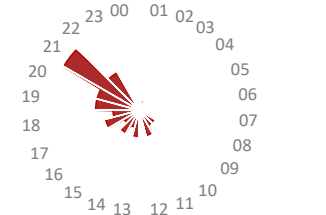
### Deliberate Fires Year to Date



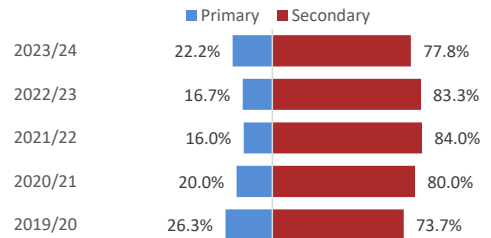
### Deliberate Fires by Ward (% share)



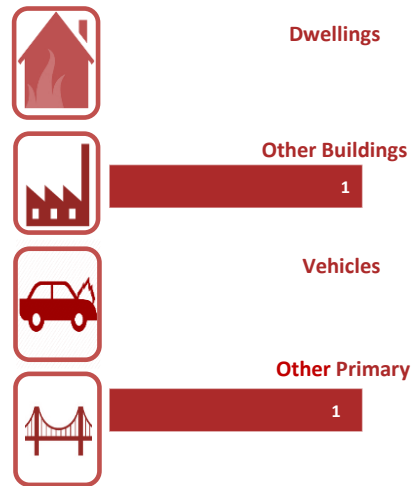
### Deliberate Fires by Time of Day



### Deliberate Fires by Classification



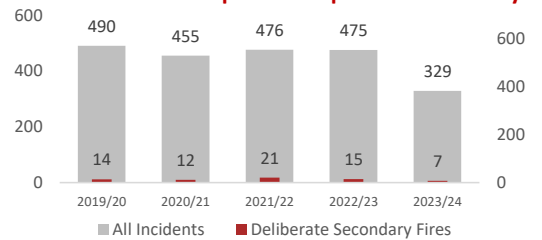
### Primary Fire Ratio by Activity Type



### Secondary Fire Ratio by Activity Type



### Deliberate Fires Compared to Operational Activity



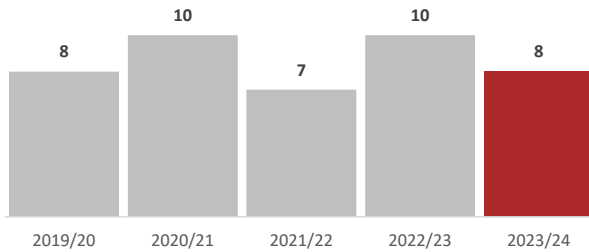
# Non Domestic Fire Safety



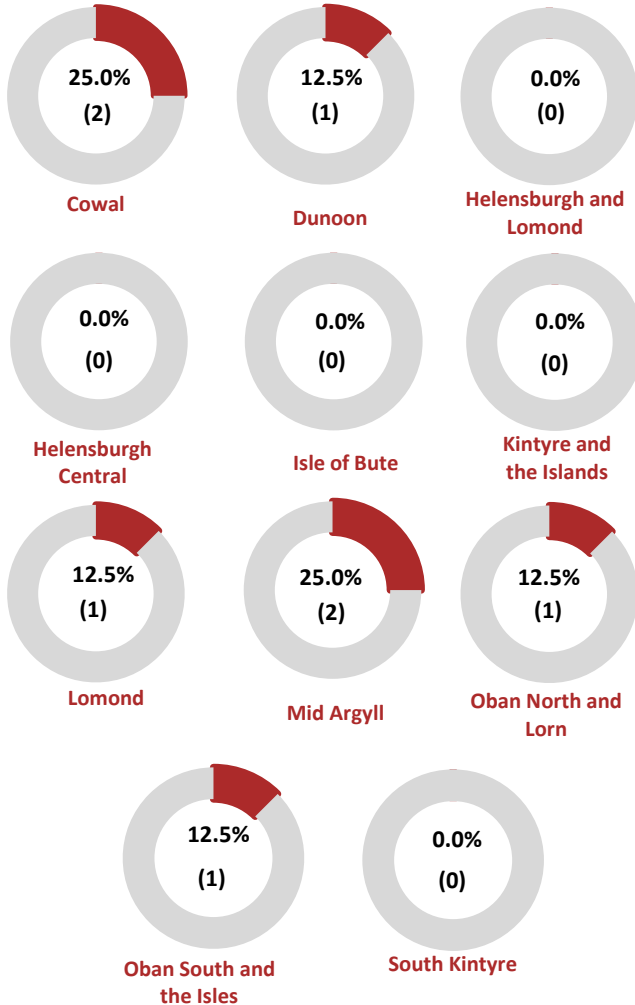
### Performance Summary

Year on Year: -20%  
 3 Year Average: -7%  
 5 Year Average: 23%

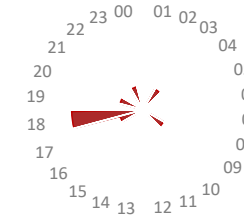
### Non-Domestic Fires Year to Date



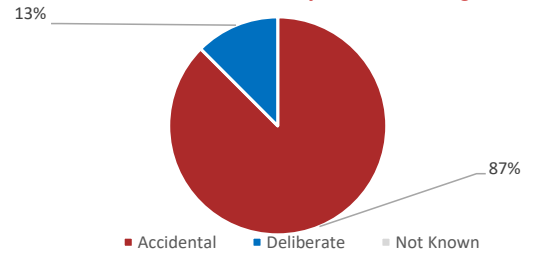
### Non-Domestic Fires by Ward (% share)



