

Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Customer Services
Executive Director: Douglas Hendry



*Municipal Buildings,
Albany Street,
Oban, Argyll, PA34 4AW
Tel: 01631 567945*

4 June 2014

NOTICE OF MEETING

A meeting of the **OBAN LORN & THE ISLES AREA COMMITTEE** will be held in the **CORRAN HALLS, OBAN** on **WEDNESDAY, 11 JUNE 2014** at **10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director - Customer Services

BUSINESS

- 1. APOLOGIES**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTES**
 - (a) Oban, Lorn and the Isles Area Committee - 9th April 2014 (Pages 1 - 10)
 - (b) Oban, Lorn and the Isles Community Safety Forum - Monday 26 May 2014 (for noting) (to follow)
- 4. TOBERMORY HIGH SCHOOL**
Report by Head Teacher of Tobermory High School (Pages 11 - 40)
- 5. PRIMARY SCHOOLS - ANNUAL UPDATE**
Report by Quality Improvement Officer (Pages 41 - 52)
- 6. LORN ARC**
Report by Head of Economic Development and Strategic Transportation (Pages 53 - 56)
- 7. MONTHLY REGENERATION PROJECT REPORT**
Report by Oban Regeneration Project Manager (Pages 57 - 60)

8. **AREA SCORECARD - FQ4**
Report by IOD Programme Manager (Pages 61 - 68)
9. **THIRD SECTOR GRANTS**
 - (a) Evaluation Report
Report by Community Development Officer (Pages 69 - 74)
 - (b) Oban Youth Cafe
Report by Community Development Officer (Pages 75 - 78)
10. **OLDER PEOPLE'S CARE AT HOME SERVICE UPDATE - FQ4**
Report by Area Manager, Adult Care (Pages 79 - 86)
11. **TRAFFIC REGULATION ORDER - SOROBA ROAD**
Verbal update by Head of Governance and Law
12. **IMPLEMENTATION OF AMENITY SERVICES SAVINGS**
Report by Amenity Services Performance Manager (Pages 87 - 90)
13. **MEMBERS SATISFACTION SURVEY**
Report by Area Governance Manager (Pages 91 - 98)
14. **WORLD WAR ONE COMMEMORATION STEERING GROUP APPOINTMENT**
Report by Area Governance Manager (Pages 99 - 100)
15. **OBAN YOUTH CAFE**
Report by Area Governance Manager (Pages 101 - 102)
16. **SCOTTISH RURAL PARLIAMENT**
Report by Executive Director of Customer Services (Pages 103 - 104)
- E1 17. **NEW OBAN HIGH SCHOOL**
Report by Head of Facility Services (Pages 105 - 108)
- E1 18. **KILBOWIE**
Report by Head of Facility Services (to follow)
- E1 19. **FORMER ROCKFIELD PRIMARY SCHOOL**
Report by Head of Facility Services (Pages 109 - 116)
- E1 20. **GANAVAN SANDS SNACK BAR SITE**
Report by Asset Manager (Pages 117 - 120)
- E1 21. **BENDERLOCH TURNING CIRCLE**
Report by Legal Services Manager (Pages 121 - 122)

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 paragraphs are:-

E1 Paragraph 8 The amount of any expenditure proposed to be incurred by the authority under any particular contract for the acquisition of property or the supply of goods or services; and

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.

OBAN, LORN & THE ISLES AREA COMMITTEE

Councillor Mary-Jean Devon

Councillor Iain MacDonald

Councillor Alistair MacDougall (Chair)

Councillor Duncan MacIntyre

Councillor Roderick McCuish

Councillor Elaine Robertson (Vice-Chair)

Councillor Neil Macintyre

Contact: Danielle Finlay Tel: 01631 567945

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MINUTES of MEETING of OBAN LORN & THE ISLES AREA COMMITTEE held in the CORRAN HALLS, OBAN on WEDNESDAY, 9 APRIL 2014

Present: Councillor Alistair MacDougall (Chair)

Councillor Mary-Jean Devon Councillor Roderick McCuish
Councillor Iain Angus MacDonald Councillor Duncan MacIntyre
Councillor Elaine Robertson

Attending: Douglas Hendry, Executive Director of Customer Services
Shirley MacLeod, Area Governance Manager
Callum Robertson, Roads Performance Manager
Martin Gorringer, Marine Operations Manager
David Clements, IOD Programme Manager
Linda Houston, Oban Regeneration Project Manager
Ishabel Bremner, Economic Development Manager
Moya Ingram, Strategic Transportation Manager
Shaun Paul Davidson, Area Manager - Adult Care
Iain MacKinnon, Environmental Health Manager
Margaret Burnip, Contract and Supply Monitoring Officer
Laura MacDonald, Community Development Officer
Mark Calder, Communications Officer

1. APOLOGIES

Apologies were received from Councillor Louise Glen-Lee.

The Chair ruled and the Committee agreed, that the business as dealt with at item 16 of this Minute be dealt with as a matter of urgency by reason of the need to consider the recent incident which took place at Oban Primary Campus.

The Chair ruled and the Committee agreed to take the agenda items out of sequence. They agreed to take agenda item 4(a) of this Minute in private session in order for the outcome of this decision to be reported in the CHORD update, followed by 4(b) and 4(c) (in public session), with the remainder of the agenda then taken as publicised.

2. DECLARATIONS OF INTEREST

Councillor Mary-Jean Devon declared a non financial interest in relation to the Third Sector Grant Application for Mull and Iona Community Trust which was dealt with at item 5 (3.13) of this Minute, because she is a member of Mull Musical Minds. She stayed in the room and took no part in the discussion of this item.

Councillor Elaine Robertson declared a non financial interest in relation to the Third Sector Grant Application for Dunollie Projects Ltd and Kerrera STAG/Road Options update, which were dealt with at items 5 (3.4) and 8 of this Minute, because her husband is a factor of Dunollie Estate. She left the room and took no part in the discussion of these items.

Councillor Elaine Robertson declared a non financial interest in relation to the Third Sector Grant Application for Oban Disability Forum, which was dealt with at item 5 (3.15), of this Minute because she is a member of the shopmobility board. She left the room and took no part in the discussion of these items.

Councillor Iain MacDonald declared a non financial interest in relation to Kilbowie House which was dealt with at item 19 of this Minute, because he carried out previous work for a developer. He left the room and took no part in the discussion of this item.

3. MINUTES

(a) **OBAN, LORN AND THE ISLES AREA COMMITTEE - 12 FEBRUARY 2014**

The Minutes of the Oban Lorn and the Isles Area Committee held on 12th February 2014 were approved as a correct record.

(b) **OBAN, LORN AND THE ISLES COMMUNITY SAFETY FORUM - 24 FEBRUARY 2014 (FOR NOTING)**

The Minutes of the Oban Lorn and the Isles Community Safety Forum held on 24th February 2014 were noted.

(c) **OBAN COMMON GOOD FUND - 25 FEBRUARY 2014 (FOR NOTING)**

The Minutes of the Oban Common Good Fund held on 25th February 2014 were noted.

(d) **OBAN, LORN AND THE ISLES SPECIAL AREA COMMITTEE - 12 MARCH 2014**

The Minutes of the Oban Lorn and the Isles Special Area Committee held on 12th March 2014 were approved as a correct record.

The Committee resolved in terms of Section 50(A)(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 Paragraphs 8 & 9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

4. OBAN CHORD

(a) **OBAN BAY ENHANCEMENT SCHEME/PUBLIC REALM**

The Oban Regeneration Project Manger spoke to a report regarding the Public Realm Enhancement Scheme.

Decision

The Committee agreed the recommendations in the report.

(Ref: Report by Oban Regeneration Project Manager dated 13th March 2014, submitted).

The press and public were invited to rejoin the meeting at this point.

(b) **OBAN CHORD UPDATE STATEMENT**

A report updating the Committee on the progress that has been made and actions taken since the last Area Committee was considered.

The Oban Regeneration Project Manager advised the Committee that if the Business Case gets approved in September of this year, the work on Stafford Street will commence in October.

Decision

The Committee noted the update provided.

(Ref: Report by Oban Regeneration Project Manager dated 13th March 2014, submitted).

(c) **NORTH PIER MARITIME VISITOR FACILITY**

A report updating the Committee on the concept design for the North Pier Maritime Visitor Facility was considered.

The report explains the design process and options considered prior to making a final recommendation of a concept design that meets the terms of the initial brief, can be provided within our tight budget parameters, can be delivered by 2014-2016 and offers flexibility for longer term strategic/regeneration projects in the wider Oban area.

Decision

The Committee:

1. Agreed to the consultants moving forward with the recommended concept design – option 5 in the report, to detailed design stage (RIBA Stage 3);
2. Agreed to the consultants carrying out more detailed design and technical work than would normally be required at this stage whilst the overall approved design fee, to enhance the full business case, reduce the risks associated with the next stage of the project and allow for an earlier construction start;
3. Agreed to programming option 2 as this allows for the earliest delivery of the project, with demolition of the White Building in January 2015 – August 2015, assuming approaches of a full Business Case in September 2014;
4. Noted that a planning application will be submitted for the detailed design during June 2014 to allow for a full Business Case to be brought to the Area Committee/Business Day and Full Council during September 2014; and

5. Agreed to hold a Special Area Committee in advance of the Business Day on 10th September 2014 to consider the full Business Case.

(Ref: Report by Oban Regeneration Project Manager dated 13th March 2014, submitted).

5. PUBLIC AND COUNCILLOR QUESTION TIME

There were no questions intimated.

Councillor Mary-Jean Devon, having declared a non financial interest in Mull and Iona Community Trust, stayed in the room and took no part in the discussion of that item.

Councillor Elaine Robertson, having declared a non financial interest in Dunollie Projects Ltd and Oban Disability Forum, left the meeting and took no part in the discussion of these items.

6. THIRD SECTOR GRANTS

A report detailing recommendations for the award of Third Sector Grants (including Events and Festivals) to Third Sector organisations for Oban Lorn and the Isles was considered.

Decision

The Committee agreed to award the grant recommendations as follows:-

	Organisation	Total Project	Recommendation
1	Aros Hall	16,000	£3,000
2	Coisir Ceann an Turic (Argyll Male Voice Choir)	£500	£50
3	Coisir Ghaidhlig Taigh an Uillt / Taynuilt Gaelic Choir	£640	£0
4	Dunollie Projects Ltd	£7,496	£2,500
5	Dyslexia Oban and Lorn	£1,250	£500
6	Highlands and Islands Music and Dance Festival*	£33,754	£1,500
7	Hogmanay in Oban*	£29,149	£2,400
8	Iona Village Hall Committee*	£13,560	£2,600
9	Lorn Agricultural Society	£2,300	£450
10	Lorn Group - Scottish Women's Rural Institute*	£2,014	£500
11	Luing Social Committee	£915	£170
12	Mendelssohn on Mull Trust	£38,360	

			£3,000
13	Mull and Iona Community Trust	£8,666	£3,000
14	Oban Community Singers	£1,556	£550
15	Oban Disability Forum	£2,600	£550 To be used by Oban Disability Forum and not Shopmobility
16	Oban Sailing Club	£672	£130
17	Oban Winter Festival*	£15,500	£3,000
18	Oban Youth Café	£4,000	Agreed to defer this item to the June Area Committee
19	Tiree Music Festival*	£4,450	£2,000
20	Tiree Resource Centre	£25,572.89	£3,000
21	Tobermory and Mull Gun Club	£3,450.34	£1,500
22	Tobermory Harbour Association	£3300	£1,300

(Ref: Report by Community Development Officer dated 18th March 2014, submitted).

7. UPDATE ON AREA SCORECARDS FQ3

The Committee considered a report which presented the Area Scorecard with exceptional performance for financial quarter 3 of 2013-14 (October to December 2013).

Decision

The Committee noted the exceptional performance presented on the Scorecard.

(Ref: Report by IOD Programme Manager dated 9th April 2014, submitted).

8. ECONOMIC DEVELOPMENT ACTION PLAN

The Committee gave consideration to a report by the Economic Development Manager, the purpose of which was to seek approval on taking forward the Oban, Lorn and the Isles Economic Development Action Plan (EDAP) as a working document.

Decision

The Committee approved the area EDAP as a working document for the financial year 2014/15 and for the next three financial years up to 2017/18.

(Ref: Report by Head of Economic Development and Strategic Transportation dated 9th April 2014, submitted).

Councillor Elaine Robertson, having declared a non financial interest in Kerrera STAG, left the meeting and took no part in the discussion of this item.

9. KERRERA STAG/ROAD OPTIONS UPDATE

The Committee considered an update report from the Strategic Transportation Manager on Kerrera STAG/Road Options.

The report identifies that despite the island of Kerrera being served by 3 ferry services, residents are concerned that current services do not meet the needs of islanders and are not financially sustainable.

The Strategic Transportation Manager advised that the Deputy Leader and Strategic Transportation Manager had visited Kerrera and met with residents of the island on 13th March and noted that there was a willingness to expand their population and work towards securing external funding for road infrastructure improvements to drive down costs to the Council.

Decision

The Committee noted the contents of the report.

(Ref: Report by Head of Roads and Amenity Services and Head of Economic Development and Strategic Transportation dated 9th April 2014, submitted).

10. SCOTTISH FERRIES PLAN

A report updating the Committee on the issues relating to the Scottish Ferries Plan published by Transport Scotland in December 2012 was considered.

Decision

The Committee noted the report.

(Ref: Report by Marine Operations Manager dated 18th March 2014, submitted).

11. QUALITY ASSURANCE AND CONTRACT MONITORING ARRANGEMENTS - CARE AT HOME

A report updating the Committee on the findings of the 3rd quarterly evaluation of the Care at Home Provision within the Oban, Lorn and the Isles area was considered.

The report has been broken down to show the progress and joint working that has been recognised that this service is provided to vulnerable individuals predominately by lone workers, in the home environment.

Decision

The Committee noted that the remit of the Procurement and Commissioning Team together with the Homecare Procurement Officers was to ensure best value, contract compliance, quality of services and customer satisfaction which would assist the commissioning of quality care at home services.

(Ref: Report by Area Manager, Oban Lorn and the Isles dated 9th April 2014,

submitted).

12. OBAN/CONNEL BACK ROAD - SPEED LIMIT

A report requesting the Committee's support to Officer's assessment that the UC19 Barren – Connel road does not merit the introduction of a speed limit was considered.

Decision

The Committee:

1. Noted the information given in the report to the Oban, Lorn and the Isles Community Safety Forum; and
2. Confirmed agreement with Roads Officers' assessment that the speed of traffic on the UC19 Barren – Connel road is "self-enforcing" and does not merit the introduction of a Traffic Regulation Order, for a 40mph speed limit.

(Ref: Report by Roads, Performance Manager dated 28th March 2014, submitted).

13. GLEN LONAN - SCHOOL BUS/WINTER SERVICE

A report informing the Committee of the current status of C32 Glen Lonan Road, within the 2013-14 Winter Service Policy agreed by Full Council, October 2013 was considered.

Decision

The Committee:

1. Noted the information given in the report regarding the hierarchy of treatment route priorities within the Winter Service Policy and the trigger for escalation to pre-treatment, for additional sections of the network travelled by School Transport vehicles, out with the Priority 2 pre-treatment regime; and
2. Confirmed agreement with Roads Officers' assessment that the current status of C32 Glen Lonan road is a WRC4 (Winter Route Category 4 "next most important roads" for treatment) due to the current arrangement of two individual school bus trips to Taynuilt carrying less than 12 passengers each.

(Ref: Report by Roads, Performance Manager dated 28th March 2014, submitted).

14. SCHOOL HOLIDAYS AND IN-SERVICE DAYS 2014-15

The Committee gave consideration to a report on the final patterns of in-service days and school holidays which have now been identified for all schools in Oban, Lorn and the Isles.

Decision

1. Members endorsed the final patterns of school holidays and in-service days for all schools in Oban, Lorn and the Isles as outlined in Appendices 1 to 3; and
2. Members agreed that the details of school holidays and in-service days for 2015/2016 should now be circulated to schools and all relevant organisations.

(Ref: Report by Head of Education dated February 2014, submitted).

15. BRIDGE OF ORCHY HALL

A report requesting that the Committee consider the request from the “Bridge of Orchy Village Hall Trust” to nominate an elected Member to serve on the trust as per the original deed, was considered.

Decision

The Committee:

1. Noted the terms of the extract from the trust deed of the “Bridge of Orchy Village Hall Trust” (Appendix 1) which makes this a historical request for an appointment to be made;
2. Noted the purposes of the trust which are fully in keeping with the duties incumbent on a modern day Councillor; and
3. Agreed to nominate Councillor Louise Glen-Lee to serve on the trust as per the original deed.

(Ref: Report by Area Governance Manager dated 9th April 2014, submitted).

16. ROAD SAFETY AT PRIMARY SCHOOL CAMPUS

The Strategic Transportation Manager updated the Committee on the recent incident that took place on McCaig Road, Oban on 28th March.

She advised that the Police Scotland report states that a 7 year old child was clipped by a car and taken to hospital that day but had no injuries and there had been no charge to the driver.

She informed the Committee that Road Safety are working closely with Mr Wylie, the Head Teacher of the Campus and a meeting has been arranged for 23rd April to discuss the incident further.

Decision

The Committee:

1. Noted the information provided;
2. Agreed that an elected Member from each of wards 4 and 5 would attend the meeting on 23rd April along with 2 representatives from the Parent Council; and

3. Agreed that an updated report would come to the May Business Day to keep all Members informed.

(Verbal update by Strategic Transportation Manger dated 9th April 2014, submitted).

The Committee resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the public for the following items of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraphs 6, 8 & 9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

17. IONA PIER

The Marine Operations Manager updated the Committee on the current position at Iona Pier.

Decision

The Committee noted the update provided.

(Ref: Verbal update by Marine Operations Manager dated 9th April 2014, submitted).

18. BENDERLOCH TURNING CIRCLE

A report advising Members of the current position with regard to the proposed acquisition by the Council of the turning circle site lying to the north of Ford Spence Court at Benderloch was considered.

Decision

Members noted the terms of the report.

(Ref: Report by Legal Services Manager dated 20th March 2014, submitted).

19. SNACK BAR SITE, GANAVAN CAR PARK, GANAVAN

A report advising Members of the offers received in respect of the Snack Bar Site, Ganavan Sands Car Park, Ganavan, which was advertised for let over the summer of 2014 season, was considered.

Decision

The Committee agreed the recommendations at 2.1 and 2.2 of the report.

(Ref: Report by Asset Manager dated 27th March 2014, submitted).

Councillor Iain MacDonald, having declared a non financial interest in Kilbowie House, left the meeting and took no part in the discussion of this item.

20. KILBOWIE HOUSE

The Executive Director of Customer Services spoke to a report regarding Kilbowie House, Gallanach Road, Oban.

Decision

The Committee agreed the recommendations at 2.1, 2.2, 2.3 and 2.4 of the report and provided further instruction to the Executive Director of Customer Services in regards recommendation 2.3.

(Ref: Report by Asset Manager dated 31st March, submitted).

21. OBAN LORNE RUGBY FOOTBALL CLUB

The Executive Director of Customer Services spoke to a report regarding the lease of the Oban Lorne Rugby Football Club.

Decision

The Committee agreed the recommendations at 2.1 and 2.2 of the report.

(Ref: Report by Asset Manager dated 28th February 2014, submitted).

22. SITE AT MCCAIG'S TOWER

The Executive Director of Customer Services spoke to a report in regard to the Snack Bar Site at McCaig's Tower, Oban.

Decision

The Committee agreed to change the policy position in regard to the snack bar sites, and instructed Estates to issue an advert and invite applications to be submitted.

(Ref: Report by Asset Manager dated 28th March 2014, submitted).



A 3-18 learning community

AREA COMMITTEE REPORT

2012-13



Respect, Resilience, Confidence, Creativity, Collaboration



Argyll and Bute Council Community Services, Education



Quality and Standards reports from the current and previous years are available on the school's website:

www.tobermory.argyll-bute.sch.uk

This document is available in alternative formats, on request.

(Please contact the Head Teacher, craig.biddick@tobermory.argyll-bute.sch.uk)

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Tobermory High School 3-18 Learning Community

Tobermory High School is a 3-18 learning community comprising a Pre-5 unit, Primary school and Secondary school. In 2012-13 there are 20 children on the Pre-5 unit register, 63 in Primary and a Secondary roll of 141.

