

Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Customer Services
Executive Director: Douglas Hendry



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3 June 2015

NOTICE OF MEETING

A meeting of the **OBAN LORN & THE ISLES AREA COMMITTEE** will be held in the **CORRAN HALLS, OBAN** on **WEDNESDAY, 10 JUNE 2015** at **10:00 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 - 15th April 2015 (Pages 1 - 10)
 - (b) Oban, Lorn and the Isles Special Area Committee - 1st May 2015 (Pages 11 - 14)
 - (c) Oban Common Good Fund - 21st May 2015 (for noting) (Pages 15 - 18)
- 4. PUBLIC AND COUNCILLOR QUESTION TIME**
- 5. SECONDARY SCHOOL REPORT - TOBERMORY HIGH SCHOOL**
Report by Head Teacher of Tobermory High School (Pages 19 - 70)
- 6. TEACHING AND LEARNING 3-12 PRIMARY SCHOOLS - OLI PRIMARY SCHOOLS 2014/15**
Report by Head of Education (Pages 71 - 96)

7. **AREA SCORECARD - FQ4**
Report by IOD Programme Manager (Pages 97 - 102)
8. **OLI ECONOMIC DEVELOPMENT ACTION PLAN**
Report by Economic Development Manager (Pages 103 - 106)
9. **LORN ARC/CHORD UPDATE**
Verbal update by Oban – Lorn Arc Regeneration Project Manager
10. **FERRY UPDATE AND THE INTRODUCTION OF ROAD EQUIVALENT TARIFF (RET)**
Report by Marine Operations Manager (Pages 107 - 112)
11. **TRAFFIC MANAGEMENT AND PARKING REVIEW UPDATE**
Report by Head of Roads and Amenity Services (Pages 113 - 118)
12. **TOWN TWINNING**
Report by Area Governance Manager (Pages 119 - 122)
- E1 13. **BOAT HOUSE, PORT APPIN**
Report by Estates Surveyor (Pages 123 - 130)
- E1 14. **FORMER SLAUGHTERHOUSE AND ERRAY ROAD DEPOT, TOBERMORY, ISLE OF MULL**
Report by Estates Surveyor (Pages 131 - 134)
- E1 15. **FORMER ROADS DEPOT, ARDMOR ROAD, SALEN, ISLE OF MULL**
Report by Estates Surveyor (Pages 135 - 138)

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

OBAN, LORN & THE ISLES AREA COMMITTEE

Councillor Mary-Jean Devon	Councillor Duncan MacIntyre
Councillor Iain MacDonald	Councillor Alistair MacDougall
Councillor Neil MacIntyre	Councillor Iain MacLean
Councillor Roderick McCuish (Chair)	Councillor Elaine Robertson (Vice-Chair)

Contact: Danielle Finlay, Senior Area Committee Assistant - 01631 567945

MINUTES of MEETING of OBAN LORN & THE ISLES AREA COMMITTEE held in the CORRAN HALLS, OBAN on WEDNESDAY, 15 APRIL 2015

Present: Councillor Roddy McCuish (Chair)

Councillor Mary-Jean Devon	Councillor Alistair MacDougall
Councillor Neil MacIntyre	Councillor Iain S MacLean
Councillor Iain Angus MacDonald	Councillor Elaine Robertson

Attending: Charles Reppke, Head of Governance and Law
Graeme Forrester, Area Committee Manager
David Clements, IOD Programme Manager
Stewart Clark, Roads Performance Manager
Ishabel Bremner, Economic Development Manager
Linda Houston, Oban CHORD Regeneration Project Manager
Helen Ford, CHORD Project Manager
Kirsteen MacDonald, Regeneration Project Manager
Laura MacDonald, Community Development Officer
Mark Calder, Communications Officer

1. APOLOGIES

Apologies were received from Councillor Duncan MacIntyre.

2. DECLARATIONS OF INTEREST

Councillor McCuish declared a non financial interest in relation to the Third Sector Grant Application for BID4Oban which was dealt with at item 5 (3) of this Minute, because he is a Director at BIDs.

Councillor MacDonald declared a non financial interest in relation to the Third Sector Grant Application for Bridge of Orchy Village Hall Trust which was dealt with at item 5 (4) of this Minute, because he is a member of the Committee.

Councillor MacDougall declared a non financial interest in relation to the Third Sector Grant Application for Ross of Mull and Iona Community Transport Scheme which was dealt with at item 5 (18) of this Minute, because he is a member. He left the meeting and took no part in the discussion of this item.

Councillor Robertson declared a non financial interest in relation to the Third Sector Grant Application for Crossroads (North Argyll) and MacDougall of Dunollie Preservation Trust which were dealt with at item 5 (7) and (14) of this Minute, because she is the Chair of Crossroads and her husband is the factor of Dunollie Estate. She also declared an interest at item 10 (Oban CHORD – Oban North Pier Maritime Quarter – update and request for funding) advising that her husband is a member of Oban Bay Marine. She left the meeting and took no part in the discussion of this item.

3. MINUTES

(a) OBAN, LORN AND THE ISLES AREA COMMITTEE - 11 FEBRUARY 2015

The Minutes of the Oban, Lorn and the Isles Area Committee held on 11th February 2015 were approved as a correct record.

(b) OBAN, LORN AND THE ISLES SPECIAL AREA COMMITTEE - 25 FEBRUARY 2015

The Minutes of the Oban, Lorn and the Isles Special Area Committee held on 25th February 2015 were approved as a correct record.

(c) OBAN, LORN AND THE ISLES COMMUNITY SAFETY FORUM - 25 FEBRUARY 2015 (FOR NOTING)

The Minutes of the Oban, Lorn and the Isles Community Safety Forum held on 25th February 2015 were noted.

(d) OBAN COMMON GOOD FUND - 20 MARCH 2015 (FOR NOTING)

The Minutes of the Oban Common Good Fund held on 20th March 2015 were noted.

4. PUBLIC AND COUNCILLOR QUESTION TIME

The Chair asked the public if they would prefer questions to be taken under public and councillor question time that were in relation to item 10 of this minute but the public agreed to ask questions when this item was reached in the agenda.

Louise Glen, Oban Times, asked whether press and public would be excluded for consideration of item 12, 13, 14 and 15 of this minute. She asked that she be able, as a journalist, to witness the Committee debate on this item. The Chair reminded Louise that she had already received a response from the Area Committee Manager in relation to this question she had asked previously. The Head of Governance and Law advised that the decision to exclude the press and public from consideration of agenda items is a decision which is made by the Committee having regard to the individual items for consideration.

Duncan Johnston asked a question in relation to potholes in a road in Dalrigh. The Chair advised that he is aware of the issue and had been in contact with the Council's Head of Roads and Amenity Services regarding the matter. The Chair advised that he would continue to look into the matter.

Marri Malloy asked the Committee if permission has been granted to turn the old MacDougall Yard into a scrap heap? Councillor McCuish assured Marri that he

would have this looked into and get the appropriate officer to respond to her.

Neil MacKay asked the Committee what proportion of money comes to Oban, Lorn and the Isles from the strategic events and festivals funds? Councillor McCuish confirmed that he would have the appropriate officer look into this and respond back to him.

Doreen MacLeod asked why the Council charge for parking at Ganavan, stating that she feels visitors into the area should be made to feel more welcome. She also asked why all the money made by car parking income in Oban, Lorn and the Isles doesn't stay in the area. Councillor McCuish confirmed that there will be an agenda item on the Business Day agenda in May on parking charges at Ganavan and confirmed that he would get the appropriate officer to respond to Mrs MacLeod.

Doreen MacLeod asked a further question on the path at kissing gate. She asked if the Community Payback team could attend to stones. Councillor Robertson assured Mrs MacLeod that the Community Payback team are aware of this and that this path is on their list.

Ken MacLellan asked the Committee if the Parking Warden receive any bonuses for the amount of tickets they issue. Councillor McCuish gave an assurance that this is not the case.

Councillor MacDougall, having declared a non financial interest in Ross of Mull and Iona Community Transport Scheme, left the meeting and took no part in the discussion of this item.

5. 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:

1. Agreed to award the grant recommendations as follows:-

Organisation	Total Project	Recommendation
Argyll & Bute Youth Forum	£4,760	£200
Argyll Voluntary Action (Oban Link Club)	£6,000	£2,700
Coisir Ghaidlig Taigh an Uillt	£540	Agreed that this application be brought to the Special Area Committee on 1 st May for consideration once further information is received

Dalavich Improvement Group	£3,526	£1,500
Glenorchy & Innishail Community Orchard and Woodland Garden	£4,328.07	£1,000
Highlands and Islands Music and Dance Festival	£40,100	£1,500
Luing Social Committee	£915	£250
Mendelssohn on Mull	£46,740	£2,000
Mull Runners	£7,240	£650 and asked that if equipment is bought could it be shared with Coll and Tiree for future events
Oban Communities Trust (Rockfield Project)	£23,517	£3,600
Ross of Mull and Iona Community Transport Scheme	£1,130	£500
Tiree Community Development Trust	£7,682	Agreed that this application be brought back to the Special Area Committee on 1 st May once concerns raised have been explored
Tiree Music Festival	£10,650	Agreed that this application be brought back to the Special Area Committee on 1 st May once concerns raised have been explored
Tobermory Marine Exhibition/Aquarium	£9,980	£2,000

2. Agreed that those organisations that have received funding for the two previous years or more should not be awarded more than the amount they received in 2014/15 unless increased developmental aspects are detailed on the application. These repeat applicants may be subject to a 20% reduction on the previous years allocation. This is to reduce applicants' dependency on Council grants and encourage fundraising and income generation initiatives;
3. Agreed that where possible, and if appropriate, new applicants should receive all or most of the amount requested (up to 50% total project costs), unless a very large amount of funding is sought;
4. Agreed that grants will only be awarded pending receipt of the correct paperwork; and approved financial check; and an End of Project monitoring form (if a grant was awarded in previous year); and
5. Agreed that the Aros Hall Committee be permitted to carry forward £1,356.50 to be spent on the original application purpose within the 2015/16 financial year.
6. Agreed that the applications noted at items 3, 4, 5, 7, 11, 12, 14, 21 of this Agenda item be considered at a later Area Committee meeting

(Ref: Report by Community Development Officer dated 15th April 2015, submitted).

6. AREA SCORECARD - FQ3

The Committee considered a report which presented the Area Scorecard with exceptional performance for financial quarter 3 of 2014-15 (October - December 2014).

Decision

The Committee noted the exceptional performance presented on the Scorecard.

(Ref: Report by IOD Programme Manager dated 15th April 2015, submitted).

Councillor Iain MacDonald left the meeting.

7. IONA PIER

A report outlining the situation on the state of repairs to Iona Slipway was considered.

The report advises that the slipway has been degrading over time and this year the Council identified the requirement to refurbish the slipway as a priority prior to the commencement of the 2015 summer season. George Leslie Ltd has been awarded the contract to carry out the refurbishment.

Decision

The Committee noted the contents of the report.

(Ref: Report by Marine Operations Manager dated 15th April 2015, submitted).

Councillor Iain MacDonald returned to the meeting.

8. ROADS CAPITAL RECONSTRUCTION PROGRAMME 2015/16

A report providing the Committee with details of the proposed roads reconstruction programme for 2015/16 was considered.

Decision

The Committee:-

1. Noted the successful completion of the 3 year Roads Reconstruction Programme for 2012-2015;
2. Noted the proposed programme and previously agreed budget for 2015/16; and
3. Congratulated the Roads Department in all their hard work in the Oban, Lorn and the Isles area.

(Ref: Report by Roads Performance Manager dated 16th March 2015, submitted).

9. OLI ECONOMIC DEVELOPMENT ACTION PLAN

The Committee considered a report and presentation providing feedback on the delivery of the actions and in-year success measures within the Oban, Lorn and the Isles Economic Development Action Plan 2014/15.

Decision

The Committee:

1. Noted the content of the presentation on the delivery of the actions and in-year success measures for 2014/15;
2. Agreed to undertake a separate workshop session (late April/early May) with officers from the Economic Development Services to input into the content of the area-based EDAP for 2015/16; and
3. Noted that the Oban, Lorn and the Isles Area EDAP for 2015/16 will be submitted to the Area Committee meeting in June for approval.

(Ref: Report and Presentation by Economic Development Manager dated 15th April 2015, submitted).

Councillor Robertson having declared a non financial interest in Oban CHORD – Oban North Pier Maritime Quarter – Update and request for funding, left the room and took no part in the discussion of this item.

10. OBAN CHORD - OBAN NORTH PIER MARITIME QUARTER - UPDATE AND REQUEST FOR FUNDING

A report updating the Committee on the delivery of the Oban North Pier Maritime Quarter and seeking support to take forward the interim step ashore solution proposals for 2015 and 2016, whilst progressing the development of the Integrated Maritime Quarter Facility, was considered.

The Chair allowed public questions on this agenda item and the following points were raised:

Councillor McCuish queried why an interim step ashore facility could be in place for 2016 but could not be in place for 2015. The Regeneration Project Manager advised that there is a statutory consultation period and a procurement process to go through which can take 14 months minimal.

Councillor MacDonald asked how soon we can get the private sector in to start a project like this. The Helensburgh CHORD Project Manager advised that there are formal processes which need to be followed regarding licensing and planning.

Mike Robertson asked whether if the Council provide services for a step ashore facility in phase 4, this would remove any state aid issues concerns and is it an interim solution of 1 pontoon there, or one time solution for 30 or 40 berths? Councillor McCuish that if there is a serviced project then OBMs business case would have to be viable and this is in dispute by Officers.

Mr Peadon asked why it is not possible to look at the bigger picture to come as a whole? Mr Peadon was advised that whilst we are proceeding with an interim solution, the bigger picture will be looked at and Councillor McCuish stated he hoped that OBM would be involved in lending their expertise to any master plan.

The Helensburgh CHORD Project Manager produced a letter sent to Oban Bay Marine outlining the funding agreement with the Council and Councillor McCuish asked if OBM have replied to that letter and the Project Manager advised that

they have received no reply.

Councillor MacLean asked when the letter was dated and the Project Manager advised it was April 2014 and no reply had been received.

Mr MacLeod queried what could be undertaken on the proposal to constitute a meaningful start for the purposes of the planning legislation. The Head of Governance and Law advised recent new legislation had altered what would be required to constitute a meaningful start. The Committee were also advised that OBMs planning permissions run out in July 2015.

Mr Renato Di Ciacco stated that of all the passengers coming ashore of the cruise ships do not stay in Oban but get bussed out of the town to visit other areas. Councillor McCuish stated he felt it was incumbent on the businesses to find ways to keeping these very welcomed visitors in town as the Council is taking plans forward to make their arrival in Oban more welcoming. Mr P MacLean stated that in his opinion neither of the projects that are being discussed would work.

Motion

The Area Committee:

1. Note and endorse the contents of this paper;
2. Request officers to implement the interim step ashore solution proposals for 2015;
3. Recommend to the Policy and Resources Committee, for their interest, the drawdown of £45,000 to implement the development stage of the interim step ashore solution for 2016;
4. Request officers to bring an update report outlining the implementation cost of delivering the 2016 interim step ashore solution following completion of the development stage, which is likely to be around September/October 2015;
5. That the Oban CHORD Project Managers brings an update report on the delivery of the Oban North Pier Maritime Quarter to subsequent Area Committee meetings; and
6. That Oban Bay Marine meet with officers of the Council to address their concerns.

Proposed: Councillor McCuish

Seconded: Councillor MacDougall

Amendment

Request Officers to meet with representatives from Oban Bay Marine to obtain clarity over the divergence of understanding over certain aspects surrounding the provision of a transit facility at the North Pier Oban and to prepare a report to take to a future Area Committee.

Proposed: Councillor MacDonald

Seconded: Councillor MacLean

Decision

On a show of hands, the motion was carried by 4 votes to 2 and the Committee resolved accordingly.

(Ref: Report by Oban Regeneration Project Manager dated 15th April 2015, submitted).

11. LORN ARC QUARTERLY UPDATE REPORT

A report updating the Committee on the progress in delivering the Lorn Arc Tax Incremental Financing Programme and its 9 capital infrastructure investment projects lead by Development and Infrastructure Services was considered.

Decision

The Committee:

1. Unanimously noted the current progress with the Lorn Arc Programme; and
2. Noted the progress reports will be presented to the Area Committees on a quarterly basis.

(Ref: Report by Oban Regeneration Project Manager dated 27th March 2015, submitted).

12. LORN ARC TAX INCREMENTAL FINANCING (TIF) ASSET PROJECT 5 - OBAN NORTH PIER EXTENSION - START UP REPORT

(a) REPORT BY EXECUTIVE DIRECTOR OF DEVELOPMENT AND INFRASTRUCTURE SERVICES

The Committee considered a report providing information on additional detail relating to the projected start up costs associated with bringing this project to Full Business Case stage and outlining the background for Project 5 – Oban North Pier extension, to be taken to full Business Case.

Decision

The Committee:

1. Unanimously recommended that the Policy and Resources Committee approve the drawdown of borrowing for a total of up to £560K for the development of a full Business Case for Lorn Arc Project 5 – Oban North Pier Extension. These resources will be held in a defined budget and managed as detailed in the Lorn Arc Programme PID; and
2. Noted that the full Business Case for Project 5 will be reported to a future OLI Area Committee and subsequent Policy and Resources Committee before moving to the implementation stage.

(Ref: Report by Oban Regeneration Project Manager dated 15th April 2015, submitted).

The Chair agreed to take further questions:

Kieran Green read the Committee a question from the Chair of Oban Community Council, which was in relation to the observation on the grant applications in listening to the scoring of these. The Chair of the Community Council advised that it seems more money is granted to groups who have assistance from professional people who know how to tick the relevant boxes but there are other groups run by volunteers who do not have the knowledge to make their application score high enough to receive higher grants. She asked for more information and feedback on this. The Chair agreed to get the relevant council officer to respond to Mrs Malloy.

Mr Ken MacLellan presented the Committee with a poster designed to help tackle dog fouling in the Oban, Lorn and the Isles area. The Chair agreed to publicise this poster and thanked Ken for his hard work in bringing this forward. Mr MacLellan also stated he was disappointed that members of the press and public did not stay for further questions as he feels that this subject affects everybody in Oban and the Chair agreed with him.

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 Paragraph 8&9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

(b) **APPENDIX 1**

The Committee considered an appendix detailing the budgetary timescales.

Decision

The Committee noted the information provided.

(c) **APPENDIX 2**

The Committee considered an appendix detailing the proposed timeline.

Decision

The Committee noted the information provided.

(d) **APPENDIX 3**

The Committee considered an appendix detailing the risk register for project 5.

Decision

The Committee noted the information provided.

13. OBAN CHORD - OBAN WATERFRONT PUBLIC REALM PHASE 2: NORTH PIER TO STATION SQUARE INCLUDING GEORGE STREET AND QUEEN'S PARK PLACE - UPDATED COST REPORT

The Committee considered an updated cost report in regard to the Oban CHORD Oban Waterfront Public Realm Phase 2.

Decision

The Committee unanimously agreed the recommendations at 3.1 of the report and noted that this matter would be forwarded to the Policy and Resources Committee and not the Council.

(Ref: Report by Oban Regeneration Project Manager dated 15th April 2015, submitted).

14. MCCAIG'S TOWER AMENITY LIGHTING SCHEME - IN USE REVIEW

A report informing the Committee of the outcome of the recent 'in use' review at McCaig's Tower, was considered.

Decision

The Committee noted the recommendations at 3.1 of the report.

(Ref: Report by Oban Regeneration Project Manager dated 15th April 2015, submitted).

15. THIRD SECTOR ASSET TRANSFER - LAND AT DERVAIG, ISLE OF MULL

The Committee considered a report on the Third Sector Asset Transfer at Land at Dervaig, Isle of Mull.

Decision

The Committee unanimously agreed the recommendations at 3.1 of the report.

(Ref: Report by Estates Surveyor dated 12th March 2015, submitted).

**MINUTES of MEETING of OBAN LORN & THE ISLES AREA COMMITTEE held in the OBAN
COMMUNITY FIRE STATION, SOROBA ROAD, OBAN
on FRIDAY, 1 MAY 2015**

Present: Councillor Roddy McCuish (Chair)

Councillor Mary-Jean Devon
Councillor Iain A MacDonald
Councillor Iain S MacLean

Councillor Neil MacIntyre
Councillor Elaine Robertson

Attending: Graeme Forrester, Area Committee Manager
Linda Houston, Oban Regeneration Project Manager
Pamela MacLeod, Project Manager – Self Directed Support
Laura MacDonald, Community Development Officer

1. APOLOGIES

Apologies were received from Councillors Duncan MacIntyre and Alistair MacDougall.