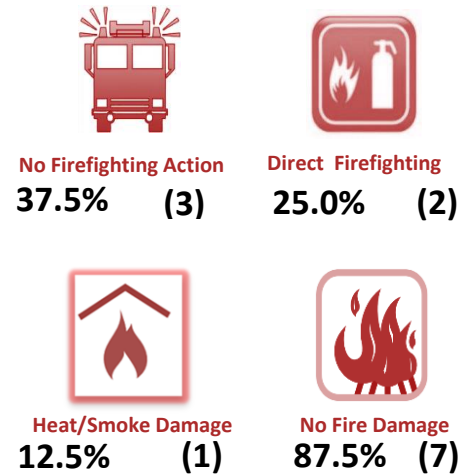
### Non-Domestic Fires by Time of Day



### Non-Domestic Fires by Nature of Origin



### Severity of Non-Domestic Fires



### Non-Domestic Fires by Premises Type



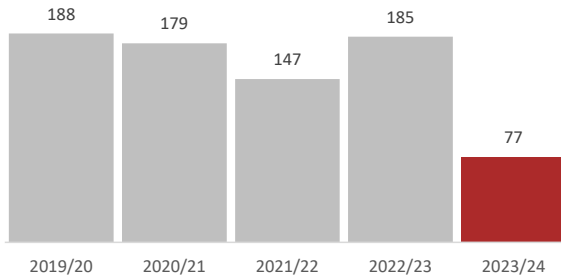
# Unwanted Fire Alarm Signals



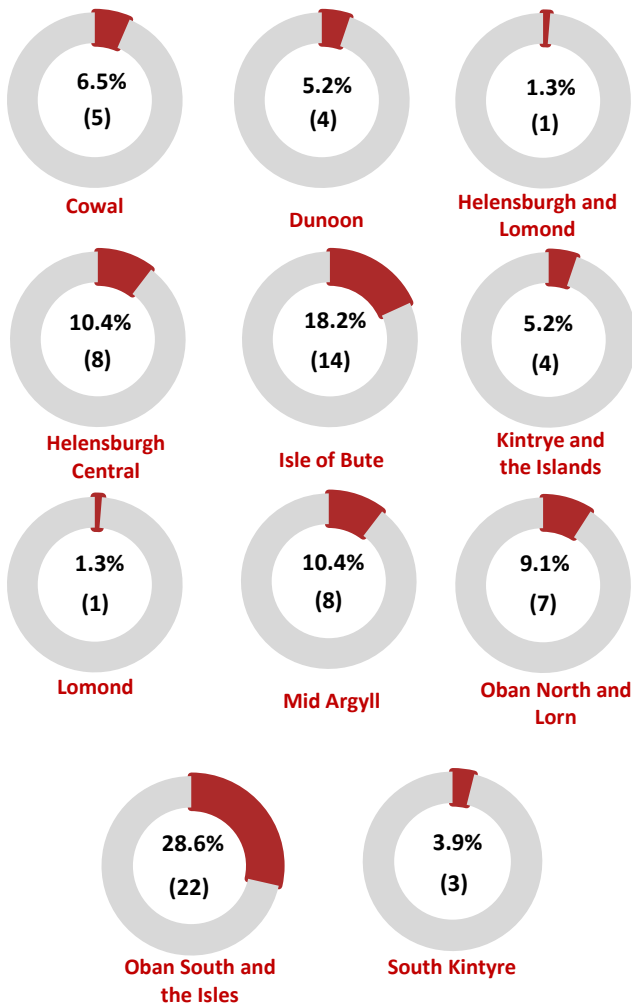
### Performance Summary

Year on Year: -58%  
 3 Year Average: -20%  
 5 Year Average: 11%

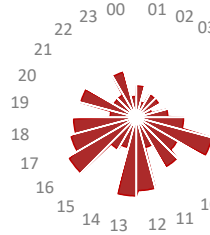
### Unwanted Fire Alarm Signals Year to Date



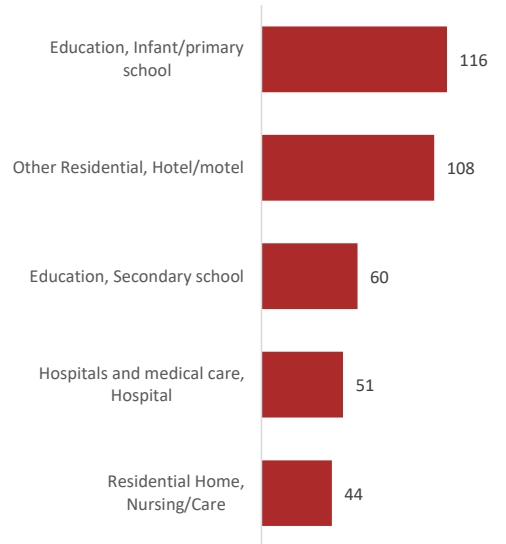
### Unwanted Fire Alarm Signals by Ward (% share)



### Unwanted Fire Alarm Signals by Time of Day



### Unwanted Fire Alarm Signals - Top 5 Premises



### Unwanted Fire Alarm Signals Activity Ratios



UFAS Percentage Against all Incidents

**23%** (137)

UFAS Percentage Against all False Alarms



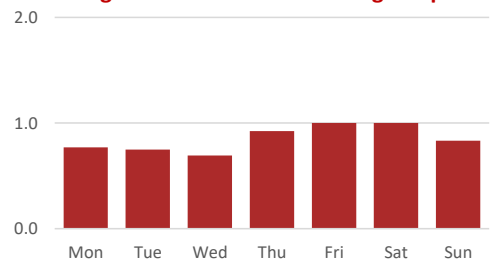
**39%** (137)

Human Influence and Alarm Activations



**26.0%** (20)

### Average Unwanted Fire Alarm Signals per Day







## Argyll & Bute Health & Social Care Partnership

### Community Services Committee

**Date of Meeting:** 14<sup>th</sup> December 2023

**Title of Report:** Argyll & Bute HSCP- Performance Report – FQ1 2023/24  
**Presented by:** Kristin Gillies Head of Strategic Planning, Performance and Technology

The Community Services Committee is asked to:

- Consider the IJB HSCP- FQ1 Performance Report 2023/24 (April – June)

#### 1. Introduction

This report details performance for FQ1 (April – June) 2023/24, the performance outputs are taken from the new Integrated Performance Management Framework (IPMF) reporting Dashboard with the focus on the eight key service areas. The report details performance against each of the service areas and the 93 supporting Key Performance Indicators. Alongside this is an update from Heads of Service giving a wider context and identifying risks and mitigations. The Head of Service reporting is still under development with reports from Children & Families, Health and Community Care and Primary Care, these were discussed at the August meeting of the Clinical & Care Governance Committee. National Health & Wellbeing Indicators performance updates have been included and in addition there is a performance and trend overview with regards to System Pressures and the National Delayed Discharge Sitrep, detailing benchmarked performance against other partnerships.

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

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

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

## **4 Governance Implications**

### **4.1 Financial Impact**

Financial performance is evidenced within the IPMF Dashboard ensuring best value as well as evidencing the impact and performance against organisational budget savings.

### **4.2 Staff Governance**

Key performance indicators within the IPMF ensure that staff governance requirements continue to be progressed and developed include health and safety, wellbeing and new service redesign and working practices.

### **4.3 Clinical Governance**

Clinical Governance and patient safety remains at the core of prioritised service delivery against the new IPMF Dashboard and National Health & Wellbeing Outcomes Indicators. The new governance structure supporting the IPMF ensures that the Clinical & Care Governance Committee remain central to performance improvement.

## **5 EQUALITY & DIVERSITY IMPLICATIONS**

The Integrated Performance Management Framework captures relevant indicators used to inform the HSCP E&D work.

## **6 GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE**

Data use and sharing within this report and IPMF performance dashboard is covered within the Argyll and Bute Council & NHS Highland Data Sharing Agreement

## **7 RISK ASSESSMENT**

Risks and mitigations associated with performance data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan. Performance reports are used by operational management to identify service delivery risk and to inform mitigation action accordingly.

## **8 PUBLIC & USER INVOLVEMENT & ENGAGEMENT**

Performance reporting is available for the public is via Argyll and Bute Council and NHS Highland websites. The IPMF dashboard utilises SharePoint to support manager and staff access across the HSCP.