The Pre-5 Unit registers pupils from around the Tobermory and Dervaig areas. Primary pupils are drawn from Tobermory and its surrounding areas, as we have associated Primary schools at Dervaig, Lochdonhead, Salen and Ulva Ferry. Our emphasis is on building a learning community that values achievement at all levels across the school, and that values community: school, local, national and global. The Secondary school serves north Mull and each year around half of our S1 students transfer from Tobermory's Primary school, while the remainder make the transition from our associated Primaries. In 2012-13 we also had 7 pupils attend on placing requests from Lochaline and Kilchoan.

The Head Teacher, Mr Biddick, is supported by two Depute Head Teachers, a Senior School Manager and a team of Principal Teachers. There are currently 27 teaching staff, supported by 4 members of the Learning Support Team (ANST), who support learners in Tobermory and all its associated Primaries. In addition there are 23 support, catering and janitorial staff, many of whom are part time.



We have a very supportive and active Parent Council which supports the school in its aims to ensure that all parents are included in their children's education. The Parent Council works closely with the Head Teacher on a range of school issues, e.g.

Partnership with Parents and funding initiatives. The Parent Council's annual Summer Fair raises funds for the work of the school, and to provide financial assistance for school trips. In June 2013, the Summer Fair raised £1206.67. £206 of this was raised by the P5/6 Business Enterprise Project, run by a single Primary class.

Members of the business community contribute to the school by providing work experience placements and mock interviews for senior students. Local firms in conjunction with Argyll College UHI provide training placements for our S4 and S5 Skills for Work course participants.

Throughout the year, many members of the local community visit the Pre-5 unit, Primary and Secondary classes to contribute to the wider curriculum and help learners build connections with their community. Cross-curricular events such as Health and Wellbeing Days also help to build community and share knowledge beyond the classroom. We aim to foster a partnership with parents and carers, which will allow children to develop the skills they need as they transfer up the school from Pre-5 to Primary and Secondary, and to move happily between home and school. Full details of our Partnership with Parents may be found in the Parent Handbok, and on the school's website, www.tobermory.argyll-bute.sch.uk

Achieving high quality learning

Formal Achievement

Tobermory High School student's achievement in national examinations is above the national average and has been reasonably consistent across the last ten years. The key factor in considering the results of individual cohorts is the population size which may affect statistical analysis negatively or positively.

At Tobermory High School the average cohort is around twenty five. This is a small sample size which affects the use of inferential statistics due to the increased effects of outliers who fall outside the normal range of recorded values. Therefore, in terms of accountability in relation to examination results, it is our practice to take an intelligent approach and analyse the results on an individual basis.

This process starts soon after the results arrive in August. The Head Teacher will first meet with the Depute Head of Secondary to analyse the results, looking at both the SQA diet results but also taking into consideration success in courses that are not reported directly in the cohort results, e.g. the results of skills for work courses run by Argyll College. Further, our analysis will also consider the range and number of students receiving additional support arrangements during the exam diet and consider added value in relation to courses at Access 2-3 level.

This year's results (2011-12 SQA Exam diet) indicate that the normal pattern of attainment dipped across S4 and S5. The next page summarises the outcomes in relation to student performance at S4 (Level 5 of SCQF), S5 (Level 6 SCQF) and S6 (Level 7 SCQF). This commentary is the material that was placed on the Council's Pyramid system which indicates performance against key indicators.

It gives relevant information on why some attainment figures were down for our small cohorts and gives some explanation as to the key factors. Finally, it should also be noted in relation to the performance against key indicators, that the difference in some results may be misleading in terms of the number of students not attaining that level compared to previous years. E.g. In 2011 by the end of S5 the number achieving 3 + passes at Higher fell from 23 % in 2011 to 17% in 2012. The cohort for these year groups is on average 25 – a fall of 6% equates to on average 1.5 students falling below the cut off for passing at that level.

SQA Examination Analysis 2011-12

[Analysis is based on pre-appeal data. This data was published on Pyramid in September 2012]

Achieving high quality learning

S4 Performance – Level 5

Of the twenty seven (27) students in the year group twelve (12) pupils sat eight Standard Grades.

Other course choices were also followed:

Five students studied with Argyll College on the Skills for Work, Int. 1 Hospitality (one student did not pass the final assessments).

Five other students passed Int. 1 Engineering. Students sat Int. 1 Physics – 1 A pass, 3 passed at B and another 2 sat and passed Access 3 Physics.

One student, having passed Maths at Credit level in S3, went on to sit the Higher exam this year and passed at A. This same pupil also, through independent study, passed Int. 2 Physics at A.

Overall Standard Grade performance was very pleasing for this cohort:

33% of students achieved 5+ Credit passes;

63% of students achieved 5+ passes at General 3 and above;

89% of students received 5+ passes at General 4 and above;

11% of students achieved grades within the Foundation and General bands but did not reach the threshold of 5+.

Additional comments:

The Credit pass rate is slightly below the national average but General and Foundation figures are in line with national data as published. We note that this year group were challenging but they were well managed resulting in better outcomes than target grades predicted based on performance in Prelims. With small cohorts from time to time we have year groups that have to have targeted management and destination pathways are not always academic post S4. The success with these students is not indicated in the Fyfe analysis.

Nine students in this year group qualified for Additional Support Arrangements

S5 Performance – Level 6

Twenty five (25) students were enrolled in S5 in September. It is noted that five (5) pupils from the cohort had moved on to other educational establishments due to particular talents in music and sport or due to changes in family circumstances resulting in them leaving the island. If we look at overall outcomes and positive destinations - of this twenty five (25), twenty two (22) pupils remained in school and sat exams in May. Almost all students (19/22) were presented for five subjects at either Intermediate 2 or Higher level.

As stated above, achievement in Hospitality is not reflected in our current figures.

Achieving high quality learning

Again, overall performance is very pleasing:

36% of students gained one or more A pass at Higher, with two students in this year group each achieving 3 A passes at Higher.

77% of students gained one or more pass at C or above at Higher, with three students each achieving five A-C passes at Higher.

40% of students achieved one or more A pass at Intermediate 2.

77% of students gained one or more passes at C or above at Intermediate 2.

Eight students in this year group qualified for Additional Support Arrangements.

Additional Comments:

The students who left at the end of S4 were some of our highest attaining candidates at Standard Grade and their moving is reflected in the cumulative table*. The figures for 3+ at level 6 and 5+ at level 6 are adversely affected by the fact that small cohorts at schools such as ours are seriously affected by students leaving – in this case extremely able students. Therefore five and three year trend tables show a serious dip in percentage pass rates for these indicators. Similar dips can be seen in 10 year trends and occur naturally as not all small cohorts will be stable. They do not indicate any issues with teaching and learning at the school or our student tracking and monitoring.

S6 Performance – Up to Level 7

Of the nineteen students (19) students on roll in September:

Eighteen (18) students completed the year to examination. Again in partnership with Argyll College, one student was presented for Int. 2 Hospitality and Int. 1 Childcare and another was presented for Higher Psychology, (passed at A);

27% of students had one or more A pass at Higher;

83% of students gained one or more pass at C or above at Higher;

11% of students gained an A pass at Intermediate 2;

33% of students gained one or more passes at C or above at Intermediate 2.

Additional Comments:

In all 38% of students sat one or more Advanced Higher examinations. All students at this level passed at grade C or above. Three of these students had at least one A pass each, with another student gaining two A band 1 passes. Seven students in total were presented for Advanced Higher courses. This reflects the steady increase in the school's aim to create autonomous learners. The students studying AH courses only have two periods of teacher contact per week, with the rest of their course requirements being met through supported self-study. The success at this level is for this reason, all the more significant.

Achieving high quality learning

Cumulative totals for S6 over session 2010/11 and 2011/12 – of the eighteen students completing S6:

88% leave having achieved at least one pass at C or above at Higher;

61% leave having achieved at least three or more passes at C or above at Higher;

55% leave having achieved at least five passes at C or above at Higher.

Nine students in this year group qualified for Additional Support Arrangement.

Additional Comments:

There has been a slight dip in the cumulative figure for SCQF 5+ at level 6 or better from 2010 to 2011 by 8% (a change from 31 to 23%). However analysis would indicate that when dealing with such a small cohort of students that an 8% decrease is not statistically significant and could be due to one disengaged student. Further these figures are unreliable to a large degree because they are based on the census roll for that cohort at the beginning of S4. The overall figure is affected by the number of students who leave the school for other destinations prior to completion of S6 and this alone can cause large percentage drops from year to year. The THS 2009-10 figure was 25%. I also note that the 5+ at level 6 average for Scotland is 25.4%.

The most recent Government statistics(SLDR) on leaver destinations broken down by schools in Argyll Bute shows we had 100% of our Summer 2012 leavers go to a positive destination.

The Improvement Agenda

The first year of our three year improvement plan (2012-13) was designed around three main working areas: Curriculum and Assessment, Learning and Teaching and Management areas. During the first year of the improvement plan it was decided, after a scoping exercise, that the suggested review of pupil support needed to include behaviour and discipline as well as how we supported students. The plan and progress in this work is reported in Part 8 of this report. The Primary school and Pre-Five unit were also included in these development as the school operates holistically.

The design of the improvement plan was based on the need to develop strands that were interrelated and supported the development of high quality learners across the school taking into account that we aimed to be an authentic 3-18 learning community. It is an aspiration that the school will try to move away from being driven by the norm and instead look for ways to be different and forward thinking. It is difficult to necessarily do this in terms of timetabling or staffing in the face of limited flexibility of staffing and reduced budgets. National discussions on giving schools greater flexibility are welcome and the way staffing and funds are developed needs to be looked at if we are to make the vision for Scottish schools a reality. Instead the focus is not so much about structures but how we operate within them and how we might also look for relationships with other schools beyond Argyll and Bute.

Achieving high quality learning

Functional areas of development were those that had to be implemented as part of national initiatives in learning, and involved developing curriculum and assessment that had at their heart the ethos and design principles of the Curriculum for Excellence. Work on these areas was targeted at the Early Years to level 2/3, the broad general phase from S1-3 and the senior phase from S4-6. The other related area that made up a separate group of targets was in Assessment. The assessment model developed at the P7-BGE phase of schooling addresses the question of assessing and reporting on breadth, challenge and application. It develops the idea of using some models or rubrics to help set assessment criteria and grade performance across four achievement descriptors. The assessment rubrics are teachable and are a tool that supports high quality learning through feedback and feed forward, setting a standard and allowing for students to set goals that develop higher order thinking. Another developing focus relating to this work is assessment across the early years to level 2/3 of the Curriculum for Excellence.

As part of the management of the improvement plan two large working groups were formed and these then gave rise to smaller working groups looking at various projects. One such group is involved in developing the use of SOLO as a teaching and assessment tool and they are also sharing work with secondary Faculty member. More information on SOLO is available by accessing the THS Assessment tool kit.

The main targets in the three year plan were:

1. Curriculum for Excellence – Broad General Education (BGE) / Primary:

Completion of work on developing curriculum structures that support the ethos of a broad general education from S1-S3 and developing on-going mechanisms of review and development. Decisions will be made about option structures that support students moving from the BGE phase into the senior phase. The Primary school will focus on using the seven principles of curriculum to further develop the curriculum at Early, First and Second Level, develop the outside learning environment and continue to work upon embedding numeracy across learning through the use of active mathematics.

2. Curriculum for Excellence - Senior Phase:

Successive curriculum plans and schemes of work will be developed, including assessment models that support the new senior phase courses up to S6. Assessment models will include plans for moderation and quality assurance leading to positive verification of internally assessed work.

Assessment Model P7 - S3:

A coherent assessment and reporting model will be developed that supports learner development through description of progress in relation to breadth of achievement, meeting new challenges in developing skills and knowledge and in the ability to apply knowledge to different contexts. A comprehensive assessment tool kit has been written and distributed. It will help develop professional practice in assessment over the next three years with work on assessment focusing on supporting CPD around standards or criteria based assessment in relation to knowledge, understanding and skills.

Achieving high quality learning

A common currency for describing levels within formative and summative assessments will be developed initially within the BGE phase and then for use at other levels. Assessment of cross-cutting themes will be encouraged and supported with work to be carried out on sharing standards and levels. This work could also extend into goals developed with member schools of the North Mull cluster. The assessment toolkit proposes the use of SOLO as an approach to evaluating and feeding back to students along with other rubrics such as Blooms Revised (2001) and the Six Facets of Understanding. Assessment will also need to focus on how wider achievement is recorded and profiled with an emphasis on transition stages. A meeting is to be held in May with two Inspectors from Education Scotland to discuss the schools ideas about assessment and some of the issues they have raised recently over criteria based assessment and standards.

Learning and Teaching – Visible Learning /Best Evidence Practice project.

The focus of this strand will be on developing reflective practice through consideration of Hattie's work on effect sizes. After a period of training and development relating to the use of teaching strategies with high effects sizes and work on learner feedback, teachers and support staff will be encouraged to develop an action research cycle based on adoption of context based efforts to improve learning and teaching. Intensive professional development will take place via the delivery of the Visible Learning programme from Osiris Education (see below). The Visible Learning Programme's main focus is on developing classroom feedback to enable teachers to see learning through students' eyes and at the same time develop the capacity of students to be their own teachers. Staff will be encouraged to actively use effect sizes to measure the effect of teaching strategies in the classroom. It is hoped as part of this work some staff will lead on sharing and developing strategic knowledge of teacher practice that has been shown to be highly effective and assist other staff to develop individual practice in a collaborative model. The working group will also be asked to consider how we might develop a focus on students' 'theory of self as learners' through the use of tools such as ELLI (Effective Lifelong Learning Inventory) one to two years from now. This would be targeted at the transition phase at S1 and into S2 via the personal and social development programmes. Training and resource implication will be looked at toward possible implementation in year 2 or 3. Further, the Principal Teacher forum will work as a group around monitoring and evaluation practice that assists learning and teaching through developing a collaborative and context driven calendar for monitoring and self-evaluation and a set of resources that are use across all faculties.

Review of Pupil Support and Behaviour.

This developed in the course of an initial plan to review some service areas in relation to management but the new Head Teacher decided he would start from the ground up and include a review of behaviour in and out of the classroom using an external auditor. He also started an audit of existing pupil support services and roles that lead to the development of an action plan. See Appendix for updated Action plan). As a result of the audit by Gerry Geoghegan, the ESO for Behaviour and Pupil Support – Argyll and Bute Council, a whole school-based discipline system based on Canter's assertive discipline model was initiated and staff professional development sessions were held as part of inset and twilight CPD. The systems are now in place. A step-wise discipline system was also developed and staff and student consultation held. The step-wise system will be fully in place August 2013 but some aspects will be further discussed with students e.g. detention system.

Achieving high quality learning

To see a full report on progress across these improvement areas please see the supporting document – Tobermory High School Improvement Plan 2013-15 (Year 2). This document is available in PDF format – go to www.tobermory.argyll-bute.sch.uk

Visible Learning

In order to drive the achievement agenda in developing high quality learning and teaching the school has signed up to a professional development programme called Visible Learning. This in-school professional development is delivered by Osiris Educational UK which has been licensed to deliver a highly focused programme that works on improving feedback to students based on the work of Professor John Hattie. His work is internationally recognised and involved over fifteen years of work on analysing large scales study of the educational benefits of different strategies, policies and programmes using a statistical tool called size effect. The benefit of this research is that it shows the average educational effect of all major things that have been tried and he has produced a large amount of data on what works and what is below average. The large size effect strategies are the ones we are interested in adopting. A number of these involve how teachers give and use feedback and are also about how well students see themselves as learners. In April 2013, the Head Teacher convened a Teaching and Learning panel where he discussed Hattie's research and what it meant for the development of learning and teaching in the school. The foundation day at Tobermory involved fifty staff from Tobermory High School as well as Primary teachers from our associate primaries at Dervaig, Ulva Ferry and Lochdonhead.

The Foundation day will lead to a further two days where an extended project leadership team, developed using a model of distributed leadership will look at the evidence that shows teachers are gaining feedback that enables them to see learning through students eyes and how well students are their own teachers in terms of skills as learners. This is a lot more complex than it appears and the whole CPD will run for several years but will require constant monitoring to embed its ethos and practices. A fourth day is still being developed by Osiris but it may be that an extended relationship is formed to continue to deliver on-going support.

Achieving High Quality Learning – Pre-Five

The Pre -Five Unit staff actively plan, deliver and evaluate their teaching programmes in order to achieve high quality learning and aim to assist students to make a successful transition in to P1/2 as they start their journey into Primary schooling. The unit adheres to the principles of the Curriculum for Excellence, ensuring choice and personalisation in learning and developing progression in learning through planning.



Achieving high quality learning

When planning learning the Pre-5 Unit ensures experiences are wide and varied e.g. looking at places of interest to visit, inviting interesting people to visit and speak, and involving staff from the Secondary school to provide active learning opportunities. The young people may also have an opportunity to see some of the specialist rooms in the Secondary school such as the laboratories or ICT suite.

At the heart of planning learning experiences is the ethos of inclusion and students are all involved in assisting with the planning and review of learning activities. Parents are also consistently asked to contribute to planning by sharing skills and ideas. Just as in the Primary and Secondary schools the Pre-Five Unit develops strong community links. Finally, the key factor in ensuring high quality in learning remains listening to and responding to the feedback from all stakeholders during the session and ensuring that this is evaluated and acted on when required. Thus self-evaluation leads to an impact on learning. It is notable that the unit received a very good Care Commission review in 2012.

Achieving High Quality Learning- Primary.

High quality learning has been achieved through the involvement of pupils and parents at the planning stage and involving partner agencies and strong community links to help enrich the curriculum. Throughout the year, classes have been involved in projects that have involved local partners such as visiting artists at An Tobar, Scottish Ballet and the Mull Theatre, Forest Rangers in Aros Park. Parents are often invited in to share in the learning. P1/2 parents have been involved in aspects of Polar Land topic and helped to build an igloo from plastic milk bottles, P3/4 has invited parents in to share give guided tours of their Roman islands to demonstrate what they had learned and how they had applied this to create their own island, P5/6 has involved parents by using their expertise and knowledge to help pupils in the planning of their enterprise work and P7 has invited many members of the community to share memories and experiences of the '60s.

Learning experiences have been enriched by visits into the secondary department and Music, Science, PE, Home Economics, Business, English and Art have all contributed to learning experiences.

Health and Wellbeing has been promoted throughout the year by visitors from partner agencies such as Strathclyde Fire and Rescue and NHS Scotland, discussing a range of issues including dental hygiene, hand washing and diabetes awareness raising sessions.

A particular strength has been the pupils involvement in fund raising activities both for charity events and to raise money for school events. These events are often led by pupils either as part of the whole school council, Red Nose Day, or as classes leading on events such as when P5/6 planned a disco for themselves and pupils from other local schools to raise money for their trips.

Achieving success for all learners

Secondary School:

Focus on outcomes and maximising success for all learners.

The main focus of work in the secondary department this year has been on consolidating work within the Broad General Education to further develop our courses for pupils in S1 – 3. There have also been preparations for the first year of the new Senior Phase (S4 -2013/14) and the introduction of the new National Qualifications. Staff have attended CPD events to support their practice and there have been opportunities for parents to consult on these plans and to seek advice from staff on the appropriate options for their child.

Throughout this planning phase there has also been extensive consultation with Learning Support colleagues to ensure that our courses will maximise the potential of all our young people. As pupils' progress through school it is expected that some will follow a much more personalised programme with additional tutorial support from Learning Support staff. This builds on existing good practice and will enhance the educational experience for those directly involved.

The choice process has been supported by Margaret Bennett from Skills Development Scotland. Margaret has worked with pupils in the senior school on applications for training, college and university and also lead sessions in the PSD programme. She has been in attendance at parents' consultation evenings and also supports those with additional support needs in their transition phase between school and the wider world. Within Argyll and Bute, Tobermory High School was the only school to have all our leavers retained in work, employment or training this session.

Throughout this session we have continued to build links with other external providers and partner agencies. This has enhanced our curricular delivery through working with visiting speakers and also strengthened the support for pupils and their families through multi-agency working with colleagues from the educational psychology, health and social work. In addition, partner agencies have provided training for our staff in order that we best meet the needs of all the young people across the 3-18 learning community.

The PSD programme (personal and social development) has been reviewed during this session and now reflects the Health and Wellbeing principles of the new curriculum. The programme will continue to inform young people about stage-appropriate topics such as Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes, Physical Activity and Sport, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood. Again, as pupils progress through Tobermory High School, this programme may also become more personalised and we will be introducing further courses, e.g. skills for independent living.

The school is also looking to expand its delivery of wider curriculum opportunities. It does offer work experience. The John Muir award (S1/2) and Skills for Work offer alternative pathways for students but we are currently exploring the introduction of ASDAN that will offer course flexibility for a range of student needs.

