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Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Customer Services
Executive Director: Douglas Hendry

28 May 2015

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 4 JUNE 2015** at **10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director - Customer Services

BUSINESS

1.   **APOLOGIES FOR ABSENCE**

2.   **DECLARATIONS OF INTEREST**

3.   **MINUTES**
     Community Services Committee 12 March 2015 (Pages 1 - 8)

4.   **PERFORMANCE REPORT FQ4 2014-2015**
     Report by Executive Director – Community Services (Pages 9 - 20)

5.   **INSIGHT PROGRESS UPDATE**
     Report by Executive Director – Community Services (Pages 21 - 36)

6.   **DEVELOPING SCOTLAND'S YOUNG WORKFORCE**
     Report by Executive Director – Community Services (Pages 37 - 72)

7.   **ADDITIONAL SUPPORT NEEDS REVIEW UPDATE**
     Report by Executive Director – Community Services (Pages 73 - 80)

8.   **PROVISIONS OF THE EDUCATION (SCOTLAND) BILL**
     Report by Executive Director – Community Services (Pages 81 - 86)

9.   **EDUCATION STANDARDS AND QUALITY REPORT 2013/14**
     Report by Executive Director – Community Services (Pages 87 - 128)

COMMUNITY SERVICES COMMITTEE

Contact: Fiona McCallum   Tel: 01546 604392

MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD on THURSDAY, 12 MARCH 2015

Present:	Councillor John Armour	Councillor Aileen Morton
	Councillor Rory Colville	Councillor Douglas Philand
	Councillor Robin Currie	Councillor Elaine Robertson
	Councillor George Freeman	Councillor Isobel Strong
	Councillor Donald Kelly	William Crossan
	Councillor Neil MacIntyre	William Marshall
	Councillor Robert E Macintyre	Alison Palmer
	Councillor James McQueen	

Also Present: Councillor Michael Breslin

Attending: Cleland Sneddon, Executive Director – Community Services
Ann Marie Knowles, Head of Education
Donald MacVicar, Head of Community and Culture
Jim Robb, Head of Adult Care
Tricia O'Neill, Central Governance Manager
Pamela MacLeod, Project Manager – Self Directed Support
Anne MacColl-Smith, Service Commissioning Manager
Kathryn Wilkie, Quality Improvement Officer
Helen MacLeod, Development Officer
Graeme Greenhill, Senior Manager, Audit Scotland

Councillor Aileen Morton, Policy Lead for Education, Lifelong Learning and Strategic IT Services, took the Chair at this point.

1. **APOLOGIES FOR ABSENCE**

   Apologies for absence were intimated from Councillors Mary-Jean Devon, Anne Horn, John McAlpine and Alistair MacDougall.

2. **DECLARATIONS OF INTEREST**

   There were no declarations of interest.

3. **MINUTES**

   a) The Minute of the Community Services Committee held on 11 December 2014 was approved as a correct record.

   b) The Minute of the Special Community Services Committee held on 12 January 2015 was approved as a correct record.

4. **ACCOUNTS COMMISSION - SCOTTISH SCHOOL EDUCATION REPORT**

   Graeme Greenhill of Audit Scotland presented to the Committee the key findings from an Accounts Commission Audit on Scottish School Education and outlined some key features of education in Argyll and Bute including attainment, expenditure and elected

Member scrutiny and responded to a number of questions arising from his presentation. The Commission's Audit assessed how efficiently and effectively Councils were using their resources to maximise pupil achievement in schools and the report outlined nine recommendations which were intended to support further progress and would involve Councils working closely with key stakeholders.

Decision

The Committee:-

1. noted the key findings and recommendations contained within the Accounts Commission report on Scottish Schools Education and that a copy of the Audit Scotland presentation would be circulated to all Members of the Committee;

2. requested that a report be brought back to a future meeting of the Community Services Committee advising on performance monitoring and tracking in relation to P1 – S3 pupils and progress with the National Outcomes Framework; and

3. requested that a report be brought to the Community Services Committee in June 2015 detailing the expenditure profile of the Council's Education Service.

(Reference: Report by Executive Director – Community Services dated 12 March 2015 and Accounts Commission report – Scottish School Education dated June 2014, submitted)

Councillor Elaine Robertson left the meeting at 11.45 am during consideration of the foregoing item.

5. **ADDITIONAL SUPPORT NEEDS REVIEW**

Consideration was given to a report which provided information to elected Members of the proposed review of Additional Support Needs (ASN) provision by Education Services and outlined the proposed review methodology, timescales and engagement.

Decision

The Committee agreed:-

1. to endorse the approach being taken by Education Service in taking forward the review of Additional Support Needs;

2. to endorse that Education Services progress an ASN review as outlined in paragraphs 5.2 – 5.6 of the Executive Director's report; and

3. to request that Education Services presents a progress report for consideration at the Community Services Committee meeting in June 2015.

(Reference: Report by Executive Director – Community Services dated 12 March 2015, submitted)

6.   OPPORTUNITIES FOR ALL AND YOUTH EMPLOYMENT

Consideration was given to a report which provided an update to elected Members on the initial School Leaver Destinations Report for Argyll and Bute for 2013/2014.

Decision

The Committee agreed:-

1. to endorse the actions of Education Services and their partners in progressing Opportunities for All and Youth Employment;

2. to support the actions being taken by the Opportunities for All partner agencies as detailed at paragraph 6.2 of the Executive –Director's report;

3. that a progress report is presented to the Community Services Committee in June 2015; and

4. to request that the Executive Director write to the Scottish Funding Council in support of Argyll College's funding allocation.

(Reference: Report by Executive Director – Community Services dated 29 January 2015, submitted)

7.   INSTRUMENTAL MUSIC SERVICE POSITION PAPER

Consideration was given to a position paper which provided an update on the £110K Instrumental Music Service saving which was agreed as part of the budget decisions of the Council in February 2011. The paper also highlighted the current cost pressure associated with delivery of the existing level of service and subsequent service challenges in achieving the agreed saving and sought approval that as part of the planning Service Choices programme further consideration be given to the longer term level of instrumental music tuition services provision.

Motion

That the Committee agree:-

1. to note the background to the Instrumental Music Service and in particular the approaches previously taken to deliver the agreed £110k savings for the service;

2. to note the current cost pressure associated with the delivery of the existing level of service; and

3. that as part of the planning Service Choices programme consideration would be given to the longer term level of Instrumental Music Tuition Services provision.

Moved by Councillor Aileen Morton, seconded by Councillor George Freeman

Councillor Donald Kelly indicated that he would like to put forward an Amendment and the Chair ruled, and the Committee agreed, to adjourn the meeting at 1.35 pm for lunch to enable Councillor Kelly to consider the detail of his Amendment.

The Committee reconvened at 2.10 pm.

Councillors Isobel Strong and Robert E Macintyre did not return to the meeting.

Amendment

That the Committee agree:-

1. to note the background to the Instrumental Music Service and in particular the approaches previously taken to deliver the agreed £110k savings for the service;

2. to note the current cost pressure associated with the delivery of the existing level of service;

3. that as part of the planning Service Choices programme consideration would be given to the longer term level of Instrumental Music Tuition Services provision; and

4. to recommend to the Policy and Resources Committee that the 0.6 FTE music instructor post for brass tuition in Kintyre be reinstated.

Moved by Councillor Donald Kelly, seconded by Councillor John Armour

The requisite number of Members required the vote to be taken by calling the roll and Members voted as follows:-

Motion	Amendment
Councillor R Colville	Councillor J Armour
Councillor R Currie	Councillor D Kelly
Councillor G Freeman	W Crossan
Councillor N MacIntyre	
Councillor J McQueen	
Councillor A Morton	
Councillor D Philand	

The Motion was carried by 7 votes to 3 and the Committee resolved accordingly.

Decision

The Committee agreed:-

1. to note the background to the Instrumental Music Service and in particular the approaches previously taken to deliver the agreed £110k savings for the service;

2. to note the current cost pressure associated with the delivery of the existing level of service; and

3. that as part of the planning Service Choices programme consideration would be given to the longer term level of Instrumental Music Tuition Services provision.

(Reference: Report by Executive Director – Community Services dated 12 March 2015, submitted)

8.   **PERFORMANCE REPORT FQ3 2014-2015**

Consideration was given to the Community Services financial quarter three performance scorecard.

Decision

The Committee noted performance for the quarter.

(Reference: Report by Executive Director – Community Services dated 12 March 2015, submitted)

Alison Palmer, William Crossan and William Marshall left the meeting at this point.

9.   **EXTERNAL INSPECTION/AUDIT REPORTING JULY TO DECEMBER 2014**

Consideration was given to a report which provided details of all external inspection/audit reports received within Community Services during the period 1 July to 31 December 2014.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director – Community Services dated 13 February 2015, submitted)

Councillor Robin Currie, Policy Lead for Community & Culture and Strategic Housing, took the Chair from this point.

10.   **SCHEME OF ASSISTANCE FOR PRIVATE SECTOR HOUSING**

Section 72 of the Housing (Scotland) Act 2006 requires that a local authority prepare and make publicly available a Scheme of Assistance for private sector home owners to adapt and repair private housing. A report seeking approval for a revised Scheme of Assistance for private sector housing was before the Committee for consideration.

Decision

The Committee:-

1.   approved the revised Scheme of Assistance; and

2.   noted that this revised Scheme of Assistance would be referred to the Argyll and Bute Shadow Integrated Joint Board for information.

(Reference: Report by Executive Director – Community Services dated 2 February 2015, submitted)

11.   **HOUSING (SCOTLAND) ACT 2014**

Consideration was given to a report which informed Members of the content and implications of the Housing (Scotland) Act 2014 which was approved in August 2014

and will be implemented in stages over the next two years.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director – Community Services dated 13 January 2015, submitted)

Councillor Douglas Philand, Policy Lead for Adult Care, took the Chair from this point.

The Chair ruled, and the Committee agreed, to vary the order of business and consider the report on Independent Home Care Providers next.

12. COMPLIANCE WITH CONTRACTUAL CONDITIONS: INDEPENDENT HOME CARE PROVIDERS

Consideration was given to a report which provided an update on the Terms and Conditions of employment in use by Care at Home Providers.

Decision

The Committee agreed to note:-

1. that action as part of this Review should have removed the risk of care at home providers not complying with minimum wage legislation and that the Council's Procurement and Commissioning Team will continue to monitor this at quarterly contract monitoring meetings; and

2. that new guidance on implementation of the living wage is expected to be issued by the Scottish Government in due course and that once this is received a further report will be brought back to the next available Committee about the implications of this.

(Reference: Report by Executive Director – Community Services, submitted)

Councillors John Armour and Michael Breslin left the meeting at this point.

13. HEALTH AND SOCIAL CARE INTEGRATION UPDATE

Consideration was given to a report which provided the Committee with an update of the progress achieved by the Council and NHS Highland in taking forward the arrangements for the integration of health and social care services as required by the Public Bodies (Joint Working) (Scotland) Act 2014. The report provided a summary detail of the work undertaken by the Joint Project Team as directed by the Argyll and Bute Shadow Integration Joint Board.

Decision

The Committee agreed to:-

1. note the contents of the report;

2. note the decisions taken by the Strategic Health and Social Care Partnership in relation to the older person's Change Fund projects; and

3. note that the minutes of the Partnership will be presented to future meetings of the Community Services Committee.

(Reference: Report by Executive Director – Community Services dated 6 February 2015, submitted)

Councillor James McQueen left the meeting at this point.

14. DIRECT PAYMENTS POLICY AND PROCEDURAL GUIDANCE FOR STAFF AND MANAGERS 2014

Consideration was given to a report which provided the Committee with an update on progress made in relation to managing Option 1 (Direct Payments) of the Social Care (Self-directed Support) (Scotland) Act 2013.

Decision

The Committee noted the updated Direct Payment Policy and Procedures which reflects new regulations and which will be presented to the Council's Policy and Resources Committee on 19 March 2015.

(Reference: Report by Executive Director – Community Services dated 14 October 2014)

15. SDS SELF EVALUATION

Consideration was given to a report which highlighted the key messages and focussed on the recommendations made for all 32 Councils following an audit by Audit Scotland in relation to Councils' progress in implementing the SDS Strategy and their readiness for the Social Care (Self-directed Support) (Scotland) Act 2013. The report also referenced key issues detailed in the audit of Planning, Leadership, Working in Partnership and Management Budgets which have already been, or require to be, addressed as part of Argyll and Bute Council's SDS Strategy and implementation plan.

Decision

The Committee noted the content of the report.