## **10 Contribution to IJB Objectives**

The Integrated Performance Management Framework is in line with the IJB objectives as detailed in its strategic plan and its

**Kristin Gillies**

**Head of Strategic Planning Performance and Technology**

## Integration Joint Board

**Date of Meeting:** 27<sup>th</sup> September 2023

**Title of Report:** Health & Social Care Partnership- Performance Report- FQ1 (April - June 2023/24)

**Presented by:** Kristin Gillies- Head of Strategic Planning, Performance & Technology

### The Integration Joint Board is asked to:

- Acknowledge performance for FQ1 (April - June 2023/24)
- Acknowledge the summary overview of the Heads of Service Performance update for Clinical Care Governance Group
- Acknowledge performance update on the National Health & Wellbeing Outcomes and Ministerial Steering Group Integration Indicators (**Appendix 1**)
- Note System Pressure Report for August 2023 (**Appendix 2**)
- Note Delayed Discharge Sitrep for August 2023 (**Appendix 3**)

## EXECUTIVE SUMMARY

This report details performance for FQ1 (April – June) 2023/24, the performance outputs are taken from the new Integrated Performance Management Framework (IPMF) reporting Dashboard with the focus on the eight key service areas. The report details performance against each of the service areas and the 93 supporting Key Performance Indicators. Alongside this is an update from Heads of Service giving a wider context and identifying risks and mitigations. The Head of Service reporting is still under development with reports from Children & Families, Health and Community Care and Primary Care, these were discussed at the August meeting of the Clinical & Care Governance Committee. National Health & Wellbeing Indicators performance updates have been included and in addition there is a performance and trend overview with regards to System Pressures and the National Delayed Discharge Sitrep, detailing benchmarked performance against other partnerships.

The IPMF Dashboard and data for each of the KPI's is accessible via SharePoint and offers users full drill-down capability on all data indicators and associated trends. Performance reporting using the new dashboard and IPMF structure is part of the new performance reporting culture associated with the IPMF. The collaborative development of the IPMF means that this report marks the start of a new style of performance reporting. It is expected that the new IPMF Dashboard will evolve through the course of this year and the performance team will be providing one to one support for Heads of Service and Service Leads with regards to understanding and developing their Key Performance Indicators.

The use of the new performance Dashboard within SharePoint is designed to offer a more focussed approach to the access and analysis of data, offering scope for self-service. Reporting and use of the Dashboard for this year 2023/24 has already seen the inclusion of the previous Health & Wellbeing Outcome Indicators and Ministerial Steering Group- Integration performance measures. This means that previous reported performance is still available but reported within the new digital

IPMF framework, the future of these older indicators is under scrutiny as more direct and selective performance reporting is being developed by the Scottish Government, an example of this is seen with daily and weekly Delayed Discharge and Unmet Need.

## 1. INTRODUCTION

The Integrated Performance Management Framework and associated Performance Dashboard has been collaboratively developed with the Strategic Leadership Team. The format of the IPMF Performance Dashboard covers all the areas previously reported to both the Clinical & Care Governance Committee and Integration Joint Board, but recognises the need to ensure that local performance and improvement activity is reported within the new digital dashboard. This report includes an overview of the previous Health & Wellbeing Outcome Indicators and Ministerial Steering Group- Integration measures.

## 2. DETAIL OF REPORT

The report details the HSCP performance for Financial Quarter 1 (April - June 2023/24) highlighting key performance trends across the 93 Key Performance Indicators. In addition the report includes performance and risk update from Heads of Service and an update with regards to System Pressures (Appendix 2) and Delayed Discharges (Appendix 3).

## 3. RELEVANT DATA & INDICATORS

### 3.1 FQ1 23/24 Performance Summary

ARGYLL & BUTE TOTAL	
ON TRACK	41
OFF TRACK	52
Awaiting Data	0



Performance across the Dashboard Key Performance Indicators (93) notes that 41 of KPI's are scoring against target as on track with 52 scoring off track, the average percentage across all the eight services notes 44% on track. The KPI's report performance against the target and include the target, actual and variance and is a mix of both quantitative and qualitative indicators. The use of the green, amber and red graphics within the Dashboard is used to give an overview of the total performance for each of the eight services and 93 KPI's. The use of only green and red for the KPI's is used to focus delivery with regards to sustaining performance on or above target.

### 3.2 Analysis of Key Performance

This analysis identifies performance across the 8 service reporting categories within the Integrated Performance Management Framework (IPMF) dashboard as noted below.

#### Children & Families

##### Performance on or above target:

- Increasing the number of care experienced children placed at home or in Kinship or Fostering Care is on track, noting 11% above target performance.

Areas for Improvement:

- Performance with regards to the number of children seen within 18 weeks for Child & Adolescent Mental Health Services remains off track, with FQ1 noting 62% against a 90% target.
- Performance around reducing numbers of care experience children looked after away from home has declined due to noted 9% increase this quarter.

**Telecare and Digital**

Performance on or above target:

- New referrals to Telecare services noted a quarterly increase for the 4th consecutive quarter, with the average number of referrals at (185) per quarter.
- In addition there has also been an increase in the number of Telecare Users with a digital device, meeting the 11.5% target.
- Performance with regards to the 20 days target response for Freedom of Information Requests notes a 100% for FQ1.

Areas for Improvement:

- Q1 noted a slight reduction to 861 (10%) in patients seen by 'Near Me' clinics.

**Public Health and Primary Care**

Performance on or above target:

- The enrolment of 100% of nurseries in the ChildSmile Daily Tooth-brushing programme notes an sustained increase against target
- With regards to the number of people attending training in Money Counts, Behaviour Matters, performance notes a 34% increase against target for FQ1 2023/24

Areas for Improvement:

- The qualitative KPI on establishing Community Link Workers within Primary Care settings within areas with the highest level of deprivation in A&B remains slightly off track (60%) below the target milestone.
- Performance with regards to increasing the monthly smoking quit dates set for the most deprived areas in A&B notes performance below target.

**Hospital Care & Delayed Discharge**

Performance on or above target:

- Occupied bed days for people delayed as a result of Adults with Incapacity (AWI) legislation notes on-track performance in Q1 with this measure shown 10% under target levels.
- Reported occupied bed days for people awaiting a care home placement notes a (26%) reduction in trend across the quarters, suggesting less people in hospital and occupying less bed time.

Areas for Improvement:

- The overall number of people delayed in hospital Q1 performance notes a slight reduction (15%) compared to previous quarter.
- Unplanned admissions to hospital for 65+ remains slightly over target (3%). Consistently high levels across this measure in the spring/summer period are of concern, as this may be early indication of systems pressures in the coming winter periods.
- Reducing total New OP Waiting Times breaches at 12 weeks notes increase in numbers above target , with Q1 54% above target and peaking at 907 as at Jun 2023.
- Reducing total New Outpatient Waits Long Waits >52 weeks has also noted an increase against target, with low numbers low across recent quarters.

**Finance**

Performance on or above target:

- A reduction in the hours of assessed unmet care at home resulted in a slight reduction on previous quarter performance for second consecutive quarter. On average the cost for this quarter is £8961, a 29% reduction on previous quarter average.

Areas for Improvement:

- With regards to reducing the indicative cost associated with delayed discharge stay in hospital, Q1 data notes a reduction (14%) which represents the measure is 4.7% off target.
- Pharmacy expenditure notes 13.9% over reported target for FQ1.

**Carers & Allied Health Professionals (AHP's)**

Performance on or above target:

- Number of Community Patient Discharges reporting on track performance with targets met consistently across previous 3 quarters. Q1 notes performance 30% above target. This measure indicates outcomes and patient flow to free up capacity to meet new patient referral demands.