Achieving success for all learners

The learning support area has also been active in developing the Friends for Life programme to support transition from P7 to S1 and is expanding this programme into Secondary in partnership with Psychological Services using the Friends for Youth programme.

These programmes are seen as important to support students to cope with the increasing pressure of life and enable them to ultimately cope with both relationships and life situations as they move away from a small island setting. One of our core values is resilience and we are aware that a number of senior students are coping with depression and anxiety disorders.

Further, as part of the need to address these issues our PT Learning Support has attended a week long training course in cognitive behaviour therapy which will enable us to provide more support in relation to anxiety and related depression disorders in students and help them with learning and goals, especially as they prepare to leave school or make transitions within school.

Finally, during this session, pupils completed a survey which asked their views on the PSD programme and more general questions about their experiences at Tobermory High School and how well they felt supported. Overall the responses are very favourable, but there are significant areas for development which will be part of our improvement planning for next session.



Achieving success for all learners

Achieving Success for All Learners – Pre Five.

The unit ensure it meets the needs of all learners through a variety of mechanisms and with a focus on good early years practice. There is a clear focus on staff training and professional development led by an able Principal Teacher based in the Primary school and this leads to a positive cycle of self-reflection and action. The unit is well maintained and the environment is clean, tidy and safe with a welcoming learning and teaching environment for all. Regular discussions are held with parents to enable the unit to meet the personal needs of students both in terms of the cognitive domain but with a focus on the development of social and personal skills. The unit also has a role in supporting and encouraging parenting that helps develop these areas and the staff members meet regularly to discuss the support needs of every student. Concerns may be shared by the PT with other specialist staff and the Depute Heads of Primary or the Head Teacher as appropriate.

Baseline assessments of literacy are used to plan the vital next steps in literacy development and help the goal of allowing a good transition into early years education in the primary school. Education authority specialists and partner agencies e.g. SPAL are involved in ensuring any additional support needs are well documented, shared with parents and an integral part of the child's learning and development plans. In line with developments across the learning community this session assertive discipline strategies are adopted in the unit and used on a daily basis but not at the expense of working to deal with the cause of specific behaviours. The principles of GIRFEC are used in dealing with and assessing students' support needs.

There are very clear induction processes operating to assist the children in the unit to move onto P1 at the Primary school on the campus. Evidence of students learning is encompassed in learning Journey's records and thinking and talking floor books.

Achieving Success for All Learners - Primary.

The needs of all children are identified and tracked through the use of standardised tests, formative and summative assessments and with support from ANST and outside agencies such as Educational Psychology, Speech and Language and NHS Scotland. Targets are developed and shared with parents through the use of support plans, learning journeys and PLPs.

Teaching staff are supported by ensuring that appropriate training and support is available and links between these agencies and parents developed by facilitating regular review meetings.

Planning for transitions is strength and strong partnership working is evident between Pre 5 and P1 which involves regular visits for the pupils and information sharing meetings with parents. Pupils are involved in setting and reviewing their own targets in literacy, numeracy and health and well-being which are shared with parents termly via reports and personal learning planning.

The school's shared vision

In his book *High Performers* – Alistair Smith looks at the factors that produce highly successful schools. One of his key findings is that to be successful, schools have a clear core purpose that is stated and continually used to guide decisions and monitor performance across performance indicators. To that end one of the first actions at the start of the new session in August 2012 saw the staff work collaboratively across two stages to come up with a core purpose statement.



The Core Purpose chosen is *Valuing Achievement, Valuing Community*, and it appears around the bottom of our revised school logo / crest as shown above. This is our clear statement of intent and we have discussed with students exactly what that means in terms of the smallest idea of community – the classroom through to the largest - Scotland. This idea of community is also allied with the four capacities and in particular the themes of being effective contributors and responsible citizens. Throughout the session reported on in this document we have continued to build very positive relationships with our community in many forums. The Parent Council has operated very effectively and has assisted the Head Teacher to reach out to the community but they have also tackled issues head on and have led discussions around issues of staffing, property issues and professional development costs with both local councillors but also the local MSP. They share the Head Teacher's vision to create an ambitious and leading small state 3-18 school that is known to be forward thinking and which creates a strong community ethos that in turn will create a highly successful learning environment.

The ethos of the school is firmly based on developing students through the delivery of the totality of the curriculum and therefore valuing achievement is also at the heart of our core purpose. This achievement in all aspects of school life, both in terms of self-discipline and good conduct but also in terms of how we each contribute to a positive, safe and rich learning environment. Excellence is a constant aspiration in achievement and the new message is that if you value achievement then that is a starting point for achieving excellence – but what follows is total commitment through clear goals and seeking feedback and support. It is not our desire to pay lip service to this idea and we will be actively looking for ways to keep this message in student's minds and keep returning to it via assemblies, forums, classroom discussion and represent it in signage around the school.

If you visit the school web site you will see a vast range of rich learning activities reported on through text, videos and photos. They cover a diverse range of learning situations both in and out of the classroom. As well as valuing wider achievement these also reinforce the idea of community links from Pre-5 to Secondary (3-18).

The school's shared vision

While developing the idea of core purpose the staff also revisited the schools vision statement and checked it was fit for purpose. The updated statement reads:

Our vision ... is to create a 3-18 school that is a learning community, respected and active in the wider community and which prepares all students with the knowledge, skills and attitudes for learning, life and work in the modern world.

Again the idea of community, a learning community, is mentioned as well as being active and respected in the community which relates again to the core purpose of valuing community. The final staff and community input involved looking at Values. The particular values chosen were:

Respect, collaboration, creativity, confidence and resilience.

The ideas relating to these values will be further developed with students over the coming session through curriculum and wider activities and in student forums. One key aim is for every student to be able to state what our core purpose and values are and understand what they mean in terms of how we operate and what we value. We also expect that if they feel adults in the community are not adhering to these values that they will tell us.

For evidence of the wide range of community and learning activities that display our shared vision please visit the website www.tobermory.argyll-bute.sch.uk



Tobermory 3-18 learning community



Tobermory 3-18 learning community



High quality leadership at all levels

The idea of high quality leadership is important if the school is to be successful in meeting the targets expressed in its three year improvement plan. The school's core purpose is value achievement but this should also be about developing staff so they can achieve professionally and personally. The school is heavily involved in work across the education authority.

The Head Teacher, who has been in post since May 2012, is a member of the Secondary Head Teachers' group and has shared on assessment and learning and the work of Professor John Hattie and the Visible Learning CPD programme at their regular meetings. He is also a member of Authority groups meeting and leading on an anti-bullying policy, budget work streams and new Head Teacher assessment. As part of his induction he has attended a two day authority event and has been trained in human resources, finance management and grievance and discipline processes via ACAS. He has completed a two-day child protection training event at level 2 and has attended professional seminars on self-evaluation run by School Leaders Scotland and attended a Foundation day in Visible Learning in Manchester. As part of his own CPD he is completing a post graduate Diploma in School Leadership and Management through the University of Strathclyde which will also give him the professional qualification of the Scottish Qualification for Headship (SQH).

The Depute Head Secondary has the SQH qualification and the Senior Manager is also completing his final submission to qualify for the SQH. This means at the senior level the school has professional and reflective leaders who have been exposed to the latest ideas on educational policy, management theory and pedagogy.

The Depute Head Secondary and Depute Head Primary of the school jointly ran the school for a year (2011-14). This provided them with excellent professional development opportunities, and they understand the nature of leadership within the context of the school and authority.

The Depute Head Secondary is part of the management group steering the management and development of SEEMIS, the student information management system, across the Authority, and also within the school. She regularly attends training events or meetings relating to pupil support and the new GIRFEC systems within schools. Senior staff are also regularly asked to be on interview panels for other schools.

There is a rotating senior management position (Senior Manager) that has been created to extend the senior leadership team and help develop the leadership capacity within the school. They are part of the leadership team and have whole school remits such as managing monitoring and evaluation – quality assurance in Secondary. The senior manager is involved in the authority ICT group and has also been a representative on the Authority CfE group and contributed to the Authorities review and development of its annual action plan.

Three staff members are being trained as external verifiers for SQA national qualification and a Gaelic teacher in the school has been appointed Principal Assessor for the Gaelic Learner examination at Higher level.

High quality leadership at all levels

Staff members are continually used to help spearhead or assist in organising events such as the recent learning and teaching panel for parents and students, Celebration of Achievement or school events or forums.

Remits aim to express the need to develop a common ethos and vision across the 3-18 community. The improvement plan includes an organising principle where all staff are involved in working groups. The review of this has led to too proposed changes to the structure and there will now be specific work groups based on the improvement plan targets which will help focus activities, even out workloads and encourage distributed leadership, initiative and professional development. Small groups will cover areas such as the visible learning development, assessment development and use of the new tool kit, pupil voice in learning and community and self-evaluation. During this session staff members have attended authority subject development days as well as subject specific events run by SQA in Stirling and Glasgow which has given them the opportunity to look at issues in relation to newer senior phase qualifications.

Primary staff members across all teaching levels have attended a diverse range of development courses relating to the curriculum and outdoor education. Pre –Five Unit employees attend all school CPD events are also given the opportunity for regular professional development in early years practice. The staff and Principal Teacher have spent considerable time on the 'I CAN' evaluation tool.

During this session a leadership evaluation tool has been produced and it will be used in three phases across the school. The tool, a 360⁰ leadership evaluation system based on that used in the Secondary Headship qualification, involves staff filling in a questionnaire about the staff member based on the leadership qualities demanded in the Standard for Headship (2005). This is then given to an evaluator who collates the information to ensure it is constructive and leads to positive goals for self-development in relation to leadership. The evaluator and leader meet to discuss the report and goals are set that can be reviewed on an annual cycle. This initiative will be reviewed as part of our self-evaluation process at the end of the 2013-14 session.



Partnerships with parents, community and others

We aim to foster a partnership with parents and carers, which will allow children to develop the skills they need as they transfer up the school from Pre-5 to Primary and Secondary, and to move happily between home and school. Full details of our Partnership with Parents may be found in the Parent Handbooks, and on the school's website, www.tobermory.argyll-bute.sch.uk

- All parents are members of the Parent Forum and eligible for election to the Parent Council, which works in close cooperation with the school.
- Regular contact with parents is made via Learning Journeys in Pre-5, home/school notebooks and Personal Learning Plans in Primary and the student planner in Secondary. In addition, Primary and Secondary pupils receive two annual school reports, and parents are invited to attend consultation meetings with teachers.
- The school's magazine, Tobermory High School Press, reports on activities in school, and the Head Teacher's newsletter addresses more formal or academic concerns.
- Parents are regularly invited through THS Press to contact the Head Teacher with any concerns. Questionnaires and surveys help the school to assess parents' aspirations for their children and the school.
- When pupils have individual support needs, these are discussed fully with parents at regular review meetings. Members of the Learning Support team are also available at parent consultation meetings, and may be contacted at any time via the school office.
- A school handbook is issued to each pupil at enrolment. The Parent Handbook (Tobermory High School 3-18 school) is available to view on the school's website, along with the School Improvement Plan and annual Quality and Standards report. All these publications can be printed on request.
- New pupils and their parents are invited to visit the school, and contact is encouraged between Pre-5, Primary and Secondary. New S1 pupils complete an induction programme designed to minimise the stress of moving from the Primary environment into Secondary.
- Parent helpers are welcome in class and on school trips, and any parents who regularly assist in this way will be asked to complete a PVG (Protecting Vulnerable Groups) check.
- The school's website, www.tobermory.argyll-bute.sch.uk, keeps the community up to date with school news, calendar dates and important documentation including copies of letters sent home to parents. Links on the website connect parents with useful sites such as Parentzone, SQA (Scottish Qualifications Authority) and BBC Bitesize.
- Parents are encouraged to contact the school if they have any concerns, either in person or via telephone (01666 302062) or email (enquiries@tobermory.argyll-bute.sch.uk). Often, informal contact may be made immediately, and if this is not possible staff will endeavour to reply to parents by telephone or e-mail as soon as possible.
- Additional invitations are issued from time to time, to school open days, special events or workshops. Tobermory High School is committed to take account of parents' concerns and expectations at all levels, and parental input is a vital component of planning for learning.
- Other members of the community, visitors with special skills and staff members from Primary schools on Mull and Iona make notable contributions to school life. School excursions and field trips also encourage pupils to widen their horizons, develop skills and abilities and gain confidence.

Self-evaluation

There is a clear mandate to report to parents in relation to the aspects covered in this report. The area of self-evaluation is probably a key area for parents to understand but as it is often mired in educational jargon and technical aspects of education management it is sometimes lost amongst all the other areas covered in the standards and quality report and may not be accessible to all parents. It is an aspiration that into next session we will give a clearer picture of progress in key areas of self-evaluation via our website and the Head Teacher's Newsletter.

The former Secondary model in the school was based on evaluation folders for Faculties and individual Principal teacher meetings with the former Head Teacher. While this model worked well for a number of Faculties there was not enough commonality in how things were evaluated or impact was measured and there were actually many examples of variable practice across the 3-18 school. It was the perception of senior staff that things had drifted over the 2011-12 session and therefore when the new Principals Teacher's Forum was set up one of the key development tasks was to develop a common monitoring and evaluation calendar and look at supporting documents.

This exercise also involved work by the Principal Teacher of Primary. She developed an evaluation calendar for the Pre School and this format was to be further developed for use in Primary. A meeting will be held in June with the Head Teacher, Depute Head Primary and Principal Teacher Primary to look at the monitoring and evaluation calendars developed. This will help put in place regular evaluation of key indicators for managing and evaluating learner's progress as well as checking forward planning, curriculum progress, behaviour, and quality of student work and aspects of home learning.

The Secondary work was led by the Senior Manager who was a Principal Teacher and a member of the PT Forum. He worked with the Head Teacher to implement a review of current practices and this led to a transition monitoring and evaluation calendar that was put in place from April to June 2013 (see next page). At the same time discussion began on systems and documentation to support authentic evaluation and feedback that would have an impact on learners and learning. The transition process documents from the leadership team have worked well in the targeted areas but some areas still need to be fully reviewed and developed. One of these is learner feedback which was delayed as the Visible Learner professional development programme will feed into this area and inform the way we collect and monitor learner's development in the classroom.

As part of the self-evaluation process the Head Teacher keeps summary information collected by Principal teachers from Faculty staff. The individual returns are kept in a folder on Public 1. The key information will be summarised into a booklet and distributed to Principal Teachers for a review meeting. At each of these meetings up to two other teachers will be invited to also make responses and suggestions. The first of these meetings will be held in August at the start of the new session.

Self-evaluation

Teacher and learner observations are carried out once a term by the senior leadership team and peer observation programmes in Faculties are also now operating. This is an area that needs on-going review and development in order to build the capacity for collegial observations across faculties that leads to sustainable improvement in learning. High trust models are important but take time to develop even in an environment with a high level of good collegial working. Again the Visible learning programme will be allied with these developments. The evidence from learner / teacher observations will also be discussed at the Principal Teacher Forum and this work together with senior team observations will lead to regular reporting and teaching and learning targets to all the staff. The first round of these observations will finish in June and be reported on at the start of the new session.

At the start of the new session in August a full monitoring and evaluation calendar (self – evaluation) will be in place and Principal Teacher's will work with their Faculty staff and senior management to ensure we are not only evaluating what we are doing and how we are doing it but also seek to take this information and use it to improve our impact on learning. This self-evaluation process will also be a key to ensuring the school improvement plan has a measurable impact.

A Primary /Secondary parent survey went out in November 2012 and the results were very encouraging. However some areas will need to be looked at more closely and will feed back into the self-evaluation process and improvement planning for next session and beyond.

The overall return rate was 49% which is a better return than in past surveys. In general most parents seem happy with the provision of education across the 3-18 community and with our leadership. A number noted that with the recent change in leadership things are 'changing' and that they support those changes. The survey did give a clear message about communication around events and trips and we are working to improve that area. Text and email, as well as letters, will be employed to keep you informed.

Around 70% of respondents noted that we did take account of parent's views, but we would like that to be higher. There were two very negative responses that considered our attempts to inform or ask for feedback was just a pretense. It is disappointing to think that people may believe this and as responses are anonymous we are unable to follow up and find out why they feel as they do.

In April the student cohort in Secondary was surveyed and these results while positive in a number of categories indicated some weaknesses in other areas of a pupil support. At the time of writing this report we are starting the process of analysing student responses and using the report as a baseline to gain improvement. One area that we are starting to report on is service levels in terms of pupil support and it is an aim that we are much more proactive in supporting students. From 2013-14 it will also be an aim for all students to have at least one meeting with a key pupil support staff member regardless of whether they are high functioning learners or the fact they report any issues.

Self-evaluation

March – June 2013

SELF EVALUATION – TRANSITION CALENDAR

Evaluation Area	Month		
	March	April	May
			June
Home Learning S1- S3 S4 –S6	● (S4-6)		● (S1-3)
Tracking progress – Seemis system – all levels	●	●	●
Jotters / Records of work		● (S4-6)	● (S1-3)
Behaviour monitoring – all PT Faculty	●	●	●
Assertive Discipline implementation reports (checklist)		●	●
Learner Observations (class visits)	●		●
SLT / PT / Peer			
Progress report – Faculty improvement plans	●		●
Teacher planning – BGE / Senior level			
Audit – E and O's Curriculum	●		
Senior phase – course arrangements in place S4 / Nat 4 and 5			●
Literacy and Numeracy sampling BGE		●	
Student unit / module evaluation – at appropriate points in course across all months. PT Sampling	●		●
Service levels – PT Pupil Support & PT Learning Support		●	●
UCAS Monitoring – internal grade warnings	●	●	●

Valuing and empowering staff and young people

To value and empower students we need to ensure they are valued in the processes and actions of the school and that they are not removed from an authentic decision making process that includes feedback and feed forward.

The school has moved forward this session with interviews and a voting process for senior male and female student leaders from S6. These were appointed around October along with senior prefects who nominated themselves from S5 and S6. A new senior prefect uniform was also developed and was worn at various occasions in school and the community. This aspect of leadership is allied with the senior leadership units that students complete through SQA modules as part of the PSD – personal and social development programme.

Into next session it is planned that there will be a greater emphasis on leadership both within the prefect system but also from the school council at Secondary and Primary levels. Two P7 representatives attend the Secondary Council to ensure that the views of Primary pupils are taken into account when whole school issues are being considered. The plan will be to develop portfolios in relation to teaching and learning, eco-schools, fair trade, Amnesty International, fundraising, uniform and in-school communications and these roles could be duplicated at both Secondary and Primary level where appropriate. Any student on the school council at any year level may hold one of these portfolios. There will be two staff appointed to support the running of the council. This year the senior manager has done a good job and the council has run a number of events and fed back to the leadership in relation to issues such as the discipline system, uniform, fundraising events and other management areas.

As part of the Visible Learning programme it is also an aspiration that students are more involved in how they learn, what they learn and when, particularly in terms of the principles and aims of the curriculum for excellence at all levels of learning within the school, 3-18. The inter-disciplinary week in June in Secondary will have more student input around its design and evaluation. The whole concept of feedback as part of the visible learning professional development is about student voice in learning and developing learners who can be their own teachers in partnership with teachers.

In order to value students we also need to be aware of how we treat them and the staff and leadership team need to take account of the values put in place this session. This concept and others above will be further developed in the updated improvement plan published in June. The discipline system was discussed with students in April and as a result of that the systems will not be put in place until we have had a second chance to carry out more consultation to take account their views, particularly questions about some parts of the step wise discipline system.

Many of our activities reported on in this document and the way they will be further developed will empower students to develop as well rounded individuals. There will always be an underlying emphasis on the four capacities across 3-18 learning. While we are not always explicit in mentioning the four capacities within the totality of the curriculum offered, they actually underpin everything we do and achieve.

Valuing and empowering staff and young people

Last year the school was one of a few within the Authority who had a 100% positive destination return for leavers across S5-S6. Students are able to take part in a wide range of extra-curricular activities and trips across the 3-18 school and many outside speakers and partnership organisations contribute to delivering the wider curriculum. In fact the number of activities reported on in the THS press or our website is quite outstanding and the school is extremely active and busy every day of the week with staff contributing much to building good citizens who are learning about themselves, others and society.

The school also offers off-island, overnight school trips across P5/6 and 7 and at all levels S1-S6. Although it is now not possible to subsidise all students in the face of budget cuts every student does have an opportunity to grow and develop in urban and rural settings. The Primary school offers an extremely wide range of activities within every year level which involves education outwith the classroom or opportunities to link with partners in the community. The P5 and P6/7 week long off island trips help students learn to cope with being away from their familiar home settings and encourages personal and social development.

