

Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Customer Services
Executive Director: Douglas Hendry



Kilmory, Lochgilphead, PA31 8RT
Tel: 01546 602127 Fax: 01546 604444
DX 599700 LOCHGILPHEAD
e.mail –douglas.hendry@argyll-bute.gov.uk

27 September 2011

NOTICE OF MEETING

A meeting of the **BUTE AND COWAL AREA COMMITTEE** will be held in the **CASTLE HOUSE, CASTLE GARDENS, DUNOON** on **TUESDAY, 4 OCTOBER 2011** at **10:00 AM**, which you are requested to attend.

Douglas Hendry
Executive Director - Customer Services

BUSINESS

- 1. APOLOGIES**
- 2. DECLARATIONS OF INTEREST**
- 3. FORESTRY FOR PEOPLE RANGER POST**
- 4. MINUTES**
 - (a) Minute of Area Committee Meeting of 2nd August 2011
 - (b) Minutes of Special Area Committee Meeting of 6th September 2011 (Pages 1 - 2)
- 5. COMMUNITY SERVICES**
 - (a) Dunoon Grammar School Report (Pages 3 - 48)
- 6. DEVELOPMENT & INFRASTRUCTURE SERVICES**
 - (a) Bute & Cowal Headstones (Pages 49 - 52)
 - (b) Milton Burn Flood Prevention Scheme - report to follow

(c) Winter Service Policy 2011-2012 (Pages 53 - 74)

(d) Castle Toward (Pages 75 - 88)

(e) Dunoon Pier (Pages 89 - 96)

7. CHIEF EXECUTIVE'S UNIT

(a) Area Plan and Scorecard (Pages 97 - 98)

8. PUBLIC AND COUNCILLOR QUESTION TIME

9. EXEMPT ITEM

EXCLUSION OF THE PRESS AND PUBLIC

The Committee will be asked to pass a resolution in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the public for items of business with an "E" on the grounds that it is likely to involve the disclosure of exempt information as defined in the appropriate paragraph of Part I of Schedule 7a to the Local Government (Scotland) Act 1973.

The appropriate paragraph is:-

E1 - Paragraph 9 Any terms proposed or to be proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services.

E1 (a) Sale Of Ground For Access Spur At Carrick Farm (Pages 99 - 102)

BUTE & COWAL AREA COMMITTEE

Councillor Robert Macintyre
Councillor Alister McAlister
Councillor James McQueen
Councillor Ron Simon
Councillor Dick Walsh

Councillor Bruce Marshall (Chair)
Councillor Alex McNaughton
Councillor Len Scoullar (Vice-Chair)
Councillor Isobel Strong

Contact: Eilidh FitzPatrick, Area Governance Assistant

**MINUTES of MEETING of BUTE AND COWAL AREA COMMITTEE held in the CASTLE HOUSE,
CASTLE GARDENS, DUNOON
on TUESDAY, 6 SEPTEMBER 2011**

Present: Councillor B Marshall (Chair)

Councillor L Scoullar
Councillor R Simon
Councillor I Strong
Councillor D Walsh

Attending: Shirley MacLeod, Area Governance Manager
Roy Alexander, Estates Surveyor

1. APOLOGIES

Apologies for absence were intimated on behalf of the following:-

Councillor A MacAlister
Councillor R Macintyre
Councillor A McNaughton
Councillor J McQueen

2. DECLARATIONS OF INTEREST

None

EXEMPT PARAGRAPH

The Committee resolved in terms of Section 50A(4) of the Local Government (Scotland) Act 1973, to exclude the public for the following item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 9 respectively of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

3. CUSTOMER SERVICES

(a) NEW SHELTER AT ARDBEG

Members heard from the Estates Surveyor in relation to the public realm works at Ardbeg and Port Bannatyne Sewerage Scheme.

Decision

The Committee agreed to point 2.1 of the report by the Executive Director of Customer Services.

(Reference: Report by the Executive Director of Customer Services dated 6th September 2011 – submitted)

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ARGYLL & BUTE COUNCIL

BUTE AND COWAL AREA COMMITTEE

CORPORATE SERVICES

4 OCTOBER 2011

DUNOON GRAMMAR SCHOOL: STANDARDS AND QUALITY REPORT 2010-2011**1. SUMMARY**

A report on the performance of all Argyll and Bute pupils in the Scottish Qualifications Authority (SQA) examination results was presented to the Executive on 22 September 2011.

This report, presented by the Head Teacher, Mr Stewart Shaw, outlines the major achievements of the school in 2010/11 and includes the SQA examination results for pupils who sat examinations in May/June 2011. The results are based on pre-appeal data.

2. RECOMMENDATIONS

The Area Committee are asked to note the continuing improvement in the performance of pupils and the commitment of staff in their examination successes and in the wider aspects of achievement across the school.

3. DETAILS

The details are included in the attached report from the school.

4. IMPLICATIONS

Policy: None

Financial: None

Personnel: None

Equal Opportunities: None

For further information contact: Mr Stewart Shaw, Head Teacher
Dunoon Grammar School

Telephone: 01369 705010

Dunoon Grammar School



Strategic School Improvement Plan Sessions 2009-12 School Improvement Plan 2010-11 Standards & Quality Report 2009-10

**Tell me, I forget
Show me, I remember
Involve me, I understand**

Contents

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| Dunoon Grammar School Vision Values and Aims | Page 3 |
| Dunoon Grammar School Strategic Improvement Plan 2009-12 | Pages 4-9 |
| Dunoon Grammar School Annual Review of Improvement Plan Progress June 2009 | Pages 10-11 |
| Dunoon Grammar School Improvement Plan 2009-10 | Pages 12-17 |
| Argyll & Bute Vision Values and Aims | Pages 18-21 |
| Argyll & Bute Curriculum for Excellence Action Plan 2009 – 2012 | Pages 22-29 |
| Dunoon Grammar School Standards and Quality Report Session 2009-10 | Pages 30-36 |

Our Vision

We see Dunoon Grammar School as a school at the heart of our community where we are striving together to do our best with pride.



**Discipline Loyalty
Perseverance**

Our Values

We embrace the values of the Nation:

- Wisdom
- Justice
- Compassion
- Integrity

Furthermore as a learning community we strive to promote the values of:-

- Respect
- Honesty
- Responsibility

**Striving To Do Our
Best With Pride**

Our Aims

To provide the best learning experiences for all our learners, using expertise from within and outwith the school.

To have the highest expectations of all within our learning community so that each individual experiences success and reaches her/his full potential

To provide support systems which nurture the personal growth of each individual within our school community

To develop active citizens and responsible stewards of our world

Dunoon Grammar School



Strategic Improvement Plan Session 2009-12

**Tell me, I forget
Show me, I remember
Involve me, I understand**

DUNOON GRAMMAR SCHOOL

IMPROVEMENT PLAN

Priority 1

A Curriculum for Excellence

- Improving continuity P5-S3
- Developing Effective Local Partnerships
- Embedding literacy, numeracy and health and well-being into the curriculum
- Engaging with outcomes and experiences
- Applying core principles

Expected Outcome

- Engagement with associated primaries to create a seamless curriculum from P5-S3
- Production of sustained links to enhance learning opportunities with associated primaries, local businesses and local volunteer organisations to recognise and record pupil achievement.
- All teachers taking responsibility for teaching literacy, numeracy and health and well-being
- All courses matched into outcome and experience statements
- All courses reflect core principles where appropriate.

| | | |
|---|--|----------------------------|
| Who? Leadership Team All staff Literacy and numeracy WG Health and well-being WG | When? <ul style="list-style-type: none"> • Sessions 2008-12 | Financial £4,000 |
|---|--|----------------------------|

Measurable impact/success criteria

- Detailed curriculum models produced and started to be implemented in session 2010-11
- Links established and system produced to record individual pupil achievement
- Policy developed for literacy, numeracy, health and well-being
- Audit of curriculum undertaken to ensure coverage of outcome and experiences and core principles

**DUNOON GRAMMAR SCHOOL
IMPROVEMENT PLAN**

Priority 2

| | | |
|------------------------------|---|---------------------------------------|
| Learning and Teaching | 1 | Implementation of A.i.f.L. strategies |
| | 2 | Use of I.C.T. to enhance learning |
| | 3 | Interdisciplinary Learning |
| | 4 | Cooperative Learning |
| | 5 | Raising Attainment |

| |
|---|
| <p>Expected Outcome</p> <ol style="list-style-type: none"> All AifL techniques will be incorporated into course and lesson plans as appropriate. Pupils will increasingly use ICT to enhance their learning across the curriculum Within the S1-S3 Curriculum pupils will experience at least 3 interdisciplinary learning opportunities across each school session All staff will be trained in Cooperative Learning Techniques. Strategies will be developed to identify and support pupils to raise their attainment across departments. |
|---|

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| <p>Who?</p> <p>Learning and Teaching committee PT's subject</p> |
|--|

| |
|--|
| <p>When?</p> <ol style="list-style-type: none"> Sessions 2008 - 10 Sessions 2008 – 11 Sessions 2008 – 12 Sessions 2009 - 11 |
|--|

| |
|---|
| <p>Financial</p> <ol style="list-style-type: none"> £4,000 £10,000 £1,000 £7,000 |
|---|

| |
|--|
| <p>Measurable impact/success criteria</p> <ol style="list-style-type: none"> By session 2009-10 regular formative feedback will be given to learners. They will have a detailed awareness of the skills they will learn through engaging in planned activities, the quality of work required to meet lesson aims and know the standard required to improve their personal attainment. Use of ICT will increase enjoyment and challenge, personalisation and choice and depth of learning Use of interdisciplinary learning will ensure coherence and relevance of the curriculum as well as giving pupils opportunities for enjoyment and challenge, personalisation and choice and depth of learning. Cooperative Learning will develop the 4 capacities in all pupils. Whole School and Department STACS showing an improvement. |
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**DUNOON GRAMMAR SCHOOL
IMPROVEMENT PLAN**

Priority 3

Self-evaluation

1. Continuing and critical enquiry
2. Welcoming challenges
3. Collective commitment to improvement
4. Continuous professional development

Expected Outcome

1. Staff will reflect on the impact of classroom practice and respond positively to constructive criticism.
2. We will encourage innovative approaches and adopt a solution based approach to deal with challenges.
3. Staff will respond to client-centred evaluations, feedback and self-evaluation to improve learning and teaching.
4. CPD will be informed by school and departmental improvement plans.

| | | |
|--|-------------------------------|--------------------------------|
| Who? J.C. Self-evaluation WG All Staff | When? 2008-2011 | Financial £1,000 |
|--|-------------------------------|--------------------------------|

Measurable impact/success criteria

Responding to client evaluations should become embedded practice
 Departmental meetings should have a strong focus on improving learning and teaching
 CPD programme should better reflect identified improvement needs.
 Staff will recognise, evaluate and embrace current excellent practice from both within the school and beyond; and will support one another to improve learning and teaching across the school.

DUNOON GRAMMAR SCHOOL IMPROVEMENT PLAN

Priority 4

Pupil Support

1. Formation of an integrated support team
2. Personal learning planning, coaching and mentoring
3. Managing behaviour
4. Recognising wider achievements and developing leadership potential in pupils
5. Liaison with parents and community to support pupils' learning

Expected Outcome

1. Staff resources and expertise will be deployed to support individual pupils to become better learners. Staff will work with a variety of agencies to identify their distinctive contributions to providing rich and inclusive educational experiences for pupils.
2. Pupils together with staff will plan for, collect and use a wide range of evidence from learning activities to decide next steps in learning and to identify who can best help.
3. Strategies and techniques of assertive discipline and restorative practices will be embedded into practice. Increased range of strategies to deal with the more challenging adolescent will be introduced.
4. The Personal Learning planning process will allow pupils to identify wider achievement. Opportunities will be built into the curriculum to develop leadership in pupils of all ages.
5. An increasing number of parents will engage with the school to support their child's learning. The school will continue to outreach into the community to provide more out of school learning opportunities for pupils.

| Who? | When? | Financial |
|---|---|------------------|
| K Davidson Support Dept All Staff | <ol style="list-style-type: none"> 1. 2009 2. 2008-11 3. 2008-10 4. 2009-11 5. 2009-12 | £2,000 |

Measurable impact/success criteria

1. All pupils needs will be met as equitably as possible within the resources available
2. All pupils will have a staff mentor who will oversee their holistic progress and development
3. There will be a lower number of behaviour referrals and exclusions and staff will report a 'feel-good' factor
4. Pupils will be keen to record their wider achievement. It will be recognised by way of a school certificate when they leave school.
5. Parents and Community organisations will increasingly engage with the school to support pupils' learning.

DUNOON GRAMMAR SCHOOL IMPROVEMENT PLAN

Priority 5

Leadership

1. We will use Learning and Teaching as the central driver to school improvement through effective planning and staff development.
2. We will work collegiately to create the conditions where people and teams feel empowered and are confident that they can and do make a positive impact on the school.
3. Leaders at all levels will lead by example and use a range of leadership styles to mobilise people. We will value all young people and set high expectations within a context of rights and responsibilities.
4. We will encourage reflective practices and create the conditions where staff feel confident to initiate change and are committed to change, ensuring the balance between challenge and managing the pace of change required.

Expected Outcome

1. Learning will be central focus of work at all levels within the school. Staff development and C.P.D. will reflect this central focus.
2. Staff and pupils will be confident to take the initiative in developing learning.
3. Leaders will continuously reinforce an atmosphere of collective responsibility and mutual support between staff and staff, pupils and pupils and staff and pupils.
4. The whole school community will embrace change as the driver of improvement within a Curriculum for Excellence.

| | | | |
|--------------------------|--|-------------------------|----------------------------|
| Who? All Staff | | When? 2009-12 | Financial £3,000 |
|--------------------------|--|-------------------------|----------------------------|

Measurable impact/success criteria

1. All promoted staff will undertake Leadership training and use HMle “Leading Learning” to improve Learning.
2. Appropriate focus teams will be formed to develop learning in line with ACE developments.
3. Stakeholders will report that they are supported by school leaders.
4. Self Evaluation and Continuous Improvement will be embedded in the school ethos.

School Improvement Plan 2011-12

Priority 1: Developing a Curriculum for Excellence

| QI | Action | Impact/Benefit | Timescale Milestones | Personnel | Monitoring and Evaluation |
|-------------------|---|--|---------------------------------------|------------------------------|--|
| 1.1 2.1 5.2 | Continue to develop and implement S1& S2 courses reflecting purposes and principles of CfE | Courses reflecting CfE design principles. Learning more relevant and deeper Courses offering personalisation & choice, challenge and enjoyment. Improved outcomes for pupils | Sept 10 Dec 10 Mar 11 Jun 11 | All Staff led by SLT and PTs | Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups |
| 1.1 2.1 5.2 | Produce S2 Curriculum Wall | Courses reflecting CfE design principles. Learning more relevant and deeper Courses offering personalisation & choice, challenge and enjoyment, Improved outcomes for pupils | Mar 11 Jun 11 | All Staff led by SLT and PTs | Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups |
| 1.1 2.1 5.2 | Use Curriculum Walls to monitor the embedding of literacy, numeracy and health & well-being across the curriculum | Improved outcomes for pupils | Dec12 | All Staff led by SLT and PTs | Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups |
| 1.1 2.1 5.2 | Continue to develop new Interdisciplinary Studies for S1and S2 | Courses reflecting ACE design principles. Learning more relevant and deeper | Sept 11 Dec 11 Mar 12 Jun 12 | Staff led by PTs | Staff/Pupil Evaluation Dept Minutes Course Plans Curriculum Wall Cluster Framework |
| 1.1 2.1 5.2 | Begin to develop new S3/4 Courses to prepare pupils for presentation in 2014 | Courses reflecting ACE design principles. Learning more relevant and deeper | Nov 11 Jun 12 | Staff led by PTs | Course Plans |
| 5.1 5.2 | Agree curriculum Architecture to deliver CfE | More coherent curriculum. Pupils taught by fewer teachers. Increased personalisation and choice | Oct 11 | A Stewart | Minutes, Timetable |

| QI | Action | Impact/Benefit | Timescale Milestones | Personnel | Monitoring and Evaluation |
|--|--|--|---------------------------------------|--|---|
| 2.1 4.2 5.1 5.2 5.7 8.1 | Continue to Develop Effective Local Partnerships and agreements to reinforce DGS at the heart of the community | Increased relevance of curriculum. Improved Learning experiences | Dec 11 Mar 12 Jun 12 | F Biggart K Price S Welsh PT's All Staff | Minutes, Course Plans, Newsletter, Agreement documentation |
| 2.1 5.3 | Produce a report of good practice of the development of Literacy, Numeracy, Health & Wellbeing | All Staff take responsibility for teaching Literacy, Numeracy, Health & Wellbeing. Pupil attainment improved | Sept 11 Dec 11 Mar 12 Jun 12 | D McLean B Wilson | Staff/Pupil Evaluation Dept Minutes Course Plans Curriculum Wall |
| 5.5 | Identification of pupil opportunities for personal achievement and ways of recognising them | Improved Ethos Greater pupil involvement in Learning | Dec 11 Mar 12 Jun 12 | All Staff | Relevant documentation, Pupil & Staff Evaluations. SLT and Departmental Minutes |

Priority 2: Learning & Teaching

| QI | Action | Impact/Benefit | Timescale | Personnel | Monitoring and Evaluation |
|-------------------|--|---|---------------------------------------|------------------------------|--|
| 1.1 2.1 3.1 | Implementation, across the school, of consistent strategies to set high expectations of pupils' learning | Raised attainment, better behaviour and better outcomes for young people. | Sept 11 Dec 11 Mar 12 Jun 12 | All Staff | Course and Lesson Plans Classroom observation Focus Groups |
| 1.1 2.1 3.1 | Improve the use of ICT in learning and teaching | Improved outcomes for learners | Sept 11 Dec 11 Mar 12 Jun 12 | ICT Coordinator All Staff | Collegiate Calendar, Plans Class Observations |

| | | | | | |
|--|---|--|---------------------------------------|---|---|
| 1.1 2.1 3.1 | Sharing Good ICT Practice through in-House CPD | Better use of ICT to support learning | Sept 11 Dec 11 | Business & computing plus other skilled staff | Collegiate Calendar, Course Plans Class Observations |
| 5.4 | Develop Assessment and Reporting practices including Tracking in line with BTC5 | Assessment provides evidence of learning in 4 CfE Contexts Staff engaged in professional dialogue about validity, reliability and proportionality | Sept 11 Dec 11 Mar 12 Jun 12 | A Stewart All Staff | Policy, Classroom Observation, Minutes. |
| 2.1 | Continued Implementation of Cooperative Learning Techniques across the school. All staff introduce at least one new strategy per term | Improved attainment and increased opportunities for active and collaborative learning | Sept 11 Dec 11 Mar 12 Jun 12 | All Staff | Classroom Observation, Dept minutes |
| 2.1 | Develop consistency in the Implementation of AifL Techniques across the school | Improved attainment and increased opportunities for active and collaborative learning | Sept11 | W S Shaw Pts Curriculum | Course and Lesson Plans Classroom observation Focus Groups |
| 2.1 | Development of a planned programme of Vocational Experiences | Improved, relevant learning experiences | Sept 11 Dec 11 Mar 12 Jun 12 | M Landsburgh PT's | Relevant documentation, Pupil & Staff Evaluations. SLT and Departmental Minutes |