2. DECLARATIONS OF INTEREST

Councillor McCuish declared a non financial interest in relation to the Third Sector Grant Application for BID4Oban which was dealt with at item 5 (1) of this Minute, because he is a Director at BIDs.

Councillor MacDonald declared a non financial interest in relation to the Third Sector Grant Application for Bridge of Orchy Village Hall Trust which was dealt with at item 5 (2) of this Minute, because he is a member of the Committee.

3. PUBLIC QUESTION TIME

The Chair agreed to take a question from Jill Bowis of Ardchattan Community Council. She asked the Committee if it is possible for the Council to look into software for all Community Councils to access as a mailing programme to help them communicate with other groups and officers etc in regard to projects that are ongoing.

The Area Committee Manager agreed to look into this and respond back to Jill.

4. THEMATIC REVIEW OF SELF-DIRECTED SUPPORT

A report providing the Committee with a review of progress to date in respect of the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013 following its enactment on 1st April 2014, was considered.

Decision

The Committee noted the content of the report in respect of barriers and

challenges; the actions taken to address these and the continued significant progress made to date on the implementation of the Social Care (Self-Directed Support) (Scotland) Act 2013 in Argyll and Bute.

(Ref: Report by Project Manager – Self Directed Support dated 16th March 2015, submitted).

Councillor Iain A MacDonald having declared a non financial interest in item 5(2) left the room and took no part in the discussion of that item.

5. 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:

1. Agreed to award the grant recommendations as follows:-

Ref No	Organisation	Total Project	Recommendation
1	Bid4Oban *	£12,050	This grant was withdrawn
2	Bridge of Orchy Village Hall Trust	£10,643.24	£1,960
3	Cathedral Church of St John the Divine	£10,000	£2,940
4	Coisir Ghaidlig Taigh an Uillt	£540	£200
5	Iona Village Hall *	£13,650	£1,470
6	Isle of Mull Riding for the Disabled	£3,010	Agreed to consider at the August Area Committee
7	Tiree Community Development Trust	£7,682	£1,764
8	Tiree Music Festival *	£10,650	£1,470
9	Tiree Resource Club	£25,500	Agreed to award £1,960 subject to receiving the signed accounts

2. Agreed that those organisations that have received funding for the two previous years or more should not be awarded more than the amount they received in 2014/15 unless increased developmental aspects are detailed on the application. These repeat applicants may be subject to a 20% reduction on the previous years allocation. This is to reduce applicants' dependency on Council grants and encourage fundraising and income generation initiatives;

3. Agreed that where possible, and if appropriate, new applicants should receive all or most of the amount requested (up to 50% total project costs), unless a very large amount of funding is sought; and
4. Agreed that grants will only be awarded pending receipt of the correct paperwork; and approved financial check; and an End of Project monitoring form (if a grant was awarded in previous year).

(Ref: Report by Community Development Officer dated 23rd April 2015, 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 item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 8&9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

Louise Glen, Oban Times, asked whether press and public would be excluded for consideration of item 6 of this minute. She asked that she be able, as a journalist, to witness the Committee debate on this item. The Chair advised Louise that this could not happen and Councillor Iain MacLean asked that it be noted he disagrees with this decision.

6. LORN ARC TIF ASSET PROJECT NO.9 - OBAN AND THE ISLES BUSINESS PARK: ACCESS ROAD ENABLEMENT FULL BUSINESS CASE

The Committee considered a report from the Oban Regeneration Project Manager detailing the Lorn Arc TIF Asset Project number 9 – Oban and the Isles Airport Business Park: Access Road Enablement Full Business Case.

Decision

The Committee unanimously agreed the recommendations at 3.1 of the report.

(Ref: Report by Oban Regeneration Project Manager dated 23rd April 2015, submitted).

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**MINUTES of MEETING of OBAN COMMON GOOD FUND held in the CORRAN HALLS, OBAN
on THURSDAY, 21 MAY 2015**

Present: Councillor Elaine Robertson (Chair)
Councillor Neil MacIntyre Councillor Iain A MacDonald

Attending: Charles Reppke, Head of Governance and Law
Shirley MacLeod, Area Governance Manager
Andy Newiss, R A Clement Associates
Marri Malloy, Chair of Oban Community Council
Dugald Cameron, Church of Scotland

1. APOLOGIES

Apologies were received from Councillor Alistair MacDougall.

The Chair ruled and the Trustees agreed to adjourn the meeting at 3pm and reconvene at 3:15pm to allow the Oban Common Good Fund Workshop to be completed. The meeting reconvened at 3:15pm.

2. DECLARATIONS OF INTEREST

Marri Malloy confirmed that in relation to item 8(b) of this Minute, she was involved in writing the constitution for the Soroba Young Families Group in 2005 where her name is printed, but since then has had no involvement with the Group. She left the room and took no part in the discussion of this item.

Andy Newiss declared a non financial interest in item 8(b) Soroba Young Family Group as he is a Director on the Board of Atlantis.

3. MINUTES

The Minutes of the previous Oban Common Good Fund held on 20th March 2015 were approved as a correct record.

In relation to item 3(a) of the previous Minute, the Area Governance Manager confirmed that Soroba Young Family Group had sent their amended application to her in December but unfortunately the Council's firewall blocked the email so the application was never received. Since then the Senior Area Committee Assistant contacted Soroba Young Family Group and a further application has been submitted.

4. CORRESPONDENCE

(a) OBAN GAELIC CHOIR

The Trustees received a thank you letter from Oban Gaelic Choir for

the award that the Oban Common Good Fund gave them for their trip to Ireland this month.

Decision

The Trustees noted the information contained in the letter.

(b) OBAN FENCING CLUB

The Trustees received a thank you letter from Oban Fencing Club for the award that the Oban Common Good Fund gave them for new electrical equipment to allow them to compete in competitions.

Decision

The Trustees noted the information contained in the letter.

(c) OBAN HIGH SCHOOL - LAURINBURG EXCHANGE 2015

The Trustees received a letter from Oban High School, inviting them to a race night to raise money for the Laurinburg Exchange trip. Unfortunately this invitation was received after the race night. The exchange trip is scheduled for 11th June.

Decision

The Trustees noted the information contained in the letter.

5. END OF PROJECT MONITORING FORMS

(a) HOPE 2 OBAN

The Trustees received an End of Project Monitoring report from Hope 2 Oban.

Decision

The Trustees noted the information contained in the report.

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 Paragraph 6 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

6. ACTUAL INCOME EXPENDITURE REPORT

A financial statement detailing the current position of investment transaction for the period 1st April 2015 to 21st May 2015 was considered.

Decision

The Trustees noted the information provided.

(Ref: Financial Statement by Andy Newiss, R A Clement Associates dated 21st May 2015, submitted).

7. OUTSTANDING COMMITMENTS

The Trustees noted the outstanding commitments to date and noted that there are no outstanding commitments to the Oban Common Good Fund.

8. CONTINUED APPLICATIONS

(a) APPLICATION SUMMARY

The Trustees noted the application summary for continued and new applications.

Marri Malloy, having declared a non financial interest in item 8(b), left the room and took no part in the discussion on this item.

Andy Newiss, having declared a non financial interest in item 8(b), stayed in the room and took no part in the discussion of this item.

(b) SOROBA YOUNG FAMILY GROUP

The Trustees considered an amended application from Soroba Young Family Group.

Decision

The Trustees agreed to write to Soroba Young Family Group requesting more information about the project.

Marri Malloy returned to the meeting.

9. NEW APPLICATIONS

(a) THE GRAB TRUST LTD

The Trustees considered an application from the Grab Trust Ltd.

Decision

The Trustees agreed to disperse £3,000.

(b) SKERRYVORE (DECADE EVENTS LLP)

The Trustees considered an application from Skerryvore (Decade Events LLP).

Decision

The Trustees agreed to disperse £3,000 to support young people in the town and to assist the event in its first year in the hope that it will be repeated in future years as a purely commercial enterprise.

10. DATE OF NEXT MEETING

The next Oban Common Good Fund meeting is scheduled for Friday 21st August 2015 at 10:30am in the Corran Halls, Oban.

ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE ISLES
AREA COMMITTEE****COMMUNITY SERVICES****10 JUNE 2014**

TOBERMORY HIGH SCHOOL

1. SUMMARY

The attached is a report and appendices on Tobermory High School which is being presented to the Oban, Lorn and the Isles Area Committee for noting.

2. RECOMMENDATIONS

2.1 That Members note the content of the appended report.

If you require further information, please contact Craig Biddick, Head Teacher of Tobermory High School on craig.biddick@argyll-bute.sch.uk

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OLI Area Committee Report 2013-2014 Tobermory High School



Tobermory High School - OLI Area Committee Report 2014-2015

School Name Tobermory High School
School Address Tobermory, Isle of Mull, Argyll PA75 6PB
Head Teacher Craig Biddick

Overview

Measure	10/11	11/12	12/13	13/14	14/15	% change in Roll over 5 years ^{AA}
Roll (as at census)	153	147	145	146	138	-9.8%
Clothing and Footwear Grant (number of pupils)	5	5	7	7	17	
Clothing and Footwear Grant (% of number of pupils)	3.3%	3.4%	4.8%	4.8%	12.3%	
Clothing and Footwear Grant (%) - Authority Average ^A	6.9%	7.6%	8.5%	9.5%	15.6%	
Free School Meals (number of pupils)		no data	12	10	9	
Free School Meals (% of number of pupils) ⁵		no data	8.3%	6.8%	6.5%	
Free School Meals (%) - Authority Average	10.2%	0.0%	13.1%	12.0%	10.8%	
Free School Meal - National Average for Secondary Schools (%)	14.4%	15.2%	15.4%	15.5%	not yet collated	

Attendance, Absence and Exclusions¹

Measure	10/11	11/12	12/13	13/14	14/15	Range of Attendance (%) over 4 years ^B
Attendance:						0.8%
Attendance (% of school roll)	94.7%	94.4%	93.9%	94.3%	93.3%	
Authorised Absence (% of school roll)	5.0%	5.5%	5.9%	5.3%	5.8%	
Unauthorised Absence (% of school roll)	0.3%	0.2%	0.2%	0.4%	0.8%	
Attendance Number of Pupils (%) - Authority Average	92.5%	93.3%	93.1%	93.1%	92.9%	
Attendance Number of Pupils (%) - National Average	93.1%	not collated	93.6%	not collated	not yet collated	

Measure	10/11	11/12	12/13	13/14	14/15
Exclusions:					
Exclusion Openings	6	14	12	16	20
Exclusion Incidents		6	6	5	6
Number of Pupils		6	5		
Exclusion Incidents per 1000 pupils	19.6	40.8	41.4	34.2	42.9
Exclusion Incidents per 1000 pupils - Authority Average	61.1	51.5	51.4	37.2	22.9
Exclusion Incidents per 1000 pupils - National Average	40	not collated	32.8	not collated	not yet collated

SQA Performance³

Intermediate 1 *	10/11	11/12	12/13	13/14
Number of Entries	12	15	12	
Number of passes Grade A-C	9	11	10	
% of number passes Grade A-C	75.0%	73.3%	83.3%	100.0% ⁵
% of number passes Grade A-C Authority Average	79.8%	78.9%	79.5%	72.8%
% of number passes Grade A-C National Average ⁴	77%	78%	79%	73.5%

Intermediate 2 *	10/11	11/12	12/13	13/14
Number of Entries	69	60	58	37
Number of passes Grade A-C	52	46	46	27
% of number passes Grade A-C	75.4%	76.7%	79.3%	73.0%
% of number passes Grade A-C Authority Average	81.1%	79.1%	80.5%	70.7%
% of number passes Grade A-C National Average ⁴	82%	82%	83%	78.1%

National 4 **	10/11	11/12	12/13	13/14
Number of Entries	No National 4 presentations across 10/11 - 12/13			36
Number of passes				36
% of number passes				100.0%
% of number passes Authority Average				100.0%
% of number passes National Average ⁴				93.9%

National 5 **	10/11	11/12	12/13	13/14
Number of Entries	No National 5 presentations across 10/11 - 12/13			95
Number of passes Grade A-C				80
% of number passes Grade A-C				84.2%
% of number passes Grade A-C Authority Average				82.0%
% of number passes Grade A-C National Average ⁴				81.3%

SQA Performance

Higher	10/11	11/12	12/13	13/14
Number of Entries	91	93	84	98
Number of passes Grade A-C	62	71	64	62
% of number passes Grade A-C	68.1%	76.3%	76.2%	63.3%
% of number passes Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%
% of number passes Grade A-C National Average ⁴	77%	79%	79%	77.6%

Advanced Higher	10/11	11/12	12/13	13/14
Number of Entries	18	16	11	8
Number of passes Grade A-C	13	16	10	6
% of number passes Grade A-C	72.2%	100.0%	90.9%	75.0%
% of number passes Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%
% of number passes Grade A-C National Average ⁴	81%	82%	84%	81.5%

Recognising Wider Achievement

Measure	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
<i>Skills for Work:</i>					
Hospitality		5		4	8
Engineering		4	4	4	5
Childcare			4		
<i>Wider Achievement:</i>					
Health And Safety at Work Certificate		26			
SQA Leadership Units			26	20	22
Sports Leaders		26	27		
Modern Languages for Work Purposes	26	24	24	26	27
John Muir Awards S1- 3	26	24	29	27	45
Duke of Edinburgh – S1-6					6
	26	24	24	26	27
<i>Work Placements:</i>					
S4 Work Placement (SQA unit) - annually	22	26	20	22	27

School Leaver Destination Returns (SLDR)***

Measure	10/11	11/12	12/13	13/14	14/15
Number of Total Leavers	25	28	21	23	Data not yet collated
Number of Young People entering Higher Education (%)	32.0%	39.3%	61.9%	43.5%	
Number of Young People entering Further Education (%)	24.0%	17.9%	14.3%	13.0%	
Number of Young People entering Training (%)	0.0%	0.0%	23.8%	4.3%	
Number of Young People gaining Employment (%)	44.0%	39.3%	0.0%	30.4%	
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People entering Activity Agreements (%)	0.0%	3.6%	0.0%	0.0%	
Number of Young People - Unemployed Seeking (%)	0.0%	0.0%	0.0%	8.7%	
Number of Young People - Unemployed Not Seeking (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People - Unknown (%)	0.0%	0.0%	0.0%	0.0%	
Total number of young people in a Positive Destination (%)	100.0%	100.0%	100.0%	91.3%	
Total number of young people in Other Destination (%)	0.0%	0.0%	0.0%	8.7%	
Total number of young people in a Positive Destination (%) Authority Average	89.8%	90.1%	92.5%	91.0%	
Total number of young people in Other Destination (%) Authority Average	10.2%	9.9%	7.6%	9.0%	
Total number of young people in a Positive Destination (%) National Average	88.9%	89.9%	91.4%	92.3%	
Total number of young people in Other Destination (%) National Average	11.1%	10.1%	8.6%	7.7%	

Footnotes

^A Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2014-2015 data for CFG and Free School Meals (FSM) is to date (start of January 2015) and therefore may change as the year progresses.

^{AA} Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2010/2011 to 2014/2015 and is not an average.

^B Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2014/2015 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. The range is the difference between the highest and lowest attendance rate for the 4 years.

* 2014/2015 is the last academic year that Intermediate 1 and Intermediate 2 qualifications will be offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

** 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date.

¹ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2011/2012 or 2013/2014 academic year.

² Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

³ SQA Performance data was collected on 19th November 2014 for all data. The data was collected from SEEMiS Vision. Information previously provided in the SQA Authority Analysis 2014 report for Committee differs slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes. Data has been anonymised to protect individuals where there are fewer than five entries.

⁴ Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages for 2013/14 came from Attainment Statistics (December) 2014. Both documents produced by SQA.

⁵ Data has been anonymised to protect individuals.

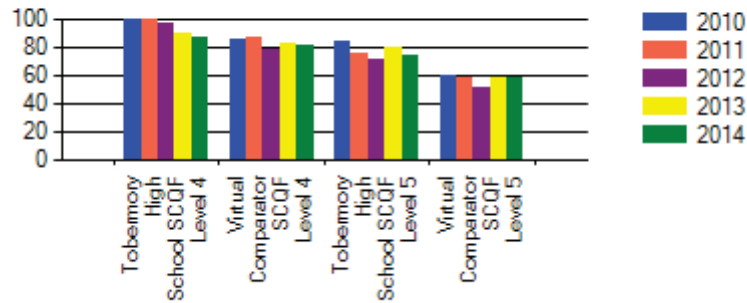
*** SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data was collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

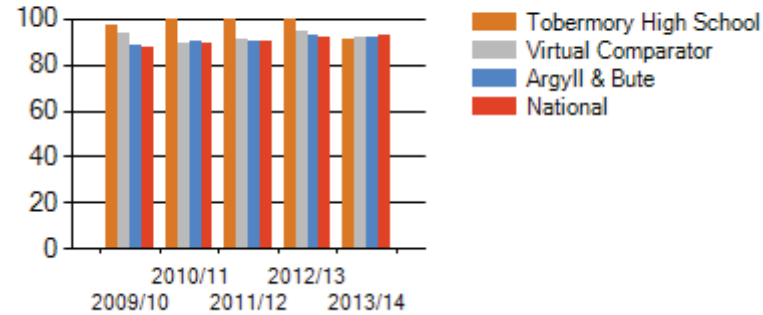
National Averages for FSM, Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014).

Insight Dashboard: National Measures 2013-14 (as at May 2015)

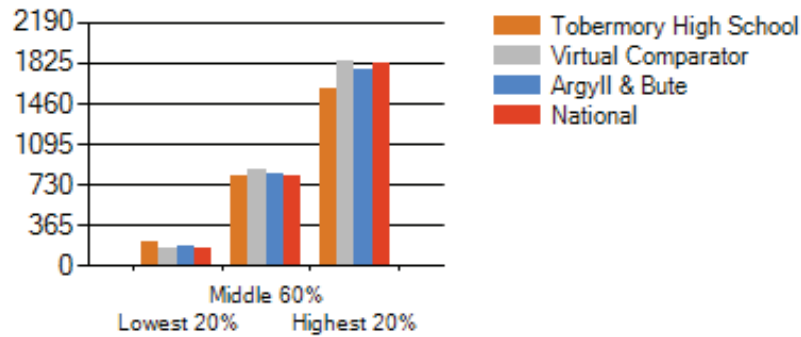
Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



Increasing post-school participation
Percentage of School Leavers in a Positive Destination

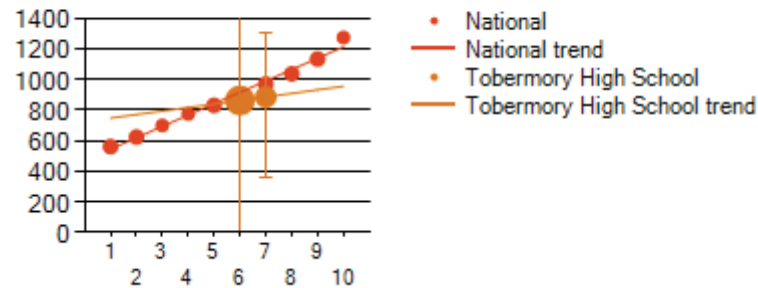


Improving attainment for all
Average Total Tariff Score



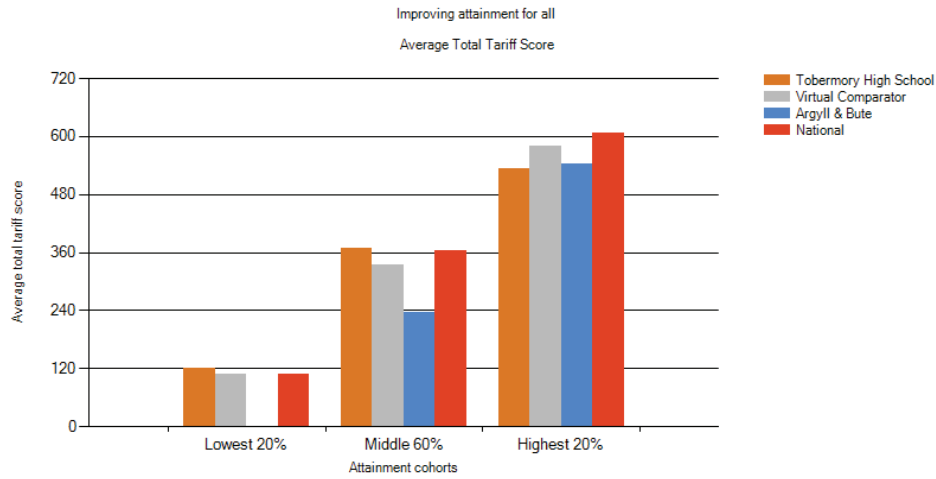
Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