At Secondary level, the S1 students have a trip into a city environment over a week, S2 have an outdoor learning experience at Loch Eil, S3 have an international trip to France and Belgium with specific relationship to social studies, languages, art and history and S5/6 are able to go on a ski trip to the French Alps. These trips provide an excellent opportunity to grow in confidence and self-esteem.

The empowerment of staff is achieved through good communication systems and feedback. It is the aim of the senior leadership team to acknowledge what others do and how well they do it. Regular meetings are held and staff members have opportunities to develop leadership across a range of events and management functions. Regular inset days are held and these often involve consultation and give an opportunity for staff to have a voice. The working groups mentioned in an earlier section involve staff in areas of interest where they can work collegially and autonomously, displaying initiative and sharing ideas through professional dialogue. The idea of better ownership and involvement in school improvement is supported and promoted by the leadership team with the Head Teacher working on an instructional model of leadership.

The evaluation processes inherent in the evaluation and monitoring calendar empower staff to share good practice and ensure we know how well they are working so we can give positive feedback and feed forward. This is also strongly encouraged through faculty heads whom we expect to work collegially to meet the targets in improvement planning.

Staff events are held and major life events are celebrated in a communal way. The Head Teacher operates a high trust model and encourages staff to share issues and frustrations. He desires a solution and flexible approach to solving problems as they arise.

Personal and social development and well-being

As part of the action plan relating to pupil support a review of the planning and provision for the delivery of the social education programme (now known as PSD – personal and social development) across S1-6 was undertaken and the Principal Teacher of Pupil Support worked with the Head Teacher and Depute Principal of Secondary to revise the whole secondary programme and update content and resources. The new outline will be delivered to staff teaching this area in June at the start of session.

As part of on-going development, the staff will be encouraged to collect resources they use so they can be shared or modified to suit a year level. We will also look at opportunities to develop more partnerships with outside agencies in our local or wider community to support students' development in terms of the Health and Well-being outcomes. We are already part of a three year contract with TESSA who deliver in relation to sexual health and violence. The guiding principles across the 3-18 learning community are student centred and we have developed a model of support and guidance using the GIRFEC model (Getting it Right for Every Child). This encompasses the areas of the SHANARI rubric and the world triangle that helps assess students against key areas and indicators of wellbeing (SHANARRI – indicators are safe, healthy, achieving, nurtured, active, respected, responsible and included).

The review of behaviour and pupil support at Secondary level was the second step undertaken by the new Head Teacher as he reviewed and developed aspects of the school. An initial strategy group audited current practice and looked at development frameworks. From this a comprehensive action plan was developed and the key targets have been addressed during the 2012-13 session. As part of our action plan, a behaviour / discipline review of the Secondary and Primary areas of school was undertaken by Gerry Geoghegan, an education support officer working in the areas of behaviour and pupil support for the Argyll and Bute education authority.

This pin-pointed, low level behavioural issues in some classes in Secondary, but only very minor issues in Primary. Indeed, one area that was praised as highly effective practice was the P7 peer support programme where P7 students mentored and supported new P1/2 and in some cases P3 students in the Primary school by assisting with organised play at interval and lunchtime. They also helped monitor behaviour and intervened where there was disagreement or potential bullying. This model is being considered at S6 level where they would mentor S1 students. We also knew, and Gerry's work confirmed it, that students needed more guidance on behaviour standards and a clearer discipline system within the Secondary years.

We wanted to look again at a school wide discipline system and chose Canters assertive discipline system. Professional development workshops were delivered via twilight sessions and staff are now required to follow its ethos and the systems we developed collaboratively. The Depute Head Secondary also developed a step wise discipline system that will be fully implemented at the start of 2013-14 and worked with the PT's of Pupil and Learning Support to update the documentation used to monitor and record behaviour issues.

We have spoken to students and they have given feedback via their personal and social development classes. As a result we will look again at our proposed detention system. The action plan which is available via the school website and is in the school improvement plan includes major action points around discipline and pupil support with an emphasis on Secondary.

Personal and social development and well-being

Parallel discussions have taken place with senior Primary staff to consider any similar behaviour management needs or systems at the Primary level. The Primary school has also adopted the Canter assertive discipline model within classrooms.

The vision for Pupil Support is to be proactive across the range of needs from Pre 5 to S6 and to support the assertive discipline model beyond a simple behaviourist approach that does not interrogate and react to why students are misbehaving or having issues. This is about partnership working with staff, parents and students and in some cases external agencies. Weekly meetings between the Depute Head Secondary, PT Learning Support and the PT Pupil Support discuss students of concern from the 3-18 school and follow up with other staff as necessary to inform of needs or actions to be taken. Weekly minutes are forwarded to staff for their confidential information and the group also monitor and publish a confidential vulnerable student list. While Primary or Pre-5 lists are not published to staff they are discussed at regular Faculty meetings at primary or with Pre-5 staff and the Head Teacher is briefed via the senior leadership briefing or full weekly meeting.

The 2012-13 action plan also covered the service levels we should have in place to deliver services to students in relation to guidance/ pastoral actions or those involving improving behaviour. Clear guidelines on the time taken to initially react and follow up with students and parents were reviewed as well as child protection protocols in line with local and national guidelines. Our exclusion process was checked against the national guidelines and we looked at other ways we could react and avoid pupils being excluded. Into the next session, 2013-14, all key staff members within Pupil Support and Learning Support will have their remits and responsibilities reviewed and modified as necessary.

As part of our drive to increase the functionality of SEEMIS, the electronic student information management system that is used throughout Authority schools, we have trained staff in the use of pastoral notes on the system. This records student information that can be shared at different levels of management and also provides a full chronology of student behaviour that can be printed off and shared with parents, staff or students. The information will show patterns or give a history that can be tracked or which might trigger an intervention. This 'note' system is ultimately about maximising the impact of interventions to manage behaviour or provide pastoral support.

Another area of support that is important as students move through into the senior phase is career guidance. We work closely with Skills Development Scotland (SDS), and the Depute Head works with the key Authority staff in the post sixteen area where local and national strategies are implemented to ensure positive destinations. This should mean all students have worthwhile education / training or work destinations. Last year Tobermory High School had a 100% out turn for this indicator. The Head Teacher also worked with the PT Pupil Support to ensure the UCAS application system that students use to apply for University places was tracked and monitored in terms of student offer and the targets they needed to reach. This was shared with staff so they could trigger grade warnings and we could then work with the students and parents to remedy any fall off or issues with respect to progress in subject areas.

Next session we also want to improve the efficiency of the application process that takes several months as they collect and write up information and a personal statement.

Personal and social development and well-being

Staff members across pre-5 to Secondary (3-18) take part in an annual performance and development review process and, while this needs some revision to make it authentic and effective, it can help staff members to pursue set goals and guide what professional development activities the staff member chooses. During the last session, staff members took part in a vast number of professional development activities and, while the major focus was on Curriculum for Excellence and the Senior Phase, some other development activities were subject related in a general sense. The whole staff will collectively be involved in two major activities - the Visible Learning programme across three years until it is sustainable and, secondly, to work in developing practice in relation to the assessment tool kit with the key aim to empower teachers to reflect on evidence based practice that improves learners.

The final area of review and development was the fact that the Personal and Social Development course - PSD (formerly known as personal and social education) was not fully in place or developed across S1- S6. The Head Teacher convened a small group to look at content and a better model for delivery. He then worked collaboratively with the PT Pupil Support to write a new scheme and look at the resources used to support and extend the learning in the course which incorporates the experiences and outcomes in Health and Well-being. This work will assist non-specialist support staff to work collaboratively with each other, and learners to deliver quality material that develops the experiences and outcomes from the cross-cutting Health and Well-being theme.

Argyll and Bute Council Community Services, Education

Quality and Standards reports from the current and previous years are available on the school's website:

www.tobermory.argyll-bute.sch.uk

This document is available in alternative formats, on request.

(Please contact the Head Teacher, craig.biddick@tobermory.argyll-bute.sch.uk)

Argyll and Bute Council

Community Services: Education



Teaching and Learning 3 -12 across
Oban, Lorn and the Isles Primary Schools

Introduction

The Oban, Lorn and the Isles area consists of 26 primary schools including mainland schools stretching from Appin to Kilninver and Dalmally. Our island schools are situated on Mull, Iona, Tiree, Coll, Colonsay, Seil, Luing and Lismore. Nursery provision is provided within several of

these schools and gaelic medium education is provided at Salen Primary on Mull, Tiree HS (primary), Rockfield Primary in Oban and Strath of Appin Primary. There is a Learning Centre at Rockfield Primary.

Teaching and Learning: Oban, Lorn and the Isles

Rockfield Gaelic classes launch books

Before the Easter break, children in Rockfield's Gaelic classes hosted an open afternoon to celebrate the launch of their very own books. The event was a really enjoyable way to end a very productive term and to involve parents, carers and peers in the children's learning.

P2/1G based their books on their topic 'Air an Tuathanas' (On the Farm) and P4/3G created imaginative stories about 'Na Lochlannaich' (The Vikings). The children were really inspired by the book writing project and produced some excellent work. They learned about the journey of food from a farm, and the diet of the Vikings. They made butter, oatcakes and soda bread and served these to their visitors with cheese and fruit. P4/3G's homework challenge was to create a Viking costume for the event and P2/1G enjoyed having their faces painted as farm animals. The children looked fantastic and thoroughly enjoyed their day as they proudly presented their work to family and friends!



Dunbeg Primary Arctic Topic

Dunbeg pupils in P2/3 have been learning all about the Arctic. They even sent their very own explorers on an Arctic adventure! Snowy the Seal and Penny the Penguin set off with their scientist friends Finlo (Ruari's dad) and Kim (Sennen's dad) who were going to work there for a few weeks. Snowy and Penny got up to all sorts of mischief which included snowmobile rides, exploring ice caves, helping with scientific experiments and meeting huskies and polar bears. They emailed photos and videos to the class every few days to update the boys and girls. Snowy and Penny have now safely returned to school.



Kilchattan Learning

As a result of developing their curriculum design, Kilchattan pupils have a greater understanding of how skills can be applied across the curriculum. Pupils have increased ownership of their learning and this is evident in their enthusiasm, their ability to discuss their own learning targets and recognise skills achieved.



Clan Mission Days – Scotland/Commonwealth Games

In preparation for the Commonwealth Games and Scotland's Homecoming, the pupils of St.Columba's Primary took part in 5 Clan Mission Challenge Days. Pupils were split into their clan groups and were faced with a different mission each day. Activities began with creating a Scotland/Commonwealth theme backdrop for our GP room. Pupils then redesigned their school clan shields, created and performed an opening performance dance and theme song and learned all about the sports participating in the games this year in Glasgow.



Penguin In A Box

Kilchrenan Primary pupils were trying to work out what to do with a ridiculous number of penguins. Arriving at a rate of one a day, they were working hard to find ways to store them. Mathematical ways. If you have a cube 6×6 how many penguins do you have? How many will they have on the last day of term? What happens if they stack them in threes? And, what mathematical adventures will they have when they go home? Please note that no penguins were harmed in the making of this learning, though quite a few cubes were stood on. They all recommend the book "365 penguins", but it does help if you have a large stack of unused penguins in your janitor's cupboard!

The Body Lab at Salen

By Talia Carmichael & Owen Wild

P5 – 7 have been working on a body lab and have just recently finished showing it to all the other classes. There were lots of different things to do and there were 6 main stations: digestive system, senses, bones, heart and lungs, brain and nerves and the eye! On the 4th of February the class let Mrs Maclean's class into the body lab for a try-out. They all seemed to like it. Here are some comments:

Kirsty P4 said "I learned that the right hemisphere controls the left side of the body and the left hemisphere controls the right side of the body!"

Noah P3 said "It was really good. Also I had lots of fun and I learned that the liver regenerates when a part gets chopped off"

Ellie P3 said "It was super excellent and I learned that vitamin A helps your eyes keep healthy."

The other classes have been in and looked around and they all had a great time. Also the parents have been invited in as well. Here are some of their comments:

"Fantastic well done everyone, I really enjoyed all your hard work thank you."

As you can see the body lab was a huge success and everyone had fun!

Thanks to everyone who came along. Well done to everyone in Mrs MacCrone's class for an amazing job!



News from Iona



Iona Primary has really engaged with the community this year with a Gardening Festival in which various hotel gardeners joined the children and parents to restore order to our neglected gardens. Our Christmas lunch

was cooked by the children for their parents at The Argyll Hotel (the children even learned 'silver service' and waited on their parents). We also had a series of baking lessons from a parent in the famous Abbey kitchens, which culminated in the children preparing a feast for their parents and Abbey & Historic Scotland staff. Our Outreach Committee continues to allow excellent communication between key groups and the school. It comprises of representatives from Police, Churches, the older community, Historic Scotland, The Iona

Community (Abbey), Community Council and Parent Council. We have developed our Early Years indoor classroom so that it is now a warm, welcoming, fun space for the many days of terrible weather we have here. We are now a Signing School and because the thoughtful wider community wanted to understand our signing pupil when she was outside school we brought signing to them through a 'wine and sign' evening which was extremely successful - everyone was quite fluent towards the end of the evening!! Iona Primary School has a new Head Teacher Kathrine Elwis and an expanding roll. There will be 21 children in the school building next term. This is such good news for this island and everyone is feeling very positive about the future.



Christmas Performances on Tiree

Last term Tiree Primary was working very hard on an English and Gaelic performance to showcase their language and musical skills. Members of the community piled into An Talla on Monday 16th December to watch the children in their final performance. All their hard work paid off and it was



a great afternoon of laughter, singing and Christmas spirit!

Of course there was a tremendous amount of work going on behind the scenes and all the help from senior pupils and classroom assistants before the event and on the day was greatly appreciated! There were lots of proud Mummies and Daddies all over the island that night and definitely three very proud (but exhausted) teachers!

Arinagour Pre 5 Unit activity for this term

The themes for this term in the pre 5 unit are 'Growing' and 'Our Island'. The Pre 5 practitioners have decided that the unit's colours will be yellow and blue and shapes will be triangles and squares. Before the end of term there will be a recap of all colours and shapes previously covered as a reminder of what the children have learned. There will be trips to the woods, the beach, a farm, around the village and to the local library. Water activities are planned for the next few weeks and parents have been asked to provide extra clothing! The unit has extended a special welcome to its new Pre 5 pupils Eva and Laura and are looking forward to them joining in all the planned activities and trips.



Rockfield Learning Centre



The learning centre children have all been enjoying focussing on their health and wellbeing and have been working on their FIZZY programmes. All pupils made super progress and everybody has successfully uplevelled to the next stage. The pupils have participated in swimming and are becoming more confident in the water. With the support of Riding for the Disabled, horseriding has been a great success and as well as improving skills in horseriding the children have learned about care of the horses. The children have been working and liaising

with the wider community and learning all about the care of animals. They set up a vets role play area in the classroom and through active learning have explored and engaged in the care and welfare of animals. This led into a book

making project where ipads were used to record their learning. Parents were invited to a book launch and celebration of achievements by the children where they proudly shared their books and performed counting and action songs which were learned as part of their music therapy.

Comments from parents included:

“A perfect afternoon where I saw my child really engaged in his learning and able to sign the names of animals”

“My child really enjoyed the topic and at home he was able to tell us all about the animals”

“Please keep doing open afternoons, it is such a fantastic opportunity to meet with other parents and staff who do such a special job”

Ulva Primary School Burns Lunch

By Eilidh P3 and Arwen P4.

At Ulva Primary School on Thursday 23rd of January we had a fabulous Burns Lunch. We fed 24 people Cock-a-leekie soup, followed by delicious Isle of Mull Haggis, neeps and tatties. Later we finished off with Granny Carol's scrumptious cloutie dumpling and custard. We played Scottish Pass the Parcel and some forfeits were hilarious, like having to do the highland fling. After that three of us sang 'Donald Where's your Troosers' and then some of the children and adults performed poems and riddles. Some of the riddles were quite difficult and we had to give the adults

lots of clues until they sussed the answers out. The boys and girls finished off with the Toast to the Lassies and the Reply to the Laddies. They were a bit cheeky and rude! We made our own dance up and we called it Ulva Strictly, it was very hard to learn but we learnt it in time. We also did the Orcadian Strip the Willow which everyone enjoyed. We sang Auld Lang Syne to finish the day off. Everyone had had a lovely time.



Schools in Partnership:

Oban Burns Committee

Kilninver Primary School were instrumental in organising the second Local Schools Burns Festival in Oban. P7 pupil Adam Edwards chaired the organising committee meetings comprising of Pupil Council members from Barcaldine, Rockfield and Kilninver. They undertook the practical tasks that setting up an event for 200 children involved including booking a theatre group, hiring the venue, ordering medals, designing certificates and making rosettes for the event.



Community Links:

Burns Supper and Ceilidh

Easdale Primary welcomed parents and friends to Seil Community Hall in January to enjoy their Burns Celebration. The children planned and led the evening which comprised of a Burns Supper cooked by Mrs Ruth MacKechnie (the school cook) and a variety of toasts, speeches, poems, songs and dances. The Strings Orchestra, led by tutor Hazel Clark, was very well received. The school was grateful for the donations from Campbell's Dairy, Tescos, Bookers and Highland Arts.



Visions, Values, Aims Day at Barcaldine PS

Barcaldine Primary School hosted a Visions, Values and Aims Day whilst tying it in with Fairtrade. The school invited parents and guardians of the children as well as members of the local community to come together and discuss the visions, values and aims of the school. The children partnered up with adults and voiced their opinions alongside their parents. The gathering proved to be a very fruitful event with feedback coming back to the school's Head Teacher Michaelina MacLellan. To tie in with the event they also took the opportunity to celebrate Fairtrade week. Pupils spent the morning in the kitchen cooking banana bread, cranberry & white chocolate cookies and a coconut and chocolate cake using as much Fairtrade produce as possible.

The day was a great success with loads of opinions on sheets of paper and lots of cakes and biscuits in pupil's tummies!!!



"Souper" Clan Challenge at Strath of Appin Primary

All three clans in the school certainly rose to the challenge of creating their own pots of soup for the Soup Clan Challenge. There was a hive of activity as Clan Linnhe prepared winter minestrone soup, Clan Creran prepared tomato and carrot soup and Clan Laich, creamy carrot and coriander. The children really got a lot out of this challenge and it was pleasing to see them use the practical skills that Alex Needham from the Waterfront Restaurant had demonstrated a few weeks earlier. Great teamwork was exhibited within the clans and the children were very pleased with the end products! Parents, family and friends were invited to come along to the school's Soup Lunch to try the soups and then complete a soup evaluation form. The children really appreciated the positive feedback they received for their culinary efforts!



Enterprise:

Luining Buggies

The Early Level children at Luining have been very busy in the workshop making a buggy. They used an old storage box, the back of an old children's settee and wheels from an old dilapidated bookcase. They had lots of fun trying it out in the playground and are now working on improving it.



Taynuilt Primary Craft Fayre

Children, teachers and parents worked very hard to create many beautiful and practical crafts, gifts, baking and confectionery which were sold at a school Craft Fayre recently. The staff and children organised the afternoon working together to set up the hall, welcome the parents and sell their items. It was almost a total sell out, raising over £600 for school funds and charity.



Lochdonhead Community Cafe

On Monday the 7th of October 2013, a second Community Café was held at school. It was a huge success and many members of the community came to visit. The pupils sold lots of handmade crafts including books, bookmarks, calendars and Christmas cards. The parents generously

provided an abundance of cakes and biscuits to accompany the tea and coffee and it was lovely for the school to catch up with the people who have supported the pupils on their journey to becoming a successful business.

Sport Health & Wellbeing:

Fun Run on Lismore!

Lismore Primary hosted a Charity Fun Run for the North Lorn Co-op Schools to raise money for Argyll Beats Cardiovascular Disease. The event was a follow up to a Health and Wellbeing day held at Strath of Appin Primary School. The Lismore children had spent some time planning the event in previous weeks. They made a Fitness Training DVD to send to the other schools taking part, designed a sponsor form and safety posters, made their own risk assessment of the event and helped to plan the route. The children travelled over to Lismore on the ferry and were taken to

the start by minibus. They were given a healthy snack before taking part in a warm up led by the Oban High School Sports Leaders. Everyone was very enthusiastic and determined to run the whole of the 2km route.

The training in previous weeks paid off and it wasn't long before the first runners were crossing the finish line where each child received a medal, a t-shirt and a goody bag. There was then time to relax and sit in the sun with a packed lunch by the sea before the return ferry trip to the mainland.