(Reference: Report by Executive Director – Community Services dated 14 October 2014, submitted)

16. THE SCOTTISH GOVERNMENT'S RESPONSE TO THE CONSULTATION ON THE REDESIGN OF COMMUNITY JUSTICE

Consideration was given to a report which advised the Committee of the Scottish Government's response to the consultation on the delivery of community justice in Scotland and proposed a model that offers a local community solution to the achievement of improved outcomes for the management of offenders.

Decision

The Committee noted the content of the report and specifically that a new model for Community Justice will be in place by April 2017.

(Reference: Report by Executive Director – Community Services dated 8 February 2015, submitted)

17. **COMMUNITY SERVICES WORKPLAN 2014-2015**

Consideration was given to the outline work plan to facilitate forward planning of reports to the Community Services Committee.

Decision

The Committee noted the outline work plan and agreed to accept the offer from Mr Ken McAra, Area Liaison Officer, Education Scotland, to provide a short presentation on the school inspection model at a future Committee meeting.

(Reference: Report by Executive Director – Community Services, submitted)

ARGYLL AND BUTE COUNCIL   COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES   4TH JUNE 2015

PERFORMANCE REPORT FQ4 2014-2015

1.0   EXECUTIVE SUMMARY

1.1   This report presents to the Community Services Committee the Community Services Performance Scorecards for FQ4 and asks Members to review performance for the quarter.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4TH JUNE 2015**

PERFORMANCE REPORT FQ4 2014-15

2.0   INTRODUCTION

2.1   This report presents to the Community Services Committee the Community Services Performance Scorecards for FQ4 and asks Members to review performance for the quarter.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Community Services Committee review departmental performance for FQ4.

4.0   DETAIL

4.1   Community Services performance scorecards for FQ4 2014-15 is attached for review by the Committee.

6.0   IMPLICATIONS

6.1   Policy: None.
6.2   Financial: None.
6.3   Legal: None.
6.4   HR :   None.
6.5   Equalities: None.
6.6   Risk: None.
6.7   Customer Service: None.

Executive Director of Community Services
Cleland Sneddon
13th May 2015

For further information contact:
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Tel: 01546 604127

APPENDICES

Appendix 1:   FQ4 Performance report and scorecards – Community Services

Appendix 1 – Community Services Performance Report FQ4 2014/15

Departmental performance report for **Community Services**	period **January to March 2015**

Key Successes

- Submission of the Health and Social Care Integration scheme to Scottish Government for approval, representing a key milestone in the development of health and social care integration.
- Maintaining the balance of care in favour of care at home and delayed discharge performance at a time when the combined factors of increasingly complex cases and recruitment problems in home care make the tasks increasingly difficult to achieve.
- Zero older people awaiting free personal home care within their homes for more than 4 weeks.
- Decrease in the number of Adult Care outstanding case assessments over the period.
- Confirmation that we have been successfully awarded £1.8m from the Integrated Care Fund.
- The Children and Families service won a gold award for its service redesign at the annual CoSLA Excellence Awards in the 'securing a workforce for the future' category.
- Two Children and Families Social Workers were shortlisted for the 'Social Worker of the Year' award.
- East King Street Children's Home in Helensburgh received a glowing inspection report from the Care Inspectorate who commended the service for the nurturing environment they provide which make young people feel safe and protected.
- Continued to ensure 100% of children on the Child Protection Register have a current risk assessment in place.
- Increase in the percentage of Child Protection Review Conferences held within timescales from 81% to 89% during the period.
- 13 young people from across Argyll and Bute successfully completed a leadership training programme delivered by the Council's Youth Services team, in partnership with YouthLink Scotland. The young people will now move on to join the Youth Services team in delivering holiday programmes, events, training and peer education for young people in their communities.
- Investment of £300,000 from McMillan Cancer Care to roll out the provision of information and support for people affected by cancer within our libraries across Argyll and Bute. The pilot service will roll out to our remaining libraries across the area. Offering specialist cancer information and emotional support, the service can refer people onto other services, including benefits advice, complementary therapies and counselling.
- Argyll and Bute won the John McCann Unsung Hero Award at this year's Scottish Youth Parliament Awards. The Unsung Hero Award goes to MSYPs who have overcome significant barriers to raise the voice of the young people they represent.
- The successful relocation of Tarbert Library to a more central location within Tarbert, giving the service more space to develop an even greater range of services for the community.

- Increase in the number of visits to council leisure centres of 14,797 from 100,824 to 115,621 over the period.
- Increase in the number of 3rd sector groups receiving support by 164 from 320 to 484 over the period.
- Oban High School under 15s rugby team won a national championships at Scotstoun.
- 100% of secondary schools are using the Scottish schools senior phase benchmarking toolkit.
- Increase in the number of young people aged 16+ engaged with Activity Agreements.
- Four Tobermory High School pupils won the Scottish School Boys Quartet at the Scottish School boys Pipe Band Championship held in Fettes School, Edinburgh.
- The Education Service have been awarded a fifth successful bid from the MOD Support Fund for State Schools with Service Children for £128,000. The funding will provide additional support for learning and enable the service to continue to support families affected by mobility and deployment issues.

Key Challenges

- Progressing the integration of Health and Social Care Services.
- Overall numbers of delayed discharge clients are slightly above target due to the increasing number of admissions to hospital and Adults With Incapacity cases that require a court process prior to discharge.
- Reducing the number of days lost through sickness absence across Community Services.
- Preparation for the Joint Inspection of Older Persons health and social care services, including implementation of the Recovery Plan for Guardianship Reviews.
- Implementation of Children and Families Service Review and Education Management Review.
- Maintaining the Community Payback Order service within Oban and Mid Argyll given staffing turnover and vacancies.
- Recruitment of foster carers.
- Increasing the percentage of children on the Child Protection Register (CPR) with a completed Child Protection (CP) plan, which has remained under target for the last 2 quarters, reflecting the increasing levels of quality assurance activity prior to signing off completed plans.
- The success of securing permanent places (adoption) for looked after children has impacted the number of foster families available to take placements.
- The percentage of children affected by disability receiving community based support has reduced, this is a reflection of the unexpected trend towards greater numbers of service users choosing residential respite rather than community based support.
- Increasing participation in sport and athlete development within restricted budgets.
- Delivery of Commonwealth Games Legacy Plan within existing resources.

- Monitoring the allocation of Registered Social Landlord (RSL) lets to homeless households. However it is worth noting that this is partly attributable to the increase in the number of new housing completions in the quarter.
- Reviewing the implementation of the new National Qualifications.
- Meeting the requirements of current and new legislation e.g. Self Directed Support Act, Children and Young People's Act 2014, etc.
- Recruitment issues for both in house and commissioned care at home services impacting on range of care options available in certain areas
- Demographic changes giving rise to growth in service demand.
- Achieving target for the completion of PDRs during the quarter. Please note that all teaching staff are now subject to The Professional Update process as part of their professional registration. This process replicates the PRD process for teaching staff and therefore the PRD figures for both Education and the wider Community Services reflects this.

Action points to address the challenges
- Timescale for integration has been established as April 2016. A body corporate model has been agreed with the scope of the partnership currently being decided. Shadow board to be established imminently, project team established and Chief Officer post appointed.
- A development session facilitated by the Joint Improvement Team (JIT) in September 2014 will be followed through with the assistance of the JIT during the first half of 2015.
- Continue to work to ensure that return to work interviews are completed for all periods of sickness absence by targeting individual Managers and Team Leaders in the context of performance. Staff to be offered appropriate support in the management of this issue.
- Ensuring there is appropriate resource in place for the preparation for the Joint Inspection of Older Persons health and social care services.
- Recruiting and retaining staff who focus on developing consistency and quality.
- Continue to work with the Council's HR service to advertise and recruit into vacant posts within the Oban and Mid Argyll areas.
- The Fostering and Adoption service is currently undertaking a recruitment campaign. Preparation for foster carers is being run throughout Argyll and Bute however it will take 6 months before new carers are approved by the Fostering and Adoption Panel.
- There are currently 21 families going through the assessment process which will enhance the capacity for foster placements and permanency for looked after children.
- Improvement of quality assurance procedures prior to final sign off for Child Protection Plans. Practice Leads will review the quality of plans with frontline staff.

- Continue to support service users to express personal choice through the implementation of Self Directed Support.
- Discussions being held with COSLA in relation to rural transport costs and 2014 Legacy in relation to athlete development and support.
- Ongoing discussions taking place with RSL partners to ensure homeless households maintain priority in relation to future allocations.
- Work in partnership with schools, clubs and communities to maximise use of volunteers and resources.
- Continue to support work on curriculum design to reflect the new Curriculum for Excellence framework and training on the new secondary benchmarking toolkit.
- Produce a programme of awareness and training sessions on the implication of the legislation. Work closely with colleagues in amenity services to produce a plan of action for the implications of Free School Meals for P1-P3.
- Working with IRISS along with commissioned care at home providers to better coordinate resources and to improve recruitment into care at home posts.
- Ongoing service redesign (all care groups) to try to mitigate growth in service demand.
- The Improvement and Organisational Development service will liaise with Education to figure out how the issue mentioned above is best reflected in next year's scorecard.

Corporate Objective 1 - Working together to improve the potential of our people	A ⇒

CO1 Our children are nurtured so that they can achieve their potential.	A ⇒
CO2 Our young people have the skills, attitudes and achievements to succeed throughout their ...	A ⇒
CO3 We have a skilled and competitive workforce capable of attracting employment to Argyll an...	A ⬇
CO4 Our people are supported to live more active, healthier and independent lives.	A ⇒
CO5 We work with our partners to tackle discrimination.	A ⇒
CO6 Vulnerable adults, children and families are protected and supported within their communities.	A ⇒

Corporate Objective 2 - Working together to improve the potential of our communities	A ⇒

CO7 The places where we live, work and visit are well planned, safer and successful.	R ⇒
CO8 Create opportunities for partners and communities to engage in service delivery.	G ⇒
CO9 The impact of alcohol and drugs on our communities, and on mental health ... is reduced.	G ⇒

Community Services Scorecard 2014-15	FQ4 14/15	Click for Full Outcomes

Corporate Objective 3 - Working together to improve the potential of our area	

CO10 We create the right conditions where existing and new businesses can succeed.	Department does not contribute directly to this Outcome
CO11 Argyll and Bute has more new businesses operating in the area, creating more jobs.	Department does not contribute directly to this Outcome
CO12 Our transport infrastructure meets the economic and social needs of our communities.	Department does not contribute directly to this Outcome
CO13 We contribute to a sustainable environment.	Department does not contribute directly to this Outcome
CO14 We make the best use of our built and natural environment.	Department does not contribute directly to this Outcome

Corporate Objective 4 - Working together to improve the potential of our organisation	A ⬇

CO15 Our services are continually improving.	A ⬇
CO16 Our employees have the skills and attitudes to deliver efficient and effective services.	G ⇒
CO17 We provide good customer service.	G ⇒

Argyll Bute COUNCIL

...realising our potential together...
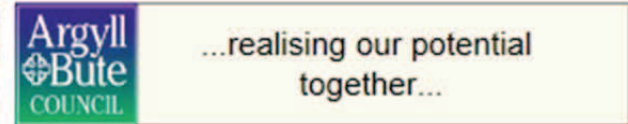
RESOURCES

People	Benchmark	Target	Actual	Status	Trend
Sickness absence CM [LGE]		3.5 Days	3.5 Days	R	⬇
Sickness absence CM [teachers]		1.5 Days	2.5 Days	R	⬆
PRDs % complete		90 %	75 %	R	

Financial		Budget	Forecast		
Finance Revenue totals CM		£K 138,889	£K 138,970	A	⬇
Capital forecasts - current year CM		£K 0	£K 0		
Capital forecasts - total project CM		£K 0	£K 0		

Efficiency Savings CM		Target	Actual		
	Actions on track	14	14		
	Savings	£K 1,386	£K 1,386	G	⬆

Asset Management - Community Services 2014-15	G

IMPROVEMENT Status Trend

Improvement Plan Outcomes CM Outcomes	Total No	Off track	On track	Complete		
	76	1	3	72	A	⇒
CARP Community Services	Total No	Off track	Due	Complete		
	105	0	105	105	G	⬆

Customer Service CM		Number of consultations	0
Customer Charter	G		
Customer satisfaction			

Community Services Audit Recommendations	Overdue		Due in future		Future - off target	
	0	⇒	12	⬆	1	⬇
CM Average Demand Risk	Score	10	Appetite	10	⇒	
CM Average Supply Risk	Score	9	Appetite	9	⇒	

Community Services Scorecard 2014-15	FQ4 14/15	Click for Full Scorecard

CO1 Our children are nurtured so that they can achieve their potential. — A ⇨

CC01 Young people supported to lead more active / healthier lives	Success Measures 2	A
	On track 1	⇨