Areas for Improvement:

- Increasing support to Unpaid Carers across the Carers Centres notes reduced performance with 1701 actively supported 12.3% below target and a 28% reduction from peak noted in the previous quarter. This performance has been affected directly by changes made to how the data is collected to allow focussed recording of Carers 'actively supported' , as opposed to the previous count methodology of 'registered carers', and is in response to deriving data more aligned to the Scottish Government National Carers Census. This change was effective covering the Financial Quarter 1 23/24 period and the monthly submissions across April – Jun 23. To date, 3 of the 5 Carers centres have been able to revise their data submission and report on 'actively supported' carers in the period. However 2 of the 5 Carer's Centres have been unable to do this and continue to report 'registered carers'. Work is ongoing with these Carers Centres to ensure that they are able to submit the refined data for the next FQ2 data submission.
- With regards to AHP services, the data for FQ1 notes a consistent increase in the number of new outpatient breaching at 12 weeks, with this measure reporting 39% off target.

## Care at Home and Care Home

### Performance on or above target:

- With regards to reducing unplanned admission to hospital from a Care Home, performance against target notes a 40% reduction

### Areas for Improvement:

- Percentage of Older People receiving >15 hours Care at Home per week (2%), and also increasing the Percentage of Older People receiving nursing care home service (9%), indicating performance against these measures is close to meeting the set targets.
- Increasing the Percentage Priority Referrals completed in time (6%) and Increasing Older People with Care at Home assessed at 6 week point (31%) performance around both measures is expected to improve with the recent migration to Eclipse Care Management System

## Learning Disability & Mental Health

### Performance on or above target:

- The percentage of adults supported and in receipt of Option 1 Self Directed Support, notes sustained improvement across recent quarters.
- Adult Support and Protection Investigations completed within 15 working days notes an ongoing and sustained improving trend across recent quarters, with Q1 (5%) above target.
- The KPI on Reduce number of MHO Detentions has seen a 48% fall in numbers compared to previous quarter and is meeting the Q1 target.
- With regards to reducing the numbers of people waiting for psychological services more than 18 weeks, Q1 notes a slight increase from the previous quarter, but remains on track at 12.5% below the performance target.
- All 6 Alcohol & Drug Partnership MAT standards pilot milestone measures are reported as on track.

### Areas for Improvement:

- Adults with Learning Disabilities 6 monthly reviews- remains off track however there is a notable increase of 34% on previous quarter's performance.

## 3.3 Head of Service- Update Report

The summary below identifies a snapshot of commentary given by Heads of Service with regards to Children & Families, Health & Community Care and Primary Care. Full reports were presented and discussed at the Clinical & Care Governance Committee on 3<sup>rd</sup> August 2023. Following agreement these reports will be expanded to include all areas of service going forward.

### Children & Families

- We are striving to mitigate risks by implementing a learning and development framework for all social work staff. Recent discussion with Social Work Team Managers has been around developed a standard curriculum of learning to include a theory base consisting of Resilience,

Attachment, Trauma Awareness and Solution Focus. Technical skills such as the compilation of chronologies would be included

- In common with other social work specialisms we are considering the developmental journey or golden thread from unqualified to newly qualified to enhanced qualifications to management & leadership training and finally onto the Chief Social Work Officers award. Offering a sense of career progression and a commitment to development at all levels
- We have increased the size of the Fostering & Adoption team within the last year to allow it to become involved in the recruitment and assessment of kinship carers. This not only fits within the ethos of 'The Promise' but could offer a solution to pressures elsewhere in the system
- The Child Protection Advisor has had a positive impact on supporting teams and providing CP supervision - risk has been removed from risk register. However, she is covering a large geographical area risking work being reactive rather than proactive.
- There has been ongoing discussion regarding neurodevelopment diagnostic pathway within CAMHS and associated interface with colleagues in paediatrics. We are developing an integrated multi-agency model.

### **Health & Community Care**

- Workforce challenges remain the highest level of risk, currently and in the future. There are specific gaps within professions, services and within localities. There are a range of groups and functions to address these challenges.
- The National Care Home Contract (NCHC) was agreed across Scotland in June 2023, bringing some national stability to the sector
- Care at Home unmet need is monitored and escalated weekly. The care at home contract tender contract is being developed.

### **Primary Care**

- Work ongoing around procedures to ensure a good standard of locums. Work ongoing around Terms & Conditions/pay of staff transferred by TUPE over to Board employment
- Work ongoing to maximise available standards and improved quality through standardisation of processes across the department. Previously managed as ten discrete sites. There is a focus on Standard Operating Procedures, encouraging staff engagement and definition of roles and responsibilities within the department.
- A&B group now convened to have oversight of issues relating to Out of Hours.
- Vaccine delivery near or over Scottish average for Spring/Summer campaign. The transfer of vaccination responsibility is now complete.

## **4. NATIONAL HEALTH & WELLBEING OUTCOMES (HWBOI) and MINISTERIAL STEERING GROUP (MSG) INTEGRATION INDICATORS**

The National Health and Wellbeing Outcomes provide a strategic framework for the planning and delivery of health and social care services. This suite of outcomes serve to focus on improving the experiences and quality of services for people using those services, carers and their families. These indicators form the basis of the annual reporting requirement for Health and Social Care Partnerships across Scotland.



The national indicators will be updated and reported within A&B HSCP's Integrated Performance Management Framework to provide the national performance position alongside the local service Key Performance Indicators suite.

The latest data in relation to 26 HWBOI and MSG Indicators reports 46% on track, with 12 on track and 14 off track. An overview of A&B HSCP's latest performance against the 26 measures is reported in Appendix 1. It should be noted that reporting periods vary across the suite of national indicator measures, with some measures reported quarterly affected by national reporting data lag.

## **5. CONTRIBUTION TO STRATEGIC PRIORITIES**

The monitoring and reporting against Key Performance Indicators using the Integrated Performance Management Framework and Dashboard ensures the HSCP is able to deliver against key strategic priorities. This in-turn is aligned with the Strategic Plan and key objectives.

## **6. GOVERNANCE IMPLICATIONS**

### **6.1 Financial Impact**

Financial performance is evidenced within the IPMF Dashboard ensuring best value as well as evidencing the impact and performance against organisational budget savings.

### **6.2 Staff Governance**

Key performance indicators within the IPMF ensure that staff governance requirements continue to be progressed and developed include health and safety, wellbeing and new service redesign and working practices.

### **6.3 Care and Clinical Governance**

Clinical Governance and patient safety remains at the core of prioritised service delivery against the new IPMF Dashboard and National Health & Wellbeing Outcomes Indicators. The new governance structure supporting the IPMF ensures that the Clinical & Care Governance Committee remain central to performance improvement.

## **7. PROFESSIONAL ADVISORY**

Data used within the performance dashboard is fully accessible in SharePoint with data trends and forecasting are identified to give wider strategic context. This provides the HSCP professional advisors with self –service performance information to inform their role in maintaining professional standards and outcomes.

## **8. EQUALITY & DIVERSITY IMPLICATIONS**

The Integrated Performance Management Framework captures relevant indicators used to inform the HSCP E&D work.