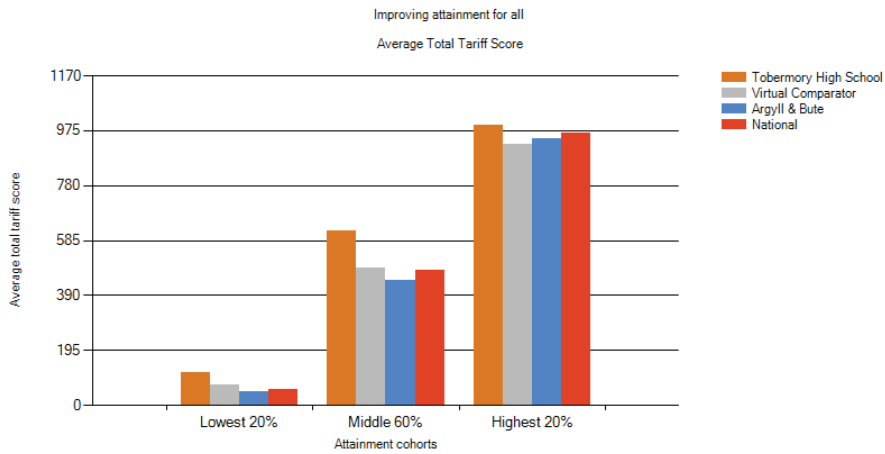
Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14

Fig 1



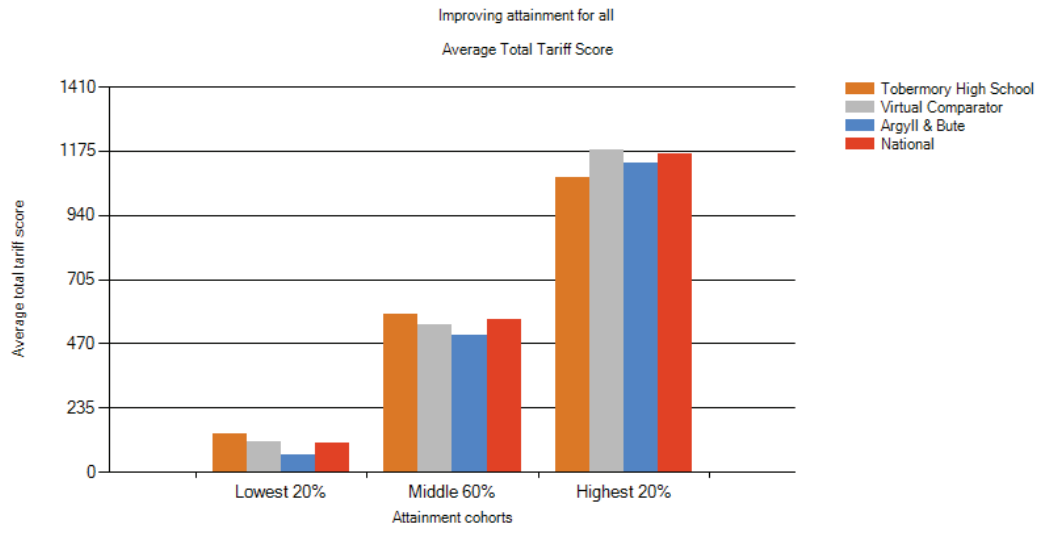
S4 – Improving attainment data set – Tobermory High School 2014 SQA EXAM diet

Fig 2



S5 - Improving attainment data set – Tobermory High School 2014 SQA Exam diet

Fig 3



S6 – Improving Attainment data set – Tobermory High School 2014 SQA Exam diet

Achievement and Attainment

Overall the results for the 2013-14 diet fell within the expected ranges and were, in the main, in agreement with teacher estimates submitted to SQA in May.

The S4 results are pleasing overall and are higher than both the National and Authority mean figures for A-C passes. Significantly, 50 % of this cohort's results were at A1 or A2 level and this is a pleasing outcome. However, the *Insight* analysis of the year level results (*Fig 1: Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14*) does indicate we need to look at the performance of the top 20% sub-group as their average total tariff score (tariff scores are points gained based on their attainment in exam courses at the level studied- these are totalled for all pupils and divided by the cohort number) was lower than the *virtual comparator average tariff score* which is the best set of data to use for comparison as it closely fits the characteristics of our small sample cohort. A number of strategies are being introduced at the broad general phase of Secondary education (BGE) to improve attainment with the top 20% of students being the key target. These are discussed later in this document.

Looking further at the data, most students in this S4 year group who were presented for exams studied six courses. One student with Additional Support Needs was presented for 5@National 5 and another young person with quite complex needs completed and passed two National 3 courses and is still working towards her ASDAN Bronze Award. Of those presented for six awards at National 5 awards (39% of cohort) 70% of those passed all six subjects at Grade C or above with 43% of the total cohort now having 5 passes @ N5 at grade C or above. One high attaining student worked independently on N5 French and gained an A pass and was also awarded N4 Music based on work she had completed by the end of the BGE. This student passed all N5 courses at A. Two other students attained A passes in all six N5 courses. Maths and French submitted Added Value passes for N5 candidates in June and those who were unsuccessful at N5 have already been awarded N4 in those areas. Chemistry, Physics and Geography have now also submitted Added Value passes for their unsuccessful N5 students. All National 4 candidates were successful in all courses at that level, except for one student who did not complete the Maths course.

The performance in S5 was again as expected based on the performance during the year. This had been a high attaining year group at Standard Grade but for some this did not transfer to passes at Higher level. Two students outperformed their peers. One male achieved four A grades and a C and a female student achieved 3 A grades, a B and a C. This year group did not perform well in Prelims and targeted action in school did see a vastly improved pass rate with 75% of the entries attracting A- C passes in the final exams. It has been a concern of the school that performance at S5 level has dipped for the two previous years but this has been turned around through development of better monitoring and intervention and we will continue to work on improving the achievement levels at Higher in line with our very good overall National exam grades. In terms of the old

language of key performance indicators this group had 85 % of students achieve 5 or more credit awards (old standard grade figures) 54% of students achieve 1+ award at Level 6 (Higher), 28% achieve 3+ passes at Level 6 and 18% 5+ passes at level 6. These are some of the highest figures for the last 8 years and a move in the right direction. However we feel that the student achievement levels earlier at S4 should mean even higher attainment by the end of S5 and S6 and a variety of strategies and developments are now in place. Insight data for the S5 cohort clearly shows the improved attainment and the average total tariff score for this group is higher at all bands than the national, Argyll and Bute or Virtual comparator group (*Fig 2: Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14*) . Please see later discussion for details on discussion of strategies to raise attainment from the broad general phase to senior phase.

S6 was a particularly large S4 cohort (28) with some challenging students, a number of whom who left for positive destinations at the end of S4 or S5. The year group improved performance as an S5 group and in the main have continued that growth into S6. One student achieved three Advanced Higher passes (2xA and 1xB) but unfortunately just missed out on meeting the conditions of entry to Cambridge University. Seven students were also presented for courses with Argyll College (4 Higher Psychology and 3 Higher Geology), these students all achieved at Grade C or above in these subjects. Argyll College also provided Intermediate 2 Engineering Skills for Work for three students, again all passed. Eleven students in this year successfully met the conditions of entry to continue onto Further and Higher education. Others are employed with one student returning to repeat S6 as ill health hindered attendance and performance across his S5 & 6 years. Overall, of the 18 students who were presented in June, 5 students have left school having achieved 5 or more passes at Grade C or above at Higher. The Insight data for this group clearly shows that the top 20% of students underperformed against other comparison cohorts and whilst this is a small cohort the Virtual comparator figure is a worthwhile comparison and further highlights the need to target strategies at the top 20%.

Improving Attainment and Achievement

Visible Learning

For the last two years the school has been developing a focus on learning through the Visible Learning © whole school professional development programme delivered by Osiris Education a leading professional development organisation in the UK. This work is about focussing on improved learning and teaching across the school and should impact on all learners, including the top 20% of year level cohorts.

The focus of this improvement work has been on developing enquiry based practice through consideration of Professor John Hattie's work on what really works in education uncovered through his large scale research and this forms the basis of the Visible Learning © teacher development framework. After a period of training and development relating to the use of teaching strategies with high effect sizes and work on learner feedback and related *assessment is for learning strategies*, teachers will be supported to develop practice in the classroom that closes the gap between where students are in their learning and where they need to go in order to make genuine progress into the next level.

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. 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. A recent focus is what is known as *dialogic teaching* which looks to specifically develop talk and listening skills through teacher practice that leads to more discussion and dialogue.

Staff have formed *trios* to work together to develop collegiate working and self-evaluate over the next session. This work will include collecting information on aspects of classroom practice and then thinking about ways to improve areas that are shown to be weaker. Collegiate working occurs both within larger working groups as well as these small trios and this will be written into the school working time agreement. We are already seeing increased dialogue in relation to learning and teaching amongst staff and our increasing discussions with learners about learning is creating a dynamic where students are being encouraged to be more active in their own learning and reflect on their own part in the process.

A considerable amount of *in school* professional development training will occur in school rather than externally and a major aim is to create a strong practitioner base for sharing good practice and reflecting on improvement to maximise outcomes for all students. This will also be shared with cluster schools.

The school will be the basis of a chapter in an international case study book written by Professor John Hattie and published by Routledge in 2015.

Assessment

In 2012 the school invited two senior HMIE inspectors into school to take a look at the proposed Tobermory High School assessment model which they endorsed as a useful approach and possible good practice. This was also confirmed during our 2014 Inspection by HMI and they were interested in the ideas behind our Assessment tool kit.

The tool kit approach was based on using *standards based assessment* and creating clear assessment outcomes in summative assessments or assignments undertaken by classes using tables of outcomes (or rubrics) that showed students how to achieve not just at the curriculum level but also extended performance outcomes. These tables of assessment outcomes take into account performance that displays higher order thinking skills and challenge and application in learning.

This model is school wide across the Primary to the end of S3 and uses the same language of achievement at four levels – progressing to achieved, achieved, achieved with merit and achieved with excellence. These outcomes are recorded for all major class assessments at each year level and help evaluate progress in learning as they are tracked each month. We can also separate out cohort data into groupings such as the top 20%, middle 60% and bottom 20% to monitor progress. High performing students should be achieving assessment outcomes at Merit or Excellence levels and in future years teaching staff are going to be asked to set goals to improve the percentage of students attaining different grade bands.

We see this as a very good model that appears to be unique in Scotland and answers wider national questions about tracking achievement in the broad general phase of schooling including Primary. It will also enable us to tackle the issues raised in the results for cohort sub groups presented in the school attainment data. We believe that to improve the performance of our top 20% of students we need to identify them earlier and track their progress and ability to cope with challenge in learning prior to the Senior exam phase which place students under pressure and demands more consistent application. This is discussed further, later in this document

Lead Learners

At the beginning of 2013 the school signed a contract with Fiona Carnie a leading UK Consultant on Pupil voice in learning to deliver a two day programme to 20 pupils from S1-3 students to train them for leading learning as pupils in the classroom. This strategy has been devised to assist the school in encouraging pupils to have a much more active voice in their learning as well as supporting their peers to engage with their own education. Research shows that students need to understand how they learn and relate what is happening in the classroom to their own view of themselves as a learner in order to maximise achievement and overall attainment. Some of our learners do have good skills and understand their own role in learning but many do not and are passive in the classroom. This is true of all levels of learner and we believe that some performance evidence from the last few years for the top 20% students suggests they do not have the necessary personal skills and self-knowledge to attain as highly in exams as predicted by earlier success. With this project we hope to build new skills and attitudes that will ultimately lead to better attainment by all learners. As such it is a re-culturing of the way students are involved in school and learning.

Therefore the lead learner initiative is a particular strategy designed to build a more active role for learners to work with teachers and their peers in leading activities. The lead learners will also take part in seminars and activities that give them more knowledge of what is happening in the school and what our vision for learners is including our improvement plan. Recent workshops have taken place to introduce them to the concept of Visible Learning and this work will be extended into next session.

The work is run in school by Ms Leanne Blair our Teacher of Chemistry and some of the activities undertaken by lead learners include running starter activities and writing learning outcomes and success criteria, running plenaries at the end of lessons to check understanding, helping plan units of work with the teacher, feeding back to teachers and carrying out observations on requested themes and working on things such as our Vision for learners.

At the end of our pilot year in June we will assess current progress and look to effectively timetable more working time and extend teacher engagement. The key to our evaluation will be over the next few years as the lead learner cohorts from S1-3 move into senior phase.

Effective Life Long Learner Inventory (ELLI)

The ELLI tool is a specific questionnaire and associated staff professional development programme that focuses on building specific learner knowledge and skills. The ELLI tool is based on education research at Bristol University that identified 7 common characteristics of good learners and these have been used to design a self-report on-line questionnaire that can be taken by either Primary or Secondary students.

At the beginning of the 2013-14 session all Primary Teachers and some support staff were involved in an introductory workshop along with staff from another cluster school – Salen Primary. This was followed by a second day for Project champions who were going to take the work forward. Mrs Lilian Mitchell –Stephen has been developing the programme over the year along with her Primary colleagues and they have been developing students understanding of the language, helped through the use of distinct animal metaphors. The work also involves coaching and mentoring conversations to allow staff to get alongside students and look at strengths and weaknesses. A Primary parent event at P3/4 level will be held in May when we invite parents to complete their own inventory and discuss it with their child.

Next session, 2015-16 the ELLI tool will be rolled out into Secondary at S1 and then successive years to help build better knowledge and understanding of the important skills of learners and develop them in our senior phase students. This strategy is again designed to address aspects of student's personal self-development in raising achievement and developing the necessary mind set to improve their own meta-cognition (thinking about how they think) and cognition (thinking processes in relation to learning). We will report further on progress with this tool over coming sessions.

Self – Evaluation

One of the key drivers of improvement in school is self-evaluation mechanisms.

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 also the perception of senior staff that things had drifted over time 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 documentation.

The self-evaluation calendar was developed through the Principal Teacher Forum and went through various iterations over the last few sessions and parallel development work has also taken place at Primary and Pre – 5 level. From this phase we have now tied in the Visible Learning theme

areas to create a comprehensive calendar of monthly monitoring events that provide evidence of performance and lead to specific changes or intervention relating to a range of areas such as teaching and learning, behaviour, homework, planning and assessment.

As part of the process the Head Teacher and Depute Head keep summaries of information collected by Principal teachers from Faculty staff. The individual returns are kept in a folder on Public 1. The key information is summarised into a booklet and distributed to Principal Teachers for a review at the Principal teacher Forum and after this meeting it then goes to the Faculty for discussion and action. Actions are tracked.

Teacher and learner observations are carried out by the senior leadership team and peer observation programmes via the trio system 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 for all staff.

A full set of Primary /Secondary; parent, staff and student surveys went out as part of the HMIe visit in 2014 and the results were generally encouraging and have led to improvement priorities. We are now due to repeat the survey the same groups this May as a benchmark to look at how we have progressed against the 2014 HMIe questions areas. **A copy of the summary of parent responses is shown below:**

		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	26%	63%	7%	2%	2%	0%	88%	9%
Q2	My child enjoys learning at school.	33%	58%	7%	0%	2%	0%	91%	7%
Q3	My child's learning is progressing well.	26%	63%	9%	0%	2%	0%	88%	9%
Q4	My child is encouraged and stretched to work to the best of their ability.	16%	56%	21%	0%	5%	2%	72%	21%
Q5	The school keeps me well informed about my child's progress.	16%	65%	12%	2%	5%	0%	81%	14%
Q6	My child feels safe at school.	58%	37%	2%	0%	2%	0%	95%	2%
Q7	My child is treated fairly at school.	40%	47%	5%	2%	7%	0%	86%	7%
Q8	I feel staff really know my child as an individual and support them well.	30%	49%	9%	0%	9%	2%	79%	9%
Q9	My child benefits from school clubs and activities provided outside the classroom.	14%	58%	14%	0%	14%	0%	72%	14%
Q10	The school asks for my views.	28%	63%	5%	0%	2%	2%	91%	5%
Q11	The school takes my views into account.	14%	58%	7%	0%	19%	2%	72%	7%
Q12	The school is well led.	37%	49%	7%	0%	7%	0%	86%	7%
Q13	Overall, I am happy with the school.	33%	47%	7%	2%	9%	2%	79%	9%

Leadership

High quality leadership is vital if the school is to be successful in meeting the targets expressed in its three year improvement plan. The school's core purpose is to value achievement; this is also 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 his findings on assessment and learning, and on 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, Skills development and budget work streams and assessment. He has presented at Mid Lothian Councils Leadership event in 2014 and presented at the national Visible learning conference in London.

As part of his own continuing professional learning he has completed a post graduate Diploma in School Leadership and Management through the University of Strathclyde, and qualified with the professional qualification of the Scottish Qualification for Headship (SQH).

The Depute Head, Secondary, also has the SQH qualification. 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 also jointly ran the school for a year (2011-12). 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 management information system, across the Authority but also within the school. She regularly attends training events or meetings relating to pupil support and the new GIRFEC systems within schools. Senior staff members are also regularly asked to be on interview panels for other schools.

There is a rotating senior management position (Senior Manager), which has been created to provide support for the Senior Leadership Team and help develop the leadership capacity within the school. The Senior Manager is part of the leadership team, and the post carries whole-school remits such as managing, monitoring and evaluation – and quality assurance in Secondary.

Three staff members have been 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.

Staff members are continually used to help spearhead or assist in organising events such as the 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 organising principle of the Improvement Plan requires all staff to be involved in working groups. The review of this led to proposed changes to the structure and there is now specific work groups based on the improvement plan targets which will help focus activities, even out workloads, encourage distributed leadership and 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 school 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. This has given them the opportunity to look at issues in relation to the development of new Senior Phase qualifications. All staff across Primary and Secondary are part of collegial trio self-development working groups working within the self-evaluation framework to improve learning. Leadership is also evaluated as part of our evaluation tools.

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 continuing professional learning (CPL) events and are also given the opportunity for regular professional development in Early Years practice. The staff and Principal Teacher are now involved in work described in the previous Pre 5 section.

Using Data and Measuring Impact on Learning

Matching improved achievement that leads to sustainable improvement in overall attainment, with school strategies and student outcomes is notoriously difficult as many issues may confound any conclusion. A large range of factors can impinge on a learner's progress both in terms of teacher actions and student's motivation and emotional well-being. The wider strategies discussed earlier should impact on learner progress but how will we know to what degree?

Attainment data for senior phase exams is one small part of the data we may use to show impact. Over the next five years we would expect to see overall improvement for the top 20% (S4-6) and at least maintain or improve outcomes for the bottom 20% and middle 60% of learners with a key target being to perform better than the virtual comparator school sample.

Last session we turned around a two year dip in Higher exam results at S5 (see earlier exam data) and we will look to maintain that through consistent tracking and monitoring and positive interventions. Our results at S4 are good overall but we also need to ensure we extend the top 20% and improve their overall average tariff score.

To achieve this we will need to ensure we use data effectively to measure our performance at the broad general phase of education at S1-3 and that there is challenge and progression for learners - particularly our able learners in the top 20%. This will be achieved through development of curriculum that is engaging and motivates learners and close monitoring via monthly tracking of performance from S1-4 and ensuring action is taken in the relevant learning areas to improve performance. We believe that one key to improving attainment for our top 20% is to ensure adequate challenge at BGE, setting high standards of performance and building confidence and resilience through supported challenge in learning allied with support and coaching. As with staff, the focus in communicating with students is now focussed on learning and their role in making individual progress.

We are now using the Durham University's Centre for Evaluating and Monitoring (CEM) baseline assessment tests at Primary and BGE. These are designed for the Scottish context and use a large national cohort data sample to compare your school progress. This data is being analysed and used to benchmark progress at CfE as what progress looks like in the new system is an unknown. Through collecting this baseline data over time we will be able to measure trends and match that data with subject data. If for example our baseline data indicated we need to improve in a number of areas while our in-school subject tracking did not, we will need to consider if the challenge and progress in learning needed to improve further in subjects taught at S1-3. This could also be triangulated with our performance in senior phase exams.

From next session we will have collected data at the broad general phase of school in both Primary and Secondary that tells us how well a student performs at the curriculum level they are working on. As discussed earlier, all summative assessment is reported through common outcomes e.g. for a curriculum level 3 subject: progressing to achieving that level, achieved the level, achieved the level with merit, and achieved the level with excellence. All subjects track student performance through their assessments using this language and can calculate a weighted average of performance to help track progress as well as using consistent professional judgement in day-to day teaching. Through the use of these descriptions of performance we will be able to see how well students are working at their expected level and challenge them to move up a level. Subject areas will be asked to set targets to move student forward in their learning.

Progress in terms of impact on learning will be reported in successive Standard and Quality reports (and Area Committee reports) and it is hoped that attainment data for learners at the broad general phase Primary /Secondary) can be in the report alongside SQA performance data at senior phase.