CF01 The life chances for looked after children are improved	Success Measures 6	A
	On track 3	⇨

ED04 Educational additional support needs of children & YP are met	Success Measures 3	A
	On track 2	⬇

CO2 Our young people have the skills, attitudes and achievements to succeed throughout their ... — A ⇨

CC05 Young people encouraged & supported to realise their potential	Success Measures 2	G
	On track 2	⇨

CF03 Children & families given assistance ... best start in life	Success Measures 4	R
	On track 2	⇨

ED01 Primary school children are enabled to increase levels of attainment ...	Success Measures 4	G
	On track 4	⬆

ED02 Secondary school children are enabled to increase levels of attainment ...	Success Measures 10	A
	On track 8	⬇

CO3 We have a skilled and competitive workforce capable of attracting employment to Argyll an... — A ⬇

ED05 An effective system for Opportunities for All will operate in all secondary schools	Success Measures 3	A
	On track 2	⬇

CO4 Our people are supported to live more active, healthier and independent lives. — A ⇨

AC01 Community is supported to live active, healthier, independent lives	Success Measures 10	A
	On track 7	⇨

CC02 Raised lifelong participation in sport ... healthy lives	Success Measures 2	G
	On track 2	⇨

CO5 We work with our partners to tackle discrimination. — A ⇨

CC03 Our adults are supported to access learning opportunities ...	Success Measures 2	G
	On track 2	⇨

CC08 Improved literacy, health ... access to ... culture, libraries & museums	Success Measures 4	A
	On track 2	⇨

CO6 Vulnerable adults, children and families are protected and supported within their communities. — A ⇨

AC02 Vulnerable adults at risk are safeguarded	Success Measures 1	G
	On track 1	⇨

CC04 Less people will become homeless ... thru proactive approach ...	Success Measures 3	R
	On track 1	⇨

CF02 Children, young people and families at risk are safeguarded	Success Measures 5	A
	On track 3	⇨

CO7 The places where we live, work and visit are well planned, safer and successful. — R ⇨

CC07 People access a choice of suitable & affordable housing options ...	Success Measures 3	R
	On track 1	⇨

CF04 ... making our communities safe from crime, disorder & danger	Success Measures 4	A
	On track 3	⇨

CO8 Create opportunities for partners and communities to engage in service delivery. — G ⇨

CC06 Third Sector & communities ... enabled ... developing communities	Success Measures 2	G
	On track 2	⇨

CO9 The impact of alcohol and drugs on our communities, and on mental health ... is reduced. — G ⇨

AC03 The impact of alcohol and drugs ... is reduced	Success Measures 1	G
	On track 1	⇨

CO15 Our services are continually improving. — A ⬇

ED03 Education Central Management Team ensures continuous improvement ...	Success Measures 3	A
	On track 2	⬇

CO16 Our employees have the skills and attitudes to deliver efficient and effective services. — G ⇨

ED06 Education staff have increased capacity for leadership ...	Success Measures 5	G
	On track 5	⇨

CO17 We provide good customer service. — G ⇨

ED07 Customer Service is improved	Success Measures 1	G
	On track 1	⇨

Head of Adult Care Update – FQ4

- Adult Protection activity across Argyll and Bute continues to grow with an increasingly wider range of referral sources which is encouraging as it highlights a greater knowledge of the issues within the community. This reinforces the view that Adult Protection is being increasingly understood within the community and across the range of professional and organizational partners. This is supplemented by local publicity and information on the Council website. Each area has a multi-agency Area Development Forum that drives the agenda from an operational perspective and links with the Adult Protection Committee

- The Strategic Home Care Group discussed at December Community Services Committee has now met twice and has signed off an improvement plan that will assist is the efficient provision of the service and provide a strategy for the recruitment and retention of staff within the localities. We are now at the stage that the locality management teams need to take the lead in order for operational change to be implemented in partnership with the council's Commissioning Team and Independent providers. It is encouraging that the Independent sector is showing a clear commitment to resolving issues relating to conditions of services, recruitment processes and a strategic approach to service delivery and planning in contrast to traditional competitive business models. The next six months will evidence whether the good intentions can be translated into operational change.

- Delayed Discharge performance continues to be good in relation to national performance. We have however been working alongside the Joint Improvement Team and updated our Improvement Plan in order to sustain our performance at a time when ministerial scrutiny on the issue is significant.

- Joint Inspection of Older Person's Services across Health & Social Care is presently being progressed. Expectation is that the outcome of the Inspection will be reported in August.

Head of Children and Families Update – FQ4

Key Successes

- Independent chairing and improving quality of child protection and LAAC meetings.
- Staff survey demonstrates a high level of motivation by social work staff to GIRFEC
- Admin review for social work was successfully implemented using the children and families approach outline in COSLA Gold Award.
- Dunclutha's planning application has been submitted.

Key Challenges

- Receiving parents' feedback in child protection processes
- Recruitment of qualified social workers and practice leads
- Timeous assessment for new foster carers given the recruitment difficulties ensuring that permanence plans for children are taken through adoption and fostering panel timeously.
- Develop 10 quality standards for children and families including participation of parents.
- Promoting staff within Argyll and Bute and increasing the number of staff applicable to apply for Growing Our Own scheme.
- Additional resource put in the foster and adoption team.
- Action plan and new monitoring framework put in place for permanence.

Head of Community and Culture Update – FQ4

Key successes
- Basic IT skills help now being delivered by Adult Learning Service staff and tutors in 24 locations across Argyll and Bute, 18 of which are in rurally remote communities
- Overall 10% reduction in homeless presentations in 2014/15
- 100% of homeless cases completed risk assessment
- £2.9m additional benefits secured through the work of the Welfare Rights team in 2014/15
- The first round of Third Sector Grants have been awarded to community groups across the four administrative areas. A total of 78 community groups have benefited from a share of £116,663 of grant funding.
- Relocated and refurbished library in Tarbert opened on 10th March

Key challenges
- Developing new Adult Learning models of engagement and work with long-term unemployed referrals from Job Centre Plus, to support them to move closer to the job market
- Delivering the Home Energy Efficiency Programme across four Atlantic Islands
- Reducing the length of time to secure permanent accommodation for homeless people

Action points to address challenges
- Trial new models in partnership with Job Centre Plus to engage and work with long-term unemployed referrals from Job Centre Plus, to support them to move closer to the job market

Agenda Item 5

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**
COMMUNITY SERVICES: EDUCATION   **4 JUNE 2015**

INSIGHT PROGRESS UPDATE

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1. EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide an update to elected members regarding information released by Insight the new Scottish Government toolkit. Insight replaces STACs(Standard Tables and Charts) previously used to analyse and compare Scottish Qualification Award(SQA) results.

1.2 Following the introduction of Curriculum for Excellence and New National Examinations in 2014, Scottish Government and its partners developed a new Senior Phase Benchmarking Tool(SPBT), now renamed 'Insight' to assist local authorities and secondary schools analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence.

1.3 The Senior Phase of Curriculum for Excellence began in academic session 2013-14 for pupils in S4. New qualifications include National 3, 4 and 5 replacing Standard Grade and Intermediate 1 and 2 qualifications. National 1 and 2 qualifications are also available to meet the needs of learners with specific learning requirements replacing the former Access 1 and 2 qualifications. (*Appendix 1 –Qualifications overview*).These overlaps prevent direct comparisons with attainment at S4 level in previous years.

1.4 The Insight tool provides information on four measures: Literacy and Numeracy; Candidate Destinations; Improving Attainment for All; and Attainment versus Deprivation. Information is available at local level in August of each year, reflecting attainment across all courses. An update in March of the following year provides the national picture and opportunity for schools to benchmark against a Virtual Comparator. The Insight tool has been introduced in Session 2014-15 with a focus on the most up-to-date or most successful performance for each pupil in each subject. This reflects the holistic approach taken in Curriculum for Excellence.

1.5 This paper presents an overview and analysis of the information of the progress of schools provided through Insight tool.

1.6 As part of the Authority approach to securing improvement of all learners the Education Service is continuing to work with individual schools through a comprehensive programme of support and challenge over the course of session 2014-15 and beyond. Section seven of this report outlines the key approaches being taken.

2.   RECOMMENDATIONS

2.1   It is recommended that the Community Services Committee:
- note the outcomes for Argyll and Bute Learners illustrated through the four dashboard measures provided by Insight;
- note the progress of Education in introducing Insight in Schools as contained at Section 6.1 of the report;
- agree the recommendations at Section 7.1 to expand self-evaluation approaches to include use of Insight across the Education Service leading to improved outcomes for young people, and
- continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute learners.

ARGYLL AND BUTE COUNCIL   COMMUNITY SERVICES COMMITTEE
COMMUNITY SERVICES: EDUCATION   4 JUNE 2015

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INSIGHT PROGRESS UPDATE

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3. INTRODUCTION

3.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2013/14 in August 2014 with a report on the Scottish Qualifications Authority (SQA) School Examination Results 2014 presented to the Community Services Committee of 11th December. Due to changes to the presentation of statistical information no national or benchmarking "family" comparison data was available at that time.

3.2 Scottish Government and its partners have developed a new Senior Phase Benchmarking Tool (SPBT), now renamed 'Insight' to assist local authorities and secondary schools to analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence. The new online tool has been live from September 2014 and has replaced Standard Tables and Charts (STACs) the toolkit previously used. At the end of February 2015, the first update of Insight took place providing national and benchmarking comparison data based on school leaver attainment and other measures.

3.3 The new Insight tool is designed to:
- provide data on four measures carefully selected to support Curriculum for Excellence: Literacy and Numeracy; Candidate Destinations; Improving Attainment for All; and Attainment versus Deprivation;
- replace the current STACs from August 2014;
- be easier and more intuitive to use than STACs and include data focussing on the most up-to-date or the most successful performance for each pupil in each subject;
- include a wider range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes. It is worth noting that work is underway by Scottish Government to align national courses to provide recognition for a wider range of courses within the overall tariff scores;
- include commentaries to aid interpretation and prompt a "closer look" by subject teachers and departments, secondary schools, local authorities and Education Scotland;
- be used by secondary schools, local authorities and Education Scotland for self-evaluation activities leading to improved outcomes for young people;
- provide greater information on educational outcomes including post-school destinations and attainment in literacy and numeracy, and
- be one of a range of approaches to performance evaluations and improvement. Others include local analyses and self-evaluation processes both at school and local authority level, the Scottish Survey of Literacy and Numeracy (SSLN) and Education Scotland inspection processes. A key outcome of this revised approach is the functionality which allows the tracking of progress of pupils in key groups: for example, looked after young people.

The tool will encourage:

- professional reflection and compare schools to a "virtual" comparator school allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and
- a collaborative approach to looking at data and working together as part of the improvement process through encouraging schools to identify learning partners.

3.4 The Insight tool was updated at the end of February 2015 to take into account school leavers data and any updated attainment results, as a consequence of the outcome of the Post Examination Results Service (replacing the former Examination Appeals System).

4. RECOMMENDATIONS

4.1 It is recommended that the Community Services Committee:
- note the outcomes for Argyll and Bute Learners illustrated through the four dashboard measures provided by Insight;
- note the progress of Education in introducing Insight in Schools as contained at Section 6.1 of the report;
- agree the recommendations at Section 7.1 to expand self-evaluation approaches to include use of Insight across the Education Service leading to improved outcomes for young people, and
- continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute learners.

5. DETAIL

5.1 To support self-evaluation, Insight is a very powerful tool. Containing four measures it is possible to work through a series of filters which allow schools and authorities to dig deeper into each of the measures. The combination of filters that can be applied is very large and, whilst good for self-evaluation, can be unwieldy for reporting purposes. The following information is taken from Insight, based on the four initial measures, a picture of performance presenting across the Council while providing benchmarking comparison data.