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

Data use and sharing within this report and IPMF performance dashboard is covered within the Argyll and Bute Council & NHS Highland Data Sharing Agreement

## 10. RISK ASSESSMENT

Risks and mitigations associated with performance data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan. Performance reports are used by operational management to identify service delivery risk and to inform mitigation action accordingly.

## 11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Performance reporting is available for the public is via Argyll and Bute Council and NHS Highland websites. The IPMF dashboard utilises SharePoint to support manager and staff access across the HSCP.

## 12. CONCLUSION

The Integration Joint Board is asked to consider and acknowledge FQ1 2023/24 performance as detailed in the IPMF Dashboard

## 13. DIRECTIONS

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

## REPORT AUTHOR AND CONTACT

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## Appendix 1 – HWBOI & MSG Integration Indicators – Latest Available (as at 30 Jun 2023)

National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
1	HWBOI Outcomes	1	<a href="#">% of adults able to look after their health very well or quite well</a>	90.9%	90.8%	R
2	HWBOI Outcomes	2	<a href="#">% of adults supported at home who agree they are supported to live as independently</a>	78.8%	75.0%	R
3	HWBOI Outcomes	3	<a href="#">% of adults supported at home who agree they had a say in how their support was provided</a>	70.6%	66.9%	R
4	HWBOI Outcomes	4	<a href="#">% of adults supported at home who agree that their health &amp; care services seemed to be well co-ordinated</a>	66.4%	66.0%	R
5	HWBOI Outcomes	5	<a href="#">% of adults receiving any care or support who rate it as excellent or good</a>	75.3%	68.6%	R
6	HWBOI Outcomes	6	<a href="#">% of people with positive experience of their GP practice</a>	66.5%	77.6%	G
7	HWBOI Outcomes	7	<a href="#">% of adults supported at home who agree their support had impact improving/maintaining quality of life</a>	78.1%	76.7%	R
8	HWBOI Outcomes	8	<a href="#">% of carers who feel supported to continue in their caring role</a>	29.7%	38.0%	G
9	HWBOI Outcomes	9	<a href="#">% of adults supported at home who agree they felt safe</a>	79.7%	76.4%	R
National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
11	HWBOI Data	1	<a href="#">Rate of premature mortality per 100,000 population</a>	466	386	G
12	HWBOI Data	2	<a href="#">Rate of emergency admissions per 100,000 population for adults</a>	11629	11916	R
13	HWBOI Data	3	<a href="#">Emergency Admissions bed day rate</a>	112637	112371	G
14	HWBOI Data	4	<a href="#">Readmission to hospital within 28 days per 1,000 admissions</a>	107	91	G
15	HWBOI Data	5	<a href="#">Proportion of last 6 months of life spent at home or in a community setting</a>	89.8%	92.6%	G

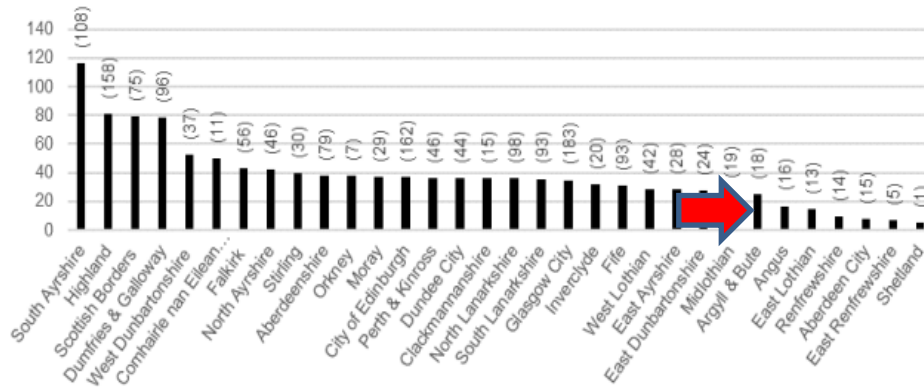
16	HWBOI Data	6	<a href="#">Falls rate per 1,000 population aged 65+</a>	22.6	30	R
17	HWBOI Data	7	<a href="#">% of SW care services graded 'good' '4' or better in Care Inspectorate inspections</a>	75.8%	80.0%	G
18	HWBOI Data	8	<a href="#">% of adults with intensive needs receiving care at home</a>	64.6%	72.2%	G
19	HWBOI Data	9	<a href="#">No of days people [75+] spent in hospital when ready to be discharged, per 1,000 population</a>	748	764	R
National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
19	MSG	1.1	<a href="#">Number of emergency admissions - A&amp;B</a>	8505	8386	G
20	MSG	2.1	<a href="#">Number of unplanned bed days acute specialties - A&amp;B</a>	63655	70189	R
21	MSG	2.2	<a href="#">Number of unplanned bed days MH specialties - A&amp;B</a>	12475	9344	G
22	MSG	3.1	<a href="#">Number of A&amp;E attendances - A&amp;B</a>	16120	20285	R
23	MSG	3.2	<a href="#">% A&amp;E attendances seen within 4 hours - A&amp;B</a>	95.0%	83.3%	R
24	MSG	4.1	<a href="#">Number of DD bed days occupied - A&amp;B</a>	7528	11098	R
25	MSG	5.1	<a href="#">% of last six months of life by setting community &amp; hospital - A&amp;B</a>	89.8%	90.8%	G
26	MSG	6.1	<a href="#">% of 65+ population at Home (unsupported) - A&amp;B</a>	92.3%	92.6%	G

## Appendix 2- System Pressures Reporting- July 2023

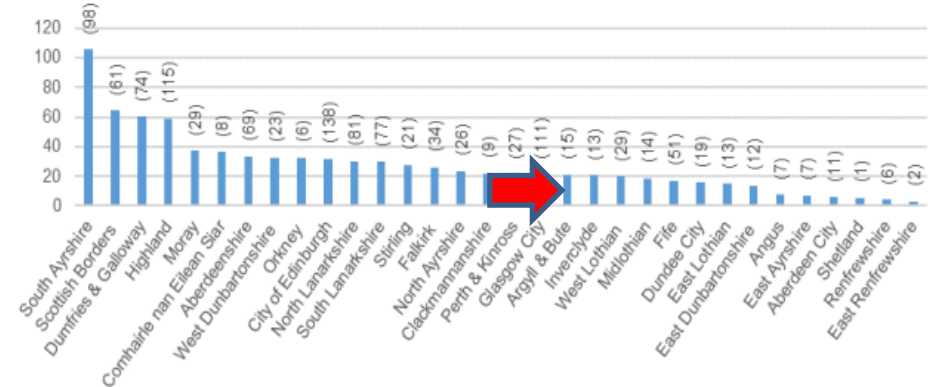
Argyll and Bute SYSTEMS PRESSURES REPORT – Jul 2023 Update										
Key Metric	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Latest @7/8	Trend	Analysis
Overall Emergency Admissions to A&E (LIH)	645	595	721	718	750	846	821	254		LIH: A&E New and Unplanned during the month. Latest as at 10 August 2023
Hospital Stays – bed occupancy	87	99	111	99	106	86	112			As at month snapshot
Hospital Stays – bed occupancy %	68%	75%	83%	75%	80.9%	67.7%	84%			
DWD – Inpatients with Planned Date of Discharge (PDD) Breaches	68.5%	52.8%	76.9%	72.9%	64.6%	70.0%	65.3%			A&B NHS Highland data A&B GGC data may be available due to new submission process Jul 23 Last week of month
Number of Inpatients with PDD recorded	108	125	130	129	127	90	124			
DWD - Inpatients Discharged without Delay	93	88	106	83	89	75	91			A&B NHS Highland data A&B GGC data may be available due to new submission process Jul 23. Last week of month
DWD- Inpatients discharged from Delay	8	9	4	5	8	5	5			
DWD – Inpatients added to Delays	7	5	5	4	8	1	2			
Delayed Discharges – Total Delays	47	36	27	29	39	35	40	36		As at monthly Census Point – Latest as at weekly Census Point 10 Aug 2023.
Delayed Discharges – Total Bed Days Lost	1663	1613	1074	956	1340	1560	1966	2119		
Care Home – Bed Occupancy	81%	82%	83%	82%	81%	81%	81%	81%		% occupancy static, impacted more when vacant CH beds unavailable
Care Home Bed Vacancies Available	33	31	20	24	34	39	29	29		
Unmet Need – People Assessed and Waiting	70	63	45	42	43	49	53	55		Stabilising as per normal seasonal profile, but unmet hours <u>avg</u> 16% down on 2022
Unmet Need – hours of care	716	639	507	370	344	338	460	420		