Contributions to charities:

Hola! World Book Day with an international flavour

Ardchattan Primary celebrated World Book Day and International School Meals day with fun, food and fantastic fundraising for Mary's Meals! It all began six weeks ago at their Community Burns Supper when they announced the start of their Change for Mary's Meals campaign. The school has four of the blue Mary's Meals mugs, one for each child. The target was to fill the mugs with enough small change to feed four children in Malawi for a year, a total of about £40. Kind donations from people at the Burns

Supper got things off to a good start and since then the change has been rolling in! Recently they had a BIG count up and the total is.....£141.85, more than three times the target! The pupils are delighted to be able to help so many children go to school and have a good meal. They celebrated by coming to school dressed as international book characters, creating (and eating!) international flavoured pizzas, and writing an interactive book jointly with their friends from Kilchrenan Primary School.



Dervaig Primary School



Two Primary 7 boys, Liam Paterson and Ryan Hamilton organised a sponsored walk in aid of Sports Relief. The boys wrote to parents asking permission for their children to take part and requesting adult helpers. They contacted the police and coastguard to arrange for an escort for the walkers and also spoke

to the Bellachroy Hotel asking them to supply refreshments after the event. Twenty five of the twenty nine pupils took part as well as mums, dads, grannies, grandads and former pupils. They all managed to raise the fantastic sum of £920. After the event Liam and Ryan wrote or contacted everyone to thank them for their support.

Bunessan Easter Fun Run

Children in the P5,6,7 class of Bunessan Primary School have been busy raising money to restore the local war memorial which stands just outside the playground. They decided to take part in the local Easter Fun Run and raised money by collecting from spectators. The children have been quite overwhelmed by the support they have received for this project and are well on the way to eventually exceeding their target. Their hard work and dedication will ensure that the memorial survives into the next century.



Outdoor Learning:



Outdoor learning at its simplest!

We often reflect on how fortunate we are in Argyll to have a rich outdoor environment on our doorstep. At Dalmally Primary this is literally true. Yesterday twenty eight pupils from P3-7 took their bikes for an adventure in the

forest. They cycled from school through the forest, stopping for lunch on the way finally making the summit of the Duncan Ban MacIntyre (Gaelic poet) monument. A day free from costs but rich in learning!

Lochnell's Lochgoilhead Experience

In March this year P7 pupils from Lochnell travelled to Lochgoilhead Outdoor Activity Centre where they were residents for 5 days undertaking a wide variety of outdoor ventures. These were designed to challenge the pupils to try new experiences and rely on each other for safety. Activities included rock climbing, canoeing, kayaking, raft building, abseiling and mountain biking. In the evening pupils took part in team activities and quizzes before hot chocolate at bedtime. Throughout the week they overcame homesickness and had to learn to organise themselves. They ended the week with a feeling of accomplishment and achievement, having developed several new skills.



Rockfield's Drovers

In Rockfield two classes, P5/4 mainstream and P7/6/5 Gaelic, have worked together to learn about the life of the ancient Drovers in Argyll.

They worked in partnership with Joyce Gilbert from the Royal Scottish Geographical Society and Sally Harkness, Storyline Scotland, with both classes following Sally's world renowned Storyline Approach. It has been a wonderful example of Curriculum for Excellence at its best and a thematic approach to Social Studies.

The uniqueness of this study is that it was delivered in both English and Gaelic working alongside each other. Both classes learned about droving in Argyll and the old drove routes. They made clay highland cows and held an auction where their cows were bought and sold. They also learned about old money and used an old ledger from the auction mart.

On the Monday the drove was led by gaelic speaker, Euan MacLeod and it was a wonderful opportunity for total immersion in Gaelic for sixteen children from Rockfield's Gaelic classes and a small herd of six Highland Cattle. Each child had their own droving stick and walked behind the cattle.

The aim was to give the children the opportunity to experience what it was like on a real live drove. When the drove finished and they reach the stance, the children made and ate bannocks, listened to and told stories in gaelic and sang traditional gaelic song. They also did a bit of dancing. This is exactly how the drovers would have celebrated when they reached their stance. It is interdisciplinary learning at its very best. Maths and language skills were learned through

the storyline in a real context and in a live experiential way. The children's experiences were relevant, meaningful and challenging. The children from the gaelic classes taught gaelic phrases to their mainstream peers. They planned and worked together in their learning. They relied upon each other in the same way that the ancient drovers would have done. This has helped to make their learning deeper and enabled links to be made across their learning. The mainstream children are hoping to do their own drove walk on the Island of Kerrera.



Eco Learning - Eco Schools:

Tobermory P6/7, renewable energies on Mull

Mr Finch from Mull and Iona Community Trust came to our class on 17th September 2013 to talk to us about renewable energies on Mull and show us the Nissan Leaf. Firstly Mr Finch judged our 'car of the future' competition. We had lots of ideas like solar powered, wind powered, hydro powered and biothermal cars. The winner was Finn's Cow Pat Car. Mr Finch liked the idea of using the methane in cow pats to power a car and thought it would put cow pats to good use. Finn won a remote controlled helicopter donated by MICT and he got a chance to sit in the Nissan Leaf.

Mull has lots of renewable energy sites. There is 1 hydro-electric site, 7 wind turbines, 29 solar photo voltaic sites, biomass is being used at the bakery, the hospital, the Isle of Mull Hotel, Treshnish House and Finn's house and there are now electric cars. We are also really good at saving energy and energy conservation. Mr Finch told us about a new Hydro project being built at Garmony next year. It is hoped that it will produce 925 megawatts (MW) which is enough electricity for 230 houses! He also hopes that it will give an income of £30,000-£150,000 that can be spent on community projects eg housing, sports halls etc. We thought it would be good to invest some of the money in getting more renewable energies for the island! However Mr Finch did mention that Mull is trailing behind some of the other islands. The Isle of Eigg is totally self-sufficient in their energy and is no



longer dependant on the National Grid. The Isle of Gigha is owned by the community and they have 3 wind turbines called the Dancing Ladies of Gigha.

We then found out about the electric car that he had brought to the school to show us. The Nissan Leaf is built in a factory in Sunderland, England and it takes less than 1 hour to build! We went to see the car and we thought it was AMAZING! We couldn't believe that it wasn't just quiet – it was silent! We discussed the pros and cons of this because we were worried about walkers or cyclists not being able to hear it, but Mr Finch said that you can press a button and it will make a 'car noise' when you want it to! Thank you very much Mr Finch for coming to talk and bringing the Leaf. *Pupil, Tobermory HS Primary.*

Park Primary 3 Protect an Acre of the Rainforest!

In the autumn Primary 3 in Park Primary undertook an interdisciplinary study on The Tropical Rainforest and as part of this they compared the local temperate rainforest, Dunollie Woods, to the tropical Amazon Rainforest. As a final outcome for their learning the whole class took part in an informative assembly at the end of November which was performed in front of the other children as well as any family members who wanted to come along. At the end of the assembly donations were collected and have now been used to protect an acre of the Rainforest through 'Rainforest Concern.'



Achaleven Goes Green for the 5th Time

Achaleven Primary pupils and staff were very proud to receive their 5th Green Flag from Eco-Schools Scotland last week. This followed an assessment at the end of January where Eco-Schools assessor Paula Love commended them on their collaborative approach by working with local environmental organisations including The Grab Trust and AliEnergy, and for the work done in the community by involvement in recycling, village litter picks, charity fundraising and promotion of Fairtrade. The award is normally worked on over two years but due to the school being closed in 2011-2012 the pupils only had one year to get the work done. As they were all P1 at the time this was an even more impressive achievement. Paula was delighted with the progressions made in the school garden since her last visit, including the addition of the orchard, and looks forward to seeing what will develop in the next few years. She remarked that “your children are truly responsible, global citizens”.



CAST projects:

‘Cloth Uncut’ Commonwealth Art Project

CAST (Creative Arts in Schools Team) was delighted to offer schools in the area the chance to take part in a specially designed art project during January – April 2014. Each school was offered a visit from a specialist artist who worked with pupils to create a piece of cloth which represented Scotland’s Welcome to the Commonwealth in 2014. Based on iconic images of Scotland, pupils design and produce a length of uncut cloth, inspired by the traditional approaches to cloth making from Argyll & Bute and either of our two twinning nations (as designated by The Commonwealth Games and ‘Game On Scotland’) These are Swaziland and Cyprus.



20 schools from the area took part and underwent the following preparation before the artist’s visits.:

- collecting iconic images of Scotland including landscapes
- collating a list of words which can be used in the designs
- discussing Swaziland, Cyprus and the Commonwealth Games.

The CAST artists also showed a specially recorded film featuring Jill Blackwood, the designer for the Commonwealth Games costumes. During the film she sent an inspirational message to Argyll and Bute pupils to help them with their design work.



School Contacts:

School	Contact	Position	Address	Phone No.
Achaleven Primary	Sharon Burt	Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Ardchattan Primary	Jaqueline McLarty	Head Teacher	Ardchattan, Connel	01631 750253
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Michaelina MacLellan	Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Kate Petrie	Acting Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Caroline Fothergill	Head Teacher	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Julia Hogg	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Sine T MacVicar	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Stephen Glen-Lee	Head Teacher - Joint Headship Luing	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Katherine Elwis	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Gillian MacKenzie	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilchrenan Primary	Graham Dickie	Head Teacher	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Bernadette McMillan	Head Teacher	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Catherine Davies	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Pauline Inglis	Head Teacher	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Shirley Matheson	Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Luing Primary	Stephen Glen-Lee	Head Teacher - Joint Headship Easdale	Isle of Luing, PA34 4TY	01852 314245
Park Primary	Gillian Carney	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	James Wylie	Head Teacher	Oban Primary Campus, Soroba Road, Oban, PA34 4SB	01631 568090/ 568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Margaret Anderson	Acting Head Teacher	Oban Primary Campus, Soroba Road, Oban, PA34 4SB	01631 568092/ 568090
Strath of Appin Primary	Christine MacLean	Acting Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Caroline Boyle	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Myra McArthur	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/ 220790
Tobermory HS Primary Dept.	Craig Biddick	Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062
Ulva Primary	Heather Waller	Head Teacher	Ulva Ferry, Isle of Mull, PA73 6LT	01688 500246

**OBAN LORN AND THE ISLES AREA
COMMITTEE**

**LORN ARC
TIF BUSINESS CASE**

**DEVELOPMENT & INFRASTRUCTURE
SERVICES**

11 JUNE 2014

TIF LORN ARC PROJECT UPDATE

1. EXECUTIVE SUMMARY

- 1.1 The Business Case for the Lorn Arc Tax Incremental Financing (TIF) project was submitted to Scottish Futures Trust (SFT) for approval In December 2013 and then on to the Scottish Government who then approved the Business Case in January 2014. The Business Case outlines the proposals for delivering a £20million package of infrastructure improvements including access to the SAMS / EMS, measures to improve Port and Marine facilities within the Lorn Arc area and other business related infrastructure which will support the delivery of the Local Development Plan and assist population growth through the generation of new employment opportunities.
- 1.2 TIF arrangements will allow Argyll and Bute Council to retain and use additional Non Domestic Rates (NDR) generated within an agreed boundary over a 25 year period. The infrastructure investment options will be reviewed and refined following agreement of the TIF arrangements and planned, phased, scrutinised and delivered through the council's robust governance process to ensure value for money and a return on investment over the coming years.
- 1.3 Following on from approval of the business case the conditional letter from the Scottish Government was examined by council officers before being returned for Minister sign off. The Council received the signed letter from Nicola Sturgeon on the 7th May 2014 which has now been countersigned by the Chief Executive and sent back to the Scottish Government. The Lorn TIF is now moving forward to implementation stage.

2. BACKGROUND

- 2.1 An initial proposal for TIF was approved by Argyll and Bute Council and submitted to SFT in August 2011. The Scottish Government announced in early November 2011 that the bid was successful as one of three Council's across Scotland to be given approval to develop a TIF business case. Following the SFT approval the original Project Initiation Document was presented to the SMT in December 2011 and updated following comments made in February 2012. Formal instruction to the Project Team to proceed with developing the TIF Business Case was given in September 2013.
- 2.2 An update presentation and paper was provided to the CHORD PMB on 3rd October 2011 and subsequent updated have been provided to the Oban Lorn and Isles Area Committee (10th October) and Oban Lorn and the Isles Business Day (15th November).

3. PROCESS / CONSULTATION

- 3.1 A TIF project must demonstrate that the enabling infrastructure that unlocks regeneration and sustainable economic growth will generate additional public sector revenues to repay the financing requirements of the enabling infrastructure. TIF proposals are supported through the

development of a Business Case by a local authority, which should detail the justification, including the financial and economic cases, for utilising TIF to deliver investment within the proposed area, the basis for the selection of the chosen enabling infrastructure and why it's believed this infrastructure will deliver the growth and additionality envisaged. The TIF Business Case also details how the project will be delivered and also how risk is allocated and managed.

- 3.2 In January 2014 the Council was informed that the business case was approved subject to minor amendments that were deemed acceptable to the council. Following a detailed appraisal of the conditional letter forwarded by the Scottish Government the Council received on the 7th of May 2014 a signed letter providing the council with sufficient authority to commence the TIF project.
- 3.3 The TIF is now moving forward to the delivery stage with the recruitment of an additional project officer to support the implementation of the TIF over the next five years now underway. The officer will be supported by the current Oban CHORD officer together with a Steering Group drawn from a wide range of key stakeholders including Council Officers, HIE, Power Companies, CMAL, tourist operators etc. This Group will help shape and inform the development of specific business cases for each of the individual elements of the TIF investments. The business cases will be considered at appropriate times and will follow council procedures.

4. THE WAY FORWARD

- 4.1 A series of internal and external meetings have and are continuing to take place to explain the significance of the TIF for Lorn and indeed wider Argyll and Bute. The focus of the TIF remains on delivering essential infrastructure to unlock private sector investment on a number of identified investment opportunities. The Council is mindful that the TIF represents a borrowing consent for up to £20million and not a grant. This requires that it be paid back by the Council over a 25 year period with additional commercial rates being used to pay this money back. The TIF will only succeed if investment is forthcoming from the private sector and consequently it will rely on partnership working to deliver the desired outcomes. The Council also recognises that the TIF will require investment from outwith Lorn. The promotion and marketing of Lorn as a place to live, visit and invest in will therefore be a key aspect of the TIF Initiative and aligns closely with the Single Outcome Agreement's key outcomes. The TIF initiative will commence when the first work starts on the ground.
- 4.2 An updated project programme is noted below:

	Investment Opportunity	TIF Funding	Timescales
1	Lorn Rd / Kirk Rd Improvements	£2.75M	2014
2	Dunbeg Gateway Features	£0.2M	2014
3	Halfwayhouse Rbt / Dunbeg Development Rd	£2.0M	2015
4	South Oban Development Zone	£3.0M	2015/16
5	North Pier Extension	£5.2M	2016
6	North Pier Streetscape	£1.0M	2016
7	Barcaldine Access Improvements	£0.4M	2016
8	Barcaldine O+M Investment	£3.75M	2019
9	Oban Airport Access Improvements and Business Park Enablement Works	£0.59M	2015/16

A further report will be submitted to the OLI Area Committee in August detailing the decision making process for the Lorn TIF and governance structures. Work will continue to recruit the TIF Regeneration and Investment Officer and establish the Steering Group to assist the delivery of the Initiative. It should be noted that HIE have secured permission for the installation of new signage

for Dunstaffnage that will be funded by HIE. Negotiations have however secured one area of signage to be taken forward by TIF when required and this is intended to be the first physical action of the TIF Initiative.

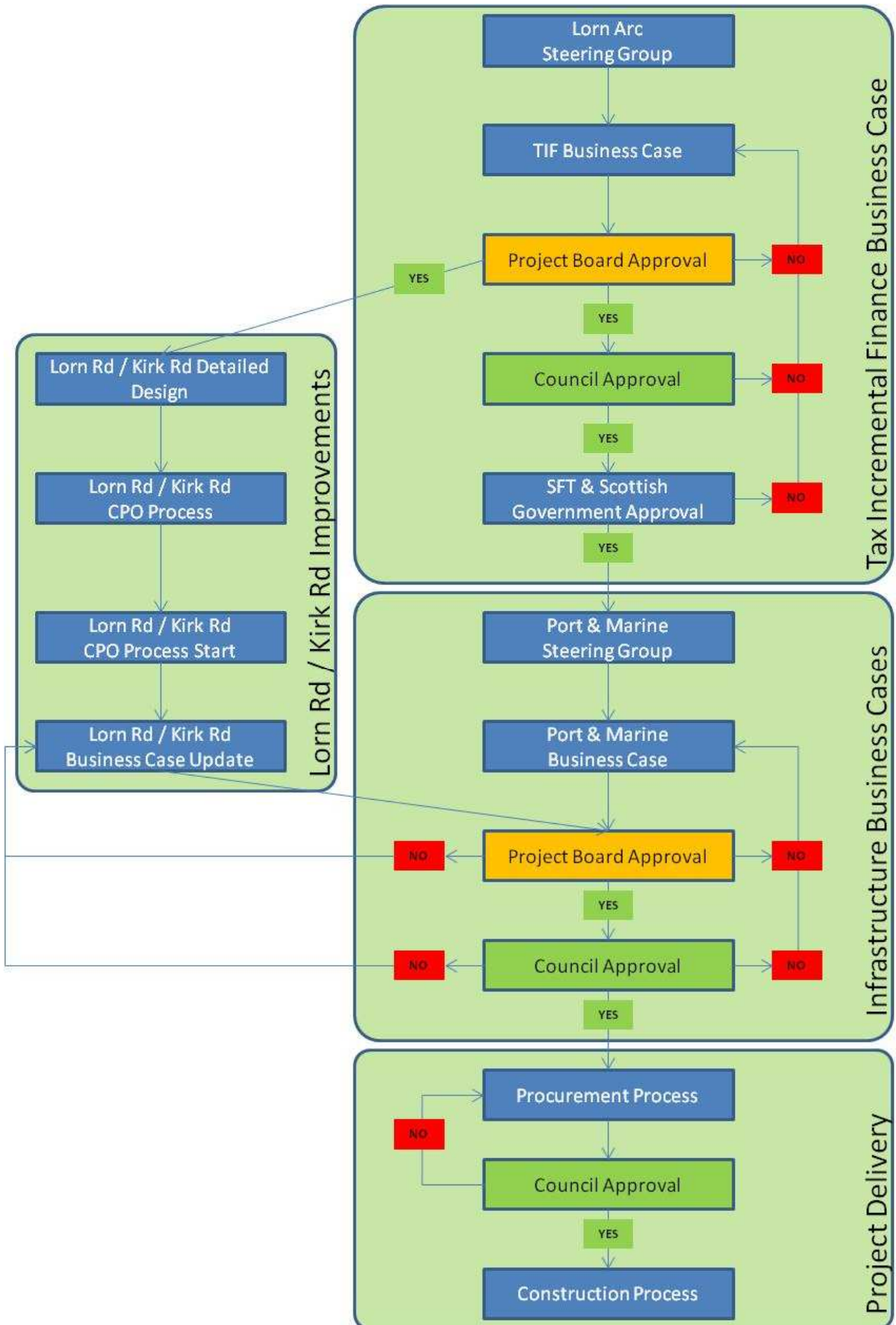
5. IMPLICATIONS

POLICY	The delivery of the Lorn Arc Business Case fits with the Council's Corporate Plan, Single Outcome Agreement, EDAP and approved Local Development Plan policy. The economic outcomes from these projects will contribute to the Government's Economic Strategy.
FINANCIAL	The TIF business case has secured the ability of the Council to borrow up to £20 million to take forward the Lorn Arc Initiative.
PERSONNEL	The resources have been allocated to progress the Lorn Arc project and work has commenced to recruit an additional officer to provide a dedicated resource.
EQUAL OPPORTUNITIES	An Equalities Impact Assessment has been undertaken as part of the Full Business Case process.
LEGAL	Resources have been allocated as per the approved Project Initiation Documents.

Fergus Murray, Head of Economic Development and Strategic Transportation
19 May 2014

For further information - please contact Fergus Murray
01546 604293

Appendix A
APPROVALS PROCESS



OBAN CHORD UPDATE STATEMENT

1.0 SUMMARY**1.1 Aim of Update**

The purpose of this report is to bring the OLI Area Committee up to date with the progress that has been made and actions taken since the last Area Committee.