Priority 3: Self- Evaluation

| QI | Action | Impact/Benefit | Timescale | Personnel | Monitoring and Evaluation |
|-----|--|--|---------------------------------------|------------------------|---|
| 5.9 | Create a Culture of Self-Evaluation by identifying, disseminating and implementing good practice | Improved delivery of service. Attainment Raised and Achievement Recognised | Sept 11 Dec 11 Mar 12 Jun 12 | A Stewart All Staff | Minutes, Q & S Report, STACS HGIOS 3 |
| 5.9 | Continue Good Practice Fair | Sharing best practice. Improved Courses leading to better learning | Feb 2012 or June 2012 | SLT/PT's/All Staff | Questionnaire Course Plans Departmental Minutes |
| 5.9 | Continue visits to other schools identified as Best Practice. | Sharing best practice. Improved Courses leading to better learning | Sept 11 Dec 11 Mar 12 Jun 12 | D McLean SLT, PT's | Questionnaire Course Plans Departmental Minutes |
| 5.9 | Development of Strategic Improvement Plan 2012-15 | Increased Ownership of Improvement Agenda | Sept 11 Dec 11 Mar 12 Jun 12 | | Plan Produced |

Priority 4: Pupil Support

| QI | Action | Impact/Benefit | Timescale | Personnel | Monitoring and Evaluation |
|------------|---|---|---------------------------------------|---------------------------------------|--|
| 5.3 5.8 | Further Develop Integrated Support Department | All pupils receiving appropriate levels of support and needs being met | Sept 11 Dec 11 Mar 12 Jun 12 | K Price Support Staff All Staff | Minutes, Support Plans, Questionnaire HGIOS 3 |
| 5.3 | House Teacher Training | Staff trained to engage pupils to reflect on learning and personal learning planning | Aug 11 Dec 11 Mar 12 Jun 12 | D McLean All Staff | In-Service Feedback |
| 5.3 | Develop Vertical Guidance & Tutor System | Regular Pupil interviews. Enhanced Leadership for pupils. Personal learning planning. | Sept 11 Dec 11 Mar 12 Jun 12 | K Price | Survey of Staff, Pupils, Parents. Focus Groups |
| 5.3 9.3 | Introduce Peer Mediation System to S1 | Improved ethos. Better Behaviour Reduction in bullying | Mar 11 Jun 11 | W Marshall | Questionnaire Pupil Focus groups |
| 5.3 | Develop restorative conversations and meetings | Improved ethos. Better Behaviour | Sept 10 Dec 10 Mar 11 Jun 11 | SLT, PT's | Staff, Parent, Pupil evaluations and focus groups |
| 5.3 5.5 | Continue to implement and evaluate Whole School Behaviour Management Policy | Introduction of restorative practices and Staged intervention process | Sept 10 Dec 10 Mar 11 Jun 11 | K Price | Discipline Data Staff, Parent, Pupil evaluations and focus groups |

Priority 5: Leadership

| QI | Action | Impact/Benefit | Timescale | Personnel | Monitoring and Evaluation |
|-------------------|---|---|---------------------------------------|---|---|
| 1.1 5.9 9.2 | Leading Learning and Teaching through improved self evaluation. Developing a programme of Monitoring & Evaluation of focussed aspects of Learning eg Coop Learning, Assertive Discipline, Effective Questioning | Embedding of policy and practice | Sept 10 Dec 10 Mar 11 Jun 11 | SLT PT's All Staff | SLT Minutes Departmental Minutes Course and Lesson Plans Classroom observation Focus Groups |
| 9.2 | Development of Pupil Voice, through Councils and Focus Groups | Pupils' views sought and implemented where possible | Sept 10 Dec 10 Mar 11 Jun 11 | SLT PT's(Guidance) PT's(Subject) All Staff | Minutes Focus Groups |
| 5.3 9.2 | Develop a strategy for the delivery of 16+ Learning Choices | Improved provision for all pupils in S4-6 | Sept 10 Dec 10 Mar 11 Jun 11 | K Price | Relevant documentation. Minutes |
| 9.3 | Further Development of Departmental Ambassadors Initiative | Enhance Leadership Skills of Senior Pupils | Dec 10 Mar11 | M Thomson J Kinnaird PT's | Pupil Focus Groups Leadership minutes |
| 9.3 | Development of Leadership opportunities of Senior Pupils in House Groups | Enhance Leadership Skills of Senior Pupils | | | |

Maintenance Agenda 2011-12

A broad evaluation of the following areas will be undertaken to ensure quality provision:

| Area | Q.I. | Personnel | Timescale |
|------------------------------|------|--|---------------------------------|
| Improvement in performance | 1.1 | SLT, PT's, All Staff | On-going |
| Communication Strategy | | F Biggart | Dec 2011 |
| Improvements in Uniform | | HoH, SLT | Oct 2011 |
| Tracking & Reporting | 5.5 | A Stewart SLT School Impact Team | Nov 2010 Feb2011 May 2011 |
| Staff Development and Review | 7.3 | D McLean | Oct 2011 |
| Behaviour Management | 5.5 | K Price, B Marshall | Nov 2011 |
| Review Prize Giving Format | | F Biggart | |
| Dev Study Skills Programme | 2.1 | | Jun2011 |

Argyll & Bute Vision, Values and Aims

Argyll and Bute's shared long term vision

The Council is committed to partnership working and community planning. As the statutory lead agency and as a key stakeholder in the process, the Council facilitated the process for developing a joint vision for Argyll and Bute Community Planning Partnerships of Argyll and Bute: Leading Rural Area.

Argyll and Bute : Leading Rural Area

Vibrant Communities

- Safe supportive communities with positive culture and sense of pride in the area
- Well balanced demographically with young people choosing to stay or move to the area
- Vibrant local economy that is based on core attributes of the area, flexible and open to new opportunities
- A sense of history with a view to the future
- Housing that is appropriate and affordable with local people able to participate in the housing market
- High quality public services and leisure/community facilities that attract people to settle in Argyll and Bute

Outstanding Environment

- High quality environment that is valued, recognised and protected
- The environment is respected as a valued asset that can provide sustainable opportunities for business
- An identity that is recognised and appreciated globally with a range of businesses that use the high quality image
- An area that is accessible, yet retains its remote character

Forward Looking

- Communities that are culturally rich with a desire to excel
- Proactive communities where local people and organisations look for and create opportunities
- Decentralised public sector with more delivery of high quality 'professional' services from Argyll and Bute
- Partnerships working across all sectors to coordinate developments, market Argyll and Bute and remove constraints that limit possibilities
- Communities that learn and use that knowledge

Argyll and Bute's Shared Values

The Council's core value, as expressed by its employees and endorsed by Members, are for the Council to be:

- Customer focused
- Efficient, effective and high performing
- Open and honest

- Caring, inclusive and fair
- Proactive and innovative

Argyll and Bute Council Education Service Aims

- To strive continuously to improve the quality of education for all in Argyll and Bute
- To become a learning organisation that is outward looking and values creativity and shared reflection.
- To promote actively partnership working and equality of opportunity.
- To ensure that resources are managed effectively and that best value is secured.
- To equip our children and young people with the skills and knowledge they require in order to become

Successful Learners with:

- Enthusiasm and motivation for learning.
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas.

Confident Individuals with:

- Self respect.
- A sense of physical, mental and emotional wellbeing.
- Secure values and beliefs
- Ambitions

Responsible Citizens with:

- Respect for others
- Commitment to participate responsibility in political, economic, social and cultural life.

Effective Contributors with:

- An enterprising attitude
- Resilience
- Self reliance
- The ability to meet the demands of our changing world.

Argyll & Bute Curriculum for Excellence Action Plan 2009 – 2012

| Area 1: Developing the Curriculum Framework | | | | |
|--|---|--|---|--|
| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Engaging with experiences and outcomes | <p>All schools and pre-schools to trial selected draft experiences and outcomes.</p> <p>Feedback on practicality of selected outcomes at local and national level.</p> | <p>All schools should begin to apply the finalised experiences and outcomes prioritising P6, 7 and S1.</p> <p>Begin planning approaches to profiling progress and achievement within levels in response to local and national advice.</p> | <p>All schools should continue to apply the experiences and outcomes across stages ensuring that all learners in P7 and S1 are experiencing learning and teaching based on the CfE experiences and outcomes.</p> <p>Continue to develop approaches to profiling progress and achievement.</p> | <p>All schools should continue to expand the application of the experiences and outcomes to additional stages across the curriculum.</p> <p>Implement rigorous approaches to verification and moderation of progress and achievement.</p> |
| Developing interdisciplinary learning | <p>The authority will develop and disseminate advice for schools on interdisciplinary learning. Cluster and school curriculum planning groups plan for the staged introduction of interdisciplinary learning, P5-S3.</p> <p>Provide appropriate CPD opportunities. Share good practice via Argyll and Bute Education website.</p> | <p>Schools and clusters begin to introduce interdisciplinary learning at selected stages in light of local and national developments.</p> <p>Continue to provide appropriate CPD opportunities. Share and build on identified successful practice and initiatives.</p> | <p>Schools and clusters continue to develop interdisciplinary learning across stages and sectors.</p> <p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p> | <p>Schools and clusters continue to develop effective practice in interdisciplinary learning.</p> <p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p> |

| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|--|--|---|---|
| Applying our expectations and aspirations | Devise an authority baseline set of core expectations and aspirations related to Building the Curriculum 3. Clusters and schools to customise expectations and aspirations to meet local needs. | Begin to implement the customised expectations and aspirations as identified by each local area. | Continue to implement the customised expectations and aspirations in each local area. | Continue to implement the customised expectations and aspirations in each local area. |

| Area 2: Improving Continuity 3-18 | | | | |
|--|--|---|---|--|
| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Developing effective local partnerships | Begin to share and develop Curriculum for Excellence principles and plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies. | Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies. | Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies. | Consult and evaluate progress towards Curriculum for Excellence and identify further development and implementation work with all partners. |
| Redesigning P5-S3 Curriculum | Clusters develop outline curriculum plan P5-S3. | Schools begin to implement curriculum plans P5-S3. | Schools continue to implement curriculum plans P5-S3. | Schools continue to implement curriculum plans P5-S3. |
| Permeating themes: Literacy, numeracy, health and wellbeing | The authority will develop and launch literacy, numeracy and health and wellbeing frameworks. | Schools develop and begin to implement whole school approaches to literacy, numeracy and health and wellbeing. | Continue to develop and implement whole school approaches to literacy, numeracy, health and wellbeing and begin to evaluate the effectiveness of these. | Continue to implement whole school approaches to literacy, numeracy, health and wellbeing and continue to evaluate the effectiveness of these. |

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| | Support establishments with the development of literacy, numeracy, health and wellbeing strategies. Provide CPD opportunities for all staff through central and local provision. Attend national seminars/events and disseminate information. | Continue to support establishments with the development and implementation of their literacy, numeracy, health and wellbeing strategies, providing appropriate CPD for staff through central and local provision. Begin to identify good practice and share it across the authority. | Continue to support establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies, providing CPD for staff through central and local provision. Continue to identify and share good practice across the authority. | Continue to support establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies. Continue to provide CPD for staff and support for establishments in reviewing their practice through self-evaluation. |
| Action | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Cross cutting themes: ICT, creativity, enterprise & sustainability | <p>Complete the set of ICT descriptors and associated Curriculum for Excellence application descriptors and place on the education website.</p> <p>Prepare for creativity as a focus for development in Session 2009-10.</p> <p>Support the development skills for life, skills for work and broaden the reach of DtS, engage employers and further embed enterprise in the curriculum.</p> | <p>Raise school and staff awareness of resources through pre-school liaison meetings, HTs and PTs meetings. Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Biennial conference to focus on creativity across the curriculum.</p> <p>Support schools to ensure the delivery of enterprise within CfE. Set up working groups to explore creative and sustainable approaches to the delivery of skills for work and develop a strategy</p> | <p>Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools to ensure the delivery of enterprise within CfE. Continued development of skills for work and 16 plus learning choices.</p> | <p>Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools.</p> <p>Full implementation of the Scottish Government's</p> |

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| | Continue to support schools re Eco Schools development and education for sustainable development. Distribute authority advice on sustainability and continue to share good practice via the education website. | to implement 16 plus learning choices. Continue to support and implement. Form a working group to highlight good practice and progress across schools. Continue to share examples of good practice via the education website. | Continue to support and implement. Continue to identify and share effective practice and progress across schools. | requirements for DtS and 16 plus learning choices. Continue to support and implement. Continue to identify and share effective practice and progress across schools. |
|--|--|---|--|--|

| Area 3: Supporting all Learners | | | | |
|--|---|--|--------------------------|--------------------------|
| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Personal learning planning | Review and refine authority guidance for schools, linking guidance to supporting the recognition of wider achievement and personal support for pupils. Begin primary second stage pilot of an integrated reporting and personal learning planning process. | Continue to support schools and pre-schools in further developing and implementing the personal learning planning process based on revised authority guidance. Continue to support primary school integrated reporting and personal learning planning developments based on revised guidance for schools. | Continue implementation. | Continue implementation. |

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| | | Continue to identify and share practice across the Authority. | Continue to identify and share practice across the Authority. | Continue to identify and share practice across the Authority. |
| Coaching and mentoring | Schools consider structures to accommodate the expectation that learners will receive sufficient, meaningful time to discuss progress and needs with a mentor. From cluster plans, develop an authority coaching staff development strategy. | Begin programme of staff training in coaching and mentoring both centrally and in clusters. Begin to implement the use of coaching and mentoring with learners. | Continue programme of staff training both centrally and in clusters. Continue to implement the use of coaching and mentoring with learners. Begin to evaluate the impact of the programme on learners as well as on PRD and staff development. | Continue implementation. Continue to implement the use of coaching and mentoring with learners. Continue to evaluate the impact of the programme on learners as well as on PRD and staff development. |
| Action | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Recognising wider achievement | Begin to develop an authority framework for recognising pupil wider achievement. Audit of current school/cluster approaches to recognition of wider achievement. Schools/clusters will consider how they will recognise pupil achievement. | Schools pilot authority wide recognition of achievement framework. Good practice identified and shared. School/clusters will develop further their framework for recognising pupil achievement. | Pilot evaluated and rolled out across all schools. Individual schools/cluster approach evaluated Development of authority certification and award ceremony. | First authority wide pupil ceremony of recognition. Further evaluation and rolled out across all schools. |

| Area 4: Pedagogy | | | | |
|---|--|---|--|---|
| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Assessment | Continue local moderation of writing. | Authority assessment guidance for schools updated in the light of <i>Building the Curriculum 5 (forthcoming and focussing on assessment)</i> . Continue local moderation of writing. Develop a model for applying moderation to additional curricular areas. | New CfE assessment resource infrastructure available. Authority develops and disseminates guidance to schools on the use of the CfE assessment resource. Pilot local moderation model in additional curriculum areas. | Schools begin to use CfE assessment resource, supported by local moderation. |
| AifL (Assessment is for Learning). | Following authority AifL review, update and distribute support materials for formative assessment. Continue to provide CPD support to schools on aspects of AifL. With schools, plan for the introduction of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry in session 2009-10. | Pre-school audit of AifL implementation. Continue to update and distribute formative assessment support materials. Year 1 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry. | Support areas identified in Pre-school audit. Continue to update and distribute formative assessment support materials. Year 2 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry. | Continue to implement. Evaluate impact of TLC initiative. |
| Cooperative Learning, Critical Skills, TASC (Thinking Actively in a Social Context). | Clusters/schools to assess CPD needs in areas of cooperative learning, critical skills and TASC. Authority to develop a training plan to meet the needs of schools. | Implementation of authority training plan to allow clusters to fill skills gaps. | All critical staff will be trained and a programme to support new staff will be in place. Schools will ensure the use of these pedagogies across the curriculum. | The Authority will ensure that the use of chosen pedagogies are in place and used effectively in schools. |

| Actions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------------------|--|--|---|---|
| Active learning 3-18 | <p>Gather Information on the quality and extent of active learning at the CfE early and first levels and publish Play Pilot report.</p> <p>Develop draft guidance on the principles of active learning.</p> <p>Roll out Active Learning through Play at Early Level staff development.</p> | <p>Gather information on the quality and extent of active learning at CfE second level.</p> <p>Disseminate guidance on Principles of Active Learning to all schools.</p> <p>Share practice on education website and GLOW.</p> | <p>Gather information on the quality and extent of active learning at CfE third level.</p> <p>Develop guidance on active learning at CfE second level.</p> <p>Share practice on education website and GLOW.</p> | <p>Audit and review impact of active learning on learners' achievement and attainment.</p> <p>Develop guidance on active learning at CfE third level .</p> <p>Share practice on education website and GLOW.</p> |
| Skills to maximise use of GLOW | <p>Schools to nominate at least one Glow mentor.</p> <p>Train GLOW mentors and provide support in whole school staff login sessions.</p> | <p>Provide schools and pre-schools with additional support to ensure staff awareness of wider applications of Glow.</p> <p>Increase number of school trained mentors if required.</p> <p>Ensure staff usage of Glow accounts.</p> <p>Begin pupil account roll out.</p> | <p>Expand the use of the components of Glow to facilitate all aspects of the educational process.</p> <p>Ensure all pupils have Glow account.</p> | <p>Monitor staff and pupil use of Glow.</p> |

In addition to the above action plan, education establishments must set out their values for education. Curriculum for Excellence proposes a set of four fundamental values that should underpin everything that schools do. Schools should develop clear statements of their own values.

Dunoon Grammar School



Standards and Quality Report

Session 2010-11

Foreword

As headteacher, it is my pleasure to present the Standards and Quality Report for Session 2010-11. I hope that in reading it you will appreciate that much is being done to develop our young people to become successful learners, confident individuals, effective contributors and responsible citizens. This session has once again been a very busy one for staff and pupils and this report reflects the hard work of all within the school. I am again very impressed by the maturity and politeness of the vast majority of our pupils and the positive relationships existing between staff and pupils. I would like to take this opportunity to publicly acknowledge my gratitude to staff, parents/carers and pupils for all that they do to ensure that the good name of Dunoon Grammar School is maintained and enhanced within our community and further afield.

The report follows the format of HMIe reports.

W Stewart Shaw

Purpose

This report, on the Standards and Quality of the work within Dunoon Grammar School, informs the reader about the school's major activities, achievements and key priorities overtaken in session 2010-11. It also lists the improvement priorities for session 2011-12.