# Delayed Discharge SitRep – Local Authority Comparisons – 26 June 2023

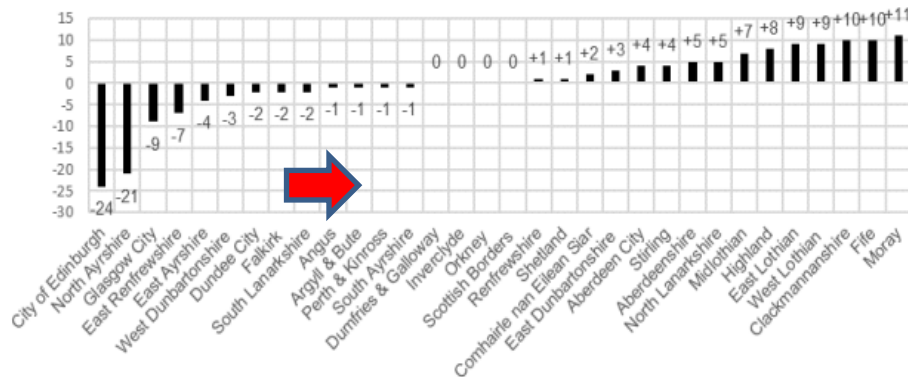
**Total Delays by Local Authority, Rate per 100,000 18+ population,**  
(Number of delays shown in brackets)



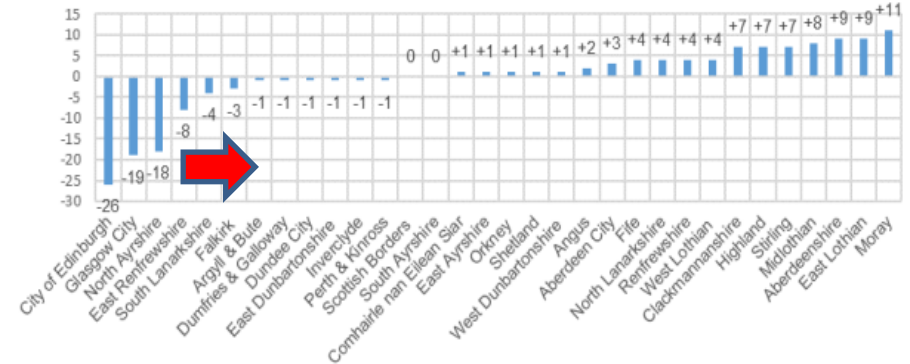
**Standard Delays by Local Authority, Rate per 100,000 18+ population,**  
(Number of delays shown in brackets)



**Change in total delays over last four weeks**  
Scotland changed from 1,670 to 1,681 over this period



**Change in standard delays over last four weeks**  
Scotland changed from 1,207 to 1,207 over this period



4 week period runs from 29 May to 26 June 2023

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

14 DECEMBER 2023

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**EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period May 2023 to October 2023.
- 1.2 It is recommended that the Community Services Committee notes:
- a) The contents of this report;
  - b) This quarterly report will be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
  - c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

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## EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

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### 2.0 INTRODUCTION

2.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period May 2023 to October 2023.

2.2 As required for the National Improvement Framework, HMIE report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections (which typically take place over a full school week):

QI 1.3 – leadership of change;

QI 2.3 – learning, teaching and assessment;

QI 3.1 – ensuring wellbeing, equality and inclusion; and

QI 3.2 – raising attainment and achievement

In addition they include a focus on the following themes from other QIs:

QI 2.2 curriculum: learning pathways

QI 2.7 partnerships: parental engagement

2.3 Short model inspections (typically over two and a half days) focus on two QIs:

QI 2.3 – learning, teaching and assessment; and

QI 3.2 – raising attainment and achievement

HMIE continue to have a focus on safeguarding in every inspection.

2.4 In inspections of early learning and childcare settings, HMIE use the equivalent QIs from *'How Good Is Our Early Learning and Childcare?'*



### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Community Services Committee notes:

- a) The contents of this report;
- b) This quarterly report will be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
- c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

### **4.0 DETAIL – School Inspections**

4.1 Strath of Appin Primary School was inspected week beginning 8<sup>th</sup> May using the long model inspection. Whilst the evaluations were not as strong as we would wish, the school received feedback from the Managing Inspector with specific reference to the strong leadership of the new headteacher and the strategic direction she is providing to the school. The inspection report also notes: the staff's strong focus on children's wellbeing which is building caring, positive and trusting relationships that are supporting children to be happy, confident and more independent in school; all children in the nursery and primary stages learning Gaelic; and, parents and partners being invested in the school and sharing experiences, skills, knowledge, resources and funding to promote equity in a rural area. This is supporting children to be active members of the community of Strath of Appin.

The headteacher is working in full collaboration with the school's link manager and officers from Argyll and Bute Council, demonstrating commitment to securing improvement in the key areas identified by the inspection team.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland.](#)

4.2 Dunbeg Primary School was inspected week beginning 29<sup>th</sup> May using the short model inspection. Due to the timing of the ELC's most recent Care Inspectorate visit and HMIE and the Care Inspectorate's combined commitment not to visit the same setting within an 18 month period (unless it is a joint visit), the inspection focused solely on the primary school. The school received positive feedback from the Managing Inspector with specific reference to: children who are confident, highly articulate and respectful; creative approaches to learning which help children develop passion and knowledge about the importance of

sustainability within their school and wider community; the welcoming inclusive ethos created by the headteacher and ably supported by all staff. Staff have developed a very positive learning environment, where children experience high quality learning and teaching; the flexible and responsive approaches to planning the learning of individual children to take account of their different needs and strengths; and, the engaging and highly effective approaches to writing and numeracy and mathematics which are supporting improvements in children's attainment in literacy and numeracy.