2.0 RECOMMENDATIONS

2.1 That the Area Committee note the information provided.

3.0 UPDATE**3.1 Public Realm: Further Upgrade of Amenity Lighting at McCaig's Tower**

The main project was completed in November 2013 with responsibility for the amenity lighting activity being given to Och Aye Events company on a one year operating agreement and the maintenance and management being handed over to the Council's Street Scene team.

An in use review and evaluation report will be undertaken in accordance with good practice. Target June 2014.

3.2 Public Realm: Enhancement of Oban Bay from Stafford Street to Station Square including George Street

Following the terms of the Committee's agreement to proceed with the preferred design option for the above on 9th April, 2014, Capita have been instructed to proceed with the preparation of a detailed design, submission of planning applications and preparation of contract documents for Phase 1 – Stafford Street, subject to Committee and Council approvals of the Full Business Case during September, 2014.

Transport Scotland/Capita Design Review: the design teams continue to discuss issues/ constraints and exchange available maintenance and construction programming information.

Target date for seeking planning approvals from PPSL– 20th August, 2014.

Target date for securing Detailed design and full business case approvals – September 2014.

Target date for beginning Stafford Street pedestrianisation works, subject to above approvals - October 2014.

3.3 Public Realm: Provision of Maritime Visitor Facility in North Pier Maritime Quarter (White Building)

Following the terms of the Committee's agreement to proceed with the preferred design option for the above on 9th April, 2014, Capita/Oberlanders have been instructed to proceed with the preparation of detailed design work for the preferred concept design option and prepare a planning application.

Target date for planning application to be determined by PPSL – 20th August.

Target date for securing Detailed design and full business case approval – September 2014.

Target date for a start on site – January 2015

3.4 Oban Bay Breakwater, Step Ashore and Transit Facility

The Head of Economic Development, CHORD Programme Manager and Oban Regeneration Project Manager had a constructive meeting with Highlands and Islands Enterprise on 17th April. It is anticipated that the necessary clarity to allow the Oban Regeneration Project Manager to progress with this will be obtained during Summer 2014.

3.5 North Pier Maritime Quarter – Maximising CHORD and potential TIF investments

Discussions are ongoing internally to secure resources for a design framework for the Council's North Pier asset and esplanade now that the Scottish Government has approved our TIF proposals. A separate report from the Head of Economic Development will come to Members for consideration in due course.

3.6 Potential EMFF Application (formerly known as EFF)

The Fisheries Grant Team of the Scottish Government has advised us that the next round will be entitled the European Maritime and Fisheries Fund (EMFF). The first step is for the Government to ensure that the Regulations are signed off. This is anticipated shortly. Applications could then be accepted by the end of 2014 or early 2015. The timetable remains vague. We will advise members accordingly when more information is available.

3.7 Oban Bay Harbour Development Authority

Fisher Associates have been appointed to review options for a single Harbour Authority, and a project report is anticipated during May 2014.

The consultants have been briefed by the Oban Regeneration Project Manager about proposed regeneration investments in the Bay and a

regular dialogue is taking place.

3.8 Social and Economic Impact Assessment/s (SEIAs) for Public Realm Projects

SEIAs have to be prepared as part of the formulation of the Full Business Cases to be presented along with requests for the capital to implement the two public realm projects for which designs are being developed: i.e. the North Pier Visitor Facility and the Oban Bay Public Realm Enhancement Scheme. Tender invitations were sent out to 5 firms with a deadline for submissions of midday on 31st March. Three submissions were received and after an assessment of the tenders Peter Brett Associates, Glasgow, were appointed on 11th April 2014 and took part in a commissioning meeting in Oban during 15/16th April.

An online and on site business survey was undertaken during May, with assistance from BID4Oban and a progress review meeting is scheduled with the Oban Regeneration Manager on 3rd June.

The cost of this work will come from the CHORD central budget and will therefore not deplete the implementation budgets for the above Oban projects.

Target date for final SEIA reports to be submitted to Oban Regeneration Project Manager – 30th June, 2014

4.0 General

- 4.1 Linda Houston continues to liaise with the Community Council, BID4Oban, local businesses and other stakeholders on a regular basis.

5.0 CONCLUSION

- 5.1 This paper brings the OLI Area Committee up to date with the Oban Waterfront Enhancement projects.

6.0 IMPLICATIONS

6.1 POLICY

The delivery of the TIF and CHORD Programme fits with the Council's Corporate Plan, SOA and approved Development Plan policy for town centre regeneration.

6.2 FINANCIAL

The Oban Bay/Harbour CHORD Interim Business Case has approved £1.84 million; additional approvals are required to drawdown remaining monies.

6.3 LEGAL

Each of the CHORD projects requires differing levels of legal resources to ensure their timely delivery.

6.4 EQUALITY

An Equalities Impact Assessment has been undertaken for Oban Bay Harbour

6.5 **CUSTOMER SERVICE**
Please see Programme Plan

6.6 **RISK**
Please see Programme Plan

Fergus Murray
Economic Development
Development & Infrastructure
27th May, 2014

For further information – please contact Linda Houston, Oban Regeneration Project Manager, 01631 569181 or Helen Ford, CHORD Programme Manager Development and Infrastructure Services, Economic Development and Strategic Transportation 01436 658839

ARGYLL AND BUTE COUNCIL

**OBAN, LORN AND
THE ISLES AREA
COMMITTEE**

CUSTOMER SERVICES

11th June 2014

AREA SCORECARD FQ4 2013-14

1 Background

- 1.1 This paper presents the Area Scorecard, with exceptional performance for financial quarter 4 of 2013-14 (January – March 2014). Where commentary has been entered in Pyramid, it is included here.

2 Recommendations

- 2.1 It is recommended that the Area Committee notes the exceptional performance presented on the Scorecard.

Douglas Hendry
Executive Director, Customer Services

For further information, please contact:

David Clements
Improvement and Organisational Development Programme Manager
(Planning and Performance Management)
01465 604205

Environment	Target	OL&I	Council
Car Parking income to date - OL&I	£ 577,511	£ 415,811 R ↓	£ 710,244
Dog fouling - number of complaints LORN		9 ↓	120
Dog fouling - number of complaints MULL		2 ↔	
Dog fouling - number of fines issued LORN		1 ↓	12
Dog fouling - number of fines issued MULL		0 ↔	
LEAMS - OL&I Lorn	73	74 G ↓	79
LEAMS - OL&I Mull	73	78 G ↓	
No of Complaints ref Waste Collection - OL&I Lorn		22 ↓	29
No of Complaints ref Waste Collection - OL&I Mull		0 ↔	
Dark street lamps - number of dark-lamp-nights * no data currently *			

Economy	Target	OL&I	Council
CC1 Affordable social sector new builds - OL&I	0	0 G ↔	0
* ACHA - currently no ACHA data in Pyramid *			
All Local Planning Apps: % processed in 2 months in OL&I	70.0 %	76.5 % G ↓	70.6 %
Householder Planning Apps: % processed in 2 months in OL&I	90.0 %	95.0 % G ↓	84.1 %
% of Building Warrants Apps responded to within 20 days - OL&I		100.0 % ↔	92.7 %

Adult Care	Target	OL&I	Council
OL&I - No of DP Clients		24 ↔	104
OL&I - No of People Awaiting FPC within their Homes	0	0 G ↔	0
Colonsay - % of Older People receiving Care in the Community - In Year	80.0 %	100.0 % G ↔	
Mull & Iona - % of Older People receiving Care in the Community - In Year	80.0 %	70.8 % R ↓	77.7 %
Oban - % of Older People receiving Care in the Community - In Year	80.0 %	74.7 % R ↓	
Tiree & Coll - % of Older People receiving Care in the Community - In Year	80.0 %	50.0 % R ↓	

Children & Families	Target	OL&I	Council
CA12 OL&I - Total No LAAC		27 ↓	134
CA25 OL&I - % Reviews of LAAC Convened within Timescales	100 %	90 % R ↓	91 %
CP16 OL&I % of Children on CPR with a completed CP plan	100 %	100 % G ↔	100 %

Education	Target	OL&I	Council
HMIE positive School Evaluations - OL&I Sec		100 % ↔	100 %
% positive destinations Oban High ACY 12/13		94 % ↓	
% positive destinations Tiree High School ACY 12/13		100 % ↔	92.4 %
% positive destinations Tobermory High ACY 12/13		100 % ↔	
% 5+ SCQF level 6 Oban High ACY 12/13	13.20 %	10.43 % R ↓	
% 5+ SCQF level 6 Tiree High School ACY 12/13	13.20 %	0.00 % R ↓	13 %
% 5+ SCQF level 6 Tobermory High ACY 12/13	13.20 %	7.41 % R ↓	
School % unauthorised absence Oban High		1.8 % ↓	
School % unauthorised absence Tiree High School		2.3 % ↓	1.2 %
School % unauthorised absence Tobermory High		0.3 % ↓	

Roads	Target	OL&I	Council
% road area resurfaced/reconstructed - OL&I	MY 12/13 1.13 %	1.15 % G ↓	1.88 %
% road area surface treated - OL&I	MY 12/13 2.87 %	2.73 % R ↓	4.45 %
% Cat 1 road defects repaired by end of next working day - OLI	90 %	100 % G ↔	95.0 %

Community Resilience	Target	OL&I	Council
OL&I % community councils with emergency plan	80 %	38 % R ↓	
OL&I % community councils developing an emergency plan	88 %	88 % ↑	



Oban, Lorn and the Isles Area Scorecard

FQ4 13/14

Exceptions

Environment	FQ3	FQ4	Target FQ4
Car Parking income to date - OL&I	£ 358,101 R ↑	£ 415,811 R ↑	£ 577,511
Roads	FY 12-13	FY 13-14	Target FY 13-14
% road area surface treated - OL&I	2.73 % R ↓		
Children & Families	FQ3	FQ4	Target FQ4
CA25 A&B - % Reviews of LAAC Convened within Timescales	99 % R ↓	91 % R ↓	100 %
Adult Care	FQ3	FQ4	Target FQ4
Oban - % of Older People receiving Care in the Community - In Year	68.1 % R ↓	74.7 % R ↑	80.0 %
Tiree & Coll - % of Older People receiving Care in the Community - In Year	66.7 % R →	50.0 % R ↓	80.0 %
Mull & Iona - % of Older People receiving Care in the Community - In Year	100.0 % G ↑	70.8 % R ↓	80.0 %
Education	School year 2011-12	School year 2012-13	Target for 2012-13
% 5+ SCQF level 6 Oban High	12.14 % R ↓	10.43 % R ↓	13.20 %
% 5+ SCQF level 6 Tobermory High	6.67 % R ↓	7.41 % R ↑	13.20 %
% 5+ SCQF level 6 Tiree High School	30.00 % G ↑	0.00 % R ↓	13.20 %
Community Resilience	FQ2	FQ3	Target FQ3
OL&I % community councils with emergency plan	31 % R ↑	31 % R →	70 %

Performance worth noting

Environment	Target	OL&I	Council	
LEAMS - OL&I Mull	73	80 G ↓	78	✓ sustained improvement
LEAMS - OL&I Lorn	73	75 G ↓		
Education	Target	OL&I	Council	
School % unauthorised absence Tiree High School		2.3 % ↓	1.2 %	! Absence in excess of average
% positive destinations Tobermory High		100 % →	92.4 %	✓
% positive destinations Tiree High School		100 % →		✓

Success Measure	Target FQ4	Actual FQ4	Traffic light	Trend	Comments
AC12 - No of Direct Payments	115	104	Red	Descending	Direct Payments Performance remains high within the national context .Self Directed Support (SDS) starts in April 2014 which will offer new clients a wider choice of options for their care are will replace this indicator.
CA25 A&B - % Reviews of LAAC Convened within Timescales	100%	91%	Red	Descending	There will be occasions when a review will need to be postponed and this is often due to availability of the child or their parents which affects compliance with the timescale. Recruitment update for OLI C&F We recently recruited two agency staff. We interviewed in April for a permanent social worker post and made an offer subject to references. It is anticipated the worker will be starting in May / June 2014.
Mull & Iona - % of Older People receiving Care in the Community - In Year	80%	71%	Red	Descending	
Oban - % of Older People receiving Care in the Community - In Year	80%	75%	Red	Ascending	March 14 update. There were two complex cases within the hospital and have now been resolved and moved into placements.
Tiree & Coll - % of Older People receiving Care in the Community - In Year	80%	50%	Red	Descending	March 14 update No District Nurse data provided over the last two months, when data was provided % was over 90%

Success Measure	Target FQ4	Actual FQ4	Traffic light	Trend	Comments
CA25 OL&I - % Reviews of LAAC Convened within Timescales	100%	90%	Red	Descending	
A&B % of Older People receiving Care in the Community - In Year	80%	78%	Red	Ascending	
CP16 OL&I - % of Children on CPR with a completed CP plan	100%	100%	Green	Constant	Recruitment update OLI C&F We recently recruited two agency staff. We interviewed for a permanent social worker post and made an offer subject to references. Hopefully, the worker will be starting in May / June 2014.
OL&I - No of Direct Payment Clients		24		Constant	Moving to Self-Directed Support Direct Payment is offered to all clients but not all wish to apply. We are moving to Self-Directed Support as from 1st April 2014.
HMIE positive School Evaluations - OL&I Sec		100%		Constant	Qtr 4 - 2013-2014 No inspections were carried out during Qtr 4.
OL&I % community councils with emergency plan	80%	38%	Red	Ascending	Taynuilt, Connel, Dunbeg, Luing, Glenorchy & Innishail and Ardchattan now all have completed emergency plans
Householder Planning Apps: % processed in 2 months in A&B	90%	84%	Red	Descending	

Success Measure	Target FQ4	Actual FQ4	Traffic light	Trend	Comments
CC1 Affordable social sector new builds	0	0	Green	Descending	Q4 13/14 There were no new build completions this quarter Q3 13/14 Figure will be available towards the end of January
Car Parking income to date - OL&I	£578K	£416K	Red	Ascending	FQ4 The actual income remains below the targeted projection, with varying factors contributing, the current economic situation and the lack of police enforcement with regards to the on-street parking. The level of income projected requires to be addressed to a more realistic figure, however, with the Council being responsible for the on-street parking enforcement from 12th May 2014, it would be hoped that the enforcement of our town centres and surrounding areas would encourage drivers to use the off-street parking facilities and therefore, an increase in the car parking income should be seen.
% Cat 1 road defects repaired by the end of next working day	90%	95%	Green	Ascending	Q4 No of Cat 1 defects reported – 120 No. No of Cat 1 defects completed within the allocated period – 114 No. The overall percentage of Cat 1 defects attended to within the allocated 5 day time period has risen to 95%, the highest achieved this financial year. The overall number of Cat 1 defects reported during the year continues to fluctuate (120 for Q4, 81 for Q3, 37 for Q2 and 94 for Q1) – this is perhaps reflective of seasonal weather conditions and the actual condition of the road network. Figures for the Areas are as follows:- Bute and Cowal – 100% Helensburgh and Lomond – 90% Mid Argyll, Kintyre and Islay – 94% Oban Lorn and the Isles - 100%
LEAMS - OL&I Lorn	73	74	Green	Descending	Lorn - FQ4 Performance remains above the targeted 73, however, there is an expectation within Amenity Services with ongoing operational changes that this performance level will improve.

Success Measure	Target FQ4	Actual FQ4	Traffic light	Trend	Comments
LEAMS - OL&I Mull	73	78	Green	Descending	Mull - FQ4 Performance on the cleanliness levels on the island of Mull is very good. It is important to retain this level of performance and where possible assess where improvements can be made.
% road area resurfaced/reconstructed - OL&I					FY13/14 Data - Anticipated June As an annual measure, data required to populate this measure takes time to collate. Traditionally it is input late May or June.
% road area surface treated - OL&I					FY13/14 Data - Anticipated June As an annual measure, data required to populate this measure takes time to collate. Traditionally it is input late May or June.
Dog fouling - number of complaints LORN		9		Ascending	The number of complaints in the Lorn area is falling, however, this remains an issue which Amenity Services will continue to enforce, there is a staff turnover in the area at present, and therefore a training exercise will be put in place for new staff. It is the intention to have more joint patrols with the local police. Also to continue and encourage local community forums to play their part in assisting Amenity Services carryout the enforcement of dog fouling.
Dog fouling - number of complaints MULL		2		Constant	The number of complaints remains low, however, to ensure a presence is continually seen, patrols continue. More training will be carried out on the island to ensure more robust patrols for all areas of enforcement are in place on the island.
Dog fouling - number of fines issued LORN		1		Ascending	The number of fines issued is low; again this is an area where Amenity Services will continue to attempt to have communities assist to allow more successful enforcement in relation to dog fouling fines.
Dog fouling - number of fines issued MULL		0		Constant	No fines issued, however, there is no issue on the island. Amenity Services will continue to ensure that enforcement patrols are ongoing and community engagement continues to keep awareness on this issue.

Success Measure	Target FQ4	Actual FQ4	Traffic light	Trend	Comments
Dog fouling - number of fines issued OL&I		1		Ascending	
No of Complaints ref Waste Collection - OL&I Lorn		22		Ascending	With the number of complaints sitting at 22, it is our aim to have this number reduced, however, given the area covered and the number of premises serviced, both in the domestic and commercial uplifts, the number is not a concern. However, the service will look to improve upon this.
No of Complaints ref Waste Collection - OL&I Mull		0		Constant	The performance of the Mull operation remains very encouraging, will the challenging factor being to retain this level of customer satisfaction.

**ARGYLL AND BUTE COUNCIL
OBAN, LORN AND THE ISLES AREA COMMITTEE**

11 June 2014

GRANTS TO THE THIRD SECTOR - 2013/14 MONITORING REPORTS

1. SUMMARY

- 1.1 This report highlights how the funding from grants to the Third Sector was spent in 2013/14. Information was taken from the end of year project monitoring reports of those organisations who received funding through the Third Sector Grants scheme in 2013/14.
- 1.2 The total Third Sector Grants budget made available by the Council for allocation in Oban, Lorn and the Isles for 2013/14 was £35,000. A total of £35,000 was awarded to 26 organisations.
- 1.3 Awards were distributed in Oban, Lorn and the Isles Area Committee meetings in April and August 2013. Organisations have up to three months from the end of the Project to complete and return the project reports.

2. RECOMMENDATIONS

- 2.1. Members are asked to note the contents of the report.
- 2.2 Organisations that do not submit an end of project monitoring report are not eligible for funding from this grant scheme in future years.
- 2.3 Loch Awe Improvement Association received a grant from the Oban, Lorn and the Isles Area committee in 2013/14 and a provisional award from the Mid Argyll Kintyre and the Islands Committee, providing conditions were met. Cross-area awards are made in one payment and the group did not receive their award until 2nd. April 2014. This is an exceptional circumstance and it has not been possible for the group to undertake their project and spend the award by 31st. March 2014 and it is therefore recommended that they be given until 31st. March 2015 to complete their project.
- 2.4 Oban Mountain Bike Crew have requested to carry forward their award of £125 received in 2013/14 to be spent on training for the group in July 2014.

3. DETAILS

- 3.1. Detailed below is a summary of the information received from the end of project monitoring reports.
- 3.2. To date, 2 out of 26 groups have not returned monitoring forms.