Schools interrogate similar data from Insight to inform the initial discussions and follow on activity between schools and the Education Service as outlined in Section 7.1. This ensures all schools in the Authority discuss a consistent set of information. The expectation is that schools will dig deeper into the data that underlies their report and use this to identify any significant trends, strengths and areas for improvement to inform departmental Standards and Quality reports and School/Subject Improvement Plans.
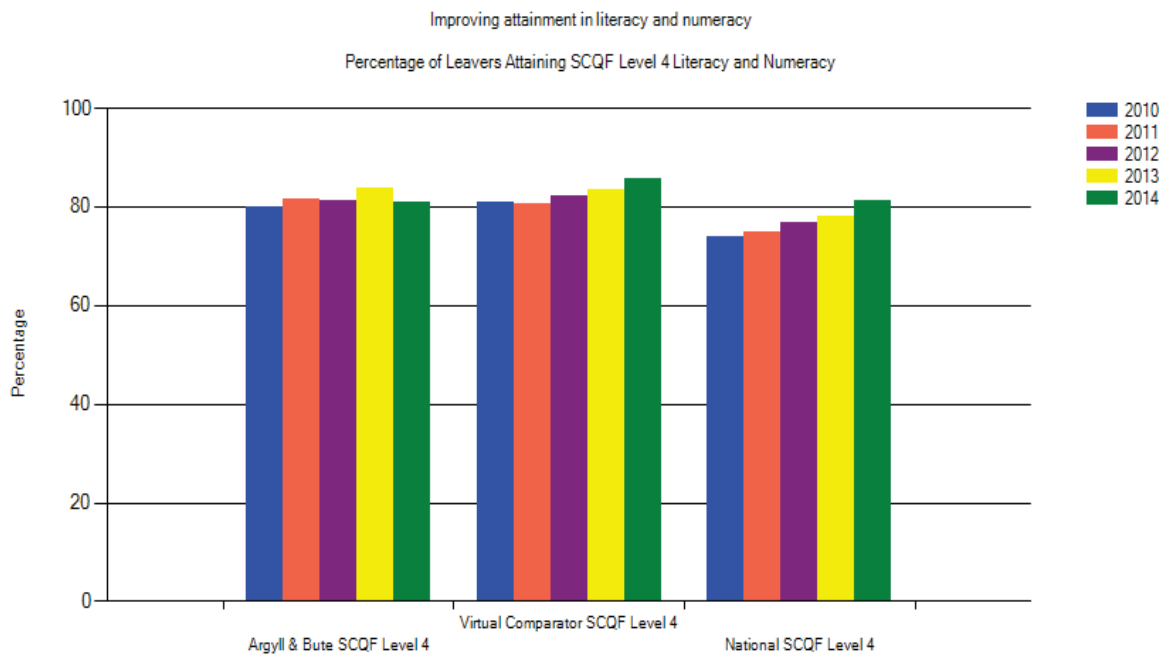
The following screen shots and tables illustrate outcomes for school leavers (irrespective of whether the leaver leaves at the end of S4 or S5 or S6) in Argyll and Bute across each of the four national measures contained within Insight.

5.2   MEASURE 1: Improving attainment in Literacy and Numeracy

Table 1 and screen shot 1: presents the overall percentage attainment for Argyll and Bute leavers in Literacy and Numeracy at SCQF Level 4

Level 4	Argyll and Bute (%)	Virtual Comparator (%)	National (%)
2010	80	81	74
2011	82 ↑	80	75
2012	81 ↓	82	77
2013	84 ↑	83	78
2014	81 ↓	86	81

Key:	
Equal to or above national %	
Below national %	
Up from or equal to authority previous session	↑
Down from previous session	↓

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining SCQF Level 4 Literacy and Numeracy

SCQF Level 4 Literacy and Numeracy would include those pupils who attained
National 4 English or Literacy awards, and
National 4 Mathematics or Numeracy awards.

The Virtual Comparator takes results from statistically similar pupils across Scotland. This is done by selecting four key characteristics which go into the makeup of an Authority or school: gender balance; staying-on rate; percentage of time spent in mainstream; and deprivation based upon the Scottish Index of Multiple Deprivation (SIMD). From these four areas Insight matches ten pupils from around Scotland to every one pupil in Argyll and Bute and treats this matched group as the Virtual School or Authority (Virtual Comparator). However, any analysis of data from Insight needs to take into account contexts such as presentation policies and senior phase models. Also, this is the first time authorities and schools have been provided with Virtual Comparator data.

Summary:

Argyll and Bute results for leavers across 2010-2015 in both Literacy and Numeracy awards at SCQF Level 4 are positive, above the national average or equal to the national average in all years. Results for leavers compared to that of the Virtual Comparator are in line with the Virtual Comparator with the exception of 2014 where the result is significantly below the Virtual Comparator. This is the first year of the availability of comparator results from a Virtual Comparator and the central Education Service will be examining this in detail while working with schools to identify and take forward the priorities for action in order to secure improved outcomes for young people.

Table 2 and screen shot 2: presents the overall percentage attainment for Argyll and Bute leavers in Literacy and Numeracy at SCQF Level 5

Level 5	Argyll and Bute (%)	Virtual Comparator (%)	National (%)
2010	50	56	48
2011	51 ↑	55	49
2012	54 ↑	58	52
2013	58 ↑	59	52
2014	56 ↓	61	56

Key:	
Equal to or above national %	
Below national %	
Up from or equal to authority previous session	↑
Down from previous session	↓

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining SCQF Level 5 Literacy and Numeracy

SCQF Level 5 Literacy and Numeracy would include those pupils who attained
National 5 English or Literacy awards, <u>and</u>
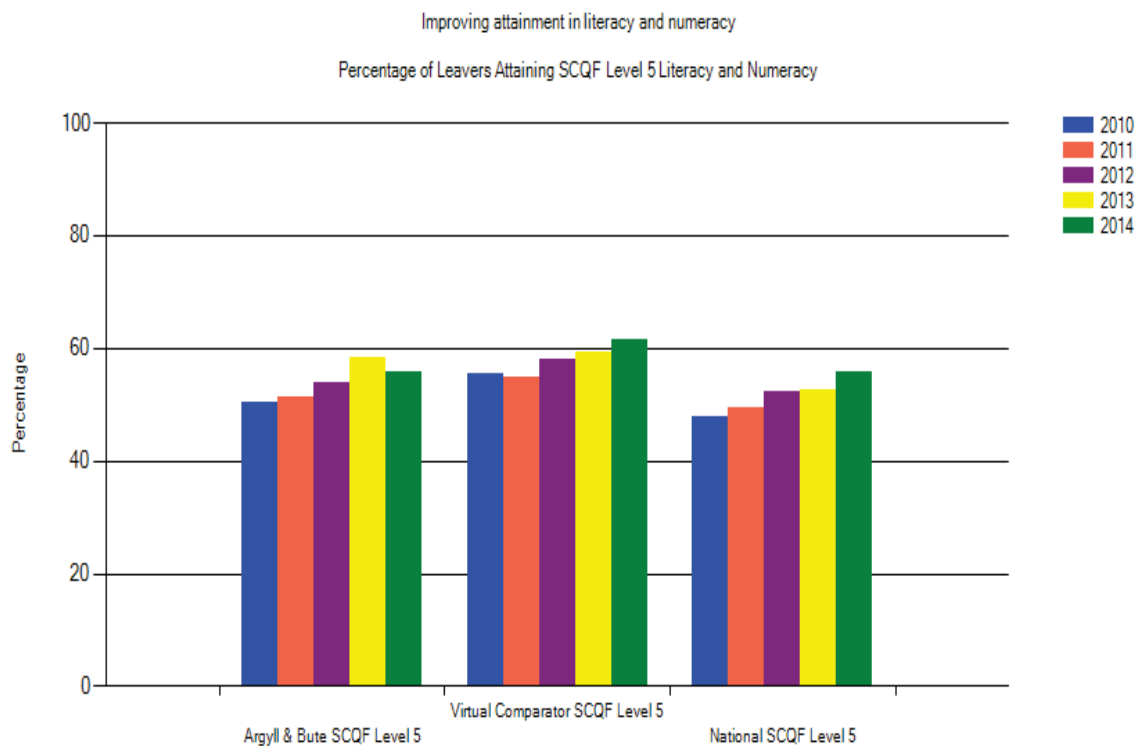National 5 Mathematics or Numeracy awards.

Summary:

Argyll and Bute results for leavers across 2010-2014 in Literacy and Numeracy awards at SCQF Level 5 are positive and above or equal to the national average. Results for leavers compared to that of the Virtual Comparator are significantly below the Virtual Comparator in 2010, 2012 and 2014.

This is the first year of the availability of comparator results from a Virtual Comparator and the central Education Service will be examining this in detail and working with schools to identify and take forward the priorities for action leading to improved outcomes for young people.

5.3   MEASURE 2: Increasing post-school participation

Table 3 and screen shot 3: presents the overall percentage of school leavers in a positive destination.

Year	Argyll and Bute (%)	Virtual Comparator (%)	National (%)
2009/10	88	89	87
2010/11	90 ⬆	91	89
2011/12	90 ⬆	92	90
2012/13	93 ⬆	93	92
2013/14	92 ⬇	93	93

Key:	
Equal to or above national %	
Below national %	
Up from or equal to authority previous session	⬆
Down from previous session	⬇

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
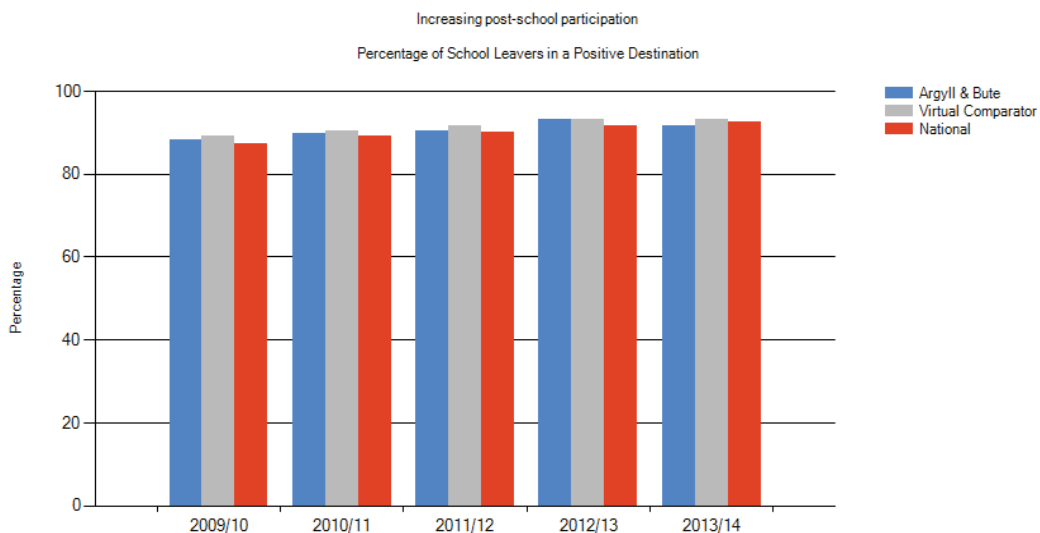
Summary:

Overall the percentage of school leavers in a positive destination are in line with the Virtual Comparator, with the exception of 2013/14 where it is below the Virtual Comparator. With the exception of the 2013/14 session the percentage of school leavers in a positive destination for Argyll and Bute displays an improving trend and is above or equal to the national percentage.

5.4   MEASURE 3: Improving attainment for all

This measure displays information on overall attainment for school leavers.

Each qualification (unit and course) gained is awarded a number of tariff points based on its SCQF level. Awards at higher levels attract more tariff points than those at lower levels. A total tariff score can then be calculated for each school leaver by summing the tariff points for the most up-to-date or most successful performance in each subject. The average total tariff score for school leavers can then be calculated for the school or the authority.

To be awarded tariff points the qualification must be accredited to SCQF and also meet criteria related to Curriculum for Excellence and other technical requirements. It is worth noting that work is underway by Scottish Government to align national courses to provide recognition for a wider range of courses within the overall tariff scores.

Focussing on the most up-to-date or most successful performance addresses the range of possible pathways for pupils during their senior phase (S4 to S6) and is intended to ensure there is no incentive or disincentive to go through every level in a particular subject.

The Insight tariff scale has been developed to take account of the new qualifications available through Curriculum for Excellence and previous or pre-existing qualifications (such as Higher and Standard Grade) are mapped to the new tariff points to allow historical comparisons.

The measure then places school leavers into three groups:
    those in the lowest 20% of average tariff scores;
    those in the middle 60% of average tariff scores;
    those in the highest 20% of average tariff scores.