How evidence was gathered

Evidence for this report has been gathered from various sources:

- HMIe Standards & Quality Report – 3 November 2009
- The school improvement plan
- Published statistical information
- Internal school evaluations
- Departmental Standards and Quality Reports,

1. The School

Dunoon Grammar School is a non-denominational secondary school which serves the Cowal Peninsula. It takes pupils from our 11 partner primaries: Dunoon, Kirn, St Muns, Sandbank, Strone, Lochgoilhead, Strachur, Kilmodan, Tighnabruaich, Innellan and Toward. In September 2010 the school roll was 957.

For session 2010-11 the teaching complement was 68 full time equivalent. There is support staff comprising teachers from Cowal Network Support Team, administration and clerical staff, technicians, librarian, classroom assistants and Additional Support Needs(ASN) assistants.

Unfortunately during the course of the session for different reasons we lost our Campus Police Officer and temporarily our School Social Worker. It is hoped that we can provide an alternative provision next session to redress this situation.

2. Particular Strengths of the school

The commitment of the staff of the school to our pupils as illustrated by

- The Science department prides itself on the positive relationships built up between staff in the department and their pupils. Staff are keen to “go the extra mile” by offering supported study, lunchtime assistance and extra-curricular activities. Evidence of these positive relationships can be seen in the uptake of the sciences at all levels.
- Skills for Work/Enterprise staff are enthusiastic and pupil-focused – expanding the remit of their courses and are involved on a National level with the development of vocational and skills-based qualifications. Relationships with pupils are very positive and rewarding for all. Pupils who experience difficulties in school with learning or behavior have been encouraged to take responsibility for projects or enterprise in the context of the NPA Enterprise & Employability Award – raising self-esteem and improving conduct in some cases. NPA classes promote inclusion and a range of options for gathering SQA evidence are promoted to ensure the equal participation of all pupils in the Group award for Enterprise & Employability e.g. hand-held video cameras, Pod Casting etc
- The excellent work ethic throughout the PE department where the setting of very high expectations of every pupil in relation to the effort and positive attitude required to succeed engenders a positive ethos.
- The commitment and enthusiasm of the Mathematics staff who enjoy their teaching and contribute voluntarily to supported study after school and at lunchtimes.
- The commitment of all staff and great team ethic in Modern Languages where they build and maintain positive relationships with classes
- The consistent focus of the RMPS department to work on relationships and building rapport with pupils.
- The Geography Department has again devoted a lot of time to offering free supported study to S4 pupils after school throughout the session, and ran 2 revision days for Intermediate and Higher candidates in the run up to the final exams.
- Regular supported study sessions are offered by Business and Computing staff (evening and Easter revision) to assist exam preparation.

- Commitment from all Technical department staff to improving students' learning and attainment (including commitment to after school and lunchtime supported study and developing units and courses)
- English Department members regularly offer 'drop in' sessions after school.
- Robust targeted pupil policy aimed towards better attainment and achievement (lunchtime & after school sessions) within Art & Design.
- Supported Study is offered after school from September – May and "drop-in sessions" are offered every Tuesday, Wednesday and Thursday after school from January – final exams, which is open to any S4-S6 History or Modern Studies student.

Emerging innovative practice in learning and teaching

- Within Business and Computing pioneering Learning and Teaching approaches are being piloted including interactive, multimedia, pupil-led, ICT resources.
- In PE, the range of activities and experiences on offer appeals to all pupils. Cooperative Learning episodes are increasing every year to engage learners and raise attainment.
- Building on from the previous success of their Standard Grade CD Rom, the PE department created an Intermediate 1 and Intermediate 2 CD Rom of Past Papers to help raise attainment.
- The Science department has embraced the techniques learned in the co-operative learning academy and many co-operative techniques have now been written into their new cfe courses. They make use of a range of Aifl techniques including traffic-lighting, show-me boards, acti-votes and peer assessment. The introduction of the ICT suite has seen a move towards more pupil led learning where they are given research tasks and asked to prepare power point presentations, posters, revision guides, quizzes etc. This is helping to change our approach to assessment and giving us the ability to hand over more responsibility to the learners.
- The Mathematics Department is committed to ongoing in-house improvement of their IT resources using, for example, MATHTYPE, GRAPH, and the interactive whiteboard.
- The RMPS Department undertook extra training in cooperative learning and is integrating it throughout their courses. Cooperative learning has had pupils working in mixed ability groups with tasks distributed according to learning preferences. This has also provided a platform for the teaching of social skills.
- One member of the English Department has been developing Digital games-based learning with S2 as part of the new Curriculum for Excellence course.
- The Modern Languages Department's pool of self-made electronic resources for the Smartboard has continued to grow, improving the range of resources available for different learners.
- The English Department is currently working on the introduction of Moving Image Education as part of its development of A Curriculum for Excellence in S1/S2. Further development is necessary in relation to consistent assessment procedures.
- Integrated use of ICT in teaching and learning across all Design & Technology subject.

- The Art & Design Department offer a wide range of experiences from S1 onward using ICT: Animation, Comic strip. Photoshop image manipulation and CadCam Design.
- S2 Drama students were involved with BBC School Report – an national project increasing the relevance of skills learned.

3. Examples of Good Practice

- The Modern Languages, Art & Design and Science departments have visited various schools to seek out good practice.
- DGS TV broadcast on national television. ‘Seaside Stories’ shown on BBC 2.(B&C) DGS ‘Seaside Stories’ written, planned, filmed and produced by the pupils of DGS TV broadcast on BBC 2, 30 January 2011.(B&C)
- Skills for Work/Enterprise teachers have presented the school’s achievements at several SQA and LTS events focused on Employability and Vocational Learning and we continue to be an advice point for other schools – both within and outwith Argyll & Bute – considering delivery of NPA Group Awards.
- SQA Moderation within Business and Computing has been recognized as best practice by SQA. Within Administration (Higher, Intermediate 2 and Intermediate 1) they stated that ‘The Centre should continue with the high standards of internal verification and formative assessment.’ In Computing (Higher) internal verification procedures were ‘The most complete they have ever seen.’
- The Modern Languages department was highlighted in the May 2011 quarterly report of the Scottish Centre for Information on Language Teaching for its highly successful Languages Conference held this year. Guest speakers worked with their S2 classes building awareness of cultural difference and the benefits of foreign language skills.
- The book production Interdisciplinary Study in English and Art & Design was featured in the TESS.
- Continued success of P7 Linking Unit initiative between Art & Design and all Partner Primaries. This year the P7 Teachers’ Workshop cascaded comic strip software and application within curriculum- resulting in related P7 work produced & displayed during Open Evening.

4. Learning and Achievement

Our 5th year results have shown an improvement on 2 key measures: 1+ Higher Grades A-C and 3+ Higher Grades A-C and the percentage of pupils gaining 5 Highers has remained constant. All measures are significantly below the Authority performance. S4 results are the poorest results in 7 years and are below the Argyll & Bute performance figures across the board. S6 cumulative results are poorer than the last 2 years but better than 2008 figures.

Strong departmental performances were recorded at all levels in Art & Design; at Higher in Geography, Biology and Graphic Communication; at Standard Grade and Intermediate 2 in Physics, Physical Education, Biology, Hospitality, Practical Woodworking Skills, Business Management, French and German; at Intermediate 1 in Hospitality, French and German. In S3 the performance in Intermediate 1 PE was very good.

Detailed analysis of key measures is shown in appendix 1.

Opportunities where our young people demonstrated their wider achievements are illustrated below.

- One of our S5 pupils received an award for attaining full marks in her SQA Intermediate 2 Hospitality: Practical Cookery examination in the 2010 examination diet.
- Seven young people with a range of Additional Support Needs participated in the Disability Scotland Athletics championships at Grangemouth and one twelve medals.
- Four S3 Skills for Work students presented at an SQA launch event in June 2011 – highlighting the benefits of Enterprise in Education and their experiences. They were highly commended on their performance and featured in the local press.
- Skills for Work students from S6 working with an S4 class organised Dunoon’s Got Talent – an end-of-term show for the whole school to enter and attend. This received good coverage in the local press and was well-supported by a number of departments and many pupils across the school. Pupils learned to improve their communication, organisation and team working skills through this experience and were creating poetry in 10 minutes!
- The Biology department enriched the curriculum by organizing a visit to London to visit the Natural History and Science Museums as well as London Zoo. One of our pupils, had a report on the trip published in the local paper.
- As part of the implementation of ACFE, the science department has worked hard along with home economics and social subjects to ensure the successful delivery of the interdisciplinary project on “food miles”. The department received a grant of £100 from the Royal Society of Chemistry to set up the project and our pupils produced a poster which was displayed at the Royal Society’s annual conference at St.Andrews this year.
- Within the Performing Arts Department Singers/Songwriters performed at Sandbank & Kirn Galas; DGS Choir - Evening of Song was very successful in raising money for their forthcoming Music trip; and the School Pantomime was a great success.
- With support from the Physics department, one of our S5 pupils has gained a place in the University of Strathclyde’s Space School where, if he impresses, he could get the opportunity to visit NASA.
- The PE Department runs an extensive weekly extra curricular programme consisting of activities such as football, badminton, basketball, gymnastics, cheerleading, fitness, shinty, short tennis, volleyball, rugby amongst others
- After a successful regional event, three swimmers from Dunoon Grammar School qualified to represent the school at the National Finals
- Similarly, after a successful regional event, three female badminton players from Dunoon Grammar School qualified to represent the school at the National Finals
- A number of pupils achieved sporting success outwith school including:
 - One of our S3 pupils being rewarded with a three year contract at Rangers,
 - An S4 pupil making the 1st team squad with Morton and attracting interest from top clubs
 - Another S4 pupil becoming Scottish Schools Sailing Champion and British Squad Member
 - An S1 pupil becoming Scottish Schools Sailing Champion
 - An S5 pupil becoming U18 Scottish Fencing Champion and British Squad Member
 - An S2 pupil becoming U14 Scottish Fencing Champion and British Squad Member

An S6 pupil becoming a Member of the ladies U18 Scottish Rugby Development Squad

- June 2011, saw the successful completion of the return leg of a new French Exchange with Collège Louis Bouilhet in Normandy.
- The RMPS Department had a team of people from local churches lead by Rev Andrew Swift sharing the Easter Experience with all pupils in S1; this was a kinesthetic learning experience that also met the Spiritual side of holistic health and wellbeing.
- The S2 pupils were learning about the true meaning of Charity and how their charity work around the school integrates into their own developing moral framework.
- Learners in S3 Computing researched, sourced and built a PC which was then raffled to generate funds for additional ICT resources. This project allowed learners to apply prior learning in an active, ‘hands on’ experience – which increased relevance, enterprise skills and depth of learning.
- Two senior pupils were highly commended in the Arnold Clark’s competition to develop a computer game to promote “The Real Deal”. They each received an i-pad as their prize.
- The Mathematics Department once again entered the ‘Enterprising Mathematics’ competition.
- S2 visit to Glasgow Museum of Modern Art
- The History/Modern Studies Department organised an enriching learning activity for two of our S6 Higher pupils who went on an educational visit to Auschwitz in Poland in Sept 2010. In addition, they organized a work placement (Politics and Languages) for one of our senior students in the European Parliament.

5. Curriculum and Meeting Learning Needs

- Modern Languages staff have visited most of our primary partners to improve the continuity of French at Transition and build relationships with primary colleagues. Having just purchased a new French course for S1/2 they shared with them the additional prior learning assumed by the new course. The new course will be delivered largely via the Smartboards including up-to-date and engaging video content. In April we repeated our S1 Celebrities project (a 3-week collaborative task culminating in a group presentation in French). This year all S1 classes completed the project, and further improvements to the scheme have been agreed.
- We experimented with some collaborative approaches in S2 which were based on models of good practice from other schools – for example a collaborative writing project which targeted a particular form of French verbs.
- Introducing more cooperative learning to project based units in S1&2 Technical courses. (One example being our new S2 Robotics unit where students work solely in cooperative groups to construct and program robotic buggies)
- Continued interpretation of relevant experience and outcomes from the Social Subjects and Technologies frameworks and use of LTS ‘Planning Tool’ has allowed the Business and Computing Department to develop relevant and engaging learning opportunities and innovative approaches to assessment of the experiences and outcomes have been identified. They have developed engaging, interactive learning resources, including publisher websites, wikis, and prezzi multimedia presentations.

- In order to deliver the new CFE experiences and outcomes for Science, the department has developed new courses for both S1 and S2. The S1 courses have now been implemented and have been evaluated favourably with young people. The standard of work we are receiving from S1 pupils is of a very high standard and pupils are performing exceptionally well in assessments.
- Introduction of Interdisciplinary study in Art & Geography based on the Rainforest in which pupils look into global issues such as land erosion, disappearing wildlife etc.
- Book Cover design – a Cross Curricular task between Art & Design and English departments. Displayed in Library pupils choose favourite novel and produce front cover using their own artwork and researched appropriate images
- The PE department launched their new S1 Curriculum, delivering the CfE Experiences and Outcomes through a range of curricular activities accompanied by relevant homework logbooks.
- The implementation of ‘A Curriculum for Excellence’ to S1/S2 pupils saw the Mathematics Department adopting and amending a programme based on materials from Angus Council. They have begun to identify activities and resources to make teaching & learning more active, including ICT and Cooperative Learning. New assessment techniques are under development.
- An interdisciplinary activity for S1 was undertaken, involving Geography, Science and Home Economics, on the theme of *where our food comes from*. The Geography input involved looking at the food supply chain for a particular foodstuff (bananas) and then at the implications of this in terms of *interdependence, food miles and carbon footprints*.
- Revamped S1 and S2 History and Modern Studies courses introduced this year to meet the new Curriculum for Excellence guidelines including a “resource wall” in History.
- Creation of a new S1 Technical Drawing unit to improve students’ understanding and create better pathway into this area.
- Extensive development of S2 courses, particularly Graphic Communication which has been completely redeveloped, to improve engagement, motivation and learning experiences in line with CfE.
- Implementation of NQs (Intermediate 2 and Intermediate 1) in Administration and Business Management in S3/4 will ensure better progression to Higher – due to improved articulation: content, structure and assessment arrangements.
- Within Business and Computing, Individual Learning Plans were produced for Access 3 pupils, to reinforce technical skills and knowledge and to utilise these to support work in other subject areas.
- To meet the needs of pupils who have struggled with Science in S4 and S5 but wish to continue their studies in the department, a new course (Managing Environmental Resources) has been developed which is offered at both Intermediate 1 and 2 levels in the department.
- The Geography Department continues to develop differentiated units for their S4 Intermediate classes.
- The RMPS Department has been initiating a variety of pedagogical techniques to suit all types of learning needs. They have been cascading debating skills and techniques from Higher down through the core courses.
- An Individualised Spelling Programme to support pupils with dyslexia, led by a Chartered Teacher, has been introduced within the English department. They have also re-introduced the paired reading initiative and revamped the Reading for Gold scheme.
- Young people with a range of Additional Support Needs were supported in developing their skills across the curriculum and organising cross-curricular projects which were highlighted in the local press and raised funds for local charities. They were involved with and supported by CLASP and Bobath Scotland.

- In S1 and S2 French potential topic areas were analysed to identify where they could easily extend the more able in their mixed-ability groups. A new programme of extended reading homework tasks suitable for mixed ability has been completed. They have also replaced their Writing assessments for S1 and S2 with a new format which is more consistent with that in S3 and S4, allowing scope for the more able as well as the less able to achieve success.
- The Individualised Reading Programme for S2 pupils in English meets the needs of all pupils.
- Three after school sessions were run in May/June for a group of P7 pupils with additional support needs to assess how they will cope with the practical work in the workshops in S1 in Technical.
- The Learning Centre worked in collaboration with the Technical Department to offer a course to young people with additional support needs. This has proven really successful with the students involved receiving more focused attention and support. We hope to run this again next session.
- The Performing Arts Faculty provided similar support in both Music and Drama as did the Home Economics Department.
- The English Department tailor teaching strategies and texts in single gender classes to meet pupils' needs.
- The Art & Design Department offers lessons based on pupils' own interests and experiences.
- Excellent differentiation material available for use by our S1 and S2 History and Modern Studies pupils.
- Use of Self Evaluation sheets within the Department. For example, after S1/S2 class tests, pupils complete their own personal targets on how to improve. Pupils also complete class survey on what they liked; disliked; how the course could be improved and what they thought of the teacher. S3 / S4 Exam analysis sheets are completed after both S3 and S4 exams and target sheets on how to further progress are then completed. Individual Higher History Essay Pupil feedback sheets are used with all homework essays; a Progress Sheet is kept by all Higher pupils outlining their understanding of each topic and the steps needed to improve. Staff encouraged to use feedback comments rather than a mark.
- Pupil Choice built into parts of the course. For example, in session 2009-2010 the S1 History course piloted a new Resource Wall where pupils chose which topics to cover and the order. There was also a new S1 History Investigation where pupils had a choice of 6-8 topics to select from. In S2 Modern Studies, pupils are offered a choice of 2 topics to debate – fox hunting or animal testing.
- Most of our S1 / S2 History / Modern Studies courses use differentiated booklets and materials produced by our staff working closely with the Support Department.
- Home Economics work with the Vanguard Group (Primary 7 pupils) who have 3 visits after school to encourage confidence prior to starting at DGS in August.
- Pupils from The Home Economics department entered the Futurechef 2011 and Rotary Chef Competitions.
- Our successful Primary 7 “On the Move” project in Design & Technology was well-received by pupils and teachers.

6. Staff working with others to support young people's learning

- Street Poet, Mark Thompson visited the school and worked with Skills for Work students from S4 and S5/6. The emphasis was on expression and creativity and sought to inspire pupils into thinking outwith their normal comfort zones.