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Match funding	Award	Comments	Beneficiaries		
								M	F	Age
1	1st Tobermory Guides/Tobermory Scout Hall	Upgrading kitchen equipment in Tobermory Scout Hall	£2,710	£2,306	£1,290	£1,016	Purchase of the new equipment has allowed cooking to be incorporated as a main element of the programme.	25	25	5-9 (25) 10-16 (15) 25-64 (10)
2	Argyll and Bute Youth Forum	Youth achievement event to be held in Oban in September 2013	£4,820	£3,158	£1,747	£250	The event recognised young people's achievements and showcased the positive impact they make on society. Totals not broken down for each area	49	88	10-16 (58) 17-24 (25) 25-64 (23) 65+ (1)
3	Coisir Ghaidhlig Taigh an Uillt - Taynuilt Gaelic Choir/mixed choir and ladies choir	Contribution towards the cost of inviting conductors from outside the area to run evening workshops for choir members	£600	£150	£0	£135	One out of planned three conductors engaged with the choir. Refund agreed but is allocated for 2014/15 for further two workshops.	9	10	25-64 (19)
4	Coll Recycling Group	Development and improvement of facilities and services	£1,678	£720	£360	£360	Community composting has begun. Research and development projects are on-going with the group developing its competences and skills.	Breakdown not provided. Group stated project benefits all islanders		
5	Comann Eachdraidh Lios Mor (CELM) The Lismore Historical Society	Recording of a DVD and CD of Gaelic traditions and history for the benefit of Lismore and Argyllshire history	£11,750	£10,800	£9,000	£750	Detailed recording including video footage was carried out. Showing of products was held in October 2013, and schooldays events held. Huge support from islanders.	25	25	25-64 65+
6	Craignure Village Hall	Running cost for the Village Hall as a one-off emergency payment	£7,937			£1,437	Monitoring form not received			
7	Friends of Oban Community Playpark	Improvements to sensory garden	£6,207	£1,430	£715	£715	Group have focussed on planting part of project - plants have been purchased and are due to be put in place over the Summer	Breakdown not provided. Figures not available yet.		
8	Girlguiding Argyll Training	Leaders Training Weekend /Travel and equipment	£4,300	£1,279	£766	£103 (£513 across 3 areas)	Training weekend did not go ahead but training on OSCR, HMRC and management of accts held in Campbeltown, Islay, Oban, Dunoon and Lochgilphead	1	66	17-24 (8) 25-64 (56) 65+ (3)

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Match funding	Award	Comments	Beneficiaries		
								M	F	Age
9	Hebridean Whale and Dolphin Trust (HWDT)	Contribution towards the cost of a five-day education trip on board the floating classroom	£5,300	£5,360	£7,000	£2,650	Children from 4 primary schools participated and learned about their local marine environment through fun activities	81	98	5-9 (67) 10-16 (35) 17-24 (23) 25-64 (36) 65+ (18)
10	Highlands and Islands Music and Dance	Contribution towards the delivery of the Highlands and Islands Music and Dance Festival and the development of an online registration/booking system. It is a condition of the grant award that £2,000 is to go to each of the activities.	£44,154	£31,544	£2,400	£4,000	Online registration for Highland Dancing implemented this year and is now being rolled out to other competitions. Three day festival successfully held.	360	840	0-4 (100) 5-9 (214) 10-16 (500) 17-24 (350) 25-64 (36)
11	Hogmanay in Oban	Hire of stage, sound and lights for Hogmanay event	£23,096	£19,881	£17,656	£3,080	Community event and Hogmanay party attracted a good number of people, and emerging talents were encouraged.	4,800 in total (gender and age breakdown not given)		
12	HOPE Kitchen	Rent assistance and start-up costs for new premises	£6,314			£520	Monitoring form not received			
13	Loch Awe Improvement Association	Running costs of fish stock enhancement programme	£14,881			£2,000	See main grant report for recommendation			
14	Mull and Iona Schools Pipers	Purchase of piping equipment for the pipe band	£1,490	£1,080	£558	£522	Approximately 40 young people are currently learning, with those successful progressing from practice goose to bagpipes (approx. 10 a year)			10 – 16 (10)
15	Multiple Sclerosis Therapy Centre	Flooring for Reception Room	£1,188	£1,260	£0	£229	New flooring has improved safety and made the centre more easily accessible by wheelchair users and others.	5	25	not given

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Match funding	Award	Comments	Beneficiaries		
								M	F	Age
16	New Start Oban	Publicity and development of website for the Group	£750	n/a		£206	Grant not required – refund agreed			
17	North Argyll Youth Forum	Youth Leadership International Exchange.	£13,575	£15,460	£12,599	£480	Underwrite – grant drawn down			
18	OASIS	Production of DVD (Night Owl Productions) recording service users' experiences and recovery	£7,000	£7,000	£3,500	£1,575	Service users have now completed a DVD that captures their recovery journey. This DVD is now being used within schools, group work sessions and as part of our current peer mentoring programme.	23	7	10 – 16 (500+) this figure represents groups video has been used with
19	Oban Fireworks Group	Annual Firework Display and Community Event	£6,900	£6,986	£5,893	£845	A safe family friendly free event including fire eater, fireworks display set to music was provided. Involved partners from public sector and community groups. The event's main impact factor was a zero return from the police, fire service and NHS for bonfire related incidents.	1000 +	1000 +	0-4 (200) 5-9 (500) 10-16 (300) 17-24 (300) 25-64 (700) 65+ (unable to approximate)
20	Oban Mountain Bike Crew	Initial start up costs	£2,250			£125	Group has requested carry forward to spend on training to be held in July.			
21	Oban Phoenix Cinema	Digital equipment plus associated training of staff	£45,000	£43,784	£22,551	£2,750	Meeting space developed and equipped to offer smaller groups to experience cinema, and to provide training room.	40	64	0-4 (80) 25-64 (104) 65+ (20)

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Match funding	Award	Comments	Beneficiaries		
								M	F	Age
22	Oban Winter Festival	Contribution towards the cost of hosting the Oban Winter Festival 2013	£56,100	£50,892	£9,236	£4,000	The local economy benefited with an estimated £1.6k from the 10 days. Shops and restaurants have reported increased business as a direct result of the event, as have local charities. It also has the huge benefit of bringing the community together to produce the event, as has been commented on in feedback.	not given		
23	Oban Youth Cafe	Contribution towards the cost of running a summer programme of activities for young people commencing July	£4,025	£2,873	£0	£450	2 trips to Loch Lomond and Kilbowie outdoor centres held, offering young people a positive and challenging experience.	Yes	Yes	10-16 (39) 17-24 (1)
24	Sound of Mull Radio	Admin salary and running costs for Sound of Mull Radio Station	£5,862	£6,715	£5,000	£2,862	Development officer post has enabled development of a website, production of publications, and increased income from sponsorship and membership.			
25	Tiree Music Festival CIC	Contribution towards the cost of equipment for Tiree Music Festival	£8,990	£2,979	£8,505	£2,707	Increased attendance by 20%. The net direct economic impact of day visitors can be valued at £314,138. When taking multiplier effects into consideration net additional economic impact of the Tiree Music Festival was £493,197 – an overall increase of 49% on the 2012 figure.	765	1,035	0-4 (31) 5-9 (69) 10-16 (108) 17-24 (590) 25-64 (895) 65+ (103)
26	Tiree Resource Club	Contribution towards the establishment of a weekly singing and music club at An Talla for a period of one year, and a contribution towards outreach worker hours to develop services.	£3,829	£17,432	£23,557	£1,233	The singing group has been incorporated into the same day as the lunch club to enable members to attend both. Alzheimer Scotland and the Oban dementia team have delivered a session on Dementia Awareness, attended by carers and volunteer groups on Tiree.	not given	not given	25-64 (20) 65+ (42)

4. CONCLUSION

- 4.1. All organisations have been sent an end of project report and to date 24 out of 26 reports have been received. The Community Development Team will continue to request reports from those 2 organisations that have not yet submitted their end of project report for 2013/14.
- 4.2 The project monitoring form includes questions seeking comments on the Third Sector Grants process. Not all applicants have completed this section, but of those who did the comments have largely been very positive. Many offer thanks to the Council for their support and are also very appreciative of the support provided by council officers.

5. IMPLICATIONS

Policy: None

Finance: The report sets out the expenditure from the 2013/14 budget for the allocation of Third Sector Grants.

Personnel: None

Legal: None

Equal Opportunities: The grant allocation is consistent with the Equal Opportunities policy of Argyll and Bute Council.

Margaret Fyfe
Community Development Manager
3 June 2014

For further information please contact: Laura Macdonald, Community Development Officer for Oban, Lorn and the Isles. Tel: 01631 567944.

ARGYLL AND BUTE COUNCIL
**OBAN, LORN AND THE
ISLES AREA COMMITTEE**
COMMUNITY SERVICES
11 June 2014

THIRD SECTOR GRANTS 2014/15

1.0 SUMMARY

- 1.1 This report details recommendations for the award of Third Sector Grants (including Events and Festivals) to Third Sector organisations for Oban, Lorn and the Isles.
- 1.2 Applications are considered twice yearly in April and August. Decision on this application was deferred from the April committee for more information.
- 1.3 The total Third Sector Grant budget made available by the Council for allocation in Oban, Lorn and the Isles for 2014/15 is £35,000.
- 1.4 The Area Committee agreed to an upper limit of £4,000 to any one organisation in any one financial period, unless there are exceptional circumstances.
- 1.5 £31,700 has been allocated to date.

2.0 RECOMMENDATIONS

- 2.1 Following discussion with the organisation, it is recommended it is awarded funding from the Third Sector Grants budget as below.
- 2.4 Grants will only be awarded pending receipt of the correct paperwork; an approved financial check; and an End of Project monitoring form (if a grant was awarded in previous year).

Ref No	Organisation	Grant Award 2012	Grant Award 2013	Total Project	Amount Requested	Recommendation
18	Oban Youth Café	£0	£450	£4,000	£2,000	£1,000
	Total					£1,000

3. DETAIL

Ref No	Organisation	Rationale for grant allocation
3.18	Oban Youth Café	This organisation is in a vulnerable position but making considerable efforts to secure long term funding – a contribution towards running costs will provide evidence of Council support for external funders.

4.0 CONCLUSION

4.1 All organisations have been contacted and grant applications assessed.

5.0 IMPLICATIONS

- 5.1 Policy: None
- 5.2 Financial: As per area budget allocation.
- 5.3 Legal: None
- 5.4 HR: None
- 5.5 Equalities Consistent with the Equal Opportunities policy of Argyll and Bute Council.
- 5.6 Risk: Monitoring of the process will minimise any risk to the Council
- 5.7 Customer Service: None

6.0 APPENDICES

6.1 Officer assessment reports submitted.

Margaret Fyfe
Community Development Manager

14 May 2014

For further information contact: Laura Macdonald, Community Development Officer for Oban, Lorn and the Isles. Tel No 01631 567944.

ASSISTANCE TO THIRD SECTOR ORGANISATIONS**Assessment form Third Sector Grants including Events and Festivals****1 Details**

Name of Assessing Officer	Laura Macdonald	
Name of Organisation	Oban Youth Cafe	
Contact Person in Organisation	Kenneth MacCorquodale	
Have you contacted/visited the organisation to assess this application?	Contacted <input checked="" type="checkbox"/> Visited	
Name and Designation of Council Officer you have contacted to discuss the application eg Arts & Culture, Social Work, Sports etc.		
Name:	Designation:	
Third Sector <input checked="" type="checkbox"/>	Events and Festivals <input type="checkbox"/>	
a) Grant requested from A & B Council?	£2,000	
b) Grant awarded last year?	£450	
c) Total Project cost?	£4,000	
d) How much coming from own resources?	£2,000	
e) How much coming from other agencies?	nil	
f) Grant Recommendation	£1,000	
Reason for grant:	Contribution to Summer programming activities	
Please tick which of the following is being addressed:		
a)	Addressing Social Inclusion	<input checked="" type="checkbox"/>
b)	Alleviation of rural isolation	<input type="checkbox"/>
c)	Community Capacity Building	<input type="checkbox"/>
d)	Enhancement of quality of life for residents and visitors	<input type="checkbox"/>
e)	Positive impact on local communities	<input type="checkbox"/>
f)	Improvement of health and wellbeing	<input type="checkbox"/>
g)	Positive impact on the local environment	<input type="checkbox"/>
Have you received an end of project report for the previous grant award? Yes <input checked="" type="checkbox"/> No		
If No, please give a reason		
Do you concur with the organisation in their assessment of need? Please supply a very brief summary		
This organisation is in a vulnerable position but making considerable efforts to secure long term funding – a contribution towards running costs will provide evidence of Council support for external funders.		
If the organisation has received funding over the previous 2 years please justify reason for re-awarding a grant?		

2 Financial Check – Have you checked the Organisation is:

a)	Has passed financial check	Yes	√	No
b)	Fully constituted	Yes	√	No
c)	Has submitted a bank statement for all bank/savings accounts	Yes	√	No
d)	Has submitted audited/signed accounts (or signed financial projections if a new group).	Yes	√	No
e)	Within 50% of the costs for the project/activity	Yes	√	No

3 General Criteria

a)	Is the activity non-political?	Yes	√	No
b)	Is the project consistent with Council objectives?	Yes	√	No
c)	Does the project have open membership?	Yes	√	No
d)	Have sponsorship agreements been checked?	Yes	√	No
e)	How many people overall will benefit from this grant?	40		
f)	Is the organisation well established?	Yes	√	No
g)	Have you identified any training needs for the organisations committee or volunteers?	Yes		No √
h)	Does the organisation have volunteer training in place?	Yes	√	No
i)	Have you confidence in their ability to deliver a service?	Yes	√	No

4 Policy and Procedures

a)	If relevant, is the organisation compliant with Protection of Vulnerable Groups (Scotland) Act 2007? If No, can you refer to Children and Families Section, Social Work?	Yes	√	No
b)	Clear recruitment policies	Yes	√	No
c)	On-going training and support for volunteers	Yes	√	No
d)	A code of conduct for staff and volunteers	Yes	√	No
e)	A Code of Good Practice	Yes	√	No
f)	An Equal Opportunities Policy	Yes	√	No
g)	A Policy for Managing Confidential Information	Yes	√	No
h)	Grievance Procedure for staff and volunteers	Yes	√	No
i)	A Disciplinary Procedure for staff and volunteers	Yes	√	No

Comments :

Signed: Laura Macdonald

Date: 14/05/2014

ARGYLL AND BUTE COUNCIL**OBAN, LORN & ISLES
AREA COMMITTEE****Customer Services****11th June 2014**

1. SUMMARY

The purpose of this report is to update the Area Committee on the findings of the 4th quarterly evaluation of the Care at Home provision within the Oban, Lorn and Isles area.

This report has been broken down to show the progress and joint working that has been put into place to ensure that a high quality service is provided, as it is recognised that this service is provided to vulnerable individuals predominately by lone workers, in the home environment.

2. RECOMMENDATIONS

The remit of the Procurement and Commissioning Team together with the Homecare Procurement Officers is to ensure best value, contract compliance, quality of services and customer satisfaction. This will support Community Services to commission quality care at home services via the formal procurement and commissioning procedures.

3 DETAIL

OUTCOME OF TENDER

The Oban, Lorn and Isles area was unique within the tender exercise in that it has retained a mix of externalisation and in house provision. Internal services remain on the Island of Mull, Tiree, Coll and Colonsay. A part time Homecare Procurement Officer has now been recruited and will take on the monitoring of internal homecare provision within these areas.

A condition of the tendering exercise was that all services within the framework would have an electronic call monitoring system to log visits to service users which would minimise missed or late visits and allow the Council to monitor continuity of care. Two out of three of these systems are in place and operational. This will enhance the service monitoring visits carried out by the Homecare Procurement Officers and Case Managers due to the reports provided by these systems. British Red Cross, who came onto the framework at a later stage are in the process of building a system to match their IT equipment.

Community Services are in the process of purchasing an electronic call monitoring system for their in house care at home provision to keep them in line with the external providers. This is intended to be implemented within the 2014/2015 financial year.

CARE AT HOME PROVISION

As at 31st March, 2014 an approximate total of 3,250 hours per week were being provided to 285 service users within the Oban, Lorn & Isles area by both in house provision and external providers. A further 395 hours are being delivered in the form of Direct Payments. A breakdown of the provision is detailed in the table below:

Providers on Framework from tender exercise		Weekly hours commissioned	
		Hours at 31 st Dec	Hours at 31 st Mar
1 st preferred provider	Carr Gomm	281	288
2 nd preferred provider	Mears Care	540	589
3 rd preferred provider	British Red Cross, Options for Independence	173	196

Existing Providers		Weekly Hours Commissioned	
		Hours at 31 st Dec	Hours at 31 st Mar
Carers Direct		838	757
Care+Oban		415	460
Affinity Trust		7	33
Crossroads		39	39
Colonsay Homecare		16	14
Mull Homecare		660	771
Tiree Homecare		41	34
Bowman Court Homecare		190	74
	Total Hours	2206	2182
Direct payments		418	395
	Total Hours	2624	2577

CONTRACT MANAGEMENT PROCESS

Argyll & Bute Council's Procurement and Commissioning team continue to carry out quarterly contract management meetings with each provider to manage the risk rating of each contract. All contracts are risk rated using a combination of Care Inspectorate grades, service concerns and complaints. This is complimented by the service monitoring and review process carried out by Homecare Procurement Officers.

A breakdown of the Care Inspectorate grades are detailed in the table below:

Provider	Risk Rating	Care Inspection Grades		
		Quality of Care and Support	Quality of Staffing	Quality of Management and Leadership
Affinity Trust	LOW	5	4	5
BRC	LOW	N/A *	N/A *	N/A *
Care + Oban	MEDIUM	4	3	3
Carers Direct	LOW	5	4	6
Carr Gomm	LOW	6	5	6
Crossroads	LOW	4	5	4
Mears- Oban	MEDIUM	3	3	3
OLI Homecare	LOW	3	4	3

*This provider is still awaiting it's Care Inspectorate registration.

With one notable exception both independent and Council Care at Home provision is providing Grade 4 or above service to service users and carers. One provider who was previously achieving grades 2/3 for their provision has been re inspected. This has led to an increase in grades to 3's.

6- Excellent	3- Adequate
5- Very Good	2- Weak
4- Good	1- Poor

MONITORING ARRANGEMENTS

A robust ongoing monitoring programme is in place with both the Homecare Procurement Officers and the Commissioning Monitoring Officer having close contact with the external providers and service users.

A detailed list of contact with service users and providers for the 4th quarter is detailed below:

Contact	Total number carried out Between 1st January– 31st March, 2014	Council Officer involved
Review of care needs with service users, family and provider	92	Homecare Procurement Officer and/or Care Manager
Spot checks/monitoring visits carried out in Service User's homes.	18	Homecare Procurement Officer/Care Manager/ Monitoring Officer
Quarterly Contract and Supplier Meetings with Providers in line with the Scottish Government Guidance on the Commissioning of Care and Support Services	5	Procurement and Commissioning Team / Social Work
Provider Forums, meetings set up for networking to share good practice and training opportunities.	4	Procurement and Commissioning Team/Social Work/NHS

SERVICE MONITORING VISITS

Training has been provided to all Homecare Procurement Officers on individual service monitoring. A schedule of monitoring visits has been agreed and a process to report the outcome of these visits to the Procurement and Commissioning Team has been developed. This information will feed into the quarterly Contract and Supplier monitoring meetings. Over the course of these meetings individual risk ratings are adjusted as required. The monitoring activity and results for the quarter are detailed below:

<u>Provider</u>	Number of Spot Checks/Monitoring Visits	Satisfied/ Unsatisfied	Service User Comments
Provider A	3 announced 1 unannounced	3 satisfied 1 Unsatisfied	Happy with service, no improvements.
			Proper staff training needed for carers to have basic food/cooking skills. Sometimes lots of different carers.
Provider B	2 announced 1 unannounced	3 satisfied	Very happy with care received.
Provider	3 announced 1 unannounced	3 satisfied 1 unsatisfied	Happy with service, no improvements.
			There can be too many different carers, sometimes do not let me know when workers are going to be late and this worries me.
			Would rather have family care for me – no complaints about the rest of service.
Provider	2 announced	2 Satisfied	Happy with service, no complaints
Provider E	2 announced 3 unannounced	5 Satisfied	Happy with service no complaints.
			No recordings of actual times. Care plan in file is not current and no moving & handling assessment in file.
			Happy with service –

		would prefer earlier visit where possible.
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There has been extensive work carried out within this quarter to support the providers and service users. The feedback from service users and families who have received individual announced/unannounced monitoring visits has been positive. Of 18 visits, 16 service users are happy with the quality of the service delivered. This equates to a 89% satisfaction rate. On-going work is continuing with the remaining two service users to reach an outcome agreeable to all concerned.

SERVICE CONCERNS

There is a clear service concern process in place and in the period 1st January to 31st March 2014 there has been a total of 7 service concerns received. All of these concerns have been fully investigated and the appropriate action has been taken to ensure that these issues are addressed by the providers.

An escalation protocol is in place whereby any initially unresolved concerns are passed to Procurement and Commissioning Team for attention.

<u>Provider</u>	Number of Concerns	Details of Concern	Upheld and appropriate action taken
Provider A	1	Missed/late visits	Partially upheld
Provider B	6	Laundry Issues	Partially upheld
		Medication Issues	Upheld
		Missed visits	Upheld
		Missed/late visits	Partially upheld
		Medication Issues	Upheld
		Missed Visits	Upheld

For information – The above concerns (7) represent the total received in this quarter. The total weekly service currently being delivered by the providers concerned is 3,250 hours per week.

COMPLAINTS

No complaints have been received for the quarter for Care at Home services delivered by these providers.