Table 4 and screen shot 4: presents the average total tariff score for school leavers (2014) in the lowest 20%, middle 60% and highest 20%

Average Total Tariff Score	Argyll and Bute	Virtual Comparator	National
Lowest 20%	174	208	163
Middle 60%	837	896	805
Highest 20%	1772	1843	1817

Key:	
Equal to or above national %	
Below national %	

Improving attainment for all

Average Total Tariff Score
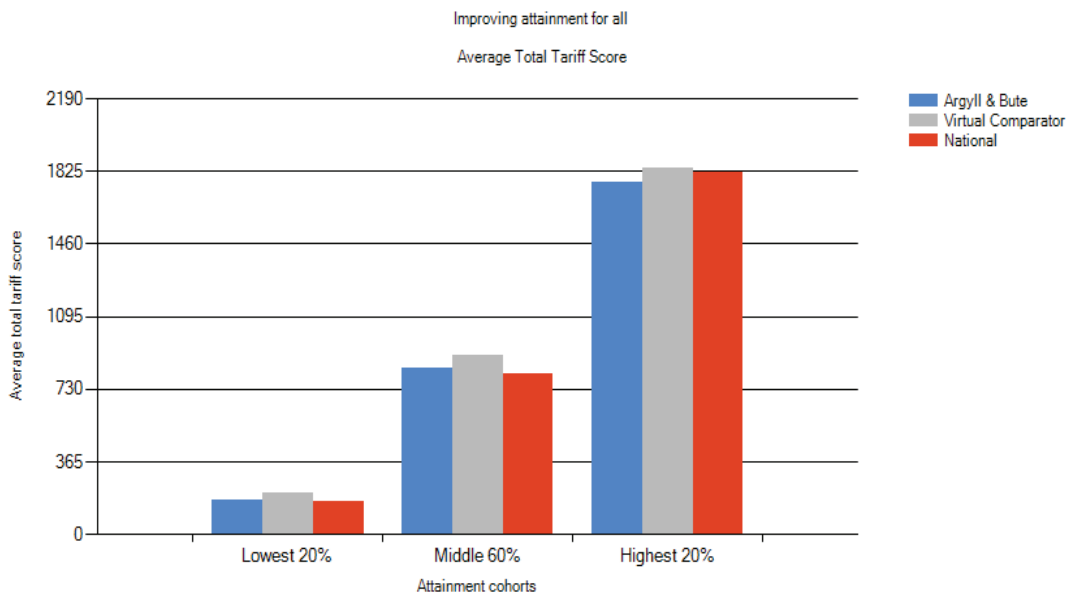
Summary:

The attainment of school leavers in 2014 is lower in all ranges compared with the attainment of the Virtual Comparator. This is statistically significant for the Highest 20% range only. The attainment of the lower two ranges is higher than those of the equivalent national figure and lower than national for the Highest 20%.

This is the first year of the availability of comparator results from a Virtual Comparator and the central Education Service will be examining this in detail and working with schools to identify and take forward the priorities for action, in order to secure further improvement in outcomes for young people.

Table 5 and screen shot 5: presents the average total tariff score for school leavers in the lowest 20% over the last five years

Average Tariff score for school leavers in the lowest 20%	Argyll and Bute	Virtual Comparator	National
2009-10	167	164	117
2010-11	184	167	127
2011-12	181	193	141
2012-13	199	210	151
2013-14	174	208	163

Key:	
Equal to or above national	
Below national	

Improving attainment for all

Average Total Tariff Score Lowest 20%
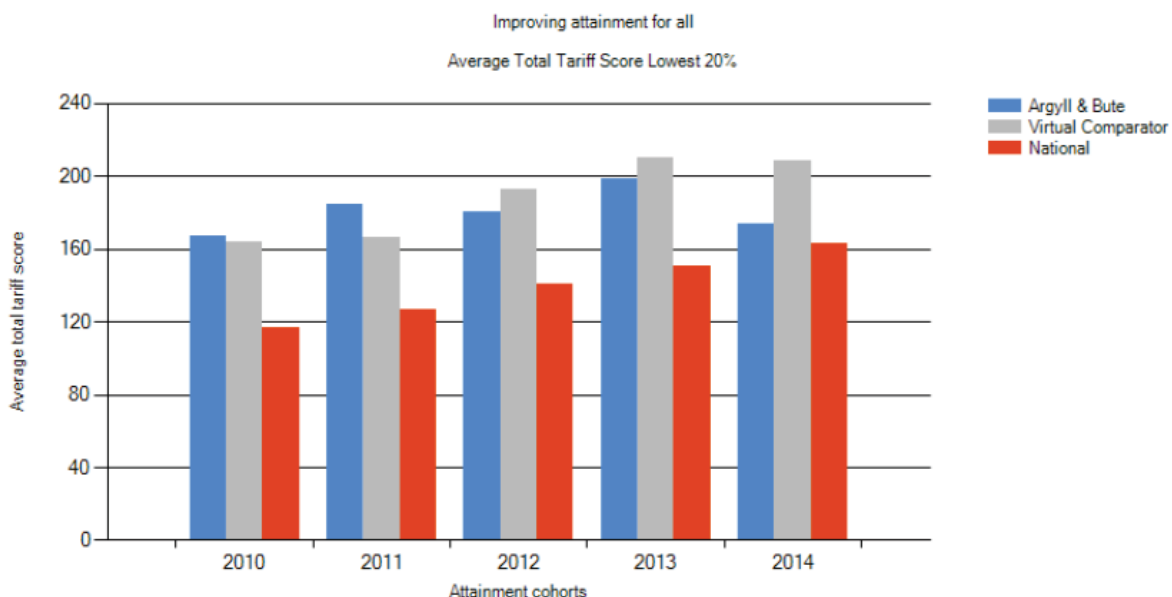
Summary:

The attainment of the lowest performing 20% of school leavers in Argyll and Bute is positive is above that of the national average total tariff score for the past five years, and above that of the Virtual Comparator in 2010 and 2011. With the exception of 2014 the attainment of the lowest 20% shows an increasing trend.

This is the first year of the availability of comparator results from a Virtual Comparator and the central Education Service will be examining this in detail and working with schools to identify and take forward the priorities for action, in order to secure further improvement in outcomes for young people.

5.5   MEASURE 4: Attainment versus deprivation.

In 2013/14 there were 909 school leavers in Argyll and Bute, information is provided below on the average tariff score of leavers in each SIMD Decile . Decile 1 is the most deprived and Decile 10 the least deprived.

Table 6: presents the average total tariff score for leavers in each SIMD decile.

SIMD	Argyll and Bute		Virtual Comparator	National
	Number of leavers in Decile (%)	Average total tariff score	Average total tariff score	Average total tariff score
1	40 (4%)	680	699	562
2	58 (6%)	570	696	625
3	69 (8%)	745	804	700
4	64 (7%)	661	836	776
5	128 (14%)	855	931	832
6	224 (25%)	913	948	895
7	173 (19%)	945	975	971
8	76 (8%)	1134	1137	1037
9	65 (7%)	1162	1245	1135
10	12 (1%)	1478	1391	1274

Key:	
Equal to or above national average total tariff score	
Below national average total tariff score	

Argyll and Bute has a relatively small proportion of school leavers resident in the most deprived and least deprived SMID Deciles and a higher proportion of school leavers resident in Deciles 5, 6, and 7.

SUMMARY:

With the exception of data for Decile 2 and Decile 4 the average total tariff score for leavers in Argyll and Bute in all Deciles is a positive picture and above that of national figures. The average total tariff score for leavers in Deciles 9 and 10 are above and significantly lower in Decile 2 and Decile 4 in comparison with the Virtual Comparator.

This is the first year of the availability of comparator results from a Virtual Comparator and the central Education Service will be examining this in detail and working with schools to identify and take forward the priorities for action, in order to secure further improvement in outcomes for young people.

6.   Introduction of Insight in schools

6.1   Head Teachers, Campus Principals and Depute Head Teachers attended a briefing led by the Professional Advisor to the Insight Project Team in 4 February 2014. Schools were also invited to send delegates to one of a series of nationally coordinated training events in May 2014.

A summary presentation was made to elected members at a scheduled members' seminar on 2 June 2014.

The Insight tool went live in September 2014 providing data from the 2014 SQA examination diet. This did not provide national or comparison data. Insight was then refreshed at the end of February 2015 with leaver data allowing a 'latest and best' approach to be taken. This refresh provided national and comparison data.

It is expected that the use of Insight will become a significant focus during 2014/15/16. Since September 2014:

- head teachers and senior managers have introduced Insight across subject departments in their school;
- schools have begun to use Insight to engage in meaningful discussion (of its measures) to assist them with self-evaluation activities leading to improved outcomes for young people;
- Education Officers have provided in-service training in one secondary school and will continue to work with schools to develop capacity across the authority to use Insight as a self-evaluation tool. This may include: in-service training led by Education Officers; working with in-school Insight leaders to support teacher colleagues develop capacity in Insight; sharing good practice across the authority; identification of national good practice; and other activities;
- one head teacher provided Insight attainment data as part of their Area Committee Report, and
- all schools have now identified an in-school Insight leader with special login privileges to help in connecting with learning partners. This approach aims to take a collaborative approach to looking at data and working together as part of the improvement process.

The Insight tool provides an opportunity to drill down into each of the measures. To assist schools in developing capacity to take this forward Education Scotland were approached to provide support to school leaders in Argyll & Bute. A training event has now been organised for June 2015.   Education Officers will also attend the training.

A review of any further training requirements for schools will take place after the June training event with plans put in place to provide/source suitable opportunities for schools to develop their capacity to fully engage with the Insight Tool.

Education Officers will continue to use Insight measures as an integral part of their planned engagement with schools to challenge and support them to secure further improvement for all learners.

7. MONITORING PROGRESS AND IMPROVING OUTCOMES

7.1   As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge over the course of session 2014/15 and beyond. Key approaches outlined in the report to Committee on 11th December 2014 will be extended with appropriate reference to Insight and will now include:

    I.   An expectation that all Head Teachers will submit their initial analysis of their school's SQA results to the Education Service following the initial release of results by the SQA in August;

    II.   Members of the Education Team will undertake a comprehensive review of the attainment sets from schools, including discreet subject areas, identification of key trends, positive and negative;

    III.   Meaningful discussion of the outcome of statistical analysis of school reports and Insight data between Authority and individual schools;

    IV.   Ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years but also include a discussion of leaver attainment;

    V.   Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth, and to provide an overview of Insight measures for their school;

    VI.   Following the December report to the Council by the Head of Service and Education Management reports on achievement, including examination results for individual secondary school/joint campuses will be presented by Head Teachers/Principals at their respective Area Committee meeting;

    VII.   Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. They will also support and challenge schools to consider in detail plans focussing on increasing post-school participation, tackling disadvantage by improving the attainment of lower attainers, relative to higher attainers, improving attainment in Literacy and Numeracy and improving attainment for all. Where appropriate, improvement actions with schools will be agreed. These may include working across schools to improve consistency of standards or identifying transferrable good practice, and

    VIII.   In addition, attainment and approaches to quality improvement will be routinely discussed with the Education Scotland, Area Liaison Officer.

8. CONCLUSION

8.1   In 2014, the performance of Argyll and Bute leavers varied across the measures included in the Insight tool. In order to secure improved outcomes for all learners the work of the Education Service over the course of session 2014/15 and beyond will take forward a programme of support and challenge with schools across the authority in a range of actions and measures, as outlined in section 7.

9. IMPLICATIONS

9.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All)

9.2 **Financial:** None

9.3 **Personnel:** None

9.4 **Equal Opportunities:** This report provides data on a range of measures contained in the Insight self-evaluation tool designed to help schools and authorities raise attainment and tackle inequality leading to improved outcomes for young people.

9.5 **Legal:** None

9.6 **Risk:** The performance of Argyll and Bute schools in a number of measures can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

9.7 **Customer Services:** This report provides elected members with an overview of Service Performance.