- Bill Jarvie, Honorary Senior Lecturer at the University of Strathclyde, Hunter Centre for Entrepreneurship, chose Dunoon Grammar School as a pilot for his revolutionary ‘Unpuzzled Accounting’ workshop. This workshop was delivered to Higher Business Management pupils.
- Links have been established between the Science Department and Strathclyde University in the delivery of some of the practical work essential for the Advanced Higher Biology course. They have also established links with Dunoon Hospital, a local beauty therapist, the local Vet and ex pupils to promote Biology subjects in third year. Links with STEM continue to grow: this year the Science Department were given funding to assist with the purchasing of materials for the gardening club and the S1 problem solving day at SAMS in Oban.
- The PE Department utilised local community coaches to assist with the delivery of particular activities such as Rugby, Shinty, Dance, DYFL and Pilates.
- Our Modern Studies trips to both the U.K. and European Parliaments where Standard Grade pupil visits are further enriched by meeting and interviewing their M.P. and MEP.
- In addition, the Higher Modern Studies pupils took part in a London trip where they visited Downing Street and attended Prime Minister Question Time at the House of Commons.
- The RAF visited the Mathematics Department early in the session delivering their ‘Maths Mission’ problem solving activities with some of our more academic S2 pupils.
- In Home Economics, the Scottish Government sponsored Cooking Bus visited the school when pupils in a range of year groups had the opportunity to be involved in making a range of international dishes. A great experience in building pupils’ confidence and practical skills. We also received resources including the COOKIT tool Kit.
- Staff CPD on The Cooking Bus over the week after school twilight sessions. Included staff from Primary schools also and Support staff.
- Learning within Home Economics was enhanced by visits on two occasions from Kenneth Hett (Chef Lecturer) from Glasgow City College to demonstrate Knife Skills and the Hospitality: Practical Cookery Intermediate Level 2 Exam; two visits to James Watt College for Intermediate Level 2 Hospitality: Practical Cookery; visits from JW College to DGS Home Economics Department to demonstrate to pupils studying Intermediate Level 2.
- In autumn 2011 a locally-based young German student teacher volunteered her help to the Modern Languages department. This contact resulted from a previous German volunteer who helped us in the same way last session. Her enthusiasm and successful work with our German learners has surely boosted interest in the language with uptake at Higher now exceeding that in French.
- In the course of both our French and German Exchanges this year we have involved parents and worked with a range of people within and outwith the school – most importantly, our pupils have learned or are learning from their foreign partners. We have also capitalised upon our foreign links through penpal schemes involving some classes with classes in the French and German partner schools. This has proved a great way of motivating pupils and making them see real purpose in the subject.
- Our Technological Studies classes had the benefit of the Department’s link with local company Ali-Energy who brought in an Electric Vehicle and gave a presentation based on this.
- Through close collaboration with a teacher in Notre Dame High School we managed to present our first ever candidate in Higher Spanish in June 2011.

- The Geography and Business & Computing Departments invited a guest speaker in from a development company involved in a proposed new supermarket, to illustrate the role of planning in the development process to our Advanced Higher pupils.
- Teen Challenge visitors talked to S2 classes, in their RMPS classes, about drug addiction.
- The Procurator Fiscal from Paisley came into the Higher RMPS class to talk about crime and punishment.
- A member of staff who previously worked in the Home Office spoke to the Higher RMPS class about Crime and Punishment .
- Our school chaplains, as well as taking assemblies, contributed to lessons in RMPS.
- The school librarian and a member of the English Department organized the Friday Reading Group.
- S4 Skills for Work students organized a Free Kick Challenge which was well attended by pupils and staff in December. Improving their skills of organization and teamwork – the group raised £30 for Skills for Work sustainable projects and were assisted by a donated prize from First Point USA of a signed Premier League football top – First Point supporting this active sports initiative.
- Senior Singers/songwriters worked with Tigertown Records Management to enhance the relevance of their learning.
- Extensive Joint and Cross marking of internally assessed work to share standards and ensure consistency for our students. Projects in Craft & Design and Practical Craft Skills are all assessed together by 2-3 members of staff, for example.
- International Photographer Craig McPherson visited the Art & Design Department to talk and demonstrate to S2 pupils on successful photo techniques; the department has been liaising with International Artist Peter Howson on his art to the benefit of our S6 pupils; joint participation with Alan Ferguson (Youth Forum) on photography unit; an S6 student visited Erskine , Care Home for War Veterans for photography project.

6. Staff and Young People Improving their Community

- Many community-focused events were undertaken by Skills for Work students – vocational and business-based – keeping the school at the heart of its Community. Pupils were involved in organizing a CD and DVD recycling scheme to exchange for a new school football strip. This was publicized in the local press and supported by members of the local community. The new strip will be launched in 2011/2012 with local press coverage. A social evening was held in the school to celebrate St Andrews Day where elderly residents of local care homes were invited to be entertained by and receive the hospitality of the pupils. A local entertainer was the Guest Speaker and all facilities were provided and organised by Skills for Work classes (S5/6) and MiTEC Enterprise pupils (S1/S2). Working with Argyll College lecturers, S4 students produced and served Scottish-themed refreshments to their guests and local businesses provided gifts and prizes for all who attended.
- MiTEC Enterprise pupils continued to trial and explore new software and to contribute to charities using funds they generated through enterprising activities. They designed a wiki for a local Community group – Crossroads – and have also been raising funds to present to the group. MiTEC Enterprise pupils donated £100 to Tommy’s Stillborn Trust Charity from the funds they have raised over 2 years – this supported a 10k run undertaken by around 40 members of the local community.

- S3 Skills for Work students organized a Dunoon Champs League football tournament involving around 90 pupils from S1 to S3. They worked with other departments in school to create trophies and also received prizes donated by local businesses. The group hopes to make this an annual event to promote healthy activity within the school. They improved their communication and team-building skills.
- Implementation of a Drama Ambassador (S6 student) to help younger classes & raise the profile of subject was successful, with the ambassador even participating at the S2 Parents Evening.
- The use of the film "In Her Shoes." previously produced by pupils in the Performing Arts Faculty in conjunction with Argyll & Bute Women's Aid and Spirit Aid, by the Social Work Department and various other agencies to highlight issues of Child Trafficking and Prostitution.
- The Young Engineer's Electric Race Car continues to link with the local community. Local expertise is utilized, a local company sponsors the team and there have been several articles in the local newspaper regarding the initiative. At the Greenpower Electric Car Schools Challenge 2011 in Aberdeen, the team finished a creditable 10th from 18 runners although they were a little disappointed as they had set high standards from themselves. However, the team came 1st of the 18 in the 'Best Engineered Car' category. This was a fantastic achievement in addition to the students involved having a great experience.
- The gardening club has begun the process of introducing more plant life to the school grounds, and have started up a herb garden in the greenhouse with the intentions of propagating and selling the herbs at parents nights next session. Plans are currently in place to build a pond in the school grounds and landscape the surrounding area.
- A member of S6 took on the new role of Science Ambassador. She worked closely with staff to assist pupils who were struggling in Biology and Chemistry, worked as a classroom mentor in various classes and worked on re-writing risk assessments for the Physics and Chemistry departments
- RMPS had one of the Higher pupils work within the department during work experience; she was developing her student leadership skills to a high level.
- Art Pupils produced scenery for a Cowal Choral Club production.
- Continued liaison with Burgh Hall through a number of projects in Art & Design.
- PE Department worked closely with Cowal Golf Club to install state of the art indoor golf hitting and analysis equipment. This is now being utilised within aspects of the curriculum and during extra-curricular activities in conjunction with the Golf Club.
- S5/6 Sports Leaders have led a range of extra-curricular activities throughout the year including Shinty, Football, Badminton and Cheerleading.
- Senior pupil evaluation of Higher, Int.2 and Int.1 courses has informed the improvement agenda in English.
- The views of the pupils is sought and valued in Mathematics.
- A variety of pupils within the Higher and Standard Grade RMPS classes have been encouraged to get involved within their local churches.
- In RMPS, S1 have been encouraged to show Charity through acts of service to their family, community and environment for example by reducing their littering.
- Pupils in the English Department attended an author visit at Kirn Primary School as part of Scottish Book Trust initiative.

8. High expectations of All Young People.

HMIe reported that “The school is caring and welcoming. Staff and young people respect each other and have a strong sense of pride in their school. Young people are confident and friendly. Staff have improved their approaches to promoting positive behaviour. Teachers are highly committed to the care and wellbeing of young people. Young people feel safe in school. The school has high expectations of young people’s attendance and behaviour.

- Higher Geography candidates were again encouraged to believe in a *full marks philosophy* i.e. that they should not be aiming for a basic pass level in questions, homework, NABs and prelims, but should be thinking in terms of full marks (or more!) as an achievable target, using role models from previous year groups to show that this is possible with a focused look at how this can be done, using model answers, past papers and marking schemes. A competitive element was again brought into play for Higher internal assessments, something that seems to encourage greater motivation and effort.
- Regular supported study sessions run in Technical and departmental staff always available to students spending additional time in the department to improve their learning and advance their coursework.
- Consistent high attainment is achieved in Art & Design through promoting high expectations of both staff & pupils.
- High standards of achievement set within The Technical Design Department as well as high expectations of behaviour and effort from our students. Strong desire and willingness to uphold standards in our department and whole school
- All Skills for Work students are continually reminded of the high standards expected of them – both during their studies with College lecturers and during their school periods.
- Within Modern Studies & History an SQA Action Plan is set up each year post prelim results, where parents of pupils underperforming by 2 grades less than their CAT score are contacted and pupils encouraged to attend Supported Study. Personal targets and weaknesses are then identified and pupils concentrate on these areas at Supported Study.
- In Business and Computing, the department continued to work on sharing the SQA standard with exam candidates, and made use of SQA Understanding Standards, past papers, marking instructions and Assessor Reports to improve pupil performance. They continued their work on exam revision techniques to support learning – study cards, past papers and use of technology.
- The Science Department has piloted a new reward system for S1 which was a success.
- RMPS have an effective reward and consequence scheme in place, which reinforces a strong behavior management practice.
- PE launched a Merit System for S1 & S2 that enabled pupils to build up points over each 6-week block. Focus was given to behaviour and effort; always having PE kit; and submitting homework on time to the best of their ability.
- The PE Department has increased the Leadership capacity of S6 pupils through their training as Sports Leaders. They have led a range of extra-curricular activities throughout the year including Shinty, Football, Badminton and Cheerleading.

- PE staff regularly offer supported study sessions and help sessions to pupils at lunchtimes and after school; advice is given on examination revision techniques to support learning; examination candidates are encouraged to make good use of SQA past papers and marking instructions as part of their preparation; where necessary CD's at the appropriate level are available for use.
- The Mathematics Department has a considerable amount of revision material available at all levels of study and all students are positively encouraged to attempt it and to use it wisely.
- The English Department provides a variety of quality revision resources to support pupils and set high expectations both within and outwith school.
- The RMPS Department develop the ethical awareness of pupils through their participation in the annual 'Playfair' day, when young people develop their awareness of racism, domestic abuse and anti-bullying and the need for tolerance whilst appreciating diversity. Within the S3 core course all pupils study the five steps to tyranny – examining the causes of the holocaust and the dangers these causes pose to modern society.
- In English, Department Meetings focus on improving teaching and learning; examples of good practice are displayed in classrooms and in the corridors; high expectations are regularly promoted within some classroom environments.

9. Annual Review of Improvement Plan Progress June 2011

Priority 1: A Curriculum for Excellence

The development of the Curriculum Wall mapped the learning taking place across S1. This will be used to ensure that relevant experiences and outcomes, including those in literacy, numeracy and health and well-being, are systematically built into the curriculum. Some progress has been made in introducing interdisciplinary learning. The Curriculum Wall will allow staff to identify further opportunities to develop learning within this context. We did not agree a Curriculum Structure for delivery of the senior phase. This will be addressed early in the new session. Many new partnerships were established resulting in an enriched curriculum. Our PT Enterprise assisted the Education Support Officer in the construction of the Local Authority's Skills Development Framework. A cross-sectoral planning group of HT's and the ESO was established to plan skills development and recognize wider achievement.

Priority 2: Learning & Teaching

Teacher Learning Communities, although an excellent concept, could not find the time to embed the process and were abandoned. The difficulties associated with accessing GLOW have hampered its use and development within the school. The school used the new tracking and reporting system developed by SEEMIS. Further work needs to be undertaken to track pupil performance more systematically in order to set higher expectations and raise attainment. Nearly all teachers were trained at a Cooperative Learning Academy. The training was well received and has resulted in a change of pedagogy in most subjects. Staff continued to visit other schools to identify good practice.

Priority 3: Self Evaluation

Although HMIe noted that we were taking the right steps to address this issue, and the constituent parts of self evaluation practice can be evidenced across the school, we have not as yet developed a culture of self evaluation leading to school improvement. This must become a top priority for the coming session. Promoted staff received training focused on the school improvement agenda.

Priority 4: Supporting Pupils

Further progress towards establishment of the integrated department was made by the formation of the post of PT (Additional Support Needs) by amalgamating the posts of PT Learning Support and PT Promoting Positive Behaviour. Following the work of the Pupil Support Team and the Pupil Support Impact Group the school has introduced a vertical house structure where house teams comprising pupils from S1-S6 meet daily. This should lead to all pupils receiving better universal support through personal learning planning and an enhanced leadership role for PTs(Guidance) as Heads of House and for pupils at all levels but with particular opportunities for senior students. A group of S1 pupils undertook Peer Mediation training. We were unable to develop further restorative practice training. The whole school behaviour management policy has been implemented. The positive impact on behaviour is illustrated by the accompanying drop in Exclusion figures. Over the last 3 years the number of pupils excluded has been 61, 57, 45; the number of exclusions incidents 125, 97, 60; the number of days lost to exclusion 469,347, 256.

Priority 5: Leadership

The Cluster Interdisciplinary Study framework was updated but within the school only partially implemented. The school, supported by the local authority, developed a strategic plan for the acquisition of new computers. We acquired approximately 120 new computers and created two new computer suites in the course of the session. The process of monitoring and evaluation and deciding next improvement steps is still weak across the school, although there is evidence of departments making some progress towards establishing this culture. Initial work on the development of a strategy for the delivery of the 16+ agenda has been undertaken. Two faculties, Science and Performing Arts embraced the Departmental Ambassador initiative which enhanced the leaderships skills of the two senior pupils involved. Pupil Councils met throughout the year but little meaningful impact resulted from them.

Maintenance Agenda

Improvements in communication have been made by the use of SMS texting to report homework defaulters, behaviour issues and to send reminders to parents of Parents Evenings etc. Pupil notices were put onto Powerpoint presentations (Effectiveness still needs to be evaluated). Greater use of the website to communicate information to parents. The prefect system has been reviewed and greater opportunities identified to promote leadership in the upper school. This should have a positive impact on the ethos of the school. Introduction of the new SEEMIS tracking/reporting system caused increased anxiety for staff. However, the benefits afforded by the new system hopefully will outweigh the stress experienced from learning how to use a new system. The Behaviour Management policy is under constant review. The referral system was confusing but hopefully initial teething problems, having been identified, will be rectified for next session.

10. Planned Improvements

Through consultation with pupils, staff and parents/carers the school has produced its shared vision, values and aims statement. Priorities for improvement are identified in the school's Strategic Improvement Plan.

The key areas of focus for session 2011-12 are:

Priority 1: A Curriculum for Excellence

- *Continuous Review of S1 & S2 Courses including the identification of opportunities to introduce and develop interdisciplinary studies*
- *Agree a new timetable structure*
- *Ensure Literacy, Numeracy and Health & Wellbeing continue to be embedded across the curriculum*
- *Continue to build links with local, national and international partners to develop the school at "the heart of the community"*
- *Identification of pupil opportunities for personal achievement and ways of recognising them*
- *Build the Development of Skills across the curriculum through Experience and Outcome Statements*
- *Continue to review and improve transition from Primary to Secondary by ensuring curricular progression*

Priority 2: Learning & Teaching

- *Develop the use of ICT in Learning and Teaching*
- *Develop Assessment and Reporting policy and practices including Tracking in line with BTC5*
- *Continued implementation of Cooperative Learning and AifL Techniques across the school*
- *Introduce practices to promote high expectations of all young people's learning in classes*

Priority 3: Self Evaluation

- *Develop a Culture of Self Evaluation*
- *Search out and share good practice*

Priority 4: Supporting Pupils

- *Continue to develop the integrated support department*
- *Develop further processes in the vertical system to allow individual pupil interviews to support personal learning planning*
- *Introduce a simplified system to support personal learning planning*
- *Train Promoted Staff in Restorative Practice techniques*
- *Develop the 16+ Learning agenda*

Priority 5: Leadership

- *Develop teamwork approach between SLT and PT's to develop support processes to raise attainment*
- *Leading Learning*
- *Development of Pupil Voice, through Councils and Focus Groups*
- *Devolving Leadership to staff.*
- *Within the Vertical House structure, developing Leadership of Pupils*

Appendix1: Attainment Figures

SQA Results 2010

| | School | | Argyll and Bute | | Scotland | |
|------------------------------|---------------|-------------|------------------------|-------------|-----------------|-------------|
| | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 |
| In S4 5+ Standard Grades 1-6 | 93 | 87 | 94 | 91 | 88 | |
| 5+ Standard Grades 1-4 | 79 | 72 | 82 | 76 | 73 | |
| 5+ Standard Grades 1-2 | 36 | 31 | 38 | 36 | 33 | |
| | | | | | | |
| In S5 1+ Higher Grades A-C | 42 | 44 | 47 | 48 | 43 | |
| 3+ Higher Grades A-C | 15 | 17 | 23 | 26 | 24 | |
| 5+ Higher Grades A-C | 6 | 6 | 8 | 13 | 11 | |
| | | | | | | |
| In S6 5+Level 5 | 57 | 55 | 56 | 59 | 50 | |
| | | | | | | |
| 1+ Higher Grades A-C | 55 | 52 | 54 | 58 | 46 | |
| 3+ Higher Grades A-C | 34 | 31 | 32 | 36 | 33 | |
| 5+ Higher Grades A-C | 22 | 21 | 22 | 22 | 22 | |
| 1+ Advanced Higher | 12 | 8 | 15 | 16 | 12 | |

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|-----------|-----------|------------------------|-----------|-----------|------------------------|-----------|-----------|
| By end of S4 | 5+ @ level 3 or better | | | 5+ @ level 4 or better | | | 5+ @ level 5 or better | | |
| | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 |
| | 96 | 92 | 94 | 87 | 81 | 80 | 38 | 35 | 36 |

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|-----------|-----------|------------------------|-----------|-----------|------------------------|-----------|-----------|
| By end of S5 | 1+ @ level 6 or better | | | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | |
| | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 |
| | 45 | 47 | 41 | 22 | 23 | 17 | 8 | 8 | 6 |

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|-----------|-----------|------------------------|-----------|-----------|--------------|-----------|-----------|
| By end of S6 | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | | 1+ @ level 7 | | |
| | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 | 2007/2008 | 2008/2009 | 2009/2010 |
| | 27 | 37 | 34 | 15 | 24 | 22 | 9 | 12 | 12 |

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**DEVELOPMENT AND
INFRASTRUCTURE****CEMETERY HEADSTONE SAFETY PROJECT - CURRENT DEVELOPMENTS****1. SUMMARY**

- 1.1 Previous reports, the last being to the Business Day on 5th April 2011 described the position regarding headstone safety in Bute and Cowal.
- 1.2 This report advises of the current position in this area.

2. RECOMMENDATIONS

- 2.1 Members note the information contained and the remedial actions proposed.