As a result of the very positive inspection at Dunbeg Primary School, the headteacher received a letter from Gillian Hamilton (Interim Chief Executive, Education Scotland) and Janie McManus (Strategic Director – Scrutiny, Education Scotland) offering their warm congratulations and acknowledging the school's highly effective practice. The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

- 4.3 Carradale Primary School was inspected week beginning 5<sup>th</sup> June using the short model of inspection. The school received positive feedback from the Managing Inspector with specific reference to: the inclusive, nurturing ethos across the nursery and school, led effectively by the Headteacher and fostered by staff; highly effective teamwork across the nursery class and school to plan and deliver support for children who require additional help with their learning. Children are well supported in the nursery and school to make good progress; and, staff and partners providing a wide range of experience children enjoy within the nursery and in their local community. This is developing children's confidence, language and social skill well. The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland.](#)

- 4.4 St Joseph's Primary School was inspected week beginning 4<sup>th</sup> September using the short model of inspection. The school received positive feedback from the Managing Inspector with specific reference to: children and staff who respect and value each other. The positive and nurturing relationships across the school and nursery. Children are motivated, engage well in their learning and are proud of their school community; staff's high expectations for children, led very effectively by the headteacher. Staff plan activities well which improves children's understanding and helps them to talk confidently about their learning; and, in the nursery, staff provide high-quality experiences and a stimulating environment that supports children to make very good progress in their learning.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

- 4.5 Hermitage Primary School was inspected week beginning 23<sup>rd</sup> October using the short model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.6 Tayvallich Primary School will be inspected week beginning 20<sup>th</sup> November using the full model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.7 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period May 2023 to October 2023 is provided in **Appendix 1**.
- 4.8 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement is provided in **Appendix 2**.

## **5.0 DETAIL – National Thematic Inspections**

- 5.1 In addition to visits to schools and settings, HMIE have also been carrying out national thematic inspections in the academic year 2022-2023.
- 5.2 The most recent phase of the national thematic inspection has focused on curriculum design. HMIE visited a selection of around 50 settings and schools between 27<sup>th</sup> February and 23<sup>rd</sup> June 2023. This will enable them to publish their findings in the format of a national report in the autumn of 2023. The selection of settings and schools included a geographical spread across Scotland and include Early Learning and Childcare, primary, secondary and special schools.
- 5.3 Oban High School participated in this national thematic on 7<sup>th</sup> - 8<sup>th</sup> March 2023. The Headteacher received very positive oral feedback at the end of the visit in relation to the school's rationale which reflects the school vision and values and drives the whole curriculum, the leadership roles in all curricular aspects undertaken by young people who demonstrate compassion, empathy, inclusion and respect, the community focus of the curriculum which maintains a focus on the future whilst respecting the school's heritage, the school's determination to

be inventive and creative in relation to the curriculum, and, the school's Pathways programme which is firmly embedded in the curriculum and has served the needs and aspirations of hundreds of pupils over the years.

Ulva Primary School was also involved in the national thematic focused on curriculum design. HM Inspectors visited the school on the 2<sup>nd</sup> and 3<sup>rd</sup> May. The headteacher received very positive oral feedback at the end of the visit in relation to; the school's approaches to learning for sustainability and their many partnership links including with the local Forest Ranger, Keep Scotland Beautiful and Scottish Association for Marine Science; their work with their partner school, Lochdonhead Primary, and other island schools; the provision of personalisation and choice and strong skills based and pupil led learning through the Pebble Projects and World of Work; the school's very clear and concise planning, evaluating and tracking and their excellent use of data; the headteacher's proactive approach to gaining funding to support and enhance pupils' experiences and remove barriers to learning; the school's consultation with stakeholders; the way in which staff support transitions to and from the school and, the school's knowledge of the children.

Overall findings will be shared through a national report. The link to the published report will be accessible when it is available on Education Scotland's website.

## **6.0 CONCLUSION**

- 6.1 In summary, four published reports are available from the five Inspections which took place during the period of May 2023 to October 2023.
- 6.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our headteachers to target support and challenge to secure improvement for our children and young people.

## **7.0 IMPLICATIONS**

- 7.1 Policy – The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 7.2 Financial – None
- 7.3 Legal – None
- 7.4 HR – None
- 7.5 Fairer Scotland Duty: – None

7.5.1 Equalities - protected characteristics – None

7.5.2 Socio-economic Duty – None

7.5.3 Islands – None

7.6. Climate Change - None

7.7 Risk – Reputational risk to the Education Service following a weak report.

7.8 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or 4 detract from the Council's reputation and attractiveness as an area to work and live in.

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

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

**Wendy Brownlie**

**Head of Education: Performance and Improvement**

**For further information please contact:-**

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**October 2023**

Appendix 1 - Overview of Inspection Outcomes

Appendix 2 - Establishment Detail of Inspection Outcomes

## Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality & Inclusion	Raising Attainment & Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Strath of Appin Primary School	Primary	May 2023	2	3	3	3
Strath of Appin Primary School	ELC	May 2023	2	3	3	3
Dunbeg Primary School	Primary	May 2023	N/A	5	N/A	5
Carradale Primary School	Primary	June 2023	N/A	4	N/A	4
Carradale Primary School	ELC	June 2023	N/A	4	N/A	4
St Joseph's Primary School	Primary	September 2023	N/A	4	N/A	4
St Joseph's Primary School	ELC	September 2023	N/A	5	N/A	5
Hermitage Primary School	Primary	October 2023	N/A	Not yet published	N/A	Not yet published
Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality & Inclusion	Raising Attainment & Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2

Tayvallich Primary School	Primary	November 2023	Not yet published	Not yet published	Not yet published	Not yet published
Tayvallich Primary School	ELC	November 2023	Not yet published	Not yet published	Not yet published	Not yet published

### The Six-point Scale for Inspection Grading

<b>Excellent</b>	<b>6</b>
<b>Very Good</b>	<b>5</b>
<b>Good</b>	<b>4</b>
<b>Satisfactory</b>	<b>3</b>
<b>Weak</b>	<b>2</b>
<b>Unsatisfactory</b>	<b>1</b>

## Appendix 2 - Establishment Detail of Inspection Outcomes

Report Title: Strath of Appin Primary School	
Inspection Agency: <b>Education Scotland</b>	
<p><b>Key Findings:</b></p> <p>The inspection team found the following <b>strengths</b> in the school's work.</p> <ul style="list-style-type: none"> <li>• All staff have a strong focus on children's wellbeing. This is building caring, positive and trusting relationships that are supporting children to be happy, confident and more independent in school.</li> <li>• The new headteacher is starting to give strategic direction to the school from her early evaluations of practice. Staff welcome this direction.</li> <li>• All children in the nursery and at the primary stages learn Gaelic. Children enjoy taking part in competitions and events for Gaelic culture. The numbers in Gaelic Medium Education are increasing.</li> <li>• Partners and parents are invested in the school. They share experiences, skills, knowledge, resources and funding to promote equity in a rural area. This is supporting children to be active members of the community of Strath of Appin</li> </ul> <p>The following <b>areas for improvement</b> were identified and discussed with the headteacher and a representative from Argyll and Bute Council.</p> <ul style="list-style-type: none"> <li>• Increase the pace of improving key areas of the school and nursery, based on robust self-evaluation arrangements. A range of stakeholders, including staff, parents and children should have lead roles for taking forward improvements.</li> <li>• Maximise total immersion education to strengthen children's progress and fluency in Gaelic. This should impact on the quality and quantity of total immersion and learning through play to meet national expectations.</li> <li>• Increase planning for progression in the curriculum so that children make stronger progress in all aspects of their learning. Children should be given more opportunities to independently use their learning in meaningful and relevant situations</li> <li>• Raise children's attainment in all aspects of learning.</li> </ul>	
Date of Inspection: <b>May 2023</b>	Return Visit: May 2024 (To be confirmed)
Lead Officer to take forward improvement: Natalie White - Headteacher	
Central Officer to support improvement: Rachel Binnie – Acting Education Manager	