Cleland Sneddon
Executive Director of Community Services
Argyll and Bute
Council

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
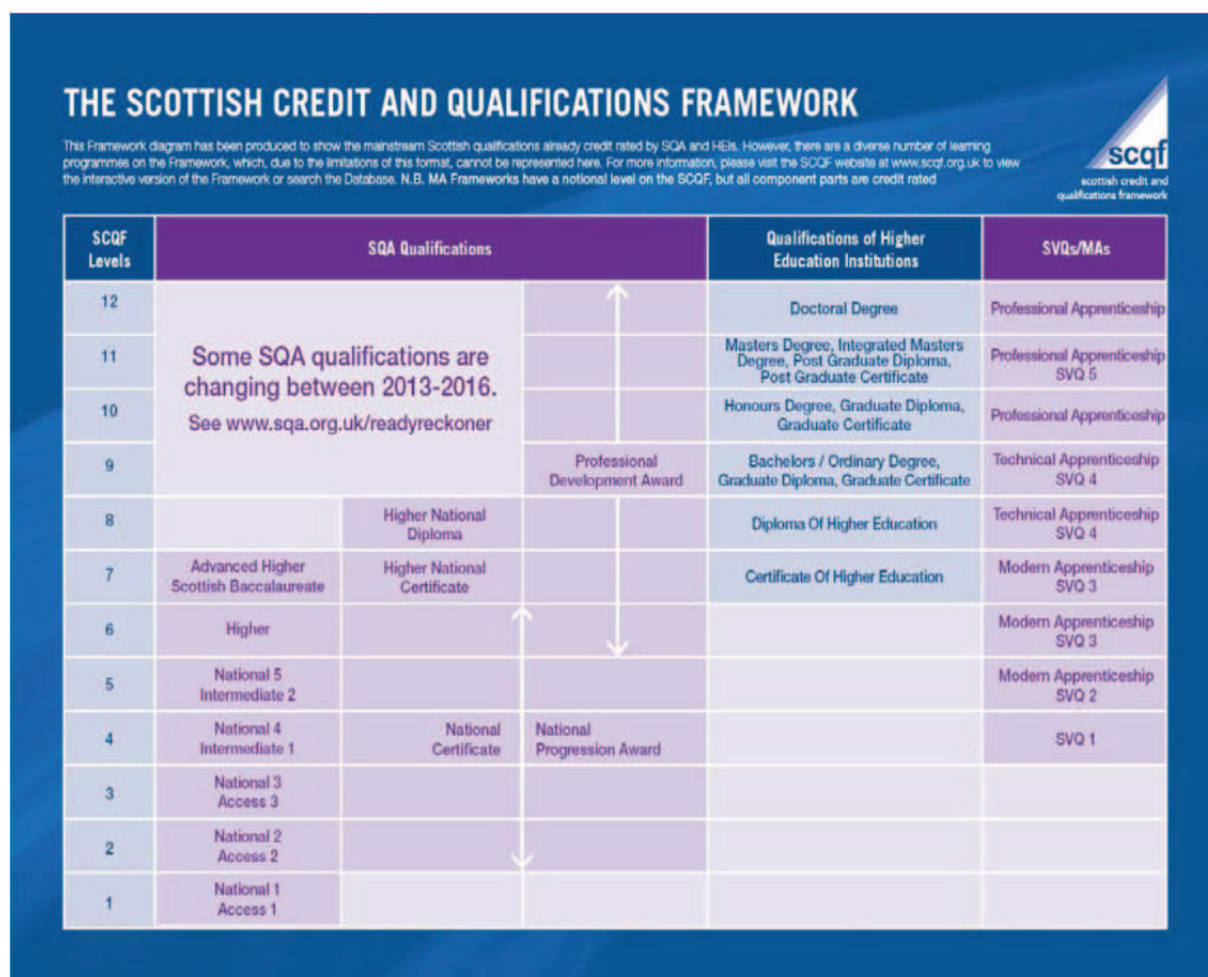**4 June 2015**
For further information contact:
Fiona Campbell, Education Officer, Learning and Achievement (Secondary)
Colgrain Education Office, Redgauntlet Road, G84 7TZ

Email: fiona.campbell@argyll-bute.gov.uk
Telephone: 01436 658984

Appendix 1: Qualifications overview

SCQF (Scottish Credit Qualifications Framework)	New National Qualifications		Replaces
1 and 2	National 1 and National 2	>	Access 1 and Access 2
3	National 3	>	Access 3 Standard Grade(Foundation Level)
4	National 4	>	Standard Grade(General Level) Intermediate 1
5	National 5	>	Standard Grade (Credit Level) Intermediate 2
6	Higher(available 2015)	>	Higher
7	Advanced Higher(available 2016)	>	Advanced Higher

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated

SCQF Levels	SQA Qualifications				Qualifications of Higher Education Institutions	SVQs/MAs
12					Doctoral Degree	Professional Apprenticeship
11	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10					Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma			Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate			Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher					Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2					Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award			SVQ 1
3	National 3 Access 3					
2	National 2 Access 2					
1	National 1 Access 1					

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ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services: Education   **4th June 2015**

DEVELOPING SCOTLAND'S YOUNG WORKFORCE

1.0   EXECUTIVE SUMMARY

1.1   The main purpose of this report is to give an overview of the Scottish Government Youth Employment Strategy 'Developing the Young Workforce' which was launched in December 2014; and detail Argyll and Bute's response to the recommendations outlined in the Commission for Developing Scotland's Young Workforce, the paper upon which the strategy is based.

1.2   Scotland's young people are our future workforce: investing in them is key to their own success and to Scotland's economic prosperity. The Youth Employment Strategy aims to reduce youth unemployment by 40% from 2014 levels (18.8%[1]) by 2021.

1.3   Argyll and Bute Council (ABC), key partner agencies - including Argyll College University of Highlands and Islands (ACUHI), Skills Development Scotland (SDS) third sector organisations and local employers have key roles to play in Developing Argyll and Bute's Young Workforce and supporting the delivery of the 39 recommendations.

The unifying purpose of the recommendations is to increase the rate of youth employment, with better qualified young people, who are better prepared to succeed in the modern labour market; and to encourage more employers to offer work experience opportunities and to recruit young people direct from education.

1.4   Specific funding has been given to key organisations and local authorities to help support the delivery of these recommendations. Argyll and Bute Council was specifically awarded £137,000 in March 2015 for 2014/2015 and a further tranche of funding for session 2015/16 is due to be announced shortly. In addition, ABC has a specific Youth Employment Opportunities Fund which supports the recommendations outlined in the DYW strategy.

2.0   RECOMMENDATIONS

It is recommended that the Community Services Committee:
- Note the Scottish Government Youth Employment Strategy and support Argyll and Bute's proposed approach to Developing the Young Workforce locally;
- Endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support our vulnerable young people to access and sustain positive destinations;
- Continue to support work placements within Argyll and Bute Council and the ABC Modern Apprenticeship programme, and

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[1] Source: Labour Force Survey Jan – Mar 2014, ONS (not seasonally adjusted)

- Support the setting up of an Argyll and Bute Invest in Young People Group.

- Support the setting up of an Argyll and Bute Invest in Young People Group.

ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services: Education   **4th June 2015**

Developing Scotland's Young Workforce

3.0 INTRODUCTION

3.1   The Commission for Developing Scotland's Young Workforce (CDSYW), chaired by Sir Ian Wood, was set up in January 2013 and produced a report in June 2014 with 39 recommendations (Appendix 1) covering education and training, involvement of employers and advancing equalities. The CDSYW recommendations builds on Scottish Government's reforms including implementation of Curriculum for Excellence, college regionalisation and the growth of Modern Apprenticeships.

3.2   On 15th December 2014 the Scottish Government published a 7 year Youth Employment Strategy – Developing the Young Workforce (DYW) based on taking forward the CDSYW recommendations. This included a joint Scottish Government/Local Government Implementation Plan. The plan will be managed through a National Advisory Group, established by Scottish Government who will provide guidance to a Programme Board and 5 Change Theme (CT) Groups consisting of:

- CT1: **Schools** (A school curriculum that is industry focused and influenced);
- CT2:**School/College** (Clearer vocational pathways commencing in the senior phase);
- CT3: **College** (A system fully focused on employability responding to industry needs of secondary education (s4));
- CT4: **Apprenticeships,** and
- CT5: **Employers** (Invest in Youth)

3.3   The DYW Youth Employment Strategy contains 11 key performance indicators with the ultimate aim of reducing youth unemployment by 40% by 2021, including:

- Increasing uptake of work related learning/qualifications in the senior phase;
- Careers Guidance introduced in the broad general education (BGE);
- New standards for work experience;
- A new pre apprenticeship pilot to help those furthest from the labour market, and
- All secondary schools to have active partnerships with employers by 2018/19.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the Scottish Government Youth Employment Strategy and support Argyll and Bute's proposed approach to Developing the Young Workforce locally;
- Endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support our vulnerable young people to access and sustain positive destinations;
- Continue to support work placements within Argyll and Bute Council and the ABC Modern Apprenticeship programme, and
- Support the setting up of an Argyll and Bute Invest in Young People Group.

5.0   DETAIL

5.1   Developing the Young Workforce is inextricably linked with the Argyll and Bute Community Planning Partnership's Single Outcome Agreement. Notably:
- Outcome 1: The economy is diverse and thriving, and
- Outcome 3: Education, skills and training maximises opportunities for all.

Both of these outcomes have identified actions which will address a number of the key recommendations. Actions are reflected in a number of ABC plans including:
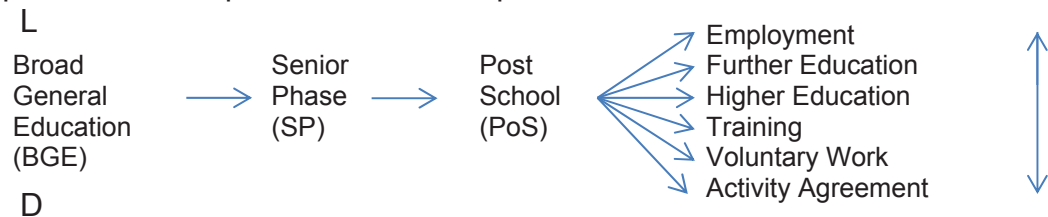- Community Services: Education;
- Community Services: Community Learning and Development – Youth Services; Integrated Children and Young People;
- Corporate Parenting Board Strategy, and
- Economic Development.

5.2   The recommendations from the CDSYW that ABC will support during 2015/16 are outlined in Appendix 2: Developing Argyll and Bute's Young Workforce – ABC Community Services Action Plan. Key aspects of which are outlined in the table below:

Recommendation	Key Actions
R1: Senior Phase pathways that allow young people to acquire industry relevant qualifications	ABC Community Services: Education and Argyll College UHI are developing Foundation Apprenticeship programmes in Engineering and Social Care with support from local employers. These will be piloted during academic session 2015/16.
Curriculum for Excellence R2: Ensuring all young people are able to access appropriate careers information, advice and guidance .	Developing appropriate partnership working with Skills Development Scotland (SDS) to ensure all pupils from S3 and above have had career education inputs covering Career Management Skills; Local Labour Market Information and are registered on SDS's website - My

	World of Work. All pupils from S3 onwards are able to access a careers guidance interview at a time that meets their career planning needs.
R2: Preparing all children and young people for employment through the development of skills for learning, life and work opportunities within	ABC Skills framework covering 40 agreed skills for learning, life and work has been shared with all education establishments, schools are currently developing a cluster approach as to how these skills will be delivered and recorded.
R3: Development of a work experience standard.	ABC (Education, Health and Safety and Human Resources) in working with Education Scotland and local employers to contribute to the development of the national standard based upon our experience of developing Work Based Vocational Learning procedures matched to a variety of placement experiences. These include extended work placements and placements for pupils with Additional Support Needs (ASN).
R12: A focus on Science, Technology, Engineering and Maths (STEM) subjects.	Building upon and sharing good practice, particularly across primary schools.
R13: Support for young people at risk of disengaging from education and entering a negative destination post school.	Use of Flexible Learning Plans (FLPs) for senior phase pupils identified through the Risk Matrix as being disengaged – an individual timetable is developed based upon young person's career ideas and includes a relevant work placement for 2 half day sessions per week or an extended time at college pursuing an appropriate qualification. Pupil's attendance, engagement and achievement is monitored and tracked by relevant guidance staff. Use of FLPs for LAC young people in their senior phase to allow these young people to access additional courses to enhance their skills for learning, life and work. Sharing and building upon good practice such as the Exite programme at Dunoon Grammar School.
R26-39: The equalities agenda to ensure that all children and young people can access appropriate vocational pathways regardless of gender, ethnicity or disability.	Developing a summer internship programme for LAC young people. Developing supported transition learning pathways from Activity Agreement through Employability Fund Stages 2/3 and on to Modern Apprenticeship or further education.

5.3 Key to delivering the headline target of reducing youth unemployment levels is ensuring children and young people make positive progress on their learning journey and are able to access appropriate pathways that meet their individual needs. The Broad General Education (BGE), Senior Phase (SP) and post school opportunities form the learners journey by providing relevant and appropriate courses, qualifications and experiences.

L

Broad General Education (BGE) → Senior Phase (SP) → Post School (PoS) → Employment / Further Education / Higher Education / Training / Voluntary Work / Activity Agreement

D

Learning pathways support DYW by:
- mapping courses/qualifications that help achieve personal objectives;

- delivering skills and knowledge;
- creating opportunities for new interests and changes of direction;
- improving employment prospects, and
- enriching learners' lives.

Examples are shown in the table below:

Broad General Education	Senior Phase	Post School
Use Risk Matrix to identify pupils at risk of disengaging. S4W taster sessions available in S3. Curriculum Design – adaptations to suit local needs, personalisation and choice.	Use Risk Matrix to identify pupils at risk of disengaging. Work Placements. Flexible Learning Plans. Development of S4W and wider achievement qualifications to compliment traditional curriculum – using support of ACUHI, CLD and other partners to help deliver. Development of S6 UHI/YASS qualifications for more academically able. Traditional qualifications and their value (SCQF tariff score etc).	Traditional positive destinations include HE, FE, Employment, MA. Other young people access Training through Skills Pipeline – Stage 2/3 or Activity Agreements (dependent upon their level of need). Corporate Parenting support offered through summer internship scheme for LAC.