3. DETAIL

- 3.1 The April 2011 report listed a number of proposed actions at cemeteries, subject to staff and resource availability and trials of new materials. These are summarised in Table 1.
- 3.2 "Wet Grab" adhesive has been trialled and is now considered appropriate for use on smaller stones as a short term fix to eliminate the need for lowering headstones until a more permanent proposal can be identified and funded. This is being utilised at the sites shown in Table 1.
- 3.3 Further discussions have taken place with the Employability Team and external funding is being sought to allow their continued involvement with this project.
- 3.4 Information is now available to be sent to monumental masons and lair holders requesting them to rectify problems with loose headstones at their own expense. It should be noted that some lair holders have already had their headstones repaired to the appropriate standard when requested.
- 3.5 As staff are now available and have been trained in headstone inspection, following completion of summer maintenance, works will commence to lower the worst of the loose stones for subsequent re-erection.
- 3.6 In the worst affected areas, where loose stones are widespread, then sections of cemeteries will be closed to public access, with visitors having to make appointments through the area office prior to gaining access to the site.
- 3.7 4 members of the B&C team have been given formal training by NAMM in the inspection of headstone memorials and procedures for identifying unsafe headstones.
- 3.8 Repairs in Cowal cemetery are complete.

For further information, please contact:

Sandy MacTaggart, Executive Director, 28 March 2011.

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ARGYLL & BUTE COUNCIL**Bute and Cowal****DEVELOPMENT AND
INFRASTRUCTURE SERVICES****Area Committee****Tue 4th October 2011**

WINTER SERVICE POLICY 2011-2012

1. PURPOSE

To approve the Winter Service Policy document, for season 2011-12.

2. RECOMMENDATIONS

That the Area Committee consider the updated Policy prior to submission to the Executive, and then full Council, for approval to allow Operational Plans to be finalised towards the mobilisation of resources by 1st November 2011

3. BACKGROUND

- 3.1 The severe weather conditions of the past three seasons 2008 – 2011 has brought the Winter Service Operation to the forefront of public attention.
- 3.2 Members are reminded of the business day presentations of summer 2010 where the capabilities of the department were explained. A total of 1205km of public road, equivalent to 52% of the network can be pre-treated by 31 vehicles in advance of freeze conditions, within a period of 2-3 hours.
- 3.3 The ability of the department to escalate in snow conditions is limited and the effects of constant precipitation greatly increases the need for heavier or repeated treatments of the core network, thus delaying the treatment of peripheral sections. In times of heavy snow, salt usage can be double or more that of normal pre-salting operations, even when grit and sand mixes are used to aid traction.
- 3.4 The core allowance of 58 runs within the 2010-11 budget was reached on 9th December 2010. Eventually the equivalent of 147.5 equivalent full runs were carried out during operations last season, including footway treatments, continuous snow operations and replenishment of grit heaps and bins. This resulted in a spend of 254% of the core budget by 31st March 2011.
- 3.5 Salt used in all treatments 2010-11 totalled 19,727 tonnes with a minimum stock level of 2,359 tonnes on 8th Dec. 2010, compared to 18,744 tonnes the previous season with a minimum level of 951 tonnes reached on 19th Jan 2010. Although salt/ grit mixes were used to preserve stock, the resilience was maintained by procuring salt ex-Chile, through our contracted supplier, at a premium rate. This contributed to the overall cost of the operation but allowed the service to continue.

4. DETAILS

4.1 Winter Service Policy Document

4.1.1 The policy document attached **APPENDIX 1**, is unchanged and maintains the level of pre-treatment service delivered in 2010-11. The route category and treatment lengths have been retained, as has the treatment times by route priority.

4.1.2 The Policy Document caters for the resilience of the service with respect to the preservation and most efficient use of Salt supplies. These measures comply with the guidance issued by the United Kingdom Roads Liaison Group UKRLG, in the aftermath of the three severe winters of 2008 - 2011

4.1.3 The current Revenue budget allocation of £1.196M is sufficient to cater for the average level of winter activity from previous years prior to 2008, equating to the equivalent of 58 full turn-outs of the 31 vehicle pre-treatment fleet. Treatment of individual routes will vary with forecast or conditions but this equates to approximately 50 separate days activity throughout the winter period 1st Nov – 15th April including ~5 days snow clearance.

4.1.4 The Policy document and associated operational plans and route descriptions will be updated on the Winter Service page of the Council website at :-
<http://www.argyll-bute.gov.uk/content/roadsandtransport/roadsandpavements>
The current pre-treatment route map and description documents are available at present, as are WRC4 secondary carriageway and reactive Footway route maps. Only minor operational changes are likely to be necessary, with completed documents available via the above web address prior to formal standby operations commencing on Friday 28th October 2011.

4.2 Winter Service - Operational Resilience

4.2.1 The management, supervision and service delivery human resources structure is unchanged from the system operated successfully in previous years. However due to reductions in the core Roads workforce, assistance from Streetscene supervisors and operatives and sub-Contractors will be required.

4.2.2 The Frontline treatment vehicle fleet remains similar to 2010-11 at 33 winter capable vehicles, ranging from 7.5t to 24t capacity. The efficiency of this fleet has been enhanced by procuring eight permanently mounted Gritters (PMG) / Plough units, on a season hire basis, to replace full time fleet vehicles release in April 2011. However eight replacement general purpose fleet vehicles of 7.5t capacity, procured as part of annual vehicle replacement, have been ordered with a secondary winter treatment capability. This will increase the number of vehicles able to plough in snow by a further eight, with four of these vehicles also able to spread salt and grit. This will enhance Roads Operations ability to escalate in times of snow within the constraints of the present departmental budget.

- 4.2.3 Salt stocks have been increased, including the introduction of a Strategic Stockpile at Connel to allow services to be delivered at policy levels, for an extended period without replenishment. The target starting quantity of 17,000 tonnes in all stores by 28th October is a 70% increase on previous seasons. This is equivalent to 45 days continuous operation at Policy treatment levels, although the resilience of individual stockpiles within the network will vary.
- 4.2.4 The Salt Use Reduction and Preservation of Stocks protocol drafted in December 2010 in light of severe shipping and material shortages has been enhanced and updated. This protocol was operated during Dec. to Feb. of last season. This allowed a reduced service to be maintained until such time as salt stocks and prevailing weather conditions allowed resumption of normal Policy treatment levels. The protocol has been updated in **APPENDIX 2**, for this season to cater for the operation of the new Strategic Stockpile under the Council's direct control, as a first line of defence, should replenishment supplies again become interrupted.
- 4.2.5 Inter-departmental arrangements to provide services to vulnerable clients are being developed to allow targeted use of treatment vehicles or 4x4 capability fleet vehicles to assist in the delivery of services on the peripheral network, in times of prolonged severe weather conditions.

5. IMPLICATIONS

- | | | |
|-----|------------------------------|---|
| 5.1 | Policy | Maintains previous season's level of pre-treatment service and route treatment lengths. The reactive treatment of footways in persisting hazards is also maintained at the previous level of service. |
| 5.2 | Financial | Operational Revenue budget 2011-2012 = £1.196 M |
| 5.3 | Personnel | Standby and Management arrangements unchanged. |
| 5.4 | Equalities Impact Assessment | None |
| 5.5 | Legal | None |

For further information, please contact Callum Robertson, Roads Asset Manager

Sandy MacTaggart
Executive Director
Date 12th September 2011

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DEVELOPMENT AND
INFRASTRUCTURE
SERVICES



Winter Service Policy 2011/12

Executive Director
Development and Infrastructure Services
Sandy MacTaggart

Argyll & Bute Council
Manse Brae
LOCHGILPHEAD
Argyll
PA31 8RD

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1. INTRODUCTION

1.1 Argyll & Bute Council has a statutory obligation, under Section 34 of the Roads (Scotland) Act 1984, to "...take such steps as it considers reasonable to, prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads" in the Council area, which by definition includes carriageways, footways, footpaths, pedestrian precincts, etc.

1.2 It is the aim of Argyll & Bute Council to provide a service with respect to the above that will :-

- a) Ensure the provision of a standard of treatment appropriate to the prevailing weather conditions.
- b) Establish patterns of working which will, produce the greatest benefit from the deployed resources, with the view to reducing the level of risk and the extent of any delays to the public, caused by adverse weather conditions.
- c) At all times comply with the requirements of the Health & Safety at Work Act 1974.

2. OUTLINE PRINCIPLES

The Council, through the Executive Director of Development and Infrastructure Services, will :-

- a) Set policy and strategy and monitor the winter maintenance service.
- b) Arrange weather forecasts to assist the Winter Management team to determine the daily winter maintenance treatment strategy.
- c) Provide specialist winter maintenance plant. e.g snow plough attachments, bulk gritters, demountable gritters, towed gritters and loading shovels.
- d) Provide salt, grit, grit bins, snow gates and signing.
- e) Provide organise and manage a trained labour force.
- f) Provide non specialist plant e.g. lorries for demountable gritters, pickups, non-specialist loading equipment, hand tools, tarpaulins and the like.

3. MANAGEMENT ARRANGEMENTS

- 3.1 The Executive Director of Development and Infrastructure Services is responsible for implementing the Council's Winter Service Policy.
- 3.2 The Head of Roads and Amenity Services has overall responsibility for ensuring that the Council's winter maintenance activities are carried out in line with the Council's Winter Service Policy.
- 3.3 The Operations Manager is responsible for the day to day operation of the Council's winter service policy. He is responsible to the Head of Roads and Amenity Services for the appointment of a Weather Service Provider (forecaster), collection of winter management and weather data, maintaining salt stocks, winter plant and communications, training of staff, preparation of rotas for on-call Managers and Area Supervisors.
- 3.4 The Operations Manager shall appoint appropriate staff as Winter Managers. The Winter Manager on duty is responsible for consulting with the Duty Manager and approving the draft winter plan of action together with any subsequent updates to that plan produced by the on-call Duty Manager.
- 3.5 Duty Managers are responsible for analysing forecast data, liaising with the forecast provider and producing the daily winter maintenance action plan and gaining approval from the Winter Manager. They will ensure that the daily winter maintenance action plan is submitted to local areas for action by 15:00 hrs each day. They will monitor the weather information and make any changes to the action plan as conditions require.
- 3.6 The Operations Manager will ensure that the appointed staff in their areas are aware of and understand the strategies and priorities as stipulated. On receiving the Duty Manager's approved daily winter action plan they will ensure, through the Area Winter Supervisor, that the plan is correctly implemented. They will ensure, wherever practicable, that adequate resources are available to fully undertake the Council's Winter Service Policy.
- 3.7 Discussions will take place between the Operations and Network Managers to monitor performance, at regular meetings. Any problems highlighted by the Duty Managers will be resolved at local level, where possible. Duty Managers will be relieved by other Area Office staff, from any local management responsibilities, during their weekly duty requirements.
- 3.8 Provision of the Winter Service on Council roads will normally run from the nearest Friday to the 1st November through to 15th April each season. However, this period may be extended, at either end, to accommodate prevailing weather conditions.
- 3.9 Daily communication will take place with the Trunk Roads Service provider to inform each other of their respective treatment proposals.

4. POLICY ON TREATMENT PRIORITIES

4.1 Carriageway treatment

4.1.1 Prior to the commencement of each winter the Operations Manager will produce carriageway gritting routes based generally on the following principles:-

| Priority 1 Strategic high speed, main traffic routes | | | | |
|---|----------------------------------|----------------------------------|----------------------------------|---|
| A83 Kennacraig - Campbeltown, A814 Dumbarton- Garelochhead, A815 Cairndow – Dunoon Ferry, A816 Oban - Lochgilphead, A818 Arden (A82) - Helensburgh, A819 Dalmally – Inveraray | | | | |
| | 06:00 – 08:00hrs | 08:00 – 16:00 hrs | 16:00 – 22:00 hrs | 22:00 – 0600 hrs |
| Mon - Sat | Pre-treat as required + reactive | Pre-treat as required + reactive | Pre-treat as required + reactive | Reactive as reported conditions dictate |
| Sun & PH | Pre-treat as required + reactive | Pre-treat as required + reactive | Pre-treat as required + reactive | Reactive as reported conditions dictate |

| Priority 2 Other “A” and “B” classified roads, Except where treatment is categorized under Priority 3 bus routes, or less. | | | | |
|--|----------------------------------|---|---|---------------------------------------|
| A814 Garelochhead –Arrochar, A815 Dunoon-Toward, A817 Haul Road & B833 Rosneath Peninsula, A880 to Ardentinny, A885 Sandbank, A886 Strachur– Colintraive, A8003 Tighnabruich, A844 / A845 & A886 on Bute, A846 / A847 on Islay, A846 on Jura, A848 / A849, A884 & B8073 Tobermory – Dervaig, on Mull, B828 / B839 to Lochgoilhead , B842 Southend –Carradale, B843 to Machrihanish, B844 / B8003 to Easdale & Cuan, B8024 Kilberry Loop , B841 / B8025 Achnamara & Tayvallich. Plus Principal Accident and Emergency routes or roads to hospitals and routes to Police stations, Fire stations and Ambulance depot accesses Other selected streets in main urban areas e.g. steep hills, etc where route efficiency permits. | | | | |
| | 06:00 – 08:00hrs | 08:00 – 16:00 hrs | 16:00 – 22:00 hrs | 22:00 – 0600 hrs |
| Mon -Sat | Pre-treat as required + reactive | Pre-treat in advance (if possible) + reactive | Reactive as reported conditions dictate | Reactive - only in extreme conditions |
| Sun & PH | Pre-treat as required + reactive | Pre-treat in advance (if possible) + reactive | Reactive as reported conditions dictate | Reactive - only in extreme conditions |

| Priority 3 Any section of public road, outwith P1 & P2 above, subject to :- Main Public Service bus routes as timetables require that can be met within operational time bands. Should it be impractical to cover a service then the operator must be notified or Main School Bus routes prior to or during term days only. | | | | | |
|--|--|---|---|---|------------------|
| New designation | | 06:00 – 08:00hrs | 08:00 – 16:00 hrs | 16:00 – 22:00 hrs | 22:00 – 0600 hrs |
| Priority 3 Service Route | Mon-Fri | Pre-treat as required + reactive | Pre-treat in advance (if possible) + reactive | No treatment unless stable conditions forecast a.m. | No Treatment |
| | W/E | Pre treat in advance of journey, if possible, but no guarantee. Timetabled days only. | | | |
| Priority 3 School Route (12 or more occupied seats) | Mon- Fri | Pre-treat as required + reactive | Pre-treat in advance + reactive | No treatment unless stable conditions forecast a.m. (Not Friday p.m.) | No Treatment |
| | No treatments out-with School Term days (apart form Sunday evenings in advance, if stable conditions forecast Monday a.m.) | | | | |

| Priority 4 All other public roads, Only as actual conditions dictate and resources are deemed to be effective. | | | | |
|---|------------------|---------------------------------------|---------------------------------------|------------------|
| | 06:00 – 08:00hrs | 08:00 – 16:00 hrs | 16:00 – 22:00 hrs | 22:00 – 0600 hrs |
| Mon - Fri | No treatment | Reactive (may include pre-treat) | Reactive – only in extreme conditions | No treatment |
| W/E & PH | No treatment | Reactive – only in extreme conditions | No treatment | No treatment |

4.1.2 The above route priorities are set around the requirements to pre-treat in advance of freezing conditions or react to developed hazards within a reasonably practicable timescale within the confines of the resources available. Where hazards re-occur after treatment or in conditions where instantaneous hazards occur, resources may be required to concentrate on re-application of several treatments prior to moving on. In such circumstances the highest priority routes, experiencing such conditions, will generally be treated first and resources will only be released to other priorities once it is determined that treatments have an expectation of remaining effective.

4.2 Footway and Footpath Priorities

4.2.1 At the start of each winter, the Operations Manager will produce footway and footpath treatment routes based generally on the following principle.

Priority 1 - Urban Shopping Areas and Precincts

Priority 2 - Other areas of high pedestrian concentration, e.g. in the vicinity of hospitals and schools.

Priority 3 - Steep hills in housing developments and in the vicinity of residential homes for the elderly.

4.2.2 Footways and footpaths will only be treated, in periods of lasting hazards, when the Duty Manager, in consultation with Area staff, considers that their physical condition makes it necessary and treatments will be effective. They will usually only be treated during normal working hours.

4.2.3 Resources

Labour

To ensure that an adequate labour resource is available to allow treatment to be carried out, arrangements are in place with Amenity Services section to participate in the supply of additional labour when conditions require.

Plant

Plant to assist with the clearance of snow and spreading of salt has been provided by Roads and Amenity Services.

Attachments to mowers to allow footpath ploughing will be fitted at the start of each season, where practicable. Footway salt spreading barrows are provided for use by available labour when required.

4.3 Cycleways

Only cycleways contiguous with roads and footways will be treated in conjunction with any planned treatments.

5. WINTER STANDBY, STANDBY PROCEDURES AND GRITTING GUIDELINES

5.1 The formal winter standby period for Council roads will normally be from the end of the working day on the Friday nearest to 1st November to the Friday nearest to 15th April. This period may be extended at either end as the prevailing weather conditions dictate.

5.2 Shift and Standby Procedures.

5.2.1 During the operational period, standby arrangements will be operated on a formal home standby basis, with call-out as required. Arrangements will be put in place to allow mobilisation of any frontline vehicle within 1 hour of call out.

5.2.2 Standby rotas will include sufficient drivers to ensure that the priority 1 routes can be treated within 2 hours of commencing treatment

5.2.3 On receipt of a weather forecast indicating medium to heavy snow, sufficient Second men will be placed on standby to cover all priority 1 & 2 routes and any priority 3 routes likely to be affected as timetables indicate, by the forecast.

5.3 Carriageway Treatment

5.3.1 Carriageways will generally be treated in the order of priority as specified in section 4.

5.3.2 In the afternoon of each working day during the winter months, having considered the most recent weather forecast, the level of residual salt on the road network and the available resources, the Duty Manager will compile an Action Plan for carriageway treatment for the following twenty-four hours. The Winter Manager will review, recommend any adjustments if needed and then approve the proposed plan.

5.3.3 Precautionary treatment for frost and light snow will be spread at a target rate of 10g/m² of salt.

- 5.3.4 Precautionary treatment for conditions where frost is forecast after rain should be delayed as long as possible to reduce loss of salt due to wash-off. This should not preclude the treatment of routes during showers where freezing of rain on contact has been predicted, or is reported.
- 5.3.5 Precautionary treatment when heavy snow falls are expected should be at a rate of between 20 and 40g/m² of salt according to the anticipated severity of snowfall and confidence level of the forecast.
- 5.3.6 In conditions where current snowfall is forecast to continue, substitution of salt with abrasive materials, sand or grit, will be instigated until such time as showers cease and any use of de-icing materials are deemed to be more effective. In extreme or persisting conditions, all material spreading will cease until there is an expectation that any deposits will remain on the carriageway and be effective in aiding traction.
- 5.3.7 In marginal conditions, consideration will be given to limiting treatment to known localised areas prone to icing. During periods of prolonged freezing conditions in the absence of precipitation, spot salting of areas of persistent seepage will continue while hazards remain.
- 5.3.8 Where areas of seepage from adjoining land are recorded on a regular basis, these will be identified and pre-emptive rectification of the drainage system will be instigated.
Land owners will be notified of their requirement to carryout such work as it affects public roads. The Council will take necessary steps to effect repairs, in the absence of any undertaken by landowners and pursue recovery of costs accordingly.
- 5.4 Footway and Footpath Treatment
 - 5.4.1 Treatment of footways and footpaths will be by a combination of mechanical and manual operation. In large urban areas footway salting will be carried out by purpose built spreader barrows with a nominal design spread rate of 50g/sq.m.
 - 5.4.2 Salt will only be utilised where ice and frost are the main hazard. In all snowfall conditions, physical clearance will be the priority with sand / grit spread thereafter to aid traction.
 - 5.4.3 Treatment of footways and footpaths will normally only be carried out during the normal working day as resources permit. In most cases additional resources should be mobilised at local level as conditions dictate. The Winter Manager and Duty Manager will be kept informed of all additional resources mobilised by local management.