Report Title: <b>Dunbeg Primary School</b>	
Inspection Agency: <b>Education Scotland</b>	
<p><b>Key Findings:</b></p> <p>The inspection team found the following <b>strengths</b> in the school’s work.</p> <ul style="list-style-type: none"> <li>Children who are confident, highly articulate and respectful. Creative approaches to learning help children develop passion and knowledge about the importance of sustainability within their school and wider community.</li> <li>• The welcoming inclusive ethos created by the headteacher and ably supported by all staff. Staff have developed a very positive learning environment, where children experience high quality learning and teaching.</li> <li>• The flexible and responsive approaches to planning the learning of individual children that take account of their different strengths and needs.</li> <li>• Engaging and highly effective approaches to writing and numeracy and mathematics. These are supporting improvements in children’s attainment in literacy and numeracy.</li> </ul> <p>The following <b>areas for improvement</b> were identified and discussed with the headteacher and a representative from Argyll and Bute Council.</p> <ul style="list-style-type: none"> <li>• Staff should continue to improve how they give feedback to children about their learning to ensure they understand better their own strengths and what they need to do to keep improving</li> <li>• Staff should continue to support children’s understanding of the skills they are developing in their learning, both in class and in their wider experiences.</li> </ul>	
Date of Inspection: <b>May 2023</b>	Return Visit: N/A
Lead Officer to take forward improvement: Marny McCulloch - Headteacher	
Central Officer to support improvement: Rachel Binnie – Acting Education Manager	

Report Title: <b>Carradale Primary School</b>	
Inspection Agency: <b>Education Scotland</b>	
<p><b>Key Findings:</b></p> <p>The inspection team found the following <b>strengths</b> in the school's work.</p> <ul style="list-style-type: none"> <li>• Led effectively by the headteacher, staff foster an inclusive, nurturing ethos across the nursery and school. Children experience very positive relationships with adults and other children. They feel valued, cared for and included in the life of the nursery and school.</li> <li>• Staff demonstrate highly effective teamwork across the nursery class and school to plan and deliver support for children who require additional help with their learning. Children are well supported in the nursery and school and make good progress.</li> <li>• Staff and partners provide a wide range of experiences children enjoy within the nursery and in their local community. This is developing children's confidence, language and social skills well.</li> </ul> <p>The following <b>areas for improvement</b> were identified and discussed with the headteacher and a representative from Argyll and Bute Council.</p> <ul style="list-style-type: none"> <li>• Develop further approaches to planning learning and checking the progress children make across the curriculum.</li> <li>• Build on the positive steps taken to ensure all learning experiences across the nursery class and school are relevant, interesting and build on what children know.</li> </ul>	
Date of Inspection: <b>June 2023</b>	Return Visit: N/A
Lead Officer to take forward improvement: Richard Long - Headteacher	
Central Officer to support improvement: – Rosie MacKay - Education Manager	

Report Title: <b>St Joseph's Primary School</b>	
Inspection Agency: <b>Education Scotland</b>	
<b>Key Findings:</b>	
The inspection team found the following <b>strengths</b> in the school's work.	
<ul style="list-style-type: none"> <li>• Children and staff respect and value each other. There are positive and nurturing relationships across the school and nursery. Children are motivated, engage well in their learning and are proud of their school community.</li> <li>• In the school, led very effectively by the acting headteacher, staff have high expectations for children. They plan activities well which improves children's understanding and helps them to talk confidently about their learning.</li> <li>• In the nursery, staff provide high-quality experiences and a stimulating environment that supports children to make very good progress in their learning.</li> </ul>	
The following <b>areas for improvement</b> were identified and discussed with the headteacher and a representative from Argyll and Bute Council.	
<ul style="list-style-type: none"> <li>• As planned, continue to raise attainment in literacy and numeracy across the primary stages, particularly for children who require additional support with their learning.</li> <li>• Teachers should continue to work with each other, and colleagues in other schools, to develop a better understanding of national standards.</li> </ul>	
Date of Inspection: <b>September 2023</b>	Return Visit: N/A
Lead Officer to take forward improvement: Pauline Walsh – Acting Headteacher	
Central Officer to support improvement: – Brendan Docherty - Education Manager	

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## Community Services Committee Work Plan 2023 - 2024

**This is an outline plan to facilitate forward planning of reports to the Community Service Committee.**

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
<b>14 December 2023</b>				
	Schools (Consultation) (Scotland) Act 2010 - Kilchrenan Primary School	Education		
	Education Performance Data Analysis 2023-23	Education		
	Annual Participation Measure 2022-23	Education		
	Care Experienced Children and Young People	Education		
	Counselling in Schools	Education		
	Feasibility Study – Campbeltown Education Estate	Commercial Services & Education		
	Live Argyll – Monitoring and Performance Report	Commercial Services		
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q2 April – September 2023	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q2 – 1 July – 30 September 2023	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ1 2023/24	Argyll & Bute HSCP	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	

## Community Services Committee Work Plan 2023 - 2024

7 March 2024				
	Police Scotland - Argyll & Bute Performance Summary Report – Reporting Period: October – December 2023	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2023	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ2 2023/24	Argyll & Bute HSCP	Quarterly	
	Schools (Consultation) (Scotland) Act 2010 – Luing Primary School	Education		
	Schools (Consultation) (Scotland) Act 2010 – Minard Primary School	Education		
	SQA School Examination Results 2023	Education		
	External Education Establishment Inspection Report	Education	Quarterly	
6 June 2024				
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: January – March 2024	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2024	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ3 2023/24	Argyll & Bute HSCP	Quarterly	
	Argyll & Bute Health and Social Care Partnership – Annual Report			
	Children and Young People’s Service Plan 2023-2026 Year 1 Review	Argyll & Bute HSCP	Annually	

## Community Services Committee Work Plan 2023 - 2024

	External Education Establishment Inspection Report	Education	Quarterly	
<b>Future Reports – dates to be determined</b>				
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Care Experienced Children and Young People	Education		
	Report on Argyll and Bute Council Response to the Scottish Government Legislation on the United Nations Convention on the Rights of the Child	Education		
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually in June	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Live Argyll Annual Report	Live Argyll	Annually in August	
	Education Service Annual Performance Review	Education	Annually in August	
	Gaelic Language Plan Progress Report	Customer Support Services	Annually in August	
	Scottish Attainment Challenge	Education		
	Education Refresh Strategy	Education		
	Schools (Consultation) (Scotland) Act 2010 Achaleven Primary School	Education		
	Schools (Consultation) (Scotland) Act 2010 Southend Primary School	Education		

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