Other data is also important. Through self-evaluation we look at monthly behaviour statistics and ensure that low level ill-discipline is not disrupting staff and students. We also collect information on homework standards and quality , the standard of students written work and teacher planning. We are also now developing how we record and ensure progression in wider attainment in programme such as the Duke of Edinburgh award and the John Muir award.

A school based internally accredited progression award based on the wider curriculum will be piloted next session with an award system at Primary, BGE and senior phase levels. Data will be kept in a spread sheet and students will gain merits for working and succeeding in academic, sporting, performance and cultural domains. The award data will also inform us about the range and qualities of activities students undertake and whether there is adequate involvement and progression outside the main curriculum areas over their time at school. Awards will be made at three levels based on the data and these will be updated termly and discussed with students.

Pre 5 Unit Developments

Tracking progression from Pre 5 (Nursery) through to Primary 1 (P1)

Literacy

The Pre 5 unit are to use the *Big Write* criteria to assess emergent writing skills. *Big Write* is used throughout the primary school at Tobermory High School and by evaluating achievement in Pre 5 this will support the P1 teacher in planning next steps in handwriting. Pre 5 is focused on developing physical skills children need for writing readiness. Staff observed that girls tended to reach handwriting targets faster than boys, so devised games/activities which could be attractive to boys which would also develop physicality. We devised our own emergent writing initiative called '*Getting to Grips*'.

The Principal Teacher prepared a parent pack of information on skills that were needed and home activities to develop these. This session staff hosted a workshop to demonstrate materials to be used to develop these skills. They also created a skills assessment sheet to measure progress. The Staff note observations with regard to gross/ pincer/tracking skills. Progress will be tracked through the Primary School tracking grid. The P1 teacher has created handwriting rubrics (star target booklets) to follow through into First Level 1 (P2).

Baseline Assessments

In conjunction with the Principal Teacher of Learning Support we are in the process of creating our own in-house literacy assessment.

Active Literacy Session All Pre 5 children visit the P1 class weekly for phonic activities involving the early introduction to *s a t p l n*. The P1 teacher has evaluated using planning/assessment sheet format.

Early Level planning / assessment sheets.

To ensure progression in Maths/ Literacy the Pre 5 staff devised their own format which clearly shows the prescribed Experiences and Outcomes (E and O), learning Intentions and success criteria within Early Level learning. The Principal Teacher works with Pre 5 to share criteria, i.e. 'What does an outcome look like within a particular part of level? The Early level is split into two assessment sub-stages; EL (1) 3 year olds EL (2) 4

year olds and EL (3) 5 year olds. At present they are concentrating on one maths/ literacy outcome and one other area of the curriculum per term. They have also designed our their 'parent friendly' information booklet for pre 5 parents, to work alongside the more formal School Handbook

Maths Challenge

They have built on the success of their weekly maths challenge by now differentiating activities for 3 and 4 year olds.

PLP Learning Journeys.(PLJ)

These are now written in terms of the experiences and outcomes within curricular areas and what is achieved. Staff members are now more focussed on formulating next Steps and developing this through Possible Lines Of Development (P.L.O.D.S). This session a staff member visited another setting with excellent practice to learn more about Possible Lines Of Development. A Staff member also attended a course on 'Developing Floorbooks' From both of these professional development activities we are in the process of developing 'pupil voice' through interactive 3D Floorbooks, photographs and Mind mapping to 'capture' children's ideas and ensure learning is child-centred. The floorbook is more appealing and vibrant rather than just a list of quotes from children.

Wider Achievement

HMIe wanted to see development of home-links in the learning journeys rather than just asking parents what they thought about what children learned in nursery. The unit has Created I CAN cards. Parents are able to record children's achievements at home and these are discussed in nursery and displayed on wall before being placed into the students *Learning Journey folder*. With our implementation of **Developmental Milestones** there will be further opportunities for 'parent voice' within the learning journey.

Developmental Milestones

This is an innovative Assessment toolkit devised by Argyll and Bute Early Years team. Recently implemented, this toolkit aligns with 'Building the Ambition'. Effective delivery of the DM is emerging practice but we are very hopeful it will support us in assessing children's needs within the wellbeing indicators SHANARRI. The toolkit enables us to have a holistic view of a child's development. Tobermory Pre 5 unit is supporting the authority in measuring effectiveness of the milestones through the PDSA model for improvement.

Curriculum Development

Energetic Play

Following training on the Better Movers, Better Thinkers strategy through Education Scotland and training from the Authority PE coordinator Rona Young, the Pre 5 Unit implemented a skills programme through PE- delivered weekly in the Gym hall in the Secondary School.

Music

Pre 5 work and plan with music therapist in delivering structured weekly music lessons.

Improvement Planning – Analysis of Progress for Targets - 2014-15 Improvement Plan (Final Year 3)

Improvement Area	No of Targets	No. Achieved (Green)	No. Partial / on-going (Amber)	No. Not Achieved / Removed (Red)
Curriculum LG1.1	6	4	2	0
Assessment WG 1.2	8	5	2	1
Wider Choices / Wider Learning WG 2.1 WG 1.3	10	5	3	2
Visible Learning (LG)	3	3	0	0
Student Voice WG 2.2	6	5	0	1
School -Total Targets	33	22	7	4
% at each progress indicator level		67	21	12

Highlighting Success and Wider Achievement

At Tobermory High School we aim to ensure that our school enables every pupil to do his or her best and to feel safe, valued and respected. Recent highlights include:

- In 2014, our bi-annual show was showground musical 'Dazzle'. In 2015, students put on a talent show to raise funds for Comic Relief, and involved themselves in community dance and drama activities including local youth theatre. We are developing a performance culture in the school through wider opportunities to perform at events and assemblies.
- Pupils regularly hold fundraising activities for charity e.g. Red Nose Day, Children in Need.
- Each year a group of music students performs at the Edinburgh Festival.
- The Carnegie Shadowing Group attends the Edinburgh Book Festival.



- In 2013, Gaelic medium students produced a film, 'Tha an t-acras gam tholladh', which was shortlisted for a FilmG Award. In 2014, one of our students was shortlisted for the Best Young Filmmaker category at FilmG, and in 2015 she won the Best Young Filmmaker Award with a film about the independence debate, 'Geallaidhean airson na Gàidheal'

- With the help of Isle of Mull Rugby Club and the Rugby Development Officer; pupils from P4 to S6 enjoy the opportunity to develop rugby skills. From 2015, a shinty initiative is also being developed via the Active Schools programme. All students have two hours PE per week
- Students are encouraged to pursue individual excellence, as well as participating in the life of the school. For instance, one pupil, Molly Reade is a high-ranking high jumper (she took gold in the under-15 high jump at the Scottish National Age Group Indoor Championships 2015) and continues to excel in her sport.
- The school continues to support a number of pupils who are developing skills in areas such as sport and music performance.



- Piping students have won the quartet competition at the Scottish Schools Pipe Band Championships two years in succession.
- In 2014 the school gained its second Eco schools Green Flag Award, and we became a Fairtrade school in 2012.

Each year, pupils attend school trips which are designed to complement the teaching programme, and to help pupils broaden their experience and develop social and inter –personal skills. In 2014-15, pupils from Pre-5 to S6 enjoyed a range of extra-curricular trips including:

- P3/4 trip to Kelvingrove Museum in Glasgow as part of their Ancient Egypt topic and P6/7 Outward Bound experience at Kingswood
 - S2 Outward Bound trip to Loch Eil
 - S3 trip to Paris and Ypres (French and History)
 - S5 World of Work trip
 - Senior ski trip
- Parents and members of the local community come into school to share their knowledge and life experience. Each year, S4 pupils undertake a week’s work experience, provided by local businesses and individuals.
 - Senior Student Leaders and Prefects work alongside staff to ensure the smooth running of the school. The Primary and Secondary Student Council liaises with the Head Teacher to undertake a range of initiatives. The Eco schools student committee oversees paper recycling, and other green initiatives. The school is committed being visible in the Community e.g. painting the sea railings, visiting the Care residents and Hospital, taking part in Community Events such as Remembrance day or Concerts
 - Pupil voice is being encouraged in all spheres of school including learning, culture and the arts and next session we are looking at the idea of having student subject leaders as well as continuing with our Lead Learner programme.
 - In session 2015-16 we will continue to look to expand wider opportunities for learning via accredited courses and as such Duke of Edinburgh, John Muir Award and ASDAN scheme as well as looking to develop areas such as the Saltire Award scheme, Scottish Baccalaureate, Dynamic Youth and YASS.



Partnership with Parents

- 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 receive a formal reports at the end of the year and Secondary pupils receive a minimum of three performance learning reviews and a brief summary report. Parents are invited to attend consultation meetings with teachers twice a year but at Secondary level the first of these is primarily and information evening led by staff and students.
- 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 and also contribute to student voice.
- 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 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 documentation such as copies of letters sent home to parents. Website links 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 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.

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THS Press



Loch Eil

I really enjoyed Loch Eil, and it is a trip that I recommend. It was totally different, but I loved every minute of it.

Laura MacDougall, S2

The best part was the canoeing and the teamwork activities. I would recommend this trip to anyone wanting to go.

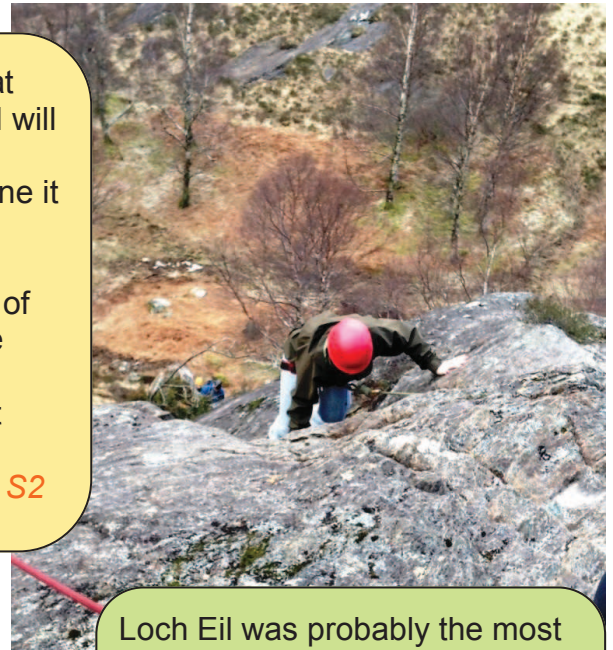
Laura Dillon, S2

When you first visit Loch Eil it doesn't look very big but the more time you spend there the more you find. There was even a place to play football in our spare time. I enjoyed it much more than I thought I would.

Toby Gawthrope, S2

Jumping in the water at Loch Eil is something I will never forget. It was so cold but once I had done it and reached the other side I felt like a huge weight had been lifted of my shoulders because I had achieved this challenge. I even did it twice!

Kerrie MacGillivray, S2



Loch Eil was probably the most fun thing I have done because I learned new skills and I did things that I thought that I would never do. It was AMAZING!!!

Tanica Heyman, S2



Loch Eil was by far my favourite trip. There was never a moment when my heart wasn't racing. I took part in everything, and I'm proud of what I achieved.

Abbey Peacock, S2.

Inside this issue...

- ✓ Red Nose Day
- ✓ Talent Show
- ✓ Geography field trip
- ✓ Piping Quartet
- ✓ New staff at THS
- ✓ FilmG and Gaelic week
- ✓ Drama festival



Drama Festival

Mrs Penny reports:

Tobermory High School Players recently performed Mr. Lowe's self-written play "1915" as part of the Mull Drama Festival. The cast gave two very polished performances and really conveyed the emotion of life in the trenches, which impressed the adjudicator and moved the audience to tears. Fraser Mitchell added poignancy to the final moments of the play by playing "Highland Cathedral" on the pipes. The adjudicator commented on the high quality of acting and set design, and awarded the cast the trophy for Best Juvenile Play.



Miss McDonald entered a Gaelic version of "The Three Little Pigs" which was very well received by the audience. Mr Lowe had double success at the festival, also winning the Clydesdale Bank Trophy for his adult play, "Watching the World go By".

A year of Pipes and Drums

Piping tutor, Callum MacLean, reports:

The year started with the Scottish Schools Pipe Band Competition in Edinburgh in 2014. At present we do not have a school pipe band so we entered the quartet competition. This was our first competition as a school and we were lucky enough to win, which gave the pupils a great boost. The next event was a Ceilidh in the Aros Hall. This was well-attended and raised over £200 for the school's pipers and drummers. This ceilidh gave some of our chanter players the chance to play in public for the first time, a great experience for increasing their confidence.

In the winter months we decided to have another fund raiser, this time a pipe to the top of Cnoc Fuar. It was a cold day but dry; we had seven pipers play to the top and back down. I think everyone was frozen, but a fun day was had by all, and another £300 plus was raised.

The funds are used to help buy materials for pupils and also to help pay for drumming tuition. Chanter and drumming lessons are available for Primary and Secondary pupils. Drumming tuition is a new project within the school that has started this year.



Tobermory High School won the quartet competition two years in a row.

The main aim of this is to form a pipe band to represent the school. We have had funding from the Scottish Schools Pipe Band Trust, so I felt we should attend this year's competition again. Unfortunately we could not enter a band as we do not have drummers yet - maybe next year! We entered the quartet competition again and managed to win for the second time, a great effort by the pupils involved.

Here's to a good year, and I am hoping to get more and more pupils involved with piping and drumming in Mull and Iona schools.

Farewell and Welcome

Mr Biddick reports:

At the end of last term we said farewell to Anne McNaughton, P.E. teacher and head of the Creative Arts faculty. Anne had been with the school for over twenty years, having started with us as a temporary teacher of Maths before moving up to her role in Creative Arts. She has worked with all secondary pupils through their core P.E. lessons, and helped last year to shepherd our first group of National 5 P.E. students through their exams. Most students will have fond memories of their week in Loch Eil with Ms McNaughton and the Outward Bound team, and many senior pupils participated in her bi-annual ski trip.



We said goodbye to her at an emotional assembly. Mr Davidson made a speech reminding everyone about Anne's achievements over the years, and also about some of her colourful stories and foibles. A number of pupils and staff members contributed to the assembly, sharing their own picture of this well-loved teacher. Anne intends to spend the next few months travelling while she decides where her life will next lead her.

We have also said farewell to Deborah Dickinson, catering manager, and welcome Sharon Delle Piane into that role.

Last term we welcomed two new teachers to the permanent staff of Tobermory High School. Mrs Amy Thompson is our new Maths teacher, and joins Mr Quero to bring our Maths department up to full strength. Mrs Thompson is a well-kent face on Mull, as she attended Tobermory High School herself before moving away to pursue her career.



Mr Julien McKenzie is our new Music teacher. He has been busy working with pupils across the school, including seniors who have already sat the practical component of their courses this year. Our new teachers are joined by a number of recent additions to the team including clerical assistant Mrs Alison McKenzie and janitor Mr Sandy MacAulay.

All these new staff members have been with us for some time, but we take the opportunity now to wish them welcome to Tobermory High School.

Ancient Egypt brought to life

P3/4 travelled to Kelvingrove Museum in Glasgow to take part in a workshop on Ancient Egypt.



We travelled in the mini bus and arrived at Kelvingrove. It was awesome and gruesome. We saw a sarcophagus and a real mummy.

Connar Devlin, P3

We had to get up very early, but we had a really good time. We saw a real sarcophagus – it was round and smooth. The lady who took us round was called May. She was very nice and I learnt a lot.

Vasundhara Orchison, P4

You can read more of P3/4's entertaining reports on the school's website:

www.tobermory.argyll-bute.sch.uk

Air Space trip

Molly Reade reports:

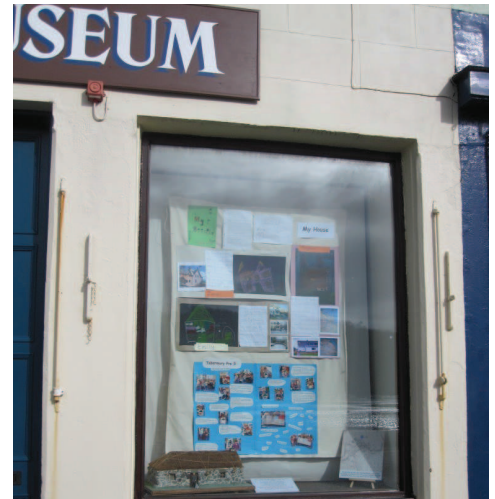
On Tuesday 24 March, the PE Higher class and the Trampoline Club had the opportunity to go on a trip to Airspace, which is a huge urban trampoline playground in Glasgow. On the day we had a two-hour session involving all the activities, including air bag, power jumping, free-jumping, dodgeball, slam dunk, wall ramp, and shoot out. It was a great chance for everyone to learn new tricks or just have a great time. The trip was thoroughly enjoyed by all of us, and we are all very thankful to Mrs Thompson and Ms McNaughton for organising the trip. Thank you also to the Airspace workers & ferry crew, and to Ms McGillivray for coming along.



Our House

Robert Chalmers, P7, reports:

In November last year, Mull Museum announced that it was holding a competition, inviting people to write about the history of their house or the land it was on. My class, P6/7 at THS, decided to enter it. We were given the homework task to go and find out about our houses and maybe get some pictures or drawings of them as well. So we interviewed our relatives and others who knew about the history of our homes. I did a bit of research questioning, especially asking my Dad for his knowledge. I also used some of the information that I had stored away at the back of my mind.



Mull Museum were delighted that, although no adults entered the competition, the children of Tobermory Primary did us proud. We were impressed with all the entries which showed a lot of research and hard work had gone into them. Some were displayed in our window until 23 March, before being returned to school. Thank you everyone. *Olive Brown and Rosalind Reid*

High jump champion

Molly Reade, P3, remains at the top of the Scottish high jump leader board for her age class, having broken the record for U-15 High Jump at the Argyll Sports Hall Athletics finals in March (one of nine young athletes to break records at that event). She is hoping to set a new personal best this summer, improving on her 154cm jump in March. Molly has received a donation towards travel costs from her local athletics clubs, and continues to seek sponsorship funding. She will also be featured in the Scottish Athletics League magazine, *PB*, in an upcoming issue.



S1 pupil Kallista Knight recently appeared on the Gaelic TV programme Dè a-nis?.

Thàinig *Dè a-nis?* dhan taigh agam airson filmeadh mu na rudan as fheàrr leam. Bha iad a' filmeadh na cur-seachadan agam, mar bèicearachd, a' cluich an fhidheall agus rugbaidh. Cuideachd, bha iad a' filmeadh na peataichean agam; mo chù, mo phioghaid, m' asal agus m' each. Bha sgioba *Dè a-nis?* ann airson aon latha agus bha e inntinneach a' faicinn ciamar a tha prògram T.Bh. air a dheanamh. Chòrd e rium gu mòr!

Tobermory has more talent than ever

Mr Lowe reports:



This year's Talent Show was held in the Aros Hall on Wednesday 18 March. Fifteen entries, ranging in age across Primary and Secondary, performed before a packed house at the Aros Hall. The programme of events ended with a surprise entry by 'The Spice Girls', about whom Judge Mary Jean Devon commented, "be aware - these people are teaching your children."

Tickets were sold on the door, raising £500 for Comic Relief. The proceeds from sale of drinks and food during the performance will help to fund the cost of several upcoming school trips including S3 Paris/Ypres. Overall winner was Connor Weir, S5, for his guitar solo. Singer Amy Sugars, S4, won the Secondary section, and guitarist Sail Chapman, P6, won the Primary section. Congratulations to the winners, and to all who took part, for showing us all the quality of talent to be found at Tobermory High School. Special thanks to our compère, Natalie McDowell, S6; our four judges, and all the people who worked behind the scenes to help our performers shine.

Duke of Edinburgh bronze practice

Mr Coyle reports:



When I watched the team head off from Glengorm, and take the left turn instead of the right, I thought they would be in for a long weekend and a wild stormy camp on the south side of Loch Frisa. So when Ms McNaughton and I found them at their camp in the evening, we were amazed at their team work and positive attitude to what was a long and, at times, miserable day. The camp site was enviable with an incredible position and atmosphere in the quiet and majestic Teanga hills.

'The practice expedition was great fun and really brought us together as a group. We battled through torrential rain and survived the leaky tents. Overall we still enjoyed it and looked on the positive side!' *Zac Finch, S3.*

S5 Geography field trip

Mr Lowe reports:

In order to gather information to use in their geographical assignments, S4 pupils recently went out to complete a river study on the Tobermory river. This involved taking measurements of the river's depth, width, speed and recording the characteristics of the river's bedload.

A small group of pupils also completed a shopping survey of local residents and tourists to ascertain whether or not the town meets the needs of local people.