6. SNOW CLEARANCE STRATEGY

6.1 Carriageways

- 6.1.1 On receipt of a weather forecast indicating medium to heavy snow, carriageways should be treated in accordance with section 5.3.5. When the forecast is for rain turning to snow or the snow prediction is marginal the salting operations should be delayed accordingly.
- 6.1.2 When forecasts indicate that there will be medium or heavy snow falls, the Duty Manager will instruct that all vehicles capable of being fitted with ploughing devices will be so equipped.
- 6.1.3 Salting should be continued or be restarted when snow is falling, as conditions warrant however sand / grit must be used to preserve de-icing materials until such time as it can be used effectively.
- 6.1.4 Snow ploughing will commence as soon as it is considered that the operation will be effective. Generally snow can only be ploughed effectively at depths exceeding 30mm.
- 6.1.5 Spreading treatment of ploughed surfaces will be carried out when it is considered that the material will have the most beneficial effect. The normal case on two lane carriageways will be for spreading treatment to be started when the second lane is being ploughed, generally in the return direction. However in persisting snow conditions the spreading of materials shall be delayed until clearance of accumulations is effective.
- 6.1.6 Resources should generally be allocated to clear roads in the order of priority shown in section 4, but with precedence being given to those areas which have experienced the heaviest snow falls and drifting
- 6.1.7 Where slush is formed it should be ploughed as soon as practicable to avoid the risk of rutting should there be a further significant drop in temperature which might result in freezing conditions.
- 6.1.8 Where snow hazards are predicted to persist or develop intermittently throughout the night, consideration will be given to continuing action in some circumstances. Mainly in cases where a break in operations may result in hard packed snow or other conditions difficult to treat on resumption.
- 6.1.9 Individual circumstances, such as access for emergency services or other lifeline service vehicles will normally take precedent over the above route priority arrangements.
- 6.1.10 Where it is judged that a road cannot be kept open, early closure in liaison with the Police in a planned manner, should be initiated.

Direct consultation at local level must be maintained where conditions are changeable and in some circumstances this may mean on site by local Supervisors.

6.1.11 Road closures will be reported to the Director, Head of Service, Operations Manager and Network and Environment Managers as soon as practicable, with immediate notification transmitted to Traffic Scotland and local radio stations where appropriate.

6.2 Footways and Footpaths

6.2.1 Where footways and footpaths are covered with light accumulations of snow i.e. less than 30mm, treatment will consist of the application of Sand or Grit as described in section 5.4. of this document.

6.2.2 Where snow depths exceed 30mm footways clearance will be carried out where practicable by pedestrian operated or ride on powered footway ploughs. This will be enhanced by manual clearance when necessary i.e. where access precludes the use of the above plant.

6.2.3 Snow clearance of footways will normally only be carried out during the normal working day and as resources permit.

7. ASSISTANCE FROM EXTERNAL CONTRACTORS

7.1 Roads and Amenity Services provide labour and non-specialist plant as specified. In some districts, mainly islands, resources are limited and private contractors are used to provide cover to comply with this policy.

7.2 In severe weather conditions additional resources can be drafted in from local private contractors to supplement those of the Council. Arrangements are made through the Operations Manager to contact these contractors in advance to determine their availability and formulate contingency plans for contact and mobilisation. The Winter Manager and Duty Manager will be kept informed of all additional resources mobilised by local management.

8. SALT, ETC.

8.1 Provision of Salt

8.1.1 Salt or other de-icing materials will be supplied through the Operations Manager. An annual supply contract shall be let prior to the start of the winter season.

8.1.2 Onsite sampling and testing shall be carried out in each area as the Operations Manager deems necessary. The Operations Manager will ensure that sufficient stocks of Salt and Abrasive materials are maintained at each storage location.

8.2 Storage of Salt

- 8.2.1 Where practicable salt shall be stored under cover to prevent leaching, improve handling and to reduce treatment times. A programme of converge of salt stores with permanent roofs will be undertaken as quickly as practicable as financial, planning and operational considerations allow.
- 8.2.2 Storage facilities will be loaded out prior to the commencement of operations and stock levels will be monitored weekly to assure optimum supplies are available throughout the season. Stores will be kept as full as practicable as protection from the weather allows and minimum stock levels will dictate optimum re-ordering procedures.
- 8.2.3 Weekly totals of all salt quantities delivered, transferred or issued as treatments will be collated for each storage location and e-mailed to HQ for central collation from 12:00hrs each Friday
- 8.2.4 Requests for additional salt will be included in these weekly e-mails and calling forward of orders will be co-ordinated centrally through the Roads Procurement Officer, with the supply contractor to provide the most efficient means of optimising stock levels.

8.3 Use of Salt and Salt / Abrasive Mixtures

- 8.3.1 Preservation of salt or other de-icing materials for use where they are most effective should be a consideration when formulating a treatment plan. Service resilience must be taken into consideration at all times.
- 8.3.2 All routes will be pre-treated with pure rock salt, as the most effective method of preventing freezing of wet surfaces or melting of previously formed ice. However on predominantly rural routes affected by snow, grit may be added at 1:1 salt/grit mix to aid traction and break up compacted layers. In severe conditions or when supplies are restricted, pure Sand / Grit will be employed to preserve de-icing stocks. In wholly urban areas, salt only should be applied to the carriageway at all times. Salt should be spread at the designated spread rates as determined by the Duty Manager.
- 8.3.3 The grading of salt and grit for mixtures shall be such that 100% will pass a 6.3mm sieve but less than 1% passing a 2mm sieve.
- 8.3.4 Grit bins should be filled with a 3:1 grit/salt mix, initially at the start of the season. Continued replenishment in times of persisting hazard will be purely of Sand / Grit to preserve de-icing materials and only when resources permit.

8.3.5 Provision of Salt to other departments of the Council, other Contractors or members of the public will be restricted to maintain the resilience of the Service. Issues from depots, of salt for private use, will be restricted to one 20kg bag per individual.

8.4 Calibration and control of Salt Rates of Spread

8.4.1 The Operations Manager will ensure through the Fleet Manager that all spreaders, permanent and demountable, are maintained in such a manner as to optimise the salt feed and regular checks of the calibration shall be carried out. Records of all tests and alterations to the calibration shall be maintained for inspection.

8.4.2 All spreaders shall have limiting devices fitted such that spread rates cannot exceed 60g/m². The device may be fitted in such a manner as to allow it to be temporarily disconnected to assist the clearance of blockages.

8.5 Grit Bins and Grit Heaps

8.5.1 Grit Bins shall be provided by the Operations Manager where considered appropriate. Placement of grit bins and grit heaps shall be considered carefully, in terms of the environment and public safety.

8.5.2 Grit heaps will be placed at hills and corners in rural areas as considered necessary by the Operations Manager. Mainly on routes not subject to pre-treatment. These will consist of a 3:1 grit/salt mix to aid traction in compacted snow conditions.

8.5.3 A register of grit bins shall be maintained by the Operations Manager.

8.5.4 The Operations Manager will arrange for grit bins and grit heaps to be maintained and replenished as necessary, as operational resources allow and stocks of available materials permit.

9. PLANT RESOURCES AND SERVICING PRACTICES

9.1 All winter maintenance plant will be serviced, overhauled and made ready for use, at least two weeks before the designated start of the winter period. All servicing and maintenance of specialist winter maintenance plant will be the responsibility of the Operations Manager. The Council's Fleet Services section, maintain all plant and equipment for the user departments. The Fleet Manager will inform the Operations Manager of any deterioration in the effectiveness of any items of Winter Maintenance Plant.

9.2 Any short fall in resources caused by the removal of plant from service, during the winter period, should be reported to the Operations Manager by the Duty Supervisor. The Operations Manager will then seek ways to address the problem. Where additional fleet vehicles are available, these will be prepared as

back-up units, either in advance of operations or as soon as practicable whenever a shortfall in vehicles arises..

- 9.3 The Operations Manager will ensure that all major items of plant are made operational by the start of the standby period. A programme of trial runs will be drawn up, to allow all items of plant to be tested and have all their accessories fitted to ensure readiness for the winter period. The trial runs will be carried out on a depot by depot basis during normal working hours.

10. WEATHER FORECASTING AND MONITORING

- 10.1 The MeteoGroup Limited 292 Vauxhall Bridge Rd. London , have been contracted to provide the road forecast for the period 1st October to 15th May each winter period. Arrangements have been made for the forecast information and radar maps to be down loaded directly to the Duty Manager via Laptop computers. Access to the information will be gained via the local area networks at the individual centres, during office hours, or by a broadband router ink from Duty Manager's homes. Information is available on a bespoke website for weather information and partially backed up by e-mail. In the event of a system failure it will be possible to obtain the forecast information by fax to the Duty Manager's Office or verbally out of hours to their home.
- 10.2 The contract with the MeteoGroup Limited provides for a twenty-four hours consultancy arrangement. Forecasters are available throughout the winter period by telephone, to discuss weather matters and clarify details with department staff.
- 10.3 The text forecast is augmented by other services as necessary, including the use of RADAR and satellite images to study precipitation patterns. There are twelve Road Sensor stations, owned by the Council and maintained by MeteoGroup's partner Vaisala Ltd, giving atmospheric and surface conditions, situated throughout the Argyll and Bute road network.

11. OPERATIONAL COMMUNICATIONS

11.1 Vehicle / Duty Supervisor / Depot Communications

- 11.1.1 Where practicable winter maintenance vehicles will be provided with a cellular telephone, such that contact may be maintained with the Duty Supervisor or depot at all times. When it is considered safe to do so, manning of vehicles fitted with effective communications facilities, will be limited to the driver only.
- 11.1.2 The fleet of 30nr frontline, route specifically allocated and 2nr back-up, winter maintenance vehicles are fitted with satellite tracking and data-logging equipment, provided by Cybit Ltd. Vehicles can be monitored through web access, in real time during operations and their actions are recorded and archived for future reference. One other private contractor owned vehicle is employed on pre-treatment operations on the Isle of Jura where in-house resources are limited.

- 11.1.3 Throughout the period of winter standby, the Operations Manager will ensure that staff is available to receive calls from the Police and other appropriate agencies. Call out rotas will be provided to the Operations Manager, adjacent authorities, management agents and the Police.
- 11.2 Communications with Strathclyde Police, Roads Policing Section
 - 11.2.1 It is important that the strong partnership, formed with the Police, is maintained. Information relating to severe weather conditions will be communicated to the Police at the earliest possible opportunity. The Duty Manager will consult fully with the Police when it becomes necessary to arrange road closures and when there is a need to move abandoned vehicles.
 - 11.2.2 The out of hours emergency rota will be issued to the Police by the Operations Manager. This will be confirmed to the Police Area Control Room at Pitt Street, Glasgow on the Friday start to each weekly duty shift.
 - 11.2.3 The Duty Manager will arrange for the daily action plan to be e-mailed to the four main local Police offices each day. This will also include a confirmation of the Area Supervisors' and Duty Manager's out of hours contact telephone numbers.
 - 11.2.4 The Duty Manager will take due regard of all reports received from the Police, concerning dangerous road conditions and give consideration to them, in line with the Council Policy, in deciding the action to be taken.
- 11.3 Communications with other Agencies and Motoring Organisations
 - 11.3.1 Scotland TranServ, the North West Trunk Roads term contract operator will be sent the daily action plan and out of hours contact information, each day throughout the winter period.
 - 11.3.2 The Duty Manager will inform Glasgow City Council ; Roads and Lighting Faults Call Centre , R.A.L.F. , of the out of hours contact numbers for the following weeks shift and any amendments necessary thereafter. A copy will also be sent to Cybit, Vehicle Tracking Service provider, for their 24hr control room.
 - 11.3.3 The Duty Manager will inform Traffic Scotland when severe weather conditions are causing delays to traffic movement.
- 11.4 Communications with the Public
 - 11.4.1 Enquiries from the public will normally be dealt with by the Customer Access Centre during normal working hours.

11.4.2 Consideration will be given to the placing of warning signs, alerting drivers to the possibility that road surface hazards may develop outwith treatment times will be placed at the interface of Priority 1 to Priority 2 & 3 routes

11.4.3 Leaflets explaining the extent of treatment routes, their priority and hours of operation will be prepared and where necessary updated, in advance of each season. These will be distributed by electronic means or to all local area Council premises and other public access buildings and establishments, such as filling stations and shops. Further copies may be issued as mail-drops or inserts to local newspapers.

11.5 Media

11.5.1 National radio, television and national press enquiries should be dealt with by the Director or the Head of Service or through the Council's Press and Media Relations Office.

11.5.2 Local radio and press should be dealt with by the Head of Service or by the Operations or Network Manager.

11.5.3 The Head of Service, Operations Management and Network Managers will be advised as soon as practicable if conditions deteriorate such that major routes have to be closed.

12. INSTRUCTION AND RECORD KEEPING.

12.1 The management of the Instruction, Recording and Archiving of daily winter Action plans is automated, by use of a bespoke winter maintenance management tool provided by Vaisala Ltd.

12.2 Vaisala - IceMan is a web based system which allows access by managers and supervisors simultaneously, to post instructions and record actual activities on each specific pre-treatment route as operations progress. Details will include some or all of the following:-

- a) Details of the routes treated.
- b) The start and completion of treatment on a specific route.
- c) Type of treatment carried out.
- d) Driver and other operator details
- e) Quantity of materials used
- f) The prevailing weather conditions.
- g) Any contacts by Police regarding reactive requirements
- h) Details of any plant breakdowns, accidents or incidents.
- i) Any other problems

12.3 In parallel to the above recording system, vehicle activities are recorded on the Cybit Ltd – Fleetstar, vehicle tracking system. Reports and map based graphical records can be run to confirm and clarify in more detail, the recorded activities.

- 12.4 All records are archived in separate remote servers and can be retrieved through web access by any authorised user, at any time after a plan has been completed.
- 12.5 Additional records of all telephone calls related to winter operations are kept by all duty supervisors and managers. These are completed at the end of each shift, collated and filed centrally for future reference.

Protocols for the reduction in use of salt and preservation of remaining stocks.

Winter Service Policy supplementary revised from Dec 2010 draft.

Storage Capacity , Stock Transfers and replenishment times

Storage capacity in all 15 “Operational” salt stores has been increased by 3,500tonnes to approximately 14,000tonnes, since 2009, through phase 1 of the covered tunnel construction programme. In addition to this, in April 2011, a secondary “Strategic Stockpile” has been placed at Connel Salt Slab with 4,435tonnes currently stored under a proprietary sheeting cover. The 3,000tonne Dome in Helensburgh, although an operational store has an element of strategic storage.

For national salt resilience purposes, daily usage is calculated on 2 Priority WRC1-3 network treatments and one WRC4 “other routes” treatment in each 24hr period. This equates to 375tonnes/day at normal use levels, 600tonnes/day for heavy snow.

The Strathclyde Emergencies Co-ordination Group, Roads sub-group agreed that Roads Authorities should achieve a minimum storage capacity of equivalent to 70% of the average total salt usage of the last three severe winters. This equates to a minimum 14,350tonnes for Argyll and Bute. However the target tonnage for the start of this season, 28th October, is 17,000tonnes including the strategic stockpile. This equates to 45 continuous days supply at Winter Policy treatment levels.

As the national salt supply contract has an allowance of 21days to fulfil delivery from point of order, the minimum resilience required in normal conditions equates to four weeks operations or approximately 60% of the new capacity, at 10,000tonnes. In practice, reduced quantities of 6,000tonnes before replenishment are acceptable. This equates to a resilience of 16 days operations, at normal treatment levels.

Within this total quantity, material may require to be moved between stores to preserve a degree of individual resilience in each of the operational stockpiles around the network. Internal transfers between stores ensure adequate stocks are available as much as practicable to maintain a consistent treatment regime throughout the network. In this way the hierarchy of route treatments can be preserved as per the policy, for as long as practicable within any delivery shortage period.

Operational Decision techniques to Manage Salt use.

Winter Service Policy 2011 already recognises the need to preserve salt primarily for the prevention or treatment of ice on higher speed carriageways. 3Grit:1Salt mixes are already utilised in Grit Heaps and Bins and in the reactive treatment of footways. Salt preservation techniques can be instigated on carriageway treatments where forecasts or conditions indicate that a mixture of salt and grit will provide the best treatment to aid traction. The winter operations decision to use 50/50 mixes should only be for this purpose, rather than to preserve supplies.

In periods of falling snow, Grit only should be used on “return” ploughing legs until such time as snowfall ceases and there is an expectation that salt will melt any residual snow after ploughing.

In settled constant dry conditions Residual Salt levels on carriageways allow the curtailment of further treatments, as part of the daily operational plan.

Reduction in Salt use in treatments, to preserve remaining stocks.

Where salt stock levels reduce and replenishment quantities are doubtful in either quantity or timescale, the use of salt will be curtailed under the following procedures.

Salt Preservation level Circumstances Authorised by.

SP1 Total Operational Stocks reduce to 6,000tonnes Winter Manager

This level will be reached in conditions of reasonably prolonged hazardous conditions or where extreme conditions reduce the effectiveness of salt. The supply chain for salt replenishment may become of national importance and Transport Scotland and Strathclyde Emergency Co-Ordination Group advice may be received.

First Operation:- Activate replenishment from Strategic Stockpile (+4,400tonnes)

Depending on the likely delay in replenishment, part or all of the Connel stockpile may be moved to operational stores and the permanent sheeting replaced. The quantity will be determined by the potential delivery date for shipping. The total stock will provide a further 12 days resilience within the operational stores, at normal use rates.

Resilience:- 27days at normal use levels 375t/day : 16days heavy snow 600t/day

Second Operation:- Activate Salt Preservation Measures.

Salt treatments will be reduced. Spread rates adjusted from 40g/m² to 20g/m², or 20g/m² to 10g/m². Further reductions in the salt content of all carriageway treatments will be achieved by mixing Grit and Salt together, firstly at 1Grit:1Salt then 2Grit:1Salt. In extreme frosts where RSTs remain below -5C all day, and salt is considered to be ineffective, additional treatments of pure Grit on all routes can be instructed to aid traction. Grit heaps, bins and footway treatments will remain at 3grit:1Salt.