RECRUITMENT/RETENTION

Recruitment is an on-going problem we are facing across the Council area. Head of Service, Adult Care alongside the Procurement and Commissioning Team recently met with all providers. Discussions took place around the difficulties we were facing. In order to address this Adult Services have arranged to introduce IRISS (Institute for Research & Innovation in Social Services), a project being run in partnership with the Council, chaired and supported locally by Scottish Care reshaping care for Older People teams. IRISS aim to bring the independent sector together to form an informal partnership to address issues around the planning and delivery of care at home in Argyll and Bute. The group will look at a joint recruitment proposal, joint training and efficiencies that can be made in dead time by reducing travel. The first meeting of this group will be held at the care at home forums in May. In addition, Adult Services are also working alongside our Employability Partnership. The Partnership have agreed to take forward recruitment within the care sector forward as one of their workstreams. An update of the above will be provided at the next meeting.

4.0 CONCLUSION

It is clear from the information gathered and service users and families input that in general the care at home is being provided in an appropriate manner. There have been some issues identified within this reporting period, and with the intensive support of the Procurement and Commissioning Team together with the Homecare Procurement Officers these have been addressed and the services are continuing to improve. Ongoing evaluation and monitoring will ensure good practice and customer satisfaction.

Concern still remains with regards to shortages of staff, resulting in providers being unable to take on packages at short notice. The proposals described previously in the report will work towards assisting providers to actively look at innovative ways of attracting staff especially within the rural areas. This is a nationally recognised problem across all aspects of the care sector.

5.0 IMPLICATIONS

- | | |
|---------------|--|
| 5.1 Policy | Consistent with Best Value and National Policy on Re-shaping Older People's Services |
| 5.2 Financial | None |
| 5.3 Legal | None |

5.4	HR	None
5.5	Equalities	None
5.6	Risk	None
5.7	Customer Service	None

For further information contact: Shaun Davidson, Area Manager, Oban, Lorn & Isles. Tel. 01631 567808.

ARGYLL & BUTE COUNCIL
DEVELOPMENT &
INFRASTRUCTURE SERVICES

OBAN, LORN AND THE ISLES
AREA COMMITTEE

June 2014

Amenity Services Savings

1.0 SUMMARY

1.1 The purpose of this report is to provide details to Members regarding the budget savings by Amenity Services for 2014/15 and progress to date.

2.0 RECOMMENDATIONS

2.1 That Members note the contents of this report.

3.0 DETAIL

3.1 This report provides information to members on current situation within Amenity Services Section.

3.2 Amenity Services had carried out a series of workshops with members in the Spring of 2013 to allow feedback and suggestions on how the front line delivery should be carried out in light of further savings of £62,087 needed in 2014/15 within OLI Amenity Services Section.

3.3 To allow these savings to be met, it was reported the department would need to shed 2-3 Full Time Employees and reduce the fleet size by 2 vehicles.

3.4 Amenity Services had through the summer of 2013 trialled new work schedules to incorporate the efficiencies required, the area work teams completed "job cards" that enabled management to keep a record of works carried out and look at areas where anomalies / inefficiencies were found.

3.5 The data collated over summer 2013 has been used to allow further improvements to work schedules to be made and the current schedules are in place for summer 2014, the main areas of change within the OLI area are:

- All grass borders around obstacles, paths and walls are to be cut once in the growing season and weed killed thereafter to reduce the need for strimming throughout the growing season. (this includes around headstones)
- Schedules are set up to ensure that teams are working to take in full range of duties, routes are set up to stop crossover of staff thereby carry out the wide range of tasks whilst in the particular area i.e. pavement sweeping / litter picking / annual flower bed maintenance and grass cutting.
- All Amenity open space grass that had been cut 24 times per season will now be cut 21 times per season Apr-Oct.

- Rose Beds & Shrub borders have been pruned / mulched with forest bark (weed killed where appropriate) to reduce seasonal maintenance.
- Partnership working/Closure of 3 public conveniences (Taynuilt/Coll/Salen)

3.6 The current establishment numbers within the Bute & Cowal Grounds/Cemeteries, Street Sweeping and Local Environment teams are as follows:

Lorn - 15
Mull - 5
Tiree - 4
Coll - 1

- 3.7 Amenity Services are in discussion with a number of Community Groups where there appears to be a willingness in Partnership working to run the three public conveniences originally proposed for closure. The aim of these discussions is to allow rural communities/businesses/sports clubs to take ownership of their facility with minimal support from the council. Where agreement can be reached support could involve a financial sum to assist in running the facilities for a period of time, thereafter the groups would be expected to become self financing.
- 3.8 Staff within Amenity Services have been kept informed of changes and Union Shop Stewards have been fully briefed on changes within the section.
- 3.9 Our Amenity Services Enforcement Officers (new name to be adopted by Environment Wardens) will support the Parking Enforcement team (Amenity Wardens) in Lorn to cover the recent introduction of DPE (Decriminalised Parking Enforcement) this will assist in traffic flow concerns within OLI town/village centres.

4.0 CONCLUSION

Argyll and Bute Council have been forced to make financial reductions in all departments; Roads & Amenity Services have had to implement change to continue front line service delivery. The future structure of Amenity Services will be set up to allow for multi-tasking / flexible working to ensure that acceptable levels of maintenance are in place and statutory duties such as burials / collection of waste continue to be delivered by A&BC staff. Where Capital investment is needed to improve the infrastructure, Business Plans will be drawn up to look at prioritising Capital spend in future years.

5.0 IMPLICATIONS

- 5.1 Policy: Environmental / Amenity Services
- 5.2 Financial: Revenue / Capital
- 5.3 Legal: N/A
- 5.4 Risk: Service Delivery
- 5.5 HR: Employees leaving Department due to VR

For further information contact: Stuart McCracken, Amenity Services Performance Manager (South A&B) 01369 708617

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ARGYLL AND BUTE COUNCIL**Oban, Lorn and the Isles****Area Committee****CUSTOMER SERVICES****11th June 2014**

Report on Members Satisfaction Survey

1. SUMMARY

Every year Elected Members are asked to complete a short survey which is intended to measure the effectiveness of the support offered to them, and to thereafter identify any improvements which can be made and delivered. This paper advises of the results of the 2014 survey.

2. That Members:-

- 2.1 Note the survey information provided ;
- 2.2 Acknowledge the reduced response rate in the annual return.

3. DETAIL

- 3.1 Every year the 36 Elected Members of Argyll and Bute are asked to complete a short satisfaction questionnaire. The submitted information is then used to tailor the approach of the relevant parts of the Governance and Law service to address any concerns raised by Members. There is usually a variation each year in the questions asked in the survey due to the changing landscape in which Members and the Council operate; however, there are also a number of recurring themes. This year, members were asked to complete the survey online using a tool called Surveyface. As in previous years, the questions posed covered most areas of the Governance remit where support is provided to Councillors.

In an effort to extract as much useful information as possible, a few of the questions were open to varying interpretations, and where this is the case, it is accounted for in the results.

- 3.2 All members were asked to complete the survey, however only 14 did so, with 2 not finishing the exercise. The remaining 22 did not participate. This compares with 18 participating last year. While the figures extracted from the survey are an accurate reflection of the returns, the figures may be biased since a significant portion of members did not complete the questionnaire; which is very disappointing given that its main purpose is to improve the service offered and effectively target resources.

- 3.3 The Governance and Law Service Plan for 2014-15 in the Area Team Plan section includes the elements below:-

(d) Maintain the percentage of Members very satisfied or satisfied with Member Services support	90%	AG4	Routinely highlight profile of services available through members services, building on input at induction programme Survey Members to identify satisfaction levels
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- 3.5 The 90% satisfaction rating set in the Service plan is extremely challenging and it should be noted that there is no single question which tied directly back to it. The closest approximations are the questions “how happy are you with the overall service you receive”, which had an 85% satisfaction rate, the average of the responses to all questions asked which was 74.% and “How well do staff do their jobs” which had a 93% satisfaction rating with one member not answering the question.
- 3.6 There were several indicators this year where were not in the 75th percentile or higher, which included :-
- satisfaction with Members workspace (down from last year;
 - report quality; (similar to 2013 but one less member noted as dissatisfied);
 - being kept up to date (new question);
 - the time taken to deal with enquiries (new question);
 - Video Conferencing issues. (down from 2013)
- 3.7 It is noticeable that the majority of these queries relate to areas which are not fully under this services’ control, and departmental management and staff will use their team meetings and other resource to investigate how best to progress the issues raised to improve the responses received.
- 3.8 A number of elected members have been very complimentary about the staff and the efforts they make, but some have also commented that they seemed over-stretched at times e.g.

“Staff are always pleasant and keen to help. Occasionally they seem stretched but never voice concerns “

“While I am very satisfied I think looking in from outside that the staff are sometimes overwhelmed and need more help”

It is to be hoped that the new departmental structure which has very recently been discussed with the staff, will alleviate at least some of these concerns.

4. CONCLUSION

4.1 As noted previously, the response to this survey was very disappointing, and has actually dropped from last year, however a number of possible improvements have been identified, and will be progressed.

5. IMPLICATIONS

Policy -	The survey is fully in compliance with the Council objective of continuous improvement.
Financial –	None
Legal -	None
HR -	None
Equalities -	None
Risk -	None
Customer Service -	Adoption of the suggested improvements will enhance the service offered by the Governance and Law team to support members.

Executive Director of Customer Services
19th May 2014

For further information contact: Stephen Doogan, Area Governance Officer
Tel 01546 604342

Total Started Survey: 14		Total Completed Survey: 12 (85.7 %)	
1. We provide an efficient secretarial service (e.g typing, photocopying, diary administration)			
Very satisfied	57.14%	8	2013/14
Fairly satisfied	21.43%	3	2012/13
2. We can organise successful civic events and functions			
Very satisfied	42.86%	6	100% 17 responses
Fairly satisfied	28.57%	4	This discrepancy is likely to be because this year members were given the option of saying Not applicable
3. The arrangements we put in place for your video/lync conferences			
Very satisfied	35.71%	5	50.00%
Fairly satisfied	14.29%	2	Members
4. The organisation of your constituency surgeries			
Very satisfied	38.46%	5	46.15%
Fairly satisfied	7.69%	1	As 2 Above
5. We can ably assist you in resolving constituent enquiries			
Very satisfied	61.54%	8	76.92%
Fairly satisfied	15.38%	2	94%
6. The quality of briefings and reports we provide for you			
Very satisfied	53.85%	7	53.85%
Fairly satisfied	0%	0	These are across the board
7. The time taken to deal with your enquiries			
Very satisfied	38.46%	5	69.23% No comparable question
Fairly satisfied	30.77%	4	
8. Being able to deal directly with someone who could help you			
Very satisfied	61.54%	8	84.62% No comparable question last year for question 8, 9 and 10
Fairly satisfied	23.08%	3	
9. Someone took responsibility for your enquiry			
Very satisfied	61.54%	8	84.62%

Fairly satisfied	23.08%	3	
10. The quality of the information you received			
Very satisfied	53.85%	7	76.93%
Fairly satisfied	23.08%	3	
11. Being given information that was easy to understand			
Very satisfied	53.85%	7	92.31%
Fairly satisfied	38.46%	5	
12. Being given all the information you needed			
Very satisfied	46.15%	6	84.61% No comparable question last year
Fairly satisfied	38.46%	5	
13. Being given accurate information			
Very satisfied	53.85%	7	84.62% No comparable question last year
Fairly satisfied	30.77%	4	
14. Being kept up to date with progress			
Very satisfied	23.08%	3	61.54% No comparable question last year
Fairly satisfied	38.46%	5	
15. I am clear about the different roles and responsibilities of the staff within the Team			
Very satisfied	38.46%	5	70%
Fairly satisfied	30.77%	4	
16. How well the staff did their jobs			
Very satisfied	76.92%	10	92.30% No Comparable question Last Year
Fairly satisfied	15.38%	2	
17. Being treated fairly			
Very satisfied	76.92%	10	84.61% No Comparable question Last Year
Fairly satisfied	7.69%	1	
18. How your privacy was protected			
Very satisfied	53.85%	7	69.23% No comparable question last year
Fairly satisfied	15.38%	2	
19. How polite staff were			
Very satisfied	69.23%	9	84.61% No comparable question last year
Fairly satisfied	15.38%	2	
20. How friendly staff were			

			100 No
Very satisfied	84.62%	11	
Fairly satisfied	0%	0	
21. Having sufficient staffing resources to meeting your needs			
Very satisfied	15.38%	2	77
Fairly satisfied	30.77%	4	
22. How sensitive staff were to your needs			
Very satisfied	69.23%	9	
Fairly satisfied	7.69%	1	
23. The time taken to deal with the enquiry from start to finish			
Very satisfied	46.15%	6	
Fairly satisfied	30.77%	4	
Very satisfied	30.77%	4	
Fairly satisfied	38.46%	5	
25. The overall service that you received			
Very satisfied	53.85%	7	
Fairly satisfied	30.77%	4	
26. The workspace available for your use at Kilmory			
Very satisfied	30.77%	4	
Fairly satisfied	30.77%	4	
			94%



27. Lastly, are there any services not currently provided by the Member Services and Area Governance Team that would benefit you in terms of assisting you with your workload or any additional comments you wish to make?

- | |
|---|
| 1. As a policy lead I'm not clear whether there is any resource available to help with issues like diary mgmt., etc. I end up dealing with lots of different staff which can be frustrating at times. Generally happy with service but still think there's a bit of an issue with it not being clear exactly what support is available. |
| 2. being able to pass constituent problems to staff and them giving me the answer to give to my constituent. there should be a research service |
| 3. There are lots of services that it would be good to have provided by the Council such as mobile communications etc. that would be of assistance in carrying out my councillors responsibilities but no consideration should be given to enhancing any services while the Council is under severe financial pressure. |
| 4. services provided by staff are excellent and I am very grateful to them |
| 5. Need to speed up access to Group Office. |
| 6. I am very happy with the service I receive but do feel Area Governance Staff are over stretched, covering two Area Committees and associated meetings. |

Average satisfied or very satisfied

73.95%

Dissatisfied

3%

It should be noted that although the service has not achieved its 90% satisfaction target, it does have only a 3% average dissatisfaction rating, with no single question attracting more than 8% dissatisfaction.

don't know/other/not applicable

17%

It is also important to note that the don't know/other/not applicable figure is significantly higher than the dissatisfied, and where a member chose to enter a comment, this was counted as "other". Since most comments were positive, had they been included with the satisfaction rating it would have significantly boosted the 74% figure

ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE ISLES****AREA COMMITTEE****CUSTOMER SERVICES****11th JUNE 2014**

MEMBERSHIP OF THE WORLD WAR 1 COMMEMORATION STEERING GROUP.

1. SUMMARY

The purpose of this report is to update Members in regards Oban, Lorn and the Isles membership of the World War 1 Commemoration Steering Group.

2. RECOMMENDATIONS

2.1 That the Area Committee note that following the resignation of Cllr Hall from the Council there is no Oban, Lorn and the Isles Area Committee representative on the WW1 Steering Group, and the Committee is asked to consider appointing another Member to undertake that role.

3. DETAIL

3.1 At the Council meeting held on 29th August 2013 Members received an update in regards the work being carried out by the Armed Forces Champion, Cllr Corry. Following consideration of that update the Council made a number of decisions, including agreeing to invite Area Committees to nominate a representative to serve on the World War 1 Commemoration Steering Group.

3.2 At the October meeting of the Oban, Lorn and the Isles Area Committee Members considered this decision of the Council, and agreed to nominate Cllr Fred Hall as the OLI Area Committee representative on the WW1 Steering Group.

3.3 Due to the recent resignation of Cllr Hall from the Council the Oban Lorn and the Isles Area Committee currently has no representative on the WW1 Steering Group. Members are therefore asked to consider appointing a Member of the Area Committee to serve on this group.

4. CONCLUSION

- 4.1 The Area Committee is asked to note that following the resignation of Cllr Hall from the Council there is no Oban, Lorn and the Isles Area Committee representative on the WW1 Steering Group, and to consider appointing another Member to undertake that role.

5. IMPLICATIONS

Policy -	In keeping with the Council's commitment to work in partnership with other agencies and organisations
Financial –	Members expenses in regards travel etc to attend meetings
Legal -	None
HR -	None
Equalities -	None
Risk -	None
Customer Service -	None

Executive Director of Customer Services
19th May 2014

For further information contact: Shirley MacLeod, Area Governance Manager,
22 Hill Street, Dunoon 01369 707134

ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE ISLES****AREA COMMITTEE****CUSTOMER SERVICES****11th JUNE 2014**

MEMBERSHIP OF THE OBAN YOUTH CAFE MANAGEMENT COMMITTEE.

1. SUMMARY

The purpose of this report is to update Members in regards membership of the Oban Youth Cafe Management Committee and invite them to consider appointing an elected Member to serve on the group.

2. RECOMMENDATIONS

- 2.1 That the Area Committee note the request from the Oban Youth Cafe to appoint an elected Member to serve on their management committee and to consider appointing a local Member to undertake that role.

3. DETAIL

- 3.1 At the Oban, Lorn and the Isles business meeting held on 14th May 2104, Members heard a presentation from members of staff from the Oban Youth Cafe, highlighting the difficulties which the group are facing in ensuring a sustainable future for the project. Members noted the background to the project and the extent of the service provided to the local youth community
- 3.2 At the conclusion of the discussion Members confirmed their desire that the Youth Cafe be able to progress on to a long term financial footing and noted the opinion of the group that there would be benefit for them in having an elected Member sit on their management committee.
- 3.3 Given the wish of the Oban Youth Cafe to have greater support from the Area Committee in trying to sustain their service, Members are asked to consider appointing a Member of the Area Committee to serve on the management committee of the group.

4. CONCLUSION

4.1 The Area Committee is asked to note the request made by the Oban Youth Cafe at the recent business meeting, and to consider appointing a Member of the Area Committee to the group's management committee.

5. IMPLICATIONS

Policy -	In keeping with the Council's commitment to work in partnership with other agencies and organisations
Financial –	None
Legal -	None
HR -	None
Equalities -	None
Risk -	None
Customer	None
Service -	

Executive Director of Customer Services
19th May 2014

For further information contact: Shirley MacLeod, Area Governance Manager,
22 Hill Street, Dunoon 01369 707134

ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE
ISLES AREA
COMMITTEE****CUSTOMER SERVICES****11 JUNE 2014**

**SCOTTISH RURAL PARLIAMENT
INAUGURAL MEETING – OBAN 2014**

1.0 SUMMARY

- 1.1 This report provides an update to Members in regard to the arrangements which are being made for the inaugural meeting of Scotland's first Rural Parliament, which will be held in Oban during 6th – 8th November.

2.0 RECOMMENDATIONS

- 2.1 Members are asked to note the content of the report.

3.0 DETAIL

- 3.1 The first meeting of the Scottish Rural Parliament Local Liaison Group took place on 27th January 2014 and at that time a request was made for the Corran Halls to be made available free of charge. Community Services were consulted on this and a report went to the Oban, Lorn and the Isles Area Committee on 12th February, the Committee agreed to support the event by making the Corran Halls or any other venue available to the organisers free of charge for the duration of the event.

- 3.2 Scottish Rural Action is currently in the process of engaging with communities/groups/and individuals all over rural Scotland to ensure involvement, discussion and debate is taking place prior to the event. This will provide the key themes for discussion at the event in November. To date the response has highlighted the following issues:

- Economic Issues – assisting businesses start up and grow
- Transport
- Access to Services
- Fuel Poverty – homes/cars
- Child Welfare
- Community Capacity
- Climate Change
- Providing suitable housing
- Planning Legislation

- 3.3 Around 400 people will gather for the three day event, which will include a gathering on the Thursday night to welcome participants and outline the programme for the event and report on how the themes/ideas have emerged. On the Friday participants will have the opportunity to engage in workshops and debates or take part in visits to local projects relative to the programme agenda. This will be followed by a formal dinner and entertainment in the Corran Halls.

The final day will be a plenary session to reach agreement over the Rural Manifesto and the presentation of this to a Minister.

- 3.4 Officers from Customer and Community Services continue to attend the Local Liaison Group meetings held in Oban along with representatives from BID 4Oban, Atlantis Leisure, Argyll Voluntary Action and the Community Council.

4.0 CONCLUSION

- 4.1 Scotland's first Rural Parliament will take place in Oban during 6 – 8 November 2014. The Corran Halls along with Atlantis Leisure are being used as the main venues to host the event. Officers will continue to attend the Scottish Rural Parliament Liaison meetings and report back to Members.

5.0 IMPLICATIONS

- 5.1 Policy – None
- 5.2 Financial – Loss of income
- 5.3 Legal - None
- 5.4 HR - None
- 5.5 Equalities – None
- 5.6 Risk – None
- 5.7 Customer Service – None

6.0 APPENDICES

None

Douglas Hendry
Executive Director - Customer Services
4 June 2014

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