Red Nose Day 2015

Ms Marjot reports:

Tobermory High School pupils raised just over **£1300** on Red Nose Day this year. Pre-5 pupils dressed up and made their faces look funny. They also cooked funny face biscuits and pizzas. Younger Primary pupils held a danceathon and the older ones went on a sponsored walk to Aros Park, where they enjoyed a healthy lunch followed by a cake made out of fresh fruit.

Staff provided a pop-up photo service, with a range of props to 'make your face funny for money'. Pupils took the opportunity to leave their uniforms at home and many wore costumes.

S6 pupils auctioned themselves as genies, and spent the afternoon performing a range of tasks for auction winners. Our talent show, the following Wednesday, also contributed to the total.



On Red Nose Day, Tobermory Primary 5/6/7 went on a sponsored walk along the coastal path to Aros Park. Twenty seven pupils and three teachers put on their walking boots to take part.

We also did four challenges. We did a picture quiz while we were walking by finding clues on the way. Next we did a code cracker that we had to write in twigs. The answer to the code was "This Red Nose Day we need you to raise as much money as possible because the government will double it."

After a piece of juicy fruit from Alexander's birthday cake we walked back to school. Everyone was really tired but we all had lots of fun and hopefully we will raise lots of money.

Aden Montgomery, P6



Chocolate Bingo

Parent Council held a bingo session where all the prizes were sweet and tasty. Everyone enjoyed themselves, whether aged five or eighty-five. The event raised £273.00 towards Parent Council funds, which are used to support activities across the school.

Thank you to all who took part, and to parents who donated prizes.

FilmG

Miss McDonald reports:

Shannon MacLean, S6, has won the award for Best Young Filmmaker at this year's FilmG Awards, held at The Old Fruitmarket in Glasgow on Friday 27 March.

Shannon first entered the FilmG competition, with her fellow classmates, in S2 and she has continued to enter the competition every year since. In 2013, her class's film '*Tha an t-acras gam tholladh*' ('*I'm famished with hunger*') won the FilmG Theme Award.



After some encouragement from her Gaelic teacher and a member of the FilmG team, Shannon decided to go it alone and make her first independent film for the competition. In 2014, she made the film '*Gaol nan Eilean*' ('*Island Love*'), a heart-warming film about the Isle of Mull. Her film was shortlisted for Best Film but unfortunately she didn't win the prize. This year, Shannon decided to find out different Muileachs' opinions on the recent referendum in her film '*Geallaidhean airson nan Gàidheal*' ('*Promises for the Gaels*'). The film gave an interesting insight into the topic, and demonstrated a good variety of all the different filmmaking skills that Shannon has acquired over the years.

Shannon received her award from Alasdair Allan MSP.

Tha sgoilear ann an AS6 aig Àrd-sgoil Thobar Mhoire air an duais airson Filmeadair Òg As Fheàrr a bhuanachadh aig Cuirm nan Duaisean FilmG. Chaidh Shannon NicIIEathain gu cuirm nan duaisean aig The Old Fruitmarket ann an Glaschu air Dihaoine 27 Am Màrt.

Chuir Shannon film a-steach gu co-fharpais FilmG airson a' chiad turas nuair a bha i ann an AS2, còmhla ris a chlas aice, agus tha i air a bhith a' cur a-steach filmichean don fharpais a h-uile bliadhna bhon uair sin. Ann an 2013, bhuannaich film a chlas aice '*Tha an t-acras gam tholladh*' Duais Cuspair FilmG.

Às dèidh brosnachadh fhaighinn bho a tidsear Gàidhlig is cuideigin bho sgioba FilmG, rinn Shannon a co-dhùnadh film a chur a-steach don fharpais leatha fhèin. Ann an 2014, chruthaich Shannon am film dùrachdach '*Gaol nan Eilean*', mu dheidhinn Muile. Fhuair am film aice air a' gheàrr-liosta airson Film As Fheàrr ach gu mì-fhortanach cha do bhuannaich i an duais. Am bliadhna, bhruidhinn Shannon ri diofar Muilich airson na beachdan aca fhaighinn air an referendum a bh' againn o chionn ghoirid, airson am film aice '*Geallaidhean airson nan Gàidheal*'. Thug am film dealbh inntinneach dhuinn air a' chuspair is cuideachd sheall e dhuinn deagh mheasgachadh de na diofar sgilean a tha Shannon air togail thairis air nam bliadhnaichean.

Fhuair Shannon an duais aice bho Alasdair Allan BP.

Gaelic Week: Seachdain Gaelic

Pupils enjoyed a range of activities during the week, designed to raise the profile of the Gaelic language in the school community. Pupils participated in karaoke and a quiz, and visited Primary with the help of a Gaelic speaking teddy bear.

The week culminated with a Gaelic language assembly for the whole school, followed by a ceilidh for Secondary pupils during the afternoon.



Head teacher's letter

Dear Parent,

As I write this letter, exams are upon us and senior students are facing another hurdle on the road to adulthood and finding positive career destinations.

January's prelim results were better, overall, than last year's and most students have taken a disciplined and committed approach to their courses. Staff will support all senior students during the exam phase, and we are happy for them to study in school while on exam leave.

We continue to review our systems for course entry, to ensure that students are able to progress whilst being sensible about what level they are working at as they move through the Senior Phase. Teaching staff have continued to develop monthly tracking and monitoring throughout this session, and it is our aim to take a very proactive approach to pupil progress next session across the whole school.

Our reporting systems at the Broad General Phase from S1 to S3 have been very different this year, with regular performance learning reviews being sent home and only a brief end-of-year report based on this evidence. In September of next year, I intend to invite S1-3 parents in to the school to attend a briefing on our approaches to assessment and further developments such as monthly emailed progress reports based on tracking of learner progress.

This will also be an opportunity to speak to you about several other initiatives in the school relating to the School Improvement Plan and our vision for learners. I hope as many parents as possible will attend such a meeting to help improve your understanding of our assessment methods and descriptive language of performance, as well as give you a chance to tell us about the things you might like to see change or improve.

On that theme, the school's Standards and Quality Report will be available in June. This will report on our performance during the 2013-14 session, along with next year's Improvement Plan. These documents may all be viewed on the school's website, www.tobermory.argyll-bute.sch.uk

The Improvement Plan is a working document, and will undergo a consultation process. I will be asking the Parent Council to form a wider parent focus group to look at this in September.

Our Easter Service on 2 April raised £67.75 for Christian Aid.

Diary Dates

May

Mon 4	May Day holiday
Tues 12	S1/2 parents' evening
17-22	S3 Paris/Ypres trip
Mon 18	Staff Development Day (no school for pupils)
25-29	<i>P6/7 trip</i>

June

1-5	S5 World of Work trip S4 Work Experience week
Tues 2	Last SQA exam
<i>Fri 5</i>	<i>Primary reports home</i>
Fri 5	Gaelic Choir trip to Oban Mod
<i>8 and 9</i>	<i>Primary parents' evenings</i>
8-12	S1 induction week Senior Phase induction week
<i>Wed 10</i>	<i>Bump-up day</i>
Thurs 18	Primary sports day
Fri 19	Secondary sports day
Mon 22	S1/S2 Youth Games (Oban)
Fri 26	School closes for summer break

August

17-18	Staff Development Days (no school for pupils)
Wed 19	Pupils return to school

Finally I would like to thank all parents and carers for supporting their child's education over this session and give my best wishes to all young people sitting exams over coming weeks. I look forward to celebrating our students' successes at our Celebration of Achievement in June.

Regards,
Craig Biddick, Head Teacher
craig.biddick@argyll-bute.gov.uk

TOBERMORY HIGH SCHOOL- VISIBLE LEARNING ACTION PLAN



Context:

Tobermory High School is an all through 3-18 school situated in Tobermory, Isle of Mull in Argyll and Bute. The Pre 5 unit has 23 children, Primary 60 and the Secondary school 148 (Roll 231). Staffing overall is stable and the schools national exam performance is generally at or above the national average. The school has well developed relationship with learning partners in the community. Staff members are supportive of a change agenda.

Baseline Evidence Statement:

- Most learners are beginning to develop awareness of themselves as assessment capable learners. In walkthroughs they thought they knew where they were in their learning and what their next steps were. This was also reflected in Student Evaluations and Assessment Surveys."
- The type and quality of feedback in learning events across the school can be variable and we need to seek more baseline evidence of the frequency of use of different types of feedback and how well it closes the gap between where they are now and where they need to go.
- Teachers working at the broad general phase of education (P1-S3) do not have a common conception of what progress looks like across the levels of the curriculum.
- We do not yet effectively use data and evidence (e.g. effect size) to drive practice in the school.

Aspiration

Nearly all students* at Tobermory High School will become assessment capable learners who receive regular high quality feedback from their teachers to close the gaps in their learning and make progress. Teachers and students will take part in a dialogic process in class that enhances learning. Student progress is tracked and evaluated at classroom, faculty and whole school level to help us make decisions about how we improve learning for progression. Progress is measured across the totality of the curriculum not just in relation to academic performance in exams.

- *Nearly all is used as an aspiration as in some cases students may not be capable of the level of cognitive functioning to be seen as assessment capable learners.

Focus Areas

- **Feedback** – Four levels of feedback – i.e. task, process, self-regulation, self-level
 - Feedback research and practical guide for classrooms to improve learning
 - Tutors system / classrooms– feedback observations to improve learning
- **Assessment Capable learners**
 - Assessment related feedback – Criteria referenced assessment model (rubrics)
 - Developing dialogic teaching approaches* to increase learning through discussion and reflection (cognition / meta-cognition)
 - Developing Teachers understanding of progression in BGE through the use of the THS Assessment tool kit and criteria referenced assessment (rubrics)

Non- VL development areas that will support assessment capable learners

- Continue to develop lead learners programme to model student voice in learning
- Develop ELLI tool in Primary

● Use of Data

- Develop the use of baseline data (standardised data)
- Develop the use of Effect size calculations in learning areas
- Developing Teachers understanding of progression in BGE through the use of data collected from criteria referenced assessment rubrics and THS data collection systems

Guiding Coalition

Visible learning lead group – this team will support the work of delivery team units

Delivery team

Staff groups to be developed based on Faculty or short life working groups

*Dialogic teaching - Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves on going talk between teacher and students, not just teacher-presentation.

What do we mean by assessment capable learners?

How do we develop learners who can answer our three key questions: Where am I going? How am I doing? Where to next?

We want learners who...

- Know what quality looks like
- Know the criteria for quality work
- Know how to compare and evaluate their own work against such criteria
- Provide better information to teachers
- Hold a concept of quality work roughly similar to the teacher
- Able to continuously monitor the quality of what is produced
- Have a repertoire of alternative learning strategies to draw on in and out of school
- Are able to discuss their learning with each other , staff and parents / carers

What knowledge is needed?

1. Feedback

Students	Teachers	Leaders	Families / Community
<ul style="list-style-type: none">● An understanding of the role of feedback in improving their learning● How to evaluate and seek effective feedback to improve their learning	<ul style="list-style-type: none">● Understand the four levels of feedback and how they may be effectively used in the classroom● Ways to observe colleagues teaching and give feedback on their use of the four types of feedback in the classroom● Walkthrough / observation forms and techniques	<ul style="list-style-type: none">● Understanding of the four levels of feedback so they can provide instructional leadership to develop better feedback in the classroom● Walkthrough / observation forms and techniques● Micro teaching techniques to improve the quality of teacher development work based on classroom observations● Lead professional learning for staff	<ul style="list-style-type: none">● Understand the four levels of feedback and how we are using them to improve learning in the classroom.

What knowledge is needed?

2. Assessment Capable learners (ACL)

Students	Teachers	Leaders	Families / Communities
<ul style="list-style-type: none"> ● Understand the characteristics of an assessment capable learner ● Understand what dialogic teaching means, why it is important and how they can contribute in their classroom ● Continue to understand the use of rubrics (teacher / student developed) as an assessment tool with explicit learning outcomes and extended performance criteria at curriculum levels 	<ul style="list-style-type: none"> ● Understand the characteristics of an assessment capable learner. ● Understand how this is to be developed in students across the range of strategies currently in place <u>or</u> to be developed after consultation. ● Understand what dialogic teaching means, why it is important and what it looks like in the Classroom. ● Understand how it can be developed using AiFL / assessment rubrics and other school wide strategies that increase dialogue in classes. ● Continue to understand and develop the use of rubrics (teacher / student developed) as an assessment tool with explicit learning outcomes and extended performance criteria at curriculum levels. 	<ul style="list-style-type: none"> ● All items for teachers ● Effective observation and walkthrough techniques ● Effective <u>action research techniques</u> as a research tool to collect information ● How to lead effective professional learning for Staff in relation to ACL ● Knowledge to develop their own dialogic approach with learners as part of management and learning interactions ● Knowledge and understanding of AiFL and assessment strategies in use at school. 	<ul style="list-style-type: none"> ● Understand the characteristics of an assessment capable learner ● Understanding generally that dialogic teaching is better than passive, didactic based learning ● Understand the assessment currency at THS – criteria referenced assessment, rubrics, descriptors, grade point averages in use as part of assessment at BGE.

*Information about lead learner and assessment tool kit related plans are contained the School Improvement plan

What knowledge is needed?

3. Use of Data

Students	Teachers	School Leaders	Families/ communities
<ul style="list-style-type: none"> ● Understand how effect size (ES) is useful to measure learner progress ● Understand what the data and ES means for them as learners to develop next steps and close gaps in learning ● Understand how the data collected at BGE or senior phase gives them information about their own progress 	<ul style="list-style-type: none"> ● Understand how effect size is useful to measure learner progress ● Understand how to calculate effect sizes from classroom data and how it could be used to create a narrative to assess learner progress over time. ● Understand what the data means for them as Teachers to modify lesson plans and approaches in class and to discuss next steps with learners 	<ul style="list-style-type: none"> ● All items listed for teachers ● Understand how effect size can be used with standardised / baseline assessments to measure impact on learners 	<ul style="list-style-type: none"> ● Understand how effect size has been used to develop the Visible Learning interventions

What practices need to become routine?

Students	Teachers	Leaders	Families / Communities
<ul style="list-style-type: none"> ● Giving teachers the feedback to help them make progress in their learning ● Using feedback to improve their knowledge, understanding and skills in their chosen subject areas ● Students displaying the characteristics of Assessment capable learners – knowing and stating; Where am I going?; “How am I doing?” “Where to next?” ● Analysing and talking about the results of their assessments and next steps in learning with staff/ families. ● Talking about what the assessment data says about their personal learning progress. 	<ul style="list-style-type: none"> ● Taking part in collegial observations and professional dialogue that promotes good feedback and develops assessment capable learners. ● Using the right kind of feedback to help students know; Where am I going?; “How am I doing?”; “Where to next?” ● Analysing and talking about the results of students assessments and next steps in learning to help them make progress. ● Describing and talking about what it means to be an assessment capable learner in your subject. ● Focussing on developing more dialogue in terms of meta-cognitive and cognitive tasks in learning (dialogic teaching approaches) ● Using data in class and faculty areas to plan and deliver learning that helps students at all levels make progress. 	<ul style="list-style-type: none"> ● Undertake walkthroughs and observations that reinforce key messages on feedback and developing ACL. ● Ensure sufficient time and resources for professional learning and development. ● Promote the idea of assessment capable learners as a key message with staff and students ● Promote dialogic teaching ● Routinely gather and analyse data and calculate effect sizes to know the impact of staff ● Evaluate the progress of embedding And developing the key targets to develop Visible Learning in the school. ● Attend and contribute to working groups and professional learning events 	<ul style="list-style-type: none"> ● Parents ask students what they learnt rather than what they did ● Parents are involved in sharing and discussing the Personal learning plans (PLP) with their child and teacher

Monitoring Progress

Target	What will we do to check progress and know we are track?	How will we check we have achieved our target at the end of the specified period of time?
<p>In six months time (May 2015) during walkthroughs and observations (and or using staff and student focus groups) we will see staff across the 3-18 school using effective feedback in class / tutor sessions that helps close the gap in learning or clarify learning goals</p>	<p>Weekly / monthly walkthroughs and observations – both SLT led and trio based are carried out according to the new self-evaluation calendar (2015), and results are analysed and shared.</p>	<p>Walkthrough and observation data gathered , collated and shared with staff relating to</p> <ul style="list-style-type: none"> - Use of feedback (teacher understand the four levels of feedback and how to use them effectively) - Effectiveness on closing gaps in understanding - Effectiveness of feedback in producing assessment capable learners – know where I am going, how I am doing and what next.
<p>In twelve months time we will see a change in students ability across the 3-18 school to talk effectively about their learning and that will be consistently displaying the key characteristics of assessment capable learners</p> <p>(This target also encompasses targets within the SIP targeting the development of new policies and practices in assessment and reporting that will assist in the development of ACL)</p>	<p>Weekly / monthly walkthroughs and observations – both SLT led and trio based are carried out according to the new self-evaluation calendar (2015), and results are analysed and shared.</p>	<p>Walkthrough and observation data is gathered , collated and shared with staff relating to ACL and that this indicates most students;</p> <ul style="list-style-type: none"> • Know what quality looks like • Know the criteria for quality work • Know how to compare and evaluate their own work against such criteria • Provide better information to teachers (trust/ culture of classroom) = Feedback • Hold a concept of quality roughly similar to the teacher • Able to continuously monitor the quality of what is produced • Have a repertoire of alternative strategies to draw on • Are able to discuss their learning with each, staff and parents / carer

In 18 months time we will see a change in the level of dialogue in classes across the 3-18 school with staff talking less and students discussing learning and asking more questions to improve learning. Staff will be using AiFl techniques and other professional learning relating to dialogic teaching available in school.

Self-Evaluation and monitoring tools (2015-16 and 2016-17)

- Observations / walkthroughs – collegial and SLT
- Focus groups
- Survey tools
- Micro teaching
- Other as developed

Walkthrough /observation and other self evaluation data is gathered , collated and shared with staff relating to the development of more dialogue in classes to improve learning.

Students will become assessment capable learners who

- Know what quality looks like
- Know the criteria for quality work
- Know how to compare and evaluate their own work against such criteria
- Provide better information to teachers (trust/ culture of classroom) = Feedback
- Hold a concept of quality roughly similar to the teacher
- Able to continuously monitor the quality of what is produced
- Have a repertoire of alternative strategies to draw on
- Are able to discuss their learning with each, staff and parents / carer

In 12 months time we will see staff and leaders use data – including effect size calculations to make decisions about learning that impact on learners progress across the 3-18 school. Some aspects of the data are shared with students to improve their own knowledge of their progress and / or the schools improvement plan progress

Self-Evaluation and monitoring tools (2015-16 and 2016-17) relating to

- Tracking and monitoring
- Standardised testing programme Primary / Secondary
- BGE progression analysis
- Tutor system monitoring

Self-Evaluation and monitoring tools (2015-16 and 2016-17) Indicate that;

- Staff are using data (including effect size- ES) to effectively plan lessons and intervene to positively impact on learner attainment
- School leaders are using baseline testing (standardised testing) and effect size calculations as another tool to measure the impact of teaching on learners’ progress and achievement.
- Students are able to understand data and discuss it in relation to their own progress with teachers, tutors, senior leaders and parent / carers

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ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE ISLES
AREA COMMITTEE****COMMUNITY SERVICES****10 JUNE 2014**

**TEACHING AND LEARNING 3-12 PRIMARY SCHOOLS - OLI PRIMARY
SCHOOLS 2014/15**

1. SUMMARY

The attached is a report on Teaching and Learning 3-12 Primary Schools in Oban, Lorn and the Isles 2014/15 which is being presented to the Oban, Lorn and the Isles Area Committee for noting.