Resilience:- 32days at reduced use SP1 = 188t/day : 20days heavy snow

SP2 Total stocks reduce to 4,000tonnes Head of Service

Salting treatments will be curtailed to Priority 1&2 pre-treatment routes only (1205 km) The SP1 salt mixing techniques will be used in all further SP levels.

All other treatments will be of pure Grit including replenishment of grit bins / heaps.

Resilience:- 25 days at reduced use SP2 = 156t/day : 15 days heavy snow

SP3 Total Stocks reduce to 2,000tonnes Executive Director

Salting will be reduced to one treatment per 24hr forecast period, of the Priority 1&2 network, usually 06:00hrs mornings, in advance of the majority of traffic movements.

All other treatments will be of pure Grit including replenishment of grit bins / heaps

Resilience:- 25 days at reduced use SP3 = 78t/day : 15 days heavy snow

SP4 Total stocks reduce to 1,000tonnes Chief Executive

Salting reduced to Priority 1 and Priority 2 "A" class routes only 06:00hrs. (492km)

All other roads and mobilisation times, Grit only.

Resilience:- 32 days at reduced use SP4 = 31t/day : 20 days heavy snow

SP5 Total Stocks reduce to 700 tonnes Chief Executive

Effectively 2 days resilience at original policy normal use. The trigger point for application to Scottish Executive Emergency Salt stockpile. Release of salt, allowing replenishment out with the normal constraints of the national salt supply contract.

Resilience:- 22 days at reduced use SP5 = 31t/day : 13 days heavy snow

Total resilience SP1 (2nd Op) > SP5 (end) = 68 days : 41 days heavy snow.

ARGYLL AND BUTE COUNCIL**COUNCIL MEETING****DEVELOPMENT AND
INFRASTRUCTURE SERVICES****AREA COMMITTEE MEETING
Bute & Cowal**

TITLE: CASTLE TOWARD: LISTING REVIEW

04TH OCT 2011

1. SUMMARY

- 1.1 This report discusses Historic Scotland's listing review of Castle Toward and the implication of their proposed changes.

2. RECOMMENDATION

It is recommended that the committee

- 2.1 Consider the contents of this report and;
- 2.2 Agree the attached (Appendix A) response subject to any amendments the Bute and Cowal Area Committee wish to make.

3. BACKGROUND

- 3.1 Following discussions and a site visit between Historic Scotland and A&BC (economic development and development policy). It became evident that the current listing for Castle Toward was 40 years out of date and, due to the lack of detail in the current list description, merited a review. An up-to-date listing of the castle and its grounds was considered by all parties to be an important factor in the marketing of the castle; providing prospective purchasers or developers with a clear understanding of the significance of the buildings and grounds.

- 3.2 The castle is currently listed as category B and the structures in the grounds are considered to be listed Category B as part of the curtilage of the property. The listing of a building applies to the statutory address: this is to say that the building and any associated structures built before 1948 belonging to that address are also listed; this is termed as the "curtilage" of the building.

It is current Historic Scotland listing policy to assess all the structures at an address, listing elements individually *rather* that grouping elements under the main listing as curtilage. The objective of this policy is to avoid any possibility of ambiguity and to insure that each element has had a thorough assessment alone and as part of a group. It also ensures that if in the future any part of an address is legally divided, elements with significant historic value remain protected by their listed status.

Any application for listed building consent either for alteration or

demolition requires the applicant to demonstrate a thorough understanding of the historic and architectural significance of the building. For the purposes of assessing an application for listed building consent or demolition, the same policies apply and the same justifications are required irrespective of the category of listing.

An up to date listing description is a key document for any prospective body, trust, or private individual considering taking on ownership, providing them with a thorough understanding of the estates significance both nationally and locally.

4. THE NEW LIST DESCRIPTION

4.1 The new list description is considerably more detailed than the current one and makes a valuable contribution to our understanding of the estate. It is very clear about the significance of the buildings and the grounds and will be a useful tool for anyone wishing to consider future developments on the estate.

4.2 *Extract from the proposed new list description:*

“Castle Toward is a large and impressive castellated Gothic-Revival mansion house characterised by its wealth of towers, turrets and good stonework detail. Among numerous architectural features adding to its interest are the port-cochere, corbelled balcony and tower and garden terrace to S elevation, round tower and courtyard entrance to E and the loggia to W elevation. The early 20th century additions and remodelling faithfully adhere to the Gothic-Revival style of the earlier building while collectively, the programme of aggrandisement at Toward works as an ensemble and is an excellent example of large-scale estate development in Scotland during the inter-war period.”

The full proposed list description is attached as [Appendix B](#)
Further details regarding “Listing” are attached as [Appendix C](#)

5. CONCLUSION

5.1 To be able to consider any future development on the Castle Toward estate it is essential to understand its historic and architectural significance.

This listing review will make an important contribution to any statement of significance which will be required to form part of any Listed Building Consent, Funding application or Demolition application.

There is no proposed change to the category of listing and no new elements of the estate have been affected by this listing review. All elements which have been designated individually would have been previously considered as listed under “curtilage”.

5.2 This review provides clarity and a better understanding of the site, there is no negative impact as a result of this review and I therefore recommend that the council support this proposal.

6. IMPLICATIONS

Policy: None

Financial: None

Personnel: None

Community: None

For further information contact: Fergus Murray

Telephone 01546 604293

Argyll and Bute Council
Comhairle Earra Ghàidheal agus Bhòid



Development and Infrastructure Services
Executive Director: Sandy Mactaggart

Planning and Regulatory Services

1a Manse Brae, Lochgilphead, Argyll, PA31 8RD

e mail: lynda.robertson@argyll-bute.gov.uk

www.argyll-bute.gov.uk

Direct Line: 01546 604277

Ask for: Lynda Robertson

Our Ref: LR/

Your Ref:

Date: 06 September 2011

Dear Ms Lusk

Thank you for your recent consultation regarding the "Castle Toward". I have read with interest the new list description and believe this makes a valuable contribution to our understanding of the significance of the Castle Toward estate.

Proposed changes:

1. Proposed 3 new listings:
 - a. walled gardens (east and north), the glass house and workshop range all grouped as category B
 - b. gate house and garage category B
 - c. Chinese lakes including bridges category B

2. Proposed delisting: the old castle toward will be delisted as it is a scheduled monument, current HS policy is to avoid dual designation.

Comment: We understand that the structures detailed above were already listed under the curtilage of the current Listing, we therefore support these proposals, equally we support the delisting and rescheduling of the old castle toward to avoid double designation.

This response has been made in consultation with the local members representing the Bute and Cowal area.

Yours Faithfully

Lynda Robertson
Built Heritage Conservation Officer
Argyll & Bute Council

pp
Fergus Murray
Development Policy Manager



ARGYLL AND BUTE COUNCIL

DUNOON AND KILMUN PARISH

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

HBNUM: 5069

ITEM NO: 2 -

Group with Items: B Group (see Notes)

CAT: B

CASTLE TOWARD

Map Ref: NS 11480
68165

Date of Listing: 28-AUG-80

David Hamilton, dated 1821 with significant later additions and alterations circa 1921 by Francis W Deas (see Notes). Large and impressive, 2-storey with attic and basement, asymmetric-plan, castellated Gothic Revival mansion house located at southerly point of the Cowal Peninsula. Stugged, pale sandstone ashlar with earlier sections of building slightly warmer in colour. Cill courses, hood mouldings. Turreted corner angles. Crenellated parapets. Raised terrace to S.

S (PRINCIPAL) ELEVATION: turreted porte-cochere to SE corner; square-plan tower behind with large pointed-arch window. Slightly advanced bay to centre with corbelled out stone balcony at 1st floor. Projecting wing to far left with canted windows at basement, ground and 1st floors.

E ELEVATION: pair of moulded shields with date and initials KF/JS. Rounded, castellated tower to NE corner angle with mullioned and transomed window. Small octagonal tower to segmental-arched entrance to rear courtyard. Tall, machicolated octagonal tower to centre of N (rear) elevation. W ELEVATION: bifurcated T-plan staircase with stone balustrade rising to large recessed loggia with 3 four-centre arches and crenellated parapet set between advanced square-plan towers.

Predominantly 2-pane glazing pattern to timber sash and case windows. Pointed-arch windows with octagonal leaded glass. Slated roofs behind crenellated parapets. Octagonal chimneystacks arranged in groups of six.

INTERIOR: remodelled with decorative work predominantly early 20th century in a variety of historicist classical styles – some original Gothic Revival elements intact. Plaster rib-vaulting to SE porch, hall and staircase is early 19th century. Ornate Louis XVI decorative plasterwork, fluted mouldings and brass fittings to former music/drawing room; Adamesque, segmental plasterwork ceiling to library, full-height timber bookcases; heavy and ornate timber Jacobean fireplace to ballroom. Curved timber staircase to E range and large stair with central well and upper loggia to W wing. Some marble fireplaces to ground floor; largely timber fireplaces to 1st and

No decision has been reached on this proposal. This is a provisional assessment.

‘PAGE NO’ 1

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

2nd floors. Timber panelling; extensive use of parquet flooring. Stone flags to basement.

REFERENCES: 1st Edition Ordnance Survey Map (1862). Groome's Gazetteer. *New Statistical Account of Scotland* (1845), pp609, 610, 616. Frank A Walker, *Buildings of Scotland – Argyll and Bute* (2000) pp493-496.

NOTES: Part of a B-Group comprising – Castle Toward; Castle Toward, Gate Lodge and Garage; Castle Toward, Walled Garden To East, Walled Garden To North and Glasshouse and Workshop Range; Castle Toward, Chinese Lakes including Bridges (See separate listings).

Castle Toward is a large and impressive castellated Gothic-Revival mansion house characterised by its wealth of towers, turrets and good stonework detail. Among numerous architectural features adding to its interest are the port-cochere, corbelled balcony and tower and garden terrace to S elevation, round tower and courtyard entrance to E and the loggia to W elevation. The early 20th century additions and remodelling faithfully adhere to the Gothic-Revival style of the earlier building while collectively, the programme of aggrandisement at Toward works as an ensemble and is an excellent example of large-scale estate development in Scotland during the inter-war period.

The original mansion house, or 'marine villa' was built by David Hamilton for Kirkman Finlay, a successful merchant and former Lord Provost of Glasgow, who bought the estate of Auchavoulin from the Campbell family in 1818 and renamed it Toward. The *New Statistical Account of Scotland* notes that there can be "few specimens of modern Gothic more happily conceived" than Hamilton's original design. Between 1919 and 1945, new owner Major Andrew Coats, a member of a wealthy Paisley threadmaking family, invested huge sums of money into the estate. The mansion house more than doubled in size with additional towers to the E and N and the creation of a large W wing including ballroom, billiard room, music room and numerous additional bedrooms. Following its use as a military outpost during WW2, during which the building was known as 'HMS Brontosaurus', a residential school was founded at Toward in the 1940s following its purchase by Strathclyde Regional Council and continues to be run as an outdoor education centre. Some of the nissan huts installed by the Navy remain and are used as stores.

Francis W Deas was a very close friend of renowned Scottish architect Robert Lorimer and favoured a similar Arts and Crafts approach to design as reflected in Deas's Lorimeresque garden

No decision has been reached on this proposal. This is a provisional assessment.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

ancillary buildings at Toward (see separate listings). Kellas House (see separate listing) in Moray is probably his finest work in the Scottish Art and Crafts manner.

The ruinous remains of the 15th century 'Toward Castle', (located on the estate at OS Map Ref: NS 1161, 6815) is a Scheduled Ancient Monument.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

HBNUM: 5069

ITEM NO: 2 -

Group with Items: B Group (see Notes)

CAT: B

Map Ref: NS 11480
68165

Date of Listing:

**CASTLE TOWARD,
GATEHOUSE
(COURT OF
OFFICES) AND
GARAGE**

David Hamilton, 1820-21 with later additions and alterations circa 1921 by Francis W Deas (see Notes). Long and imposing, 2-storey gatehouse with accommodation range to E, in castellated Gothic-Revival manner. Stugged, pale sandstone ashlar. Turreted corner angles to entrance tower. Battlemented parapets. Canted corner angles. Hood mouldings with distinctive carved figurative corbels.

S (PRINCIPAL) ELEVATION: double-leaf, timber gates to four-centre entrance archway with moulded surround in square-plan, octagonal-turreted entrance tower. Slightly lower, battlemented wing to W with tri-partite window to ground. Long 7-bay range to E terminating in square-plan pavilion block, returning to 7-bay range to E elevation with pedimented dormers breaking eaves; square bartizan to NE corner angle. Garden wall projects from E elevation with timber door and small tower to far E.

GARAGE RANGE: single-storey, rectangular-plan, red sandstone block with battlemented parapet and corner towers with buttressed corner angles. Canted stone cills. Large metal framed, multi-pane windows; pitched roof with grey slate. Pitched, half-timbered canopy over courtyard joining gatehouse and garage range.

REFERENCES: 1st Edition Ordnance Survey Map (1862). Groome's Gazetteer. *New Statistical Account of Scotland* (1845), pp609, 610, 616. Frank A Walker, *Buildings of Scotland – Argyll and Bute* (2000) pp493-496.

NOTES: Part of a B-Group comprising – Castle Toward; Castle Toward, Gate Lodge and Garage; Castle Toward, Walled Garden To East, Walled Garden To North and Glasshouse and Workshop Range; Castle Toward, Chinese Lakes including Bridges (See separate listings).

The Castle Toward Gatehouse is a distinctive, imposing and prominently sited example of ancillary estate architecture. Located at the southerly point of the Cowal Peninsula opposite Toward Quay, the building takes the form of a castle in miniature offering a wealth of figurative detail in the castellated Gothic Revival manner. It is notable for its carved details and its high quality, early 20th century additions

No decision has been reached on this proposal. This is a provisional assessment.

'PAGE NO' 1

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

to rear in a similar style. The single-storey red sandstone workshop range with covered motor garage component is in keeping with the Revival style of the earlier gatehouse and mansion house while functionally it illustrates changing attitudes to travel in the inter-war years.

Castle Toward was built by David Hamilton for Kirkman Finlay, a successful merchant and former Lord Provost in Glasgow. Between 1919 and 1945, the new owner of Castle Toward, Major Andrew Coats, a member of a wealthy Paisley threadmaking family, invested huge sums of money into the estate. The mansion house doubled in size with additional towers to the E and N and the creation of a large West wing in the same castellated style. Following its use as a military outpost during WW2, a residential school was founded at Toward in the 1940s following its purchase by Strathclyde Regional Council and continues to be run as an outdoor education centre.

Coats's architect was Frank W Deas, a very close friend of renowned Scottish architect Robert Lorimer whose Arts and Crafts approach to design influenced Deas' garden ancillary buildings at Toward. Collectively, the early 20th century programme of aggrandisement at Toward's designed landscape provides an excellent and rare example of large-scale estate development during the inter-war period in Scotland.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

HBNUM: ITEM NO:

Group with Items: B Group (see Notes)

CAT: B

Map Ref: NS 11777, 68987
 11794, 69018

Date of Listing:

**CASTLE TOWARD,
CHINESE LAKES
INCLUDING
BRIDGES**

Circa 1930. Pair of man-made, crescent-plan, stone-lined reservoir ponds in picturesque style, each with its own island. Pond to S with pair of ornamental round-arched pedestrian bridges and stone-lined boat mooring cut. Bridge arches are of shuttered concrete construction overlaid with grey schist stone steps and rubble voussoirs.

REFERENCES: 1st Edition Ordnance Survey Map (1862). Groome's Gazetteer. *New Statistical Account of Scotland* (1845), pp609, 610, 616. Frank A Walker, *Buildings of Scotland – Argyll and Bute* (2000) pp493-496.

NOTES: Part of a B-Group comprising – Castle Toward; Castle Toward, Gate Lodge and Garage; Castle Toward, Walled Garden To East, Walled Garden To North and Glasshouse and Workshop Range; Castle Toward, Chinese Lakes including Bridges (See separate listings).

This pair of man-made ponds, each with its own small island reached by ornamental round-arched pedestrian bridges occupy a secluded, wooded location on high ground to the N of Toward estate and are an interesting element of the early 20th century designed landscape. They are commonly referred to as the 'Chinese Lakes' due to the island/bridge design being reminiscent of oriental forms. Toward Estate is notable for its innovative use of stone-lined channels for water courses supplying water throughout the estate. The spring that feeds the two ponds runs down to the house and provides its water supply.

Collectively, the early 20th century programme of aggrandisement at Toward Estate, including the ancillary additions within the designed landscape, provide an excellent and rare example of estate building on a significant scale in Scotland during the inter-war period.

Castle Toward was built by David Hamilton for Kirkman Finlay, a successful merchant and former Lord Provost in Glasgow. Between 1919 and 1945 new owner Major Andrew Coats, a member of a wealthy Paisley threadmaking family, invested huge sums of money

No decision has been reached on this proposal. This is a provisional assessment.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

enlarging the estate at Toward. The large castellated Gothic mansion house (see separate listing) doubled in size and new buildings, additions and alterations to the existing estate and grounds were carried out by Coats's architect, Frank W Deas.

Deas was a very close friend of renowned Scottish architect Robert Lorimer and whose Arts and Crafts approach to design was much akin as demonstrated in Deas' garden ancillary buildings at Toward which are notable for their distinctive use of grey schist stone, layered in thin courses, providing a distinctive character to the 20th century re-modelling at Toward and clearly distinguishing them from the earlier 19th century fabric.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

HBNUM: ITEM NO:

Group with Items: B Group (see Notes)

CAT: B

Map Ref: NS 11616, 68153
 11609, 68366
 11474, 68357

Date of Listing:

**CASTLE TOWARD,
WALLED GARDEN
TO EAST, WALLED
GARDEN TO NORTH
AND GLASSHOUSE
AND WORKSHOP
RANGE**

WALLED GARDEN TO EAST: 1820s (probably David Hamilton); remodelled circa 1921 by F W Deas. Earlier E, W and S walls are rubble with stepped pediments and round-arched pedestrian gate with ornamental wrought-iron work to S wall.

N wall re-modelled circa 1921: bowed section of layered dark grey schist with engaged pillars at corner angles; glazed, garden loggia breaching wall to centre with bellcast roof and wolf and lamb sculpture to ridge. Glazed link between loggia and octagonal glasshouse to N.

Formal water garden with associated hard and soft landscaping to S of walled garden. Remnants of earlier 18th century building (possibly old Auchavoulin House) at NE corner of walled garden with various carved stonework fragments incorporated into round-arched opening to E.

WALLED GARDEN TO NORTH: circa 1920s by F W Deas. Large, square-plan walled garden. Dark grey schist stone. Double-staircase with decorative carving in the style of Robert Lorimer rising to pedestrian entrance in W wall; carved panel above doorway depicting Greek god Pan surrounded by grape vines; elaborate fruit and flower carving to rounded pier caps; carved lions flanking doorway. Simple doorway to S wall. Single-storey lean-to range to N wall with multi-pane glazing to timber frame windows and grey slate to roof.