5.4   ABC's key partner agency for delivering learning pathways is Argyll College UHI (ACUHI). The authority has a school/college partnership agreement (Appendix 3) with the college that covers Skills for Work, Higher and degree level qualifications. Argyll College UHI spent approximately £500,000 on school/college partnership working with Argyll and Bute secondary schools during session 2013/14. For the same period ABC spent £25,000 covering the transport and Personal Protective Equipment costs. Costs vary dependent upon pupil numbers, courses on offer and the location from which courses are delivered across the local authority area.

During session 2014/15 Argyll College UHI offered 17 different Skills for Work courses to 9 Argyll & Bute Council secondary schools, giving 382 pupils the opportunity to study practical vocational opportunities. As of academic session

2015/16 the partnership agreement will be extended to include Hermitage Academy senior phase pupils.

Argyll & Bute Council and ACUHI are currently researching how the school/college partnership can be further developed to support the delivery of Foundation Apprenticeships to pupils in the senior phase.

5.5 The Cabinet Secretary for Fair Work, Skills and Training allocated £6.5m from the SG Developing Young Workforce Funding for 2014/15 to local government on the 17th December 2014. This funding was to be used to:
- develop vocational pathways into work for young people;
- strengthen links between schools and employers;
- review work experience to make it more relevant, and
- improve opportunities for training in STEM subjects – science, technology, engineering and maths.

The distribution to local government was released on 3rd March 2015 with permission to carry forward to session 15/16 due to the lateness in intimating the level of award. Further funding for 2015/16 will be announced in due course.

5.6 The Scottish Government Developing Young Workforce budget contains a number of other funding streams that organisations such as SDS, local colleges and the third sector can access to support their delivery of the recommendations. For example Argyll and Bute may choose to apply for further funding to allow the setting up of a local Invest in Young People group.

5.7 In recognition of the allocation timescales Argyll and Bute Council agreed an earmarked reserve to support vulnerable young people to access summer internship and work placement opportunities in a variety of departments. The majority of this reserve has been held pending the outcome of the CDSYW review and clarification on Scottish Government funding. Further progression for our young people may be available through accessing modern apprenticeship opportunities that are currently being developed by ABC Human Resources and key departments.

5.8 The total funding available to support delivery of the DYW recommendations during session 2015/16 is outlined in the table below:

	£
SG DYW 2014/15	137,000
SG DYW 2015/16	tbc
ABC Youth Employment Opportunity Fund	150,000
TOTAL	**287,000**

The proposed DYW spend, in response to the recommendations are outlined in the table below:

AREA[2]	ACTIVITY	£
BGE/SP/EQ	Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people – letters, presentations and workshops delivered by key agencies.	5,000
SP/EQ	Promotion of Learner Pathways to parents, pupils and teachers.	
BGE/EQ	Development of Interdisciplinary programme that reflects the world of work and skills for learning, life and work.	2,000
BGE/EQ	Developing BGE approach to DYW to support children in primary schools who are disengaged from their learning.	13,000
SP/EQ	Work Experience Standard – ABC Working Group developing national resource and gathering feedback from local employers.	2,000
SP/EQ	Development of a Pre-Activity Agreement programme that can be delivered in schools to support young people who are disengaged and are at risk of entering a negative destination post school. Build on current good practice and work with key partner agencies.	25,000
SP	Foundation Apprenticeship Pilot - Provision of Personal Protective Equipment and transport - Provision of Mentoring support - Upgrading facilities (SDS have been approached to provide the funding to purchase resources required for delivery).	60,000
EQ	Development and delivery of a pre-employment and training programme for unemployed/Activity Agreement young people	30,000
DYW TOTAL		**137,000**

Proposed Youth Employment Opportunity Fund (YEOF) spend based on current discussions that will support Argyll and Bute's response to implementing the recommendations for 2015/16 are outlined in the table below:

ACTIVITY	£
Support Flexible Learning Plans in secondary schools (Support 40 pupils who have been identified on the Risk Matrix as being disengaged in their learning with a particular focus on LAC young people).	20,000
Support Summer Internship Programme aimed at LAC summer/December 2015 school leavers – target 9 young people.	5,000
Support for 5–10 Activity Agreement/LAC young people as they move through Employability Fund Stage 2/3. (Each stage lasts for 13 weeks and we provide a top up allowance of £35 per week = £455 per stage or £910 if both stages are completed).	5,000
Support for ABC Modern Apprenticeship programme ABC offers a financial incentive of £3,500 to cover the first 26 weeks of an	42,000

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[2] (BGE: Broad General Education; SP: Senior Phase; PoS: Post School; EQ: Equalities)

authority based MA, allowing us to support 12 young people.	
Administrative support that allows ABC Employability Team to deliver the Employer Recruitment Incentive. Since its inception we have supported 105 young people into employment locally.	3,000
TOTAL	**75,000**

The breakdown of individual costs per person per programme is contained in Appendix 4.

6.0   CONCLUSION

6.1   The Council welcomes that the Scottish Government has made a commitment to enhance significantly Scotland's success in ensuring that its young people have access to appropriate vocational courses and progression routes that ultimately lead to employment. The strategy allows the local authority to continue their work with key partner agencies across education, training, employment and equalities to support and deliver the recommendations.

6.2   All of our key partner agencies are keen to develop sustainable placement and employability opportunities that allow our young people to remain in Argyll and Bute. By offering local opportunities Argyll and Bute Council is retaining the youth population and providing opportunities for young people to contribute to our local economy and their local communities.

7.0   IMPLICATIONS

7.1   Policy: This report links directly to Outcomes 1 and 3 of the Argyll and Bute Single Outcome Agreement.

7.2   Financial: ABC has received specific funding from the Scottish Government DYW budget to deliver the recommendations - £137,000 for 2014/15 and a further tranche to be announced for session 2015/16. The authority is investing £150,000 to support young people, particularly those who are deemed to be vulnerable to access positive outcomes through the senior phase and post school.

7.3   Legal: Corporate Parenting Responsibility for LAC young people.

7.4   HR: The proposals outlined in this paper would require ongoing help and support from the HR department with regard to recruitment; work placement policies; and advice on employment legislation, terms and conditions.

7.5   Equalities: Key focus of Developing Young Workforce recommendations is ensuring that all young people are able to access a place in education, training or employment who wants to; all partners should work together to actively address disadvantage.

7.6   Risk: Failure to support young people to be able to access appropriate

learning pathways may impact on the life chances of young people across the local authority area and may result in outward migration of young people.

7.7   Customer Service: this report provides elected members with an overview of the Developing Young Workforce Youth Employment Strategy and the current ABC position.

Cleland Sneddon
Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
4 June 2015

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APPENDICES

Appendix 1   Summary of DSYW Recommendations
The table contains a summary of the 39 recommendations and highlights who has the lead responsibility for taking each of the recommendations forward.

Appendix 2   Developing Argyll and Bute's Young Workforce – ABC Community Services Action Plan 2015-2016.

Appendix 3   Sample Template of School-College Partnership Agreement

Appendix 4   Youth Employment Opportunity Fund Costings.

The following table contains a summary of the 39 recommendations and highlights the lead responsibility for taking each of the recommendations forward.

Developing Scotland's Young Workforce Recommendations	Lead
Recommendation 1: Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.	ABC Educ ACUHI WCS
Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.	SDS ABC Educ Employers
Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the Senior Phase Benchmarking Tool and in Education Scotland school inspections.	Educ Scot SDS ABC Educ
Recommendation 4: Colleges' key role in the development of Scotland's Young Workforce should be recognised and managed through Regional Outcome Agreements.	ACUHI WCS
Recommendation 5: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.	ACUHI WCS
Recommendation 6: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.	ACUHI WCS ABC A&B CPP
Recommendation 7: Modern Apprenticeships should be aligned with the skills required to support economic growth.	
Recommendation 8: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.	SDS TPs
Recommendation 9: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.	SDS
Recommendation 10: If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.	Scot Gov SDS TPs
Recommendation 11: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.	Educ Scot Employers
Recommendation 12: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.	STEM employers ABC Educ

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.	ABC Educ ABC Econ SDS
Recommendation 14: The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.	Scot Gov
Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.	Employers
Recommendation 16: Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.	Employers SCEL
Recommendation 17: Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.	Employers ACUHI WCS
Recommendation 18: In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.	SDS HIE ACUHI WCS ABC
Recommendation 19: A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce.	Scot Gov
Recommendation 20: A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people.	Scot Gov SDS TPs
Recommendation 21: Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding.	Scot Gov SDS TPs
Recommendation 22: Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.	ABC CBC
Recommendation 23: Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly reflected in their published corporate plans.	ABC NHS
Recommendation 24: Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.	HIE Employers
Recommendation 25: Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.	Scot Gov ABC
Recommendation 26: Scotland should embed equality education across Curriculum for Excellence.	Educ Scot ABC Educ
Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.	SDS ABC Educ

Recommendation 28: Senior phase vocational pathways should be designed to encourage more gender balance across occupations.	ABC Educ
Recommendation 29: The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually.	SFC ACUHI WCS
Recommendation 30: Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.	SDS TPs
Recommendation 31: A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the Black and Minority Ethnics (BME) community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.	SDS
Recommendation 32: SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.	SDS
Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.	SDS ABC Educ
Recommendation 34: Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.	SDS ACUHI WCS TPs
Recommendation 35: Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.	SDS
Recommendation 36: Employers who want to employ a young disabled person should be encouraged and supported to do so.	SDS Employers
Recommendation 37: Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.	ABC Educ ABC SW 3rd Sector JC+/SDS
Recommendation 38: Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.	Scot Gov ACUHI WCS TPs
Recommendation 39: In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.	Scot Gov 3rd Sector

ABBREVIATIONS TABLE

A&B CPP	Argyll and Bute Community Planning Partnership	SCEL	Scottish College for Educational Leadership
ABC Educ	Argyll and Bute Council Education Department	Scot Gov	Scottish Government
ABC Econ	Argyll and Bute Council Economic Development	SFC	Scottish Funding Council
ABC CBC	Argyll and Bute Council Community Benefit Clause	SDS	Skills Development Scotland
ACUHI	Argyll College University of the Highlands and Islands	TPs	Training Providers
Educ Scot	Education Scotland	WCS	West College Scotland
HIE	Highlands and Islands Enterprise		

BROAD GENERAL EDUCATION (BGE) (Early Years, Primary and S1-S3)			
RECOMMENDATION	**ACTION**	**LEAD**	**FUNDING**
R2: Preparing young people for employment

R12: Focus on STEM

R15: School/Business partnerships | • Interdisciplinary Learning programme that reflects the world of work, local labour market information and skills for learning, life and work developed and delivered in primary schools; feed into P7 profile;
• DYW programme reflected in secondary school curriculum plans for BGE; feed into S3 profile;
• Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people;
• Embed the S3 'Finding and Applying for Work' resource developed by Education Scotland and SDS in schools;
• Support SDS's Relaunch of the My World of Work website – greater focus on career pathways, and
• Develop primary/secondary cluster partnerships with local businesses to develop understanding of the world of work; focus on support HubNorth projects across Argyll can bring to local school clusters. | **HT, support from CET**

HT, support from CET

SDS, CET and HT

SDS

SDS and HT

HT, ABEP, HIE BG and local employers; LO:O4A & HubNorth | **DYW Budget**

DYW budget

SDS budget

SDS budget

Employer support and HubNorth funding |
| SENIOR PHASE (SP) (S4 – S6) | | | |
| **RECOMMENDATION** | **ACTION** | **LEAD** | **FUNDING** |
| R1: Vocational Pathways

R2: Preparing young people for employment

R3: Work Experience Standards | • DYW programme reflected in secondary school curriculum plans for SP.
• An evaluation of what and where vocational qualifications are available in the senior phase;
• A review of the strategic partnership between ABC, schools and ACUHI to ensure courses on offer reflect the needs of the local labour market and career areas of interest of senior phase pupils;
• An evaluation of what and where wider achievement qualifications are available in the senior phase; how these link with Insight and contribute to tariff scores;
• Engagement with young people, teachers, parents and employers to actively promote the variety and range of learner pathways | **HT, support CET LO:O4A**
LO:O4A and ACUHI
LO:O4A and ACUHI