2. RECOMMENDATIONS

2.1 That Members note the content of the appended report.

If you require further information, please contact the Head of Education on anmarie.knowles@argyll-bute.sch.uk

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Argyll and Bute Council



Teaching and Learning 3 -12



Oban, Lorn and the Isles Primary Schools 2014/15

Community Services: Education

Primary School Profiles: Oban, Lorn and the Isles

Primary School Roll (as at census) *						
Cluster Primary Schools	10/11	11/12	12/13	13/14	14/15	% change in Roll over 5 years ¹
Achaleven Primary School	8	0	4	5	9	12.5
Ardchattan Primary School	5	3	3	4	0	-100.0
Arinagour Primary School	25	30	27	30	24	-4.0
Barcaldine Primary School	23	21	17	10	4	-82.6
Bunessan Primary School	36	34	44	40	42	16.7
Dalmally Primary School	46	42	44	43	36	-21.7
Dunbeg Primary School	79	76	73	76	81	2.5
Easdale Primary School	33	29	28	33	26	-21.2
Iona Primary School	6	13	7	13	17	183.3
Kilchattan Primary School	6	6	5	5	9	50.0
Kilchrenan Primary School	10	10	8	7	4	-60.0
Kilninver Primary School	29	24	22	25	27	-6.9
Lismore Primary School	8	10	8	9	9	12.5
Lochnell Primary School	92	96	101	112	109	18.5
Luing Primary School	17	17	12	15	14	-17.6
Park Primary School	212	225	230	223	230	8.5
Rockfield Gaelic Primary School	37	34	37	40	48	29.7
Rockfield Primary School	272	285	298	304	320	17.6
St Columba's Primary School	85	83	81	78	83	-2.4
Strath of Appin Primary School	22	26	27	29	30	36.4
Strath of Appin Gaelic Primary School	5	6	4	4	3	-40.0
Taynuilt Primary School	88	81	81	83	91	3.4
Tiree Gaelic Primary School	22	22	21	22	23	4.5
Tiree Primary School	28	22	23	25	29	3.6
Total Roll for cluster	1156	1162	1171	1196	1235	6.8

Notes

* Data for rolls provided at Census each year

1: Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2010/2011 to 2014/2015 and is not an average.

Footwear and Clothing Grant and Free School Meal Information for Oban, Lorn and the Isles Cluster

	10/11	11/12	12/13	13/14	14/15
Clothing and Footwear Grant (CFG) (number of pupils) ²	231	233	190	236	196
Clothing and Footwear Grant (CFG) (% of cluster school roll)	20.0%	20.1%	16.2%	19.7%	15.9%
Total CFG for Primary Schools in Argyll and Bute	1119	1118	947	1096	1113
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	19.3%	16.6%	19.2%	19.2%

	10/11	11/12 ³	12/13	13/14	14/15
Free School Meals (number of pupils)	181	0	168	174	152
Free School Meals (% of cluster school roll)	15.7%	0	14.3%	14.5%	12.3%
Total Free School Meals for Primary Schools in Argyll and Bute	870	0	871	898	856
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.9%	0	15.2%	15.8%	14.8%
National Average for Free School Meals for Primary Schools (%)	19.8%	22.6%	22.1%	22.0%	Not yet collated

Notes

2: Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2014-2015 data for CFG and Free School Meals (FSM) is to date (March 2015) and therefore may change as the year progresses.

3: Please note that Free School Meals data was not collated by Argyll and Bute for the year 2011/2012

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 3: 2013 Edition'

Exclusion and Attendance Information for Oban, Lorn & the Isles Cluster

	10/11	11/12	12/13	13/14	14/15 ⁶
Attendance (% of cluster school roll) ⁴	95.34%	95.64%	95.12%	95.60%	94.76%
Unauthorised Absence (% of cluster school roll)	1.19%	1.10%	1.16%	1.09%	1.21%
Authority Average – (%) Primary Schools in Argyll and Bute	95.25%	95.74%	95.40%	95.87%	95.42%
National Average for both Secondary and Primary Pupils (%)⁵	0.75%	0.79%	0.87%	0.89%	0.89%
	10/11	11/12	12/13	13/14	14/15 ⁷
Exclusion Openings	18	6	2	6	2
Exclusion Incidents	5	1	2	3	1
As a % of Total Argyll and Bute Primary School Exclusion Openings	4.2%	1.6%	0.7%	3.0%	1.4%
As a % of Total Argyll and Bute Primary School Exclusion Incidents	5.0%	1.1%	10%	4.8%	2.9%

Notes

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

5: Attendance, Absence and Exclusion information is now collected on a biennial basis and was not collected for 2011/2012 or 2013/2014 academic year.

6: Please note that attendance data for 2014-2015 is for the year to date and not a complete year. It is therefore subject to change.

7: Please note that exclusion data for 2014-2015 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014).

Primary School Profiles: Mull

Primary School Roll (as at census) *						
Cluster Primary Schools	10/11	11/12	12/13	13/14	14/15	% change in Roll over 5 years ¹
Dervaig Primary School	14	20	24	29	25	78.6
Lochdonhead Primary School	12	17	13	9	9	-25.0
Salen Primary School	28	30	26	27	33	17.9
Salen Gaelic Primary School	29	30	32	36	38	31.0
Tobermory Primary School	67	69	66	62	61	-9.0
Ulva Primary School	8	10	11	12	12	50.0
Total Roll for cluster	158	176	172	175	178	12.7

Notes

* Data for rolls provided at Census each year

1: Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2010/2011 to 2014/2015 and is not an average.



Footwear and Clothing Grant and Free School Meal Information for Mull Cluster

	10/11	11/12	12/13	13/14	14/15
Clothing and Footwear Grant (CFG) (number of pupils) ²	13	9	8	8	5
Clothing and Footwear Grant (CFG) (% of cluster school roll)	8.2%	5.1%	4.7%	4.6%	2.8%
Total CFG for Primary Schools in Argyll and Bute	1119	1118	947	1096	1113
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	19.3%	16.6%	19.2%	19.2%
	10/11	11/12 ³	12/13	13/14	14/15
Free School Meals (number of pupils)	14	0	13	13	9
Free School Meals (% of cluster school roll)	8.9%	0	7.6%	7.4%	5.1%
Total Free School Meals for Primary Schools in Argyll and Bute	870	0	871	898	856
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.9%	0	15.2%	15.8%	14.8%
National Average for Free School Meals for Primary Schools (%)	19.8%	22.6%	22.1%	22.0%	Not yet collated

Notes

2: Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2014-2015 data for CFG and Free School Meals (FSM) is to date (March 2015) and therefore may change as the year progresses.

3: Please note that Free School Meals data was not collated by Argyll and Bute for the year 2011/2012

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 3: 2013 Edition'

Exclusion and Attendance Information for Mull Cluster

	10/11	11/12	12/13	13/14	14/15 ⁶
Attendance (% of cluster school roll) ⁴	96.15%	95.69%	95.68%	96.57%	95.81%
Unauthorised Absence (% of cluster school roll)	0.93%	1.37%	1.00%	0.94%	0.72%
Authority Average – (%) Primary Schools in Argyll and Bute	95.25%	95.74%	95.40%	95.87%	95.42%
National Average for both Secondary and Primary Pupils (%)⁵	0.75%	0.79%	0.87%	0.89%	0.89%
	10/11	11/12	12/13	13/14	14/15 ⁷
Exclusion Openings	0	0	0	2	0
Exclusion Incidents	0	0	0	1	0
As a % of Total Argyll and Bute Primary School Exclusion Openings	0	0	0	1%	0
As a % of Total Argyll and Bute Primary School Exclusion Incidents	0	0	0	1.6%	0

Notes

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

5: Attendance, Absence and Exclusion information is now collected on a biennial basis and was not collected for 2011/2012 or 2013/2014 academic year.

6: Please note that attendance data for 2014-2015 is for the year to date and not a complete year. It is therefore subject to change.

7: Please note that exclusion data for 2014-2015 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014).

Introduction

Within the Oban, Lorn and the Isles area there are 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. There is secondary school provision in Oban, Tobermory and Tiree. Nursery provision is provided within several of these schools and Gaelic medium education is provided at Salen, Tiree, Rockfield and Strath of Appin Primary Schools.

This year there have been several changes of headship across the area. Minnie McLennan took up post at St Columba's Primary School in August 2014. Jackie McLarty became Headteacher at

Taynuilt Primary School in August 2014. Julie Watson took up post as acting Headteacher at Barcaldine Primary School in August 2014. Ulva and Lochdonhead became part of a shared headship arrangement in August 2014 under the leadership of Pauline Inglis. Kilninver and Craignish Primary School became a shared headship under the leadership of Berni McMillan in August 2014. Sue Hawkes took up post as headteacher at Bunessan Primary School in January 2015. Caroline Fothergill took up post as Acting Headteacher at Rockfield Primary School in April 2015 and Elaine Campbell took up post as Headteacher at Dalmally Primary School in April 2015.

Teaching and Learning

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Olympic Medallist Visits Dalmally Primary School

In the Spring Term, Dalmally Primary School received a visit from an Olympian as part of their learning in Health and Well-Being. Aaron Moores, won a silver medal in the London 2012 Paralympic games competing in the 100m Backstroke S14 category. He was able to tell the pupils at Dalmally about the importance of exercise, his training routines and the experience of competing at the very highest levels. The children were inspired when they saw, and handled Aaron's medals.



Healthy Eating at Achaleven Primary School

As part of their project in Food and Health, the children at Achaleven Primary school learnt that it is important for everybody to eat five portions of fruit or vegetables every day. The children were involved in planning where their learning would take them and decided that eating five portions a day might be a problem for people who were not so keen on eating fruit and vegetables so they set about overcoming this problem. They used a method of learning called 'Thinking Actively in a Social Context' (TASC) which was originally developed by Belle Wallace in 2000 as a tool to help challenge and engage more able learners and put children more in control of their own learning. The TASC process was used by children who developed and used social and teamwork skills to gather information, identify what needed to be done and generate a number of possible ideas before selecting the best option and testing and refining their solution. The outcome was some very fine fruity treats that got even the most reluctant fruit eater excited about 5-a-day. More importantly, the children developed their talking and listening skills, writing skills and knowledge of the importance of a healthy balanced diet.



Strath of Appin Pre-5 Cycle



Strath of Appin Pre-5 unit and P1 pupils went on a long cycle ride on 17th Sept. The event was suggested by a pre-schooler who enjoyed cycling and as the school is next to the Route 78 track the group took full advantage of this. The children were joined by staff and parent helpers. The children completed a total of 6km, which was a brilliant effort. All children gained a real sense of achievement, enjoyed keeping physically fit and were very responsible whilst cycling as they had to be aware of other users of the track. Such risk management skills, motor skills and enthusiasm for cycling will help the children develop as independent cyclists, and perhaps as the next Sir Chris Hoy.

Junior Sports Leaders in OLI

Primary 7 Pupils across Oban, Lorn and the Isles have the opportunity to work with Active Schools to develop their sports and leadership skills. This consists of participating in training days and follow up visits to schools by Active Schools Coordinators who check on the progress of the young people. The skills developed are in organising others, planning and carrying out physical activity sessions and games, helping younger children to play, leadership and communication. Sports Leaders in schools have various opportunities to use and develop their skills, some at playtimes or other school times and some, such as the P7 Sports Leaders in Lochnell, lead after school sports clubs for younger pupils. These are great ways of getting younger pupils more active in their leisure time as well as developing a sense of responsibility in older pupils.



Barcaldine Primary School Supports Earth Hour During Their Health and Well-Being Conference

As part of a self-organised Health and wellbeing conference Barcaldine pupils and staff spent some time in the woodland exploring ways of creating and maintaining their positive mental and emotional wellbeing. They exercised, had fun with friends and also had some relaxing 'chill out' time spent in reflection and meditation. They appreciated being outdoors in the fresh air and daylight and made connections with the natural environment. This was all done without the need for electricity. This year WWF asked schools to focus on all the positive reasons to do something about climate change and challenged us to create special 'For the love of...' bunting to send a powerful message to decision makers as we head towards the next big climate change summit. Barcaldine pupils created their bunting outdoors in the woodland to celebrate the wonder of our planet and considered all of the things that make them happy that don't rely on electricity. When they



joined their bunting with neighbouring schools: Barcaldine, Achaleven, Lismore, Kilchrenan and Strath of Appin, it measured 14m in total. The Bunting was then sent to the WWF Earth Hour Bunting Challenge in an attempt to break the world record of 10 miles long. WWF's Earth Hour is a global annual event where hundreds of millions of people switch off their lights for one hour to show they care about our planet. It's about people from across the globe coming together to create a symbolic and spectacular lights out display and asking for change.

Teaching and Learning

Numeracy

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports

all areas of learning, allowing young people access to the wider curriculum.

We are numerate if we have:

developed the confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.

'Sum dog' Millionaires in Lochdonhead

Lochdonhead Primary School took part in the recent Argyll and Bute Sumdog Maths Challenge. This was an online resource which allowed pupils across Argyll and Bute to challenge each other in mental maths, over the period of 1 week. Each pupil had to answer 1000 questions within a timed environment.

Though a small school, Lochdonhead were delighted to have won. Pupils made the following comments:

"I enjoyed the teamwork, helping and encouraging everyone to do their 1000 questions. We used Edmodo to motivate and encourage each other."

"Sumdog helped develop my maths skills and my resilience because I kept going and tried my best."



Arinagour's Annual Oban Trip Develops Numeracy Skills in Real Life Contexts

Each year, the Primary 5-7 children travel to Oban for a week of contextualised learning. Though rich in many learning opportunities, such as yachting, community links, learning about catering and hospitality, outdoor learning, coastal environments, the legacy of Katie Morag, orienteering and many other opportunities distinct to Coll, there are some things they have to travel to find such as a swimming pool or book shop. During the Oban trip, young people are given the opportunity to learn how to take responsibility for themselves

and each other as they stay in the Hostel (in preparation for High School) and they receive intensive swimming lessons at the Leisure Centre. However, the children waste no learning opportunities during the trip. They merge literacy and numeracy skills in the trip to Waterstones Bookshop where they each choose a book to read, make a literary critique and then use part of the school's budget to update its library based on the class' favourite titles. As well as this, the young people develop real-life numeracy and problem solving skills by

managing the shopping budget and balancing the need to make lunches for each day of the trip with the desire to spend money on luxuries.

This year's trip has taken on an additional dimension as older pupils have taken on the responsibility of planning the trip. From handling money, planning itineraries to communicating with ferry operators and making bookings, the children have put the literacy and numeracy skills they learn in the classroom into real life use. This has also given their teacher a chance to assess their progress in numeracy.

Teaching and Learning

Literacy

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being

literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work. The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

Primary 1 Writer's Club in Lochnell Primary School

In January this year, the children and staff of Lochnell's Primary One class invited special guests to open their Writers' club. The club was the idea of children who were so proud of their ability to write stories and personal news and involves older pupils from the school coming to Primary 1 to explain what writing skills they have developed. The Primary 4 children have visited the class to share their knowledge of punctuation and grammar, leaving the younger children with the challenge of writing sentences with interesting connectives. This has led to an increase in confidence, enjoyment and skills of writing, not just in the Primary 1 children, but in all of the older children who have consolidated their own learning by sharing it with their younger friends.



Park Primary Children Develop a Deeper Understanding of Books

During the Spring term, Primary 3 in Park Primary School have been learning all about stories and books. As part of their learning, they visited Waterstones and the Oban Library to find out how books are created and shared. Then they wrote their own stories and published them in book format. On Friday 27th March they hosted a book launch assembly for the rest of the school and lots of parents and other family members who came to share and celebrate the learning. It is really important that children learn where books come from so that they can see the link between their own writing and the popular books they find on their bookshelves at home or in school. In this way, pupils learn to see themselves as genuine writers, giving them the enthusiasm and confidence to write and get better at writing continuously.



Sensory Learning at Oban Joint Campus (Rockfield) Learning Centre

Sensory Learning at Oban Joint Campus (Rockfield) Learning Centre
Children in the learning centre have been having fun with sensory learning. They have continuous opportunities to interact with environments that gently use sound, feel, and light to stimulate pupils. Such sensory learning might include using a finger to write in foam, using special lamps, or getting out and about in the environment to touch, see and listen. Research has shown a strong link between sensory learning techniques and the cognitive development and well-being of children with a wide range of disabilities or learning impairments and sensory experiences have been demonstrated to increase concentration levels. As well as the learning benefits, and helping children to communicate, the activities are fun and the children love them.



Katie Morag Helps Dalmally Early Level Pupils Develop Literacy and Numeracy Skills

The pre-5 and P1 children in Dalmally used the stories of Katie Morag as a context for developing early literacy and numeracy skills. Through reading the stories with adults in school, and a visit to a post office to see how letters are sorted, they practiced talking and listening, reading and writing skills. They also developed counting and sorting; key skills in the early development of numeracy. As well as improving core skills, such an interdisciplinary approach to learning shows children that reading, writing, talking, listening, counting and sorting are all really important in life beyond school. The context of Katie Morag provided a stimulating and familiar storyline and characters to allow children's learning to build upon further proof that learning is fun.



Young Writers at St Columba's Primary School

In October, the pupils of P5/4 and P6/7 at St. Columba's Primary School entered the Young Writers 'Out of this World' poetry competition. They were asked to create an imaginative poem on any theme which demonstrated a command of ambitious vocabulary, imagery, similes, alliteration and other poetic techniques. P5/4 chose to base their poems on Space while P6/7 chose the theme 'Fireworks.' Every single entry from St. Columba's Primary School was selected for publication in a national poetry anthology which was released in January 2015. The teachers also received a letter, complimenting them on the style, imagination and writer's craft demonstrated by the children. This opportunity augmented the teaching and learning of poetry writing by providing a relevant context and purpose for writing, as well as celebrating and highlighting the high quality of the poems produced by children.



Teaching and Learning

Wider Achievement: Outdoor Learning and Eco Schools

Eco Schools Green Flags in Oban, Lorn and the Isles

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. There are various award categories with Bronze, Silver and Gold celebrating schools who are beginning to embed sustainability into the heart of their school and Green Flags awarded to schools who have

used a framework to successfully embed the values of Eco Schools. Many schools in the area were awarded Green Flags this session including Dervaig Primary School which achieved its first Green Flag in October. One of the very fine ecological achievements Dervaig boasts is the success of their home grown produce. Onions and peas grown in raised beds in the school by pupils and staff gained 1st and 3rd place respectively at the Tobermory Horticultural Show. Park Primary school celebrated receiving its sixth Green Flag this session for its work over the last two years on the topics of litter, health and wellbeing and waste minimisation. The school was commended for integrating the Eco Schools programme thoroughly into the curriculum and calendar through events such as One Planet Picnic, Earth Hour and our Apple Days and Green Days. Regular beach cleans and promotion of Fairtrade were also mentioned as was our support of charities such as WWF, MCS and Send my Friend to School. The pupils were described as "truly responsible, global citizens".



Achaleven Outdoor Learning

Children at Achaleven have been adding to their outdoor learning space this session and have worked together and with staff and volunteers to create a 'mud kitchen' to encourage creative and cooperative play as well as social skills and talking and listening in pupils. The opening of the mud kitchen coincided with International Mud Day, an event organised by the World Forum Foundation to encourage children and early childhood professionals all over the world to celebrate and develop a love of nature and the outdoors. The grand opening of the Achaleven mud kitchen was an occasion for families and friends to learn more about how the school's outdoor environment is used to teach curricular skills as well as a growing knowledge and awareness of ecological issues. Outdoor Learning is a regular feature of the curriculum at Achaleven Primary School and children and staff get out and about in all weathers. One of the outdoor learning highlights of the year was building dens from natural materials found in local woodland. As well as learning technology skills, pupils were also developing their teamwork, leadership and communication skills as well as demonstrating how confident they are becoming.



One Planet Picnic

The One Planet Picnic initiative is part of the Keep Scotland Beautiful Eco-Schools programme and Clean and Green Legacy 2014. It is designed to raise awareness of where food comes from, and how it is produced.



One example of a school embracing this was Strath of Appin Primary School whose picnic took the form of a Harvest lunch where all the children and staff in the school were invited to enjoy fabulous foods that had been freshly prepared in the school kitchen.

All of the dishes included ingredients that had been sourced and produced locally. The food experiences included leek and potato soup, salmon, eggs, Highland beef, seasonal vegetables (grown in the school grounds), bramble and apple crumble, honey and oatcakes which were made by Primaries 1, 2, and 3. The children thoroughly enjoyed their lunch and were able to appreciate the importance of sustainable, Scottish food in a healthy diet.

Teaching and Learning

Wider Achievement: Community Partnership

Salen, Lochdonhead and Ulva Join Forces for Salen Health Day

Primary 6 pupils from Salen, Lochdonhead and Ulva Primary schools treated all staff and pupils to a lunch of locally produced food as the highlight of Health Day where the theme was Healthy Eating. They took over the school kitchen for the morning and, under the guidance of sous chef Michael Shannon from the Western Isles Hotel, assisted by staff from the school kitchen, they prepared and served a feast of wonderful Mull produce which had been kindly donated by local producers.

The schools would like to thank all the local producers for giving the pupils this opportunity to use and enjoy fresh local produce.

Other Health Day events included the children being trained in Heartstart emergency lifesaving skills, Local experts speaking about the importance of healthy eating, staff from the Glasgow Science Centre telling the pupils all about “disgusting digestion” and “a journey through my body”, The Head Gardener from Torosay Gardens, teaching the children how to sow and grow courgettes, Zumba routines and the children producing a huge map of local produce, showing what a variety of delicious foods are produced on Mull.