FORMER GLASSHOUSE AND WORKSHOP RANGE: circa 1930 by F W Deas with heated glasshouses by engineers, Mackenzie and Moncur. U-plan arrangement of garden offices, workshops and former heated glasshouses. Predominantly dark grey schist stonework. SOUTH WALL: 3 large, fan-lit, round-arched windows to central section; stepped gables to N (formerly glazed roof); flanked by half-piend slate roofed stores. Former greenhouse foundations and remnants of heating system to S. Tall chimney stack to right. Further workshops and office wings advancing to E and W, forming U-plan. Timber windows and grey slate.

REFERENCES: 1st Edition Ordnance Survey Map (1862). Groome's Gazetteer. *New Statistical Account of Scotland* (1845), pp609, 610,

No decision has been reached on this proposal. This is a provisional assessment.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

616. Frank A Walker, *Buildings of Scotland – Argyll and Bute* (2000) pp493-496.

NOTES: Part of a B-Group comprising – Castle Toward; Castle Toward, Gate Lodge and Garage; Castle Toward, Walled Garden To East, Walled Garden To North and Glasshouse and Workshop Range; Castle Toward, Chinese Lakes including Bridges (See separate listings).

Collectively, the early 20th century re-modelling and extension of Toward's designed landscape provides an excellent and rare example of large scale estate development during the inter-war period in Scotland.

The walled gardens and former glasshouse and office range form an intervisible group of related garden structures, each with its own features of particular interest. The Lorimeresque loggia at the East walled garden and the staircase at the N walled garden are of particular architectural quality. The early 20th century work is also notable for its distinctive use of grey schist stone, layered in thin courses, providing a homogenous character to the 20th century ancillaries at Toward, distinguishing them from the earlier 19th century work. The U-plan range retains some elements of its heated glasshouses and the workshop buildings are constructed of the same quality schist.

Castle Toward was built by David Hamilton for Kirkman Finlay, a successful merchant and former Lord Provost in Glasgow. Between 1919 and 1945, new owner Major Andrew Coats, a member of a wealthy Paisley threadmaking family, invested huge sums of money into enlarging the estate at Toward. The house doubled in size and new buildings, additions and re-modelling of the existing estate and grounds were carried out by Coats's architect, Frank W Deas. Deas was a close friend of renowned Scottish architect Robert Lorimer whose Arts and Crafts approach had many similarities as seen in Deas ancillary garden buildings at Toward. Kellas House (see separate listing) in Moray is probably his finest work in the Scottish Art and Crafts manner.

The Listing process

Historic Scotland is currently carrying out a comprehensive resurvey of the existing lists, an ongoing programme to maintain them and separate surveys of key building types or themes. Individual buildings out with resurvey or thematic areas can be proposed for listing at any time, anyone can propose a building for listing, de-listing or a change of category.

Assessment for Listing

Historic Scotland carries out research to assess the asset against the listing criteria which include: age and rarity, architectural and historic interest, and close historical association. Full information on their selection criteria can be found on pages 66-68 of the Scottish Historic Environment Policy document at www.historic-scotland.gov.uk/shep

Consultation

Following research, Historic Scotland considers the merit of the building. If they find that the building may be of interest (or no longer of interest in the case of de-listing requests) they reach an interim decision on the proposal. The local planning authority is then consulted along with the owner.

Completion

Following consultation Historic Scotland will consider the responses and make a final recommendation which is put forward as a formal listing, de-listing or a change of category. If listed, the building is added to the Scottish Ministers' Lists of Buildings of Special Architectural or Historic Interest.

Categories of listing

CATEGORY A

Buildings of national or international importance, either architectural or historic, or fine little-altered examples of some particular period, style or building type.

CATEGORY B

Buildings of regional or more than local importance, or major examples of some particular period, style or building type which may have been altered.

CATEGORY C(S)

Buildings of local importance, lesser examples of any period, style, or building type, as originally constructed or moderately altered; and simple, traditional buildings which group well with others in categories A and B or are part of a planned group such as an estate or an industrial complex.

Listing covers both the interior and the exterior of a building regardless of category.

Appeals

There is no statutory right of appeal against listing. However, the Scottish Ministers are prepared to consider representations that a building is not (or, following alterations, is no longer) of sufficient architectural or historic interest to merit listing.

Relief from VAT

Alterations to a listed building for domestic purposes may be eligible for retrospective relief from Value Added Tax (VAT). This relief requires that the works have received listed building consent and that they have been carried out by a VAT registered building contractor.

Grants

Listing has the added value of making a property more eligible for funding from various heritage bodies.

The booklet *Scotland's Listed Buildings – A Guide for Owners and Occupiers* provides more information on listing and is available at www.historic-scotland.gov.uk/publications

ARGYLL AND BUTE COUNCIL**COUNCIL MEETING****DEVELOPMENT AND
INFRASTRUCTURE SERVICES****AREA COMMITTEE MEETINGS
Bute & Cowal**

TITLE: DUNOON PIER: PROPOSED RELISTING

04th OCT 2011

1. SUMMARY

- 1.1** This report discusses Historic Scotland's proposal to relist Dunoon Pier from a Category B Listed Building to a Category A Listed Building and the implication of this change.

2. RECOMMENDATION

It is recommended that the committee

- 2.1** Consider the contents of this report and;
- 2.2** Agree the attached response ([Appendix A](#)) subject to any amendments the Bute and Cowal area committee wish to make.

3. BACKGROUND

- 3.1** Any application for listed building consent, whether for alteration or demolition, requires the applicant to demonstrate a thorough understanding of the historic and architectural significance of the building. For the purposes of assessing an application for listed building consent or demolition, the same policies apply and the same justifications are required irrespective of whether a building is listed as category A or B. An up to date listing review is an essential element in allowing an applicant to understand the significance of their building, and to produce a statement of significance (which is expected as part of an application).

During a public workshop held in Dunoon in April 2011 and subsequent meetings between AECOM, Historic Scotland and A&BC's Conservation Officer, the possibility of a transfer of ownership or sale of the Pier was discussed. The possibility of a review of the listing was discussed at the subsequent meetings and, because the current listing description for Dunoon Pier is out of date by approximately 31 years and is now inaccurate, all parties thought it was appropriate to review the listing.

- 3.2** An up to date listing description is a key document for any prospective body, trust, or private individual considering taking on ownership, providing them with a thorough understanding of the piers significance nationally and locally. The proposed relisting to Category A (signifying that it is, of national or international importance) would have the added positive effect of enabling the pier to attract more funding from

more sources than if it was listed category B. This makes the pier more attractive to prospective owners.

4. THE NEW LIST DESCRIPTION

4.1 The new list description is considerably more detailed than the current one and makes a valuable contribution to our understanding of the pier. It is very clear about the buildings historic significance both socially and industrially, it's rarity and its special qualities, (e.g. its pioneering signalling system).

4.2 *Extract from the proposed new list description:*

“Dunoon Pier is the best surviving example of a timber ferry/steamer pier in Scotland. Now extremely rare, these piers played a key role in the economic and social development of coastal and island communities in the west of Scotland in the 19th and 20th centuries. Substantially retaining its character following its late 19th century programme of enlargement, the pier and its key buildings contribute significantly to the architectural and historic interest of Dunoon and to the wider maritime heritage of the West Coast”.

The full proposed list description is attached as [Appendix B](#)
Further details regarding “Listing” are attached as [Appendix C](#)

5. CONCLUSION

5.1 To be able to consider the future of the Pier it is important to fully understand its local and national significance, this has an important bearing on future use and future funding. Being Category A increases the possibilities for funding from HS and HLF (amongst others), it also makes it a more interesting asset for any future owner (trust or private). The listing review will also make an important contribution to any statement of significance which will be required to form part of any Listed Building Consent, Funding application or Demolition application, from this council or any other party.

5.2 There is no negative impact as a result of the proposed change in listing from category B to A and I therefore recommend that the council support this proposal.

6. IMPLICATIONS

Policy: None

Financial: None

Personnel: None

Community: None

For further information contact: Fergus Murray, Development Policy Manager

Telephone 01546 604293

Argyll and Bute Council
Comhairle Earra Ghàidheal agus Bhòid



Development and Infrastructure Services

Executive Director: Sandy Mactaggart

Planning and Regulatory Services

1a Manse Brae, Lochgilphead, Argyll, PA31 8RD

e mail: lynda.robertson@argyll-bute.gov.uk

www.argyll-bute.gov.uk

Direct Line: 01546 604277

Ask for: Lynda Robertson

Our Ref: LR/

Your Ref:

Date: 06 September 2011

Dear Ms Lusk

Thank you for your recent consultation regarding the "Dunoon Pier". I have read with interest the new list description and believe this makes a valuable contribution to our understanding of the significance of Dunoon Pier.

Proposed changes:

1: Dunoon Pier; change from Category B to Category A

Comment: We support the relisting of Dunoon Pier from category B to A.

This response has been made in consultation with the local members representing the Bute and Cowal area.

Yours Faithfully

Lynda Robertson
Built Heritage Conservation Officer
Argyll & Bute Council

pp

Fergus Murray

Development Policy Manager



ARGYLL AND BUTE COUNCIL

DUNOON BURGH

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

HBNUM: 26450

ITEM NO: 25

Group with Items:

CAT: A

Map Ref: NS 1759
7648

Date of Listing: 13-OCT-80

**DUNOON PIER WITH
WAITING ROOMS
AND PIER MASTER'S
OFFICE, SIGNAL
TOWER AND
ADJOINING
TEAROOM, TICKET
LODGE, PIER
RAILINGS**

Clarke and Bell with Sir William Copland in collaboration with R A Brydon and C J M Mackintosh, 1896-98; incorporating earlier pier to N by Campbell Douglas, 1867-68; later 20th century alterations (see Notes). Rare and exceptional 19th century timber-pile ferry/steamer pier. Large, T-plan pedestrian pier adjoining earlier pier to N (currently used for vehicles - 2011). To pier-head: ornamental Victorian waiting room and pier master's office to centre; rare signal tower incorporating later tearoom to S arm of pier-head. Entrance ticket lodge located at slightly wider foot of pedestrian section.

WAITING ROOMS AND PIER MASTER'S OFFICE: single-storey, rectangular-plan, gable-ended, timber pavilion waiting-rooms including harbour master's office. Round-arched windows to ground floor. S Elevation: 2-storey octagonal tower to centre with crowning, ogee-roofed clock cupola and weather vane; flat-roofed verandas flanking with elaborate timber doorpieces to waiting rooms. N Elevation: 3 half-timbered gables with canted window bays and timber details including timber shingles to exterior walls. Red pantiled roofs with cupola ventilators.

SIGNAL TOWER AND ADJOINING TEAROOM: ornate 4-stage, square-plan, timber signal tower (circa 1896-8); pantiled skirt and ogee-roof to 3rd stage; pierced, ogee-roofed cupola and ornamental cast-iron weathervane finial.

Tower adjoins SE corner of single-storey, flat-roofed former waiting room and tearoom building (built 1937).

TICKET LODGE: Single-storey, cruciform-plan ticket lodge (circa 1896-8 with late 20th century alterations – see Notes) at foot of pier. Bowed to E and W elevations with conical, pantiled roof.

PIER AND RAILINGS: greenheart timber piles braced in pairs and further cross-braced by diagonal timbers. Outward facing piers are battered. Rod-iron connections with external bolts. Timber decking, rails and balustrade.

REFERENCES: 1st Edition Ordnance Survey Map (1862). Evident on 2nd Edition Ordnance Survey Map (1898). John Hume, *The Industrial Archaeology of Scotland Vol 2* (1978) pp149-150. Ian McCrorie,

No decision has been reached on this proposal. This is a provisional assessment.

'PAGE NO' 1

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

Dunoon Pier – A Celebration (1997). Frank Arnell Walker, *The Buildings of Scotland: Argyll and Bute* (2000).

NOTES: Dunoon Pier is the best surviving example of a timber ferry/steamer pier in Scotland. Now extremely rare, these piers played a key role in the economic and social development of coastal and island communities in the west of Scotland in the 19th and 20th centuries. Substantially retaining its character following its late 19th century programme of enlargement, the pier and its key buildings contribute significantly to the architectural and historic interest of Dunoon and to the wider maritime heritage of the West Coast.

The timber waiting room and pier master's office, located at the centre of the pierhead, is of key significance to the character of the pier and an iconic building on the Firth of Clyde coast line. Largely retaining its original form and distinctive detailing, it is the finest Victorian pier building of its type in the country. At the height of its popularity, access to the pier to non-passengers became ticketed which reflects its concurrent function as a 'pleasure pier' more commonly associated with resort towns in England. In 1937 a 220 ft long, timber and steel viewing gallery platform was built to connect the buildings on the pierhead assembly area. This structure was removed in the 1980s.

The pioneering signalling system was first installed at the pier in 1888. The tower was an early and forward thinking safety mechanism using a system of coloured discs to avoid collision of approaching steamers and to guide the operators to their designated berthing positions on each side of the pier. The signal tower was re-configured in a more decorative form as part of the 1896 rebuilding programme. It became electronically operated in later years and now, no longer in use, forms part of the 1937 tearoom addition to the S arm of the pierhead. Elements of the earlier signalling system mechanism survive inside the tower, adding significantly to the architectural and historic interest.

The 1890s entrance ticket lodge was originally an open turnstile building with covered, timber detailed walkways to either side. The building was reworked in the 1980s using a mix of traditional and non-traditional materials and broadly retaining its original cruciform plan and massing.

Dunoon was first established in the middle of the eighteenth century, with the earliest stone jetty built around 1767. The first timber pier was constructed by a joint stock company in 1835. The rail link from Glasgow to Gourrock opened in 1841 leading to population swell and

No decision has been reached on this proposal. This is a provisional assessment.

Information Supplementary to the Statutory List
(This information has no legal significance)

STATUTORY LIST

increasing tourism in and around the Clyde Estuary. A more substantial pier was built at Dunoon in 1845 although this was destroyed by a storm in 1848, rebuilt the following year and extended in 1867 by Douglas Campbell. In 1896, the pier was significantly enlarged to its present, inverted F-plan form.

The use of timber piling to form marine structures has a long and significant history in Scotland and on the west coast in particular. Once commonplace, they are now a rare building type. The timber piles of Dunoon Pier are braced in pairs and further braced by diagonal timbers with the outer piers battered to resist the forces of berthing ships. Structurally, the pier was purposefully ‘over-engineered’ to account for the severity of the storms along this particular stretch of coast and the large amount of steamers and other vessels it served.

Change of category from B to A and list description revised, 2011.

The Listing process

Historic Scotland is currently carrying out a comprehensive resurvey of the existing lists, an ongoing programme to maintain them and separate surveys of key building types or themes. Individual buildings out with resurvey or thematic areas can be proposed for listing at any time, anyone can propose a building for listing, de-listing or a change of category.

Assessment for Listing

Historic Scotland carries out research to assess the asset against the listing criteria which include: age and rarity, architectural and historic interest, and close historical association. Full information on their selection criteria can be found on pages 66-68 of the Scottish Historic Environment Policy document at www.historic-scotland.gov.uk/shep

Consultation

Following research, Historic Scotland considers the merit of the building. If they find that the building may be of interest (or no longer of interest in the case of de-listing requests) they reach an interim decision on the proposal. The local planning authority is then consulted along with the owner.

Completion

Following consultation Historic Scotland will consider the responses and make a final recommendation which is put forward as a formal listing, de-listing or a change of category. If listed, the building is added to the Scottish Ministers' Lists of Buildings of Special Architectural or Historic Interest.

Categories of listing

CATEGORY A

Buildings of national or international importance, either architectural or historic, or fine little-altered examples of some particular period, style or building type.

CATEGORY B

Buildings of regional or more than local importance, or major examples of some particular period, style or building type which may have been altered.

CATEGORY C(S)

Buildings of local importance, lesser examples of any period, style, or building type, as originally constructed or moderately altered; and simple, traditional buildings which group well with others in categories A and B or are part of a planned group such as an estate or an industrial complex.

Listing covers both the interior and the exterior of a building regardless of category.

Appeals

There is no statutory right of appeal against listing. However, the Scottish Ministers are prepared to consider representations that a building is not (or, following alterations, is no longer) of sufficient architectural or historic interest to merit listing.

Relief from VAT

Alterations to a listed building for domestic purposes may be eligible for retrospective relief from Value Added Tax (VAT). This relief requires that the works have received listed building consent and that they have been carried out by a VAT registered building contractor.

Grants

Listing has the added value of making a property more eligible for funding from various heritage bodies.

The booklet *Scotland's Listed Buildings – A Guide for Owners and Occupiers* provides more information on listing and is available at www.historic-scotland.gov.uk/publications

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ARGYLL AND BUTE COUNCIL**BUTE & COWAL AREA
COMMITTEE****CHIEF EXECUTIVE'S UNIT****4th OCTOBER 2011**

AREA PLAN AND SCORECARD

1 Summary

- 1.1 Following an intensive workshop, the Helensburgh and Lomond Area Committee concluded that the Area Plan was no longer effective in driving and monitoring service delivery to meet local needs and aspirations. The Committee decided at their Business Day on 23rd August to monitor local performance through a redesigned Area Scorecard, linked to the Corporate Plan and Service Plans.

2 Recommendations

- 2.1 It is recommended that the Area Committee agrees to
- a) set aside the existing draft Area Plan and
 - b) participate in the development of a new Area Scorecard to better reflect local issues within an Argyll and Bute context.

3 Detail

- 3.1 Argyll and Bute Council's Corporate Plan describes Corporate Outcomes, each linked to Scotland's National Outcomes. The Corporate Plan was adopted by Council in February and is being delivered through the Service Plans which were adopted at the same time. This method of allocating resources provides a clear model of agreeing the priorities for Argyll and Bute communities for the duration of the Corporate Plan.
- 3.2 The new Council Scorecard replicates the structure of the Corporate Plan and is underpinned by all the Service Plans. The use of fewer, more focused Success Measures in Service Plans provides a comprehensive view of performance across all service sectors from the Council Scorecard.
- 3.3 The current Area Plan, as reviewed at past Area Committee meetings, is resourced only to the extent that it reflects the relevant Service Plans, as no additional work can be undertaken due to limited resources. This imposes such limits on the Area Plan that it is only effective in the areas that are already being delivered through the Service Plans – and reported through the Council Scorecard. No additional work can be undertaken at a local level. The Helensburgh and Lomond working group concluded that the Area Plan is no longer effective.
- 3.4 There is a need and desire to monitor some sectors of service delivery more closely, especially those in the local area. This can be achieved

through the design of the proposed Area Scorecard, which will include the top level Corporate Outcomes and a separate section with localised information. Committee Members will be consulted closely over what information is presented on their Scorecard, as each Area Committee may have different local priorities.

- 3.5 The new Area Scorecard will be developed in full consultation with all Committee Members if the Area Committee resolves to implement the proposed improvements.

For further information, please contact:

David Clements
Performance Manager
Chief Executive's Unit

01465 604205

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