Iona Primary School and Abbey Partnership

Iona Primary School works closely with staff at Iona Abbey each winter, to provide baking and cooking lessons. The kitchens at the Abbey are an ideal size to accommodate the children and Headteacher, Katharine Elwis, works closely with one of the parents who is a cook at the Abbey, to plan for and track progression within the subject. The Abbey is quite in the winter months and so an ideal arrangement has been established between the community and the school to work together for the sake of the children who wouldn't otherwise be able to access a working kitchen during school time. The foods prepared tie in to the overarching theme that the children are working on. For example, this year, it was 'Global Citizenship' and so the foods the children planned and prepared were from all around the world. Cooking is one of the highlights of the School calendar and the children clearly enjoy what they are doing, whilst learning essential skills.



Science, Technology, Engineering and Maths Partnerships

This term, pupils at Ulva have been investigating the role of engineers and have taken part in the Scottish Engineering Special Leaders Award, answering the question, “If you could be an engineer in Scotland – what would you do?” This involved many skills for learning, life and work including;

- researching different types of engineering and identifying some famous engineers
- questioning a visiting engineer to deepen their understanding of this career path
- discussing, planning, designing and creating a prototype of their invention
- demonstrating their learning by creating their answer to the question with a picture, a written report and PowerPoint to support their invention
- presenting their invention to parents.

The parents enjoyed the opportunity to hear the exciting inventions the pupils created for the future and were very impressed with the quality of the pupils’ work. Even our Primary 1 pupil created and shared his PowerPoint with a little assistance. The inventions created included, a bridle for sensing the mood of your horse, a robotic cleaner, a food generator a wood burning log store for trees that hadn’t been cut down but had fallen down naturally and an audio TV. remote control that is powered by grass.



The school received the following feedback from the Project Coordinator for the Primary Engineer Leaders Award:

“We attempt to be totally impartial and neutral in our dealings with the entries, but we could not let the opportunity pass to mention our delight at the brilliance of all of the designs - they were excellent - and so, all 8 of your school’s entries will be awarded the highest mark, a Distinction grade. My colleagues and I were impressed by the high level of entries from your school - the innovation of thought, the quality of illustration and the breadth of knowledge shown in the entries was fantastic. As well as achieving the highest grade, all of the entries have been shortlisted for the class/year specific prizes as judged by a group of engineering experts. As part of the certification process and, because of their letters of application, all of your students can rightfully say they are now very much Leaders for STEM.” Chris Noone, Institute of Primary Engineers

Rockfield and St. Columba’s Partner to Remember



In the run up to Remembrance Day 2014, schools across Oban, Lorn and the Isles renewed partnerships with local churches and The Poppy Appeal to remember those fallen in conflict. This year’s was a particularly poignant one as the Nation remembered the events of exactly a century ago. One such remembrance activity occurred when all of the pupils in St Columba’s Primary School and Rockfield Primary School were invited to create or design a flower in memory of someone or something special to them. Some of the designs that came in were very creative and they were used to create a Garden of Remembrance within the Assembly Hall. Both schools also came together for a Remembrance Day service which was led by Rev Dugald Cameron.

STEM Project in Partnership With HIE

This session, Lochdonhead Primary School has been sector leading in the areas of Technological developments in Society and ICT to enhance learning. Since November, the whole school has been working on a Highland and Island Enterprise STEM (Science, Technology, Engineering and Maths) project, 'Apps for Good', and through our technology curriculum the pupils have been challenged to reflect, explore problems and interrogate issues, events, people and products. Pupils have investigated how technological problems in the past have been solved and used this knowledge to apply problem solving in other areas, when designing and building their apps for the future. This challenging, effective, experiential approach has allowed our learners to apply skills and knowledge, which has deepened and progressed their learning across the curriculum. Apps for Good has provided the opportunity for pupils to learn within a context which mirrors the reality of professional engineering; involving real life problems which require research, providing solutions and applying new knowledge and through evaluations, improving their designs and solutions. The pupils have also learnt a great deal about QR codes (quick response codes) and they have created their own QR codes linked to the apps they have designed.



This Quick Response (QR) Code is for Lochdonhead's '5-aday' app.

Community Links at Lochdonhead Primary

In January 2015, Lochdonhead Primary School started a Parent and Toddler Group. There is no pre-school provision in the area and we have a number of children within the age range of 0-5 who live in our community. This group has now run successfully every Friday afternoon within the school, regularly having 6 children and 5 parents. It provides an opportunity for members of our community to see the work of the school, develop a sense of belonging as well as allow the toddlers a safe environment for learning and exploring their world. Additionally, the parents enjoy playing with their children and chatting over a cuppa. We were very grateful to Alison MacKenzie, Principal Officer of Early Years, Argyll and Bute for supporting this venture and providing us with wonderful resources. We were also very fortunate that Babs Whyte, our Active Schools Co-ordinator spent a session working with the parents, generating some ideas for active movement. Now that the weather is calmer and more appealing, the toddlers can enjoy playing in the playground and planting seeds in our greenhouse. We asked the parents what they thought of the arrangement and they said, 'Brilliant', 'There is a good variety of toys for them. Different things every week', 'It's a lovely bright space for them to play'.



Luing Primary School and the Atlantic Islands Centre

All of the pupils of Luing Primary School were invited to visit the building site of the Atlantic Islands Centre in Cullipool. In preparation of this, they compiled a long list of questions. On arrival they were met by Andrew Pinkerton, the project development manager, Shona Cameron the architect, and Neil the site manager from McLeod Construction. All children were given a high visibility jacket and a hard hat to wear. They then ventured into the building taking great care not to stand on the underfloor heating pipes, Andrew explained the layout and then answered lots of questions.

Shona talked about her drawings and plans. Neil listed all the work still to be done and explained which tradesmen would carry out the different tasks. Neil was also asked about the completion date!



The children then went to Cullipool Hall to inspect a model of the finished building and to put forward their ideas about what should be included in the centre, some more feasible than others. The children are now working on a list of food that they would like to be served in the cafe.

The visit represents the link between the project and the school as an integral part of the community as well as showing pupils that their voice is an important one in local projects such as this.

Teaching and Learning

Wider Achievement: Contributions to charities

Coffee Morning at Taynuilt Primary School and Nursery

One way that schools and Pre-5 Units are seeking to align children's goals and link up learning opportunities is by hosting parent events such as coffee mornings. Many schools across Oban, Lorn and the Isles have done this to give pupils a chance to practice writing skills (by making invitations and advertising the event), talking and Listening Skills (as they greet and serve guests and visitors), numeracy skills (as they cost for the event and handle money) and entrepreneurial and charitable skills (as they come up with and execute ways of raising money). These events can be as rewarding for young people as they are for charities and the guests who attend them. One such Coffee Morning was hosted by Taynuilt Primary School and Pre-5 Unit and raised £251 for the McMillan Cancer Charity.



Barcaldine Text Santa

The annual Nativity Performance was used as an opportunity to build skills and abilities in more than just drama and music this session. Children at Barcaldine had taken their hand to set design and solved problems of how to change scenery by putting giant shepherd and King cut-outs onto wheels! They also invited families and friends to join them in the local church for a an evening filled with fun, carols, the Nativity performance and a family quiz. The evening helped raise £74.80 for the STV's 'Text Santa' appeal, a initiative that supports a range of worthy causes including Mari Currie Cancer Research and Alzheimer's Charities.



Taynuilt's Africa Project

During the first part of the Spring Term, Taynuilt Primary School's Interdisciplinary Project used the theme of Africa to bring together skills and capacities from a range of subject areas. By developing and using literacy skills to research and present information about African Geography, culture, flora and fauna, as well as enterprise and numeracy skills to raise money for the Pelandaba Orphan's Charity which pays for Zimbabwean orphans to go to school.

Pupils across the school worked together to create a better sense of school community and created fantastically executed pieces of artwork in a variety of media.

As well as raising over £900 for the charity, the children further developed a sense of the hardships that young people in other parts of the world face and how we can each take a part in making the world a better place.

The project had the benefits of helping develop pupil's confidence, sense of responsibility and ability to find and report information. They also developed a better knowledge of how to design and run fundraising events.



Mary's Meals at Lochnell Primary School



This academic session, the children at Lochnell Primary School welcomed visitors from the Charity, Mary's Meals who showed the boys and girls some of the ways that the charity helped people across the world. They learnt that £12 could help feed a child for a whole year and decided that they would like to help as many children as possible. They used the annual Nativity play as the opportunity and children organised a silver collection and special raffle and raised £247.66 and after a few calculations realised that they had raised enough money to feed 20 children throughout 2015.

This was a great example of self-motivated children taking a lead in charitable works.

Teaching and Learning

Learning Contexts

Themed Learning Weeks at Lismore Primary School

At various planned times of the year, entire weeks are given over to short life interdisciplinary projects at Lismore Primary School. Two such weeks so far this year have been 'USA Week' and 'Roman Week' where children have learnt and developed skills and knowledge in core curricular areas as well as learning factual information about the themed topic.

During USA Week, children used a variety of sources from books and the internet to research facts about the USA. They used literacy skills to find and interpret information, numeracy skills to understand data (such as population densities and currency rates) and design skills to present the facts in fun and interesting ways. One such outcome was the creation of USA Top Trump Cards that can be played to have fun and revise key pieces of knowledge and the creation of films which demonstrated the pupils' ability to perform and report as well as handle the technical aspects of media creation. The



culmination of the week was a Thanksgiving Celebration where the children learnt about the history of the founding of the USA.

In Roman Week, the focus turned to classical history, civilisations and Roman Mythology. The culmination was the children performing the Roman legend of Androcles and the Lion at the North Lorn Drama Festival. During the week the children learnt about many aspects of Roman life including the language, food, the Army and even bathing habits, allowing them to make comparisons between the life of Roman children and their own. In learning some Latin words and phrases, the pupils were able to explore the origins of modern English words and their meanings

and translating simple Latin texts into English enhanced their own writing skills. The children learnt about the science and methods of archaeology, giving them an insight into how real historians discover the secrets of the past.

Dalmally pupils draw inspiration from accomplished illustrators

Earlier in the school year, the BBC hosted an 'Authors Live Event' featuring illustrator and author, Nick Sharrat (famed for his illustrations of Jacqueline Wilson's books). Many schools in the area took part in the event and created drawings in Nick's style following on-line demonstrations and the BBC featured efforts from some OLI schools on their website. After the Author's Live event, Dalmally invited another illustrator, Tom Heard, to come to the school and work with the pupils. He helped the children build upon their growing drawing skills by showing them new techniques. It was really helpful in the children's learning in art, but the visit and Authors Live event also gave an insight into some of the avenues open to young people who want to develop a career in the arts as well as acting as genuine inspiration to all of the pupils.

Iona Primary Pupils Get Political

Building upon last year's overarching Learning Theme, 'Scotland Then and Now', and taking advantage of the huge level of interest in the Independence Referendum, Iona primary school decided to develop children's literacy skills and knowledge of social studies by holding their very own referendum.

The upper primary had to convince the lower primary which way to vote. They designed leaflets and researched the campaign promises and then we had a hustings and a ballot with Councillor Mary Jean Devon acting as the Presiding Officer and counting the returns.

Ms Devon said she was very impressed with the children's ability to articulate and debate political ideas whilst respecting each other's point of view. On an earlier visit, MSP Jean Urquart took part in a debate with the children and she said of P1, "The youngest pupil defined the referendum superbly well, and the range of questions and argument was very well articulated.

I really enjoyed the visit. "

Katherine Elwis (Iona Primary School's Headteacher) said, "The day was exciting and tense and it just goes to show what Primary School children can do when you have high expectations. The pupils' debating ability also stems from the embedding of Philosophy skills throughout the school."

The project helped develop core skills as well as respect for one another and the ability to see both sides of a contentious point.



Cooperative Learning meets History at Park Primary School

Earlier in the school year, children from Primaries 2 and 3 at Park Primary School used the context of learning about castles to develop literacy, social and team-working skills. The Topic of 'Castles' is a traditionally popular one for children in Primary schools, but more than ever, teachers are skilled at using traditional topics to frame learning opportunities in a range of curricular and key skill areas. The children at Park used a learning technique called 'Cooperative Learning' which provides a very structured way for children to work, and learn, together. Each member of a learning team brings their own skills and knowledge so that the whole becomes greater than the sum of its parts – children are genuinely interdependent.

After using Cooperative Learning in class to examine a range of castles and the structure of local Dunstaffnage Castle, children visited the site allowing them to identify the structures of the castle and the purpose each part of it was designated to. The children also really enjoyed merging their new knowledge with imagination to describe what life might have been like for those living in the castle hundreds of years ago.



Teaching and Learning

Creative Arts in Schools (CAST)

Dalmally and Dunbeg sign up for samba.

The rhythmic sound of surdo drums, agogo bells, tamborims and ganza shakers playing together will be heard throughout school grounds during the spring and summer terms. A Youth Music Initiative music practitioner is leading various sessions in school prior to delivering a performance. They are focussing on teaching samba rhythms using a range of Brazilian instruments. The children will have the opportunity to increase their listening and playing skills, and work collaboratively to create interesting and fun compositions. The session leaders ensure the experience is lively, fun and enjoyable.

The annual samba drumming project for p5-7 is delivered by a music specialist, focusing on rhythm using Brazilian percussion instruments. In the last week of the block the children will have an opportunity to perform either to other pupils or an invited local audience.

The sessions comprises a consecutive six week block of approx 1 hour-long sessions (depending on numbers) programmed to fit the school's timetable between January and June 2015.

Playing samba increases pupils' playing and listening skills whilst taking part in collaborative music making giving pupils a chance to enjoy the pleasure of performance in a collective music situation. This project has often been expanded to include a rich variety of cross-curricular CfE opportunities inc. expressive arts, social studies and languages.

It is funded by Creative Scotland Youth Music Initiative funding which is an annual grant that the council's music service receives to enable delivery of music to P5. It is a targeted fund for Scotland's 32 local authorities with £8 million being distributed based on a Scottish Government formula.

Primary 7/6 at Dalmally took part in 6 weeks of Samba Drumming Lessons with Instructor Jenny England. On the last week it was over to the pupils for SHOWTIME and they showcased their newly acquired skills to the rest of the school and their parents. Pupils certainly developed confidence and musical talent!



School Contacts:

School	Contact	Position	Address	Phone No.
Achaleven Primary	Sharon Burt	Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Julie Watson	Acting Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Susan Hawkes	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Elaine Campbell	Acting 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 with 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 (Joint Headship with Craignish Primary)	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 (Joint Headship with Ulva Primary)	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 with Easdale)	Isle of Luing, PA34 4TY	01852 314245
Park Primary	Gillian Carney	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	Caroline Fothergill	Acting 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	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soroba Road, Oban, PA34 4SB	01631 568092/ 568090
Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Jaqueline McLarty	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	Pauline Inglis	Head Teacher (Joint Headship with Lochdonhead)	Ulva Ferry, Isle of Mull, PA73 6LT	01688 500246

ARGYLL AND BUTE COUNCIL

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

CUSTOMER SERVICES

10 JUNE 2015

AREA SCORECARD FQ4 2014-15

1 Background

- 1.1 This paper presents the Area Scorecard, with exceptional performance for financial quarter 4 of 2014-15 (January – March 2015). 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**

Jane Fowler
Head of Improvement & HR

For further information, please contact:

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



Oban, Lorn and the Isles Area Scorecard

FQ4 14/15

Environment

	Target	OL&I	Council
Car Parking income to date - OL&I	£ 732,321	£ 658,799 R ↑	£ 883,008
Dog fouling - number of complaints LORN		31 ↓	147
Dog fouling - number of complaints MULL		0 ↑	
Dog fouling - number of fines issued LORN		0 →	5
Dog fouling - number of fines issued MULL		0 →	
LEAMS - OL&I Lorn	73	74 G ↑	80
LEAMS - OL&I Mull	73	81 G ↑	
No of Complaints ref Waste Collection - OL&I Lorn			
No of Complaints ref Waste Collection - OL&I Mull			

Economy

	Target	OL&I	Council
CC1 Affordable social sector new builds - OL&I	0	0 G ↓	14
% of Pre-App Enquiries Processed in 20 working days in OL&I	75.0 %	79.8 % G ↑	84.4 %
NEW All Local Planning Apps: Ave no of Weeks to Determine - OL&I	12.0 Wks	10.0 Wks G ↑	9.7 Wks
NEW Householder Planning Apps: Ave no of Weeks to Determine - OL&I	8.0 Wks	6.8 Wks G ↑	6.6 Wks

Adult Care

	Target	OL&I	Council
OL&I - No of LD Cases		86 →	372
OL&I - Number of SM Clients		115 ↓	458
OL&I - Total no of MH Clients		42 ↓	229
Colonsay - % of Older People receiving Care in the Community - In Year	80.0 %	100.0 % G →	81.2 %
Mull & Iona - % of Older People receiving Care in the Community - In Year	80.0 %	93.3 % G ↑	
Oban - % of Older People receiving Care in the Community - In Year	80.0 %	82.0 % G ↓	
Tiree & Coll - % of Older People receiving Care in the Community - In Year	80.0 %	100.0 % G →	

Children & Families				<i>Target</i>	<i>OL&I</i>	<i>Council</i>
CA12 OL&I - Total No LAAC					22 →	123
CA17 OL&I - No of External LAAC					1 →	7
CA25 OL&I - % Reviews of LAAC Convened within Timescales				85 %	97 % G ↓	94 %
CP16 OL&I % of Children on CPR with a completed CP plan				96 %	100 % G →	80 %
CABD53 OL&I - Open Cases - children with disability					34 →	119
CP5 OL&I - No Children on CPR					3 ↓	23
Education				<i>Target</i>	<i>OL&I</i>	<i>Council</i>
HMIE positive School Evaluations - OL&I Sec				75 %	100 % G ↑	100 %
% positive destinations	Oban High	ACY 13/14		93 % ↓		
% positive destinations	Tiree High	ACY 13/14		100 % →	91.0 %	
% positive destinations	Tobermory High	ACY 13/14		91 % ↓		
% 5+ SCQF level 6	Oban High	ACY 13/14	12.00 %	11.00 % R ↑		
% 5+ SCQF level 6	Tiree High	ACY 13/14	12.00 %	0.00 % R →	13 %	
% 5+ SCQF level 6	Tobermory High	ACY 13/14	12.00 %	17.39 % G ↑		
School % unauthorised absence				Oban High	4.6 % ↑	
School % unauthorised absence				Tiree High	3.6 % ↑	1.7 %
School % unauthorised absence				Tobermory High	1.0 % ↑	
Roads & Street Lighting				<i>Target</i>	<i>OL&I</i>	<i>Council</i>
% road area resurfaced/reconstructed - OL&I				FY 13/14 2.04 %	1.59 % R ↑	1.95 %
% road area surface treated - OL&I				FY 13/14 4.89 %	2.23 % R ↓	2.02 %
% Cat 1 road defects repaired timeously - OL&I				90 %	93 % G ↑	96.3 %
Street lighting - % OL&I faults repaired within 7 days					93 % ↓	94 %

Success Measure	Target FQ4 14/15	Actual FQ4 14/15	Traffic Light	Trend	Comments
% Cat 1 road defects repaired timeously A&B	90%	96%	Green	Ascending	<p>No of Cat 1 defects reported – 54. No of Cat 1 defects completed within the allocated period – 52.</p> <p>The overall percentage of Cat 1 defects attended to within the allocated 5 day time period remains at a high level of 96% (93.5% last quarter). The overall number of Cat 1 defects reported in the fourth quarter of 54, although an increase since the last quarter, this figure compares favourably with 120 recorded for the same period last year – this is perhaps reflective of the milder weather conditions experienced over the recent winter period, or perhaps, reflects a general overall improvement in road condition.</p> <p>Figures for the Areas are as follows:-</p> <p>Bute and Cowal – 100% Helensburgh and Lomond – 83% Mid Argyll, Kintyre and Islay – 100% Oban Lorn and the Isles - 93%</p>
LEAMS - OL&I Lorn	73	74	Green	Ascending	<p>The level of performance in the street cleanliness operations is improving within the area. There are a number of factors contributing to this, one being that for a considerable period of time there were two employees absent long term, the position has now improved, also, the introduction of the pedestrian mechanical street sweeping machine.</p>

Success Measure	Target FQ4 14/15	Actual FQ4 14/15	Traffic Light	Trend	Comments
Car Parking income to date - OL&I	£659K	£732K	Red	Ascending	The recent turnover of staff within the Amenity Services Enforcement Wardens has restricted the back up to the Amenity Wardens enforcing on-street and off-street parking.
CA25 OL&I - % Reviews of LAAC Convened within Timescales	85%	97%	Green	Descending	<p>This has been investigated. Out of 48 reviews 2 were outwith time scales. This was due to exceptional circumstances within the OLI Area Team in which key staff were unavailable due to a combination of reasons e.g. extended annual leave social worker and Team Leader vacancies.</p> <p>Temporary staff are in the process of being recruited which will enable improvement in the next FQ.</p>

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OBAN, LORN AND THE ISLES ECONOMIC DEVELOPMENT ACTION PLAN 2015/16

1. EXECUTIVE SUMMARY

1.1 The purpose of this paper is to provide an update for the Oban, Lorn and the Isles Area Committee on the preparation of the Oban, Lorn and the Isles Economic Development Action Plan (EDAP), 2015/16.

1.2 The following recommendations are for consideration:

- The Oban, Lorn and the Isles Area Committee notes the content of this paper.
- The Oban, Lorn and the Isles Area Committee agrees to the revised timescale for the preparation of the Oban, Lorn and the Isles Economic Development Action Plan, 2015/16.
- The Oban, Lorn and the Isles Area Committee agrees that the Oban, Lorn and the Isles Economic Development Action, 2015/16 (as an ongoing working document) is discussed and endorsed by the Area Committee at the meeting in August 2015.

OBAN, LORN AND THE ISLES ECONOMIC DEVELOPMENT ACTION PLAN 2015/16

2. INTRODUCTION

- 2.1** The purpose of this paper is to provide an update for the Oban, Lorn and the Isles Area Committee on the preparation of the Oban, Lorn and the Isles Economic Development Action Plan (EDAP), 2015/16.

3. RECOMMENDATIONS

- 3.1** The Oban, Lorn and the Isles Area Committee notes the content of this paper.
- 3.2** The Oban, Lorn and the Isles Area Committee agrees to the revised timescale for the preparation of the Oban, Lorn and the Isles Economic Development Action Plan, 2015/16.
- 3.3** The Oban, Lorn and the Isles Area Committee agrees that the Oban, Lorn and the Isles Economic Development Action, 2015/16 (as an ongoing working document) is discussed and endorsed by the Area Committee at the meeting in August 2015.

3. DEVELOPMENT AND PREPARATION OF THE OBAN, LORN AND THE ISLES EDAP

- 3.1** A workshop session was held in Oban, on Wednesday, 13th May 2015 to discuss the required specific, measurable, achievable, realistic and timebound (SMART) actions and success measures for inclusion in the Oban, Lorn and the Isles Economic Development Action Plan, 2015/16.
- 3.2** From a list of 63 invited elected members and Community Planning Partners, a total of 13 individuals were able to attend, including the Director, EKOS Economic and Social Development consultants who facilitated the session. The turnout did not detract from having a focused discussion on a variety of issues.
- 3.3** From the issues discussed during the workshop it is clear that the Oban, Lorn and the Isles Economic Development Action Plan, 2015/16 requires the inclusion of a lead organisation and responsible person/post for ensuring that the in-year actions are delivered in order to achieve the proposed success measures. Therefore, additional preparation time is now required to work up specific actions with partner organisations that were unable to be present on 13th May.
- 3.4** Furthermore, the Council's Strategic Management Team has also requested that they have an opportunity to input to the area-based EDAPs. This process will take place during June 2015, to ensure the Oban, Lorn and the Isles EDAP is recirculated to all partners and stakeholders for further comment prior to the submission of the plan and a supporting paper on Monday, 20th July for discussion at the pre-agenda meeting on Wednesday, 29th July 2015.

4. CONCLUSION

- 4.1** Oban, Lorn and the Isles Area Committee notes the content of this report and agrees with the revised timescale proposed.

5. IMPLICATIONS

5.1 The implications for the Oban, Lorn and the Isles Area Committee are as outlined in **Table 5.1** below.

Table 5.1: Implications for the Oban, Lorn and the Isles Area Committee	
Policy	The Oban, Lorn and the Isles EDAP 2015/16 (and subsequent in-year plans) must align and adhere, as appropriate, to the overarching EDAP, 2013-2018, Local Development Plan and the SOA Local/SOA Delivery Plans.
Financial	The Oban, Lorn and the Isles EDAP will ensure that the area's resources are allocated efficiently and effectively with regard to the economic development priorities and ambitions for Oban, Lorn and the Isles. There will need to be annual consideration of best alignment between resources and priorities.
Legal	All legal implications at project level will be taken into consideration.
HR	The Oban, Lorn and the Isles EDAP priorities will be resourced in terms of staff time in the context of the Council's annual service planning process and through shared staff resource discussions with Community Planning Partners.
Equalities	The Oban, Lorn and the Isles EDAP will comply with all Equal Opportunities policies and obligations.
Risk	If the Oban, Lorn and the Isles EDAP for subsequent financial years (2015/16 onwards) is not approved, then there will be no clear focus on or understanding of the economic development activities, and the associated resources, that will have the greatest beneficial economic impact for the area over the next three financial years.
Customer Service	The Oban, Lorn and the Isles EDAP will provide internal and external customers with a clear articulation of the key priorities for developing the Oban, Lorn and the Isles economy, thereby facilitating focus, effective resource planning and partnership working at the local level.

For further information contact:

Fergus Murray, Head of Economic Development and Strategic Transportation, tel: 01546 604293.
Ishabel Bremner, Economic Development Manager, tel: 01546 604375.

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ARGYLL AND BUTE COUNCIL**OBAN, LORNE AND THE ISLES****DEVELOPMENT AND
INFRASTRUCTURE SERVICES****10 JUNE 2015**

FERRY UPDATE AND THE INTRODUCTION OF ROAD EQUIVALENT TARIFF (RET)

1.0 EXECUTIVE SUMMARY

Argyll and Bute Council owns 39 piers and harbours throughout the region which are an asset to the Council and generate considerable revenue. Whilst dues are received from the ferry and tenders from visiting cruise ships, it is known that certain other tourism operators use the Iona slipway and have not paid any berthing dues. To maximise the income generated by the piers and harbours consideration should be given to options for the collection of all berthing dues at these unmanned piers.

The refurbishment of Iona slipway was completed on 22 May which has been achieved within budget and within timescale. The project was initiated to ensure that the lower section of the slipway did not disconnect from the upper section and fall into the sea. Both sections are now secured but further work will be required in the future to repair some of the upper section which is damaged due to wear and tear. This damage is outwith the remedial work that has been completed and was never part of that project.

The introduction of Road Equivalent Tarrif (RET) on the ferry routes to the Isle of Mull is expected to increase the numbers of visitors to the island. Whilst the Isle of Mull is expecting an equivalent welcome increase in the numbers of tourists, there are implications and challenges to the existing infrastructure that will need to be overcome. A comparison of fares to the two islands is shown at the Appendix.

2.0 INTRODUCTION

2.1 Road Equivalent Tarrif (RET) is a distance based fares structure which underpins the Scottish Government's commitment to providing one single overarching fares policy across Scotland's entire ferry network. Following a progressive roll out, RET will be continued on all of the remaining ferry routes in the Clyde and Hebrides ferry services network in October 2015. RET may be seen to have implications for the Isle of Mull.

3.0 RECOMMENDATIONS

3.1 That the OLI Committee notes the report.

4.0 DETAIL

Fees and Charges

- 4.1 Argyll and Bute Council owns 39 piers and harbours throughout the region which are an asset to the Council and generate considerable revenue. However whilst use of these piers and harbours can be monitored in places where there are pier and harbour staff, that is employees of the Council, it is much harder to ensure that berthing dues are paid to the Council when a pier is unmanned. Iona slipway is a good example. Whilst dues are received from the ferry and tenders from visiting cruise ships, it is known that certain other tourism operators use the slipway and have not paid any berthing dues. To maximise the income generated by the piers and harbours consideration is being given to options for the collection of all berthing dues at these unmanned piers.

Iona Slipway

- 4.2 The refurbishment of Iona slipway was completed on 22 May which has been achieved within budget and within timescale. The project was initiated to ensure that the lower section of the slipway did not disconnect from the upper section and fall into the sea. Both sections are now secured but further work will be required in the future to repair some of the upper section which is damaged due to wear and tear. This damage is outwith the remedial work that has been completed and was never part of that project.

RET

- 4.3 The introduction of RET pricing has seen a significant increased demand on the Ardrossan to Brodick ferry service. It is anticipated that a similar increase in demand will be seen on the services to the Isle of Mull. A comparison of fares pre and post RET to the two islands is shown at the Appendix. Of note is the Oban to Craignure service showing a reduction in a car fare from £33 down to £13.
- 4.4 **IMPLICATIONS FOR THE ISLE OF MULL.**
Whilst the impact of RET on the Isle of Mull can be seen to be generally advantageous, the increase in traffic will bring some significant challenges.
- 4.5 **CRAIGNURE PIER.**
Transport Scotland published their Scottish Ferries Plan in December 2012 and as part of their strategy it is envisaged that there will both be a vessel replacement programme and a commitment to deploy two vessels on the Oban to Craignure route. The second vessel may be significantly larger, which may impact on the pier infrastructure at Craignure and may necessitate an upgrade to enable that facility to be able to accommodate a larger vessel. A project team has been formed with representatives from Transport Scotland, Caledonian Macbrayne, Caledonian Maritime Assets Ltd and Argyll and Bute Council to investigate the feasibility of deploying a larger vessel on this route. This team will investigate designs that will offer the flexibility to accommodate a range of vessels.
- 4.6 **WIDER INFRASTRUCTURE IMPACTS.**

Caledonian Macbrayne and Transport Scotland are producing volume estimates of the increase in traffic on the ferry service which may impact on the wider infrastructure in Mull including the road system, capacity of car parks, the capacity of the marshalling areas at Craignure as well as social and economic impacts to the island community. However it is assessed that traffic to Mull is down by about 30% compared to that seen 10 years ago when visitor numbers peaked as a result of the Balamory affect, implying that the island may already have some capacity for an increase in trade.

4.7 ONGOING LIAISON.

As well as continual liaison with this committee, the effects of RET and the economic benefits that it brings will be discussed with Area Committees and Community Councils.

5.0 CONCLUSION

5.1 Planned repairs to the Iona slipway have been completed. Further consideration is now being given to maximising berthing dues earned from this pier.

5.2 The introduction of RET pricing has seen a significant increase in the volume of traffic to the Isle of Arran. It is envisaged that a similar increase in traffic be expected to the Isle of Mull.

5.3 The economic and social benefits brought by RET to the island is to be welcomed, but it also brings some challenges to the infrastructure, particularly to the Isle of Mull that will need to be carefully managed to ensure maximum benefits.

6.0 IMPLICATIONS

6.1	Policy	Improvements to ferry services and harbours supports the Single Outcome priority for infrastructure that supports economic growth and in particular the aim of improving transport onnetivity across Argyll and Bute.
6.2	Financial	Unknown but possible cost implications to the Council if upgrades to infrastructure are required.
6.3	Legal	None
6.4	HR	None.
6.5	Equalities	None.
6.6	Risk	Major increase in traffic does not materialise.
6.7	Customer Services	Positive impacts to the local community of Mull.

Executive Director of Development and Infrastructure

Policy Lead: Alastair MacDougall.

**For further information contact: Clive Hayward, Marine Operations Manager
(01546604532)**

APPENDIX 1

Comparison of Fares

A comparison of fares to the Isle of Mull is shown in the table below:

Island	Route	RET Passenger Fare	Pre-RET Passenger Fare	RET Car Fare	Pre-RET Car Fare
Mull	Oban-Craignure	£3.45	£4.55	£13.00	£33.00
Mull	Lochaline-Fishnish	£2.35	£3.30	£6.90	£14.45
Mull	Fionnphort-lona	£1.70	£3.65	£6.05	
Mull	Tobermoray-Kilchoan	£2.65	£5.30	£8.40	£27.25

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ARGYLL AND BUTE COUNCIL
DEVELOPMENT & INFRASTRUCTURE
SERVICES

OBAN, LORN & THE ISLES AREA
COMMITTEE
10 JUNE 2015

TRAFFIC MANAGEMENT AND PARKING REVIEW UPDATE

1.0 EXECUTIVE SUMMARY

A report was presented to Members at the April Area Committee to provide some background information in relation to the parking review process and a further update provided to the May Business Day meeting. This report confirms details of the issues put forward at the parking review workshop for the Oban, Lorn and The Isles Area held earlier in the year; it also provides an overall programme for the review and consultation process.

Given the introduction of DPE and the introduction by the Council of a Parking Policy last year, now is the ideal time to review parking which is being carried out in each of the four areas.

RECOMMENDATIONS

It is recommended that Members note this report and approve consultation to Community Councils and stakeholders.

ARGYLL AND BUTE COUNCIL
DEVELOPMENT & INFRASTRUCTURE
SERVICES

OBAN, LORN & THE ISLES AREA
COMMITTEE
JUNE 2015

TRAFFIC MANAGEMENT AND PARKING REVIEW UPDATE

2.0 INTRODUCTION

This report provides a summary of the various issues raised by Members at the parking review workshop held earlier this year; it also provides an overall programme for the parking review and consultation process.

3.0 RECOMMENDATIONS

It is recommended that Members note this report and approve consultation to Community Councils and stakeholders.

4.0 DETAIL

Parking Review:–

4.1 Members will be aware that a review of car parking, throughout Argyll and Bute, is currently being progressed. This process involved holding a series of workshop meetings, with Members and Officers, to discuss local parking-related issues in all four areas of Argyll and Bute.

4.2 At the Oban, Lorn and The Isles car-parking workshop held earlier this year, various aspects of parking in the area were discussed, both on-street and off-street parking. Parking provision and related demand was considered in some detail. The workshop was held under the framework of the Councils parking policy approved last year.

4.3 The overall parking review programme is as follows:-

- This report contains a list of proposals for consultation in the attached appendix.
- With Members' approval, a consultation document, outlining proposals, will be produced and circulated to Members prior to it being widely distributed to the public seeking views. The leaflet will also be forwarded to Community Councils and other stakeholders for comment.
- Following the consultation process, a final report will be presented to the October Area Committee with returned comments and recommendations.
- Finally, traffic orders will be processed as part of the legal process.

4.4 Following implementation of any changes, a review will be carried out to ensure any alterations have had a desired and positive effect.

5.0 CONCLUSION

This report provides an update to Members on traffic management issues and the on-going parking review in Oban, Lorn and The Isles.

6.0 IMPLICATIONS

- | | | |
|-----|------------|---|
| 6.1 | Policy | Parking Policy 2014 |
| 6.2 | Financial | Any physical work required to be carried out on the roads network, i.e. signing and lining, will be funded by the roads revenue budget. |
| 6.3 | Legal | Traffic Regulation Orders will be implemented as necessary. |
| 6.4 | HR | None |
| 6.5 | Equalities | None |
| 6.6 | Risk | Safer roads for all road users. |
| 6.7 | CS | None |

Executive Director of Development and Infrastructure

Head of Roads & Amenity Services Jim Smith
May 2015

For further information contact: Aileen Simpson, Traffic and Development Manager, Tel: 01546 604653

Appendix 1 – Draft list of parking proposals discussed at the Working Group Meeting.

Appendix

Appendix 1

Parking Proposals for Consultation:-

- On street charges to be amended to enable part hour payments to be made (same hourly rate but payment available in 15 min increments).
- Model cost implications of reversing Sunday charging – make free on street and charge off street up to 1200 noon to make it attractive for vehicles to be left on street, in bays, Saturday night for collection later Sunday.
- Permits for district nurses – issue only to NHS cars with condition that they are on duty and requiring to park. Permits to be offered at a charge to cover administration.
- Tobermory and Fionnphort - off street car parks to be proposed as charging – additional demand following RET therefore need to better manage parking on Mull to ensure turnover of spaces. Fionnphort car park to be extended subject to available land.
- 13 new parking machines are being installed as part of a rolling programme.
- Revise the parking restrictions at Lochavullin car park to 4 hours free, no return in 24 hours (currently 24 hour free). This has been proposed to create a turnover in parking provision.
- Car park at Atlantis Leisure – time limit to restrict medium to long term parking. Public access road to have the single yellow upgraded to double yellow.

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ARGYLL AND BUTE COUNCIL**OBAN, LORN AND THE ISLES****AREA COMMITTEE****CUSTOMER SERVICES****10th JUNE 2015**

TOWN TWINNING

1.0 EXECUTIVE SUMMARY

The Council policy on town twinning was last reviewed in 2008, at which time it was resolved that the policy in relation to formal links remain unaltered. Recently there has been a request from Gorey to “rejuvenate” the existing link with Oban, and there have been two informal approaches made about potential new twinning links between Oban and communities in France.

Members are asked to note the current position with regard to town twinning and consider whether the Area Committee should undertake dialogue with Gorey with a view to rejuvenating the existing twinning links by developing economic, social and cultural themes of benefit to both areas by developing economic, social and cultural themes of benefit to both areas.

TOWN TWINNING

1.0 SUMMARY

- 1.1 The Council policy on town twinning was last reviewed in 2008, at which time it was resolved that the policy in relation to formal links remain unaltered. Recently there has been a request from Gorey to “rejuvenate” the existing link with Oban, and there have been two informal approaches made about potential new twinning links between Oban and communities in France.

2.0 RECOMMENDATION

- 2.1 Members are asked to note the current position with regard to town twinning and consider whether the Area Committee should undertake dialogue with Gorey with a view to rejuvenating the existing twinning links by developing economic, social and cultural themes of benefit to both areas.

3.0 DETAIL

- 3.1 The Council policy on town twinning was last reviewed by the Economy Policy and Performance Group, at the request of the Executive, in March 2008. At that time the PPG resolved that the policy in relation to formal links remain unaltered. They also resolved that if an Area Committee wished to establish any additional informal twinning link, they should do so without any staff or financial resource from the Council. Oban, Lorn and the Isles Area Committee noted this recommendation in April 2008.
- 3.2 The formal links which are in place for Oban Lorn and the Isles are with Gorey, and also with Laurinburg in the United States, though the Laurinburg link is principally between Oban High School and the education authority in America.
- 3.3 The Council currently has a small revenue account for twinning activities which consists of approximately £5000. The agreed practice has been that £2500 is retained centrally and accessed to support the most active twinning link between Mid Argyll, Kintyre and the Islands Area Committee and Amberg Sulzbach and that the remaining £2500 be divided equally between the other 3 Area Committees.
- 3.4 Members will recall that in 2014 a request was made for a potential twinning visit to be made to Oban by Gorey Town Council in May as there were imminent changes about to take place in local government in Ireland, and the Gorey Town Council would cease to exist with effect 2nd June 2014. Although the members of the Oban Lorn and the Isles Area

Committee agreed to such a visit other pressures meant that it did not in fact go ahead. There have been recent communications from Gorey requesting that dialogue be undertaken with a view to rejuvenating the existing twinning link between the 2 towns and placing the arrangements on a sound basis for the future.

- 3.5 There have also recently been 2 approaches made to the Council about potential new twinning links with Oban. A couple left their email details at the service point in Oban and asked that contact be made with them to explore the possibility of a twinning link with their home town in France. No further details are available at this time, but contact has been made requesting that information on the type of locality and reasons for twinning with Oban be forwarded. Additionally, an approach has been made by a Mr Christian Godart requesting that Oban consider twinning with his home town of Portiragnes in the Herault department in the South Of France. Mr Godart notes in his communication that Portiragnes is a town with 3,200 inhabitants where the main economic activity has traditionally be winegrowing, but over the past 20 years a beach resort has been developed which brings a strong tourist trade to the area, with the population growing to 32,000 in the summer months. Mr Godart feels that a twinning link with Oban would promote both areas as tourist destinations and allow cultural and historical links to be developed.
- 3.6 Members were made aware of both of these approaches at the January 2015 Business meeting, at which time it was agreed that the Gorey matter should be discussed, and that in regards the potential for links to new communities to be made, BID4OBAN should be approached and invited to discuss with Cllrs Robertson and Maclean a possible way of taking this forward in partnership. BID4OBAN staff have been approached in this regard, but due to pressing matters at their most recent Board meeting this item was not discussed, and a response to the suggestion of working in partnership with the Council is still awaited.
- 3.7 Wexford County Council have now written formally to the Council indicating their unanimous agreement at a recent meeting to seek opportunities to build on the long standing twinning arrangement which exists between Oban and Gorey, in particular by developing a platform for information exchange across economic, social and cultural themes to benefit both areas.

4.0 CONCLUSION

- 4.1 Oban has an existing twinning link with Gorey, though there have not been active visits for some time. The Council is now in receipt of a formal letter seeking agreement to build on that long standing arrangement by developing economic, social and cultural themes of benefit to both areas. Members are asked to consider this formal request. Members are further asked to note that a response from BID4OBAN is awaited in regards the possibility of progressing links with new communities in partnership with that group.

5.0 IMPLICATIONS

Policy: Consistent with the Council's policy on twinning

Financial: Links with Gorey can be provided within available budget , there is no budget provision for new links
Legal: None
HR: None
Equalities: None
Risk: None
Customer Service: None

Executive Director of Customer Services
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