LO:O4A, HT and CLD YSM

HT, SDS and LO:O4A |

DYW budget and SDS budget |

RECOMMENDATION	ACTION	LEAD	Funding
R12: Focus on STEM R13: Support young people at risk of disengaging R14: Invest in Youth Group	opportunities. Include feedback from Compelling A&B study; • Communication and engagement work undertaken to develop understanding of routes into work amongst parents, teachers, practitioners and young people; • Support SDS's Relaunch of the My World of Work website – greater focus on career pathways; • Participate in the Education Scotland led working group to develop the national standard for work experience in schools; • Research and develop a pilot Foundation Apprenticeship course for Engineering and Social Care, and • Establish an Argyll and Bute Invest in Young People Group in partnership with the Argyll and Bute Economic Forum and Argyll and Bute Employability Partnership groups.	ECON DEV SDS and HT SDS and HT ES and ABC working group ACUHI, LO:O4A, HT and employers LO:O4A, ABEF and ABEP	DYW budget and SDS budget SDS budget DYW budget DYW, SDS and ACUHI budgets Apply for specific IYP funding from SG

POST SCHOOL (PoS) (Age 16+)				
RECOMMENDATION	ACTION	LEAD	Funding
R7: MAs aligned with the skills required to support economic growth R20: Small business incentive for MA R5: Develop and enhance vocational education pathways	• Support targeted MA campaign promoted by SDS and participate in promoting MA week across schools and council departments; • Investigate pre-apprenticeship access pilot for those not in school and at risk; • SDS to support small and medium sized business to incentivise participation in MA programme; • Work with HubNorth to encourage main contractors and suppliers to train and employ local young people; and ensure ABC Community Benefit policy is applied to all appropriate procurement contracts; • College outcome agreements for UHI and West College Scotland regions for academic year 2015/16 developed with involvement from ABC – to include plans to develop senior phase vocational pathways in our local authority area, and • College curriculum planning established that is informed by the Skills Investment Plan and Regional Skills Assessment; Include feedback from Compelling A&B study.	SDS, LO:O4A and ABC HR SDS and LO:O4A SDS and ABEP LO:O4A, Hub North and key ABC depts.. ACUHI , WCS and ABC – Exec Dir ACUHI, SDS, HIE, ABC Econ Dev, CPP	SDS budget SDS and DYW budget SDS and SG budget HubNorth funding

EQUALITIES			
RECOMMENDATION	**ACTION**	**LEAD**	**FUNDING**

R13: Support young people at risk of disengaging
 	
R26/27: Cross Cutting Equality Issues
 	
R28/29/30: Gender
 	
R31/32: Young people from BME groups
 	
R33/34/35/36: Young Disabled people
 	
R37/38/39: Care Leavers
	• Once resources have been agreed with Education Scotland, embed equality education across Curriculum for Excellence;
	• Actively promote careers and option choice courses through equalities when delivering PSE provision; provide positive role models where possible;
	• Support young people who are identified as being disengaged in their learning during the SP of education through development of Flexible Learning Plans in partnership with key agencies and local employers; develop pre AA programme that can be delivered in schools for young people identified through ABC Risk Matrix;
	• Support young people to access appropriate work experience placements taking cognisance of their disability;
	• Support care leavers and other groups of young people who face significant barriers to employment through:
	  - ABC summer internship programme, and
	  - Offer of work placement opportunities in ABC departments for young people on Stage 2 and Stage 3 of the Employability Pipeline.
	• Develop opportunities for these young people through the ABC MA programme;
	• Develop an employment and training programme that unemployed and Activity Agreement young people can access across Argyll and Bute (HELP Ltd currently provide provision in Cowal & Bute), and
	• Work with third sector agencies to support delivery of new jobs created by Community Jobs Scotland for underrepresented groups (care leavers, young offender and young people with disabilities).
		HT
		
		HT, LO:O4A,ABC HR SDS and local employers
		
		HT, O4A team, CLD YS, ACUHI and local employers
		
		HT and ABC SW
		
		O4A team, SW C&F and AS, ABC depts. ABEP
		
		As above
		
		O4A team, ABC HR, ABC depts. O4A team, ABEP
		
		AVA
			
			SDS and DSYW budget
			
			YEOF budget
			
			YEOF budget
			
			YEOF budget
			
			DYW budget
			
			Access specific funding through national SG DYW budget

Sample

School-College Partnership Agreement Argyll College UHI and insert school name School

June 2015

Contents

School-College Partnership Agreement
Scope

This agreement covers all collaborative working between Argyll College UHI (the college) and the schools of Argyll & Bute Council (the authority), where the college provides training and education for school pupils. This includes SQA accredited courses such as Skills for Work, National 4 and 5 awards, Highers and Higher National Certificates, along with other further and higher education courses delivered for school pupils by Argyll College UHI. Training and education may take place in the college's own premises, in authority premises, or at mutually agreed locations.

This document sets out the general principles of partnership as detailed above. For detailed local arrangements, which may vary from the main partnership agreement, such as contacts and key dates please see Appendix 1.

Key Principles

School pupils participating in courses will remain on the school register throughout the course of their studies and the school will continue to have overall responsibility for these pupils. When being taught by college staff, responsibility for educational provision for these pupils will rest with the college.

Pupils undertaking courses in college will be expected to conform to the disciplinary code of the college. See attached Appendix 2.

The college will have responsibility for all aspects of the process required for SQA certification for pupils. This includes:
- Approval to deliver the course
- Registration of pupils for all college delivered SQA units
- Collection of assessment evidence
- Arrangement of accommodation for examinations
- Submission to the SQA of unit and course results
- Internal and external moderation
- Management of candidate mitigating circumstances
- Tracking and reporting pupils' progress.

All courses delivered through this partnership must appear in designated columns on the option choice form for the appropriate stage.

Delivery of each course is dependent on sufficient student numbers to ensure the course is financially viable for the college. The viable class size is generally 9 however exceptions may be applied due to individual course resources.

Central communication, coordination and monitoring of school-college collaboration will be undertaken by the School-College Partnership

Working Group. This is the key forum for discussion and agreement and consists of:

- For Argyll College UHI – Schools Link Manager, Curriculum Managers, Principal & Depute Principal
- For Argyll & Bute Council – Lead Officer: Opportunities for All (O4A)
- For schools – Senior Leadership Team member with responsibility for Opportunities for All and Principal Teacher of Enterprise with responsibility for Skills for Work.

Health, Safety and Welfare

- Argyll College UHI is responsible for ensuring that all tutors working with school pupils hold the relevant PVG certificate
- Both organisations are jointly responsible for ensuring the welfare of pupils and that necessary health and safety checks are in place
- The authority retains Health and Safety responsibility for all placements outwith Argyll College premises and where the employer has responsibility for supervision and has control of the work allocated.
- The college retains Health and Safety responsibility for all placements on Argyll College UHI premises or employer premises where the college is using an employer to facilitate the running of a 'college course'.
- Schools are required to arrange and oversee all travel for pupils to and from their agreed place of study or work placements, and are responsible for the welfare of the pupils whilst travelling.
- The authority will fund all travel for pupils to and from their agreed place of study or work placement with Argyll College UHI when undertaking Skills for Work courses.

Pupils cannot be out on placement until all the necessary Health and Safety and PVG checks have been carried out and approved.

- Any Personal Protective Equipment (PPE) required for Skills for Work courses will be purchased by Argyll College UHI and recharged to the local authority. If there is equipment already available from the school or work placement involved this may be used if the tutor judges it suitable.

The college will provide the Lead Officer O4A with a list of all placements. The list should state company name, address and contact phone number, plus a named contact. These details will be added to the WBVL employer database. Wherever possible, the college will endeavour to use placements already on the authority's database of pre-approved placements.

PVG registration of all work placement supervisors, where not in place, will be carried out by Argyll and Bute Council. The college will provide the relevant school with a list of people requiring to be checked. The list should state person's name, address and contact phone number.

School-College Contact Names

Each school should have a named main contact person, who could be either a member of the SLT with responsibility for O4A or the Principal Teacher for Enterprise. This person will be responsible for all school arrangements and communications relating to school-college courses. There should also be named contacts for day-to-day matters such as:

- attendance reports
- disciplinary issues
- learning support required or currently received.

The central point of contact at the college will be the Schools Link Manager. Other contacts will be:

- Curriculum Managers for academic issues
- Centre Managers for local arrangements and issues with individual schools

A list of all the above named contacts will be circulated at the start of each academic year and updated as appropriate. They will also be contained in Appendix 3 of this document. All contacts should include email addresses and telephone numbers.

The college will also inform each school of relevant tutor names and contact details for each course, to be issued prior to student induction.

While individual school and college staff may communicate directly with one another on specific issues, as appropriate, the named contact in respective schools, and the college Schools Link Manager, must be kept informed of any more serious or strategic issues which may need to be addressed at a more senior level.

Information on Available Courses

In October of each academic year, Argyll College UHI will supply each school with an Expression of Interest form. This form should be completed through discussion with the school timetabler, PT Enterprise and school Senior Leadership Team. Based on the returns received during November/December Argyll College UHI will enter into discussions with the school and other relevant bodies on available resources and details of delivery for each course on the form.

At the beginning of January the college will supply the school with a list of courses that can be offered, subject to sufficient pupil numbers.

This will include:

- Course title(s)
- Tutor name(s) where possible
- Level of study
- SQA codes and course/unit names
- Entry requirements
- Course content

- Assessment details
- Work experience details if appropriate
- Progression routes and related career paths

The college should provide appropriate information annually to schools for inclusion in their option choice booklets. The school is responsible for providing a deadline to receive this information.

Information and documentation (for example course summary sheets or flyers) may be issued directly by the Schools Link Manager to schools, via each school's named contact, and a copy will also be given to the Lead Officer: Opportunities for All.

Student Recruitment

The college will be given the opportunity to participate in school option choice/information evenings, to provide information to pupils and parents/carers on the courses available through the school-college partnership. The school should provide reasonable notice of each event to the Schools Link Manager, who will arrange for one or more appropriate college representatives to attend.

Application Procedure

Pupils wishing to opt for college course should complete the relevant application form. Completed applications should go to the SLT O4A/PT Enterprise, who will meet with the Argyll College Centre Manager to discuss and arrange interviews. Pupils will be asked to attend an interview, which will be jointly undertaken by school and college representatives. The SLT O4A/PT Enterprise will send successful applicants an offer letter along with a code of conduct form, which should be signed and returned to the SLT O4A/PT Enterprise.

Confirmation of Courses to be Delivered

Following discussion and agreement between college and school staff, the SLT O4A/PT Enterprise and Depute Head Teacher should compile a list of student names for each course and send it to the Schools Link Manager

The school will ensure that each pupil undertaking an SQA Skills for Work or other SQA school link course is registered with the SQA, and a list of their SQA Candidate Numbers is provided to the Schools Link Manager no later than 1st June.

Up to 31st August, the college reserves the right to withdraw any course due to low student numbers, unavailability of premises or suitable tutors, or lack of appropriate work placements. Class lists must be finalised by the Course Tutor and submitted to the Schools Link Manager by 31st August.

Communication with Parents/Carers

It is essential that schools write to parents/carers of pupils undertaking courses in the college prior to the start of the new session, informing them of school-college arrangements, including aspects such as travel to/from college, college attendance requirements, course content.

Pupils and parents/carers will be asked to sign a code of conduct form to indicate acceptance of the arrangements pertaining to courses delivered by the college.

The college will attend parents' evenings to keep parents informed of the pupil's progress. The school will inform the college in advance of these dates to facilitate attendance.

Key Dates

A local calendar of key dates for each school, noting important school dates such as study leave, work experience dates, in-service and parent information evenings, will be drawn up annually by the Senior Leadership Team. These calendars should be issued to the Schools Link Manager by the 10th June, thereafter confirmed in August with any local events included and will be included at Appendix 3 of this document. Any further amendments to the calendar should be sent direct to the Schools Link Manager.

This partnership agreement should be completed and signed by all parties by the **19th June**.

Tutor Absence

The college will provide class cover where a suitable available supply tutor can be found, however due to the nature of most tutors' employment with the college this might not always be possible. Argyll College UHI centre staff who are responsible for managing and manning the college centre are unable to provide class cover. In the case where tutor cover is not possible the school will provide cover for the class.

It is the responsibility of the college to inform the school of any tutor absence at the earliest possible time, but no later than 9:00 am on the day of the absence.

Tutor Induction – Delivery in School

During the school in-service days in August there must be a tutor induction activity put in place to cover procedures and processes, discipline, etc. as appropriate. This should be no more than a half day.

Student Induction

The college will organise an induction programme for each course, in agreement with school partners. Colleges will ensure that, where appropriate, course provision and induction links with the schools' induction programme.

Pupil Monitoring

Pupil Attendance

The college will use its own attendance registers and systems for pupils undertaking courses, and provide a daily report by exception by email or fax of non-attendance to the contact in the relevant school.

Where it is known that an individual pupil is unable to attend college (planned absence) or where personal circumstances are likely to affect a pupil's attendance, then the school must inform the Learning Centre Manager as soon as possible, who will also alert the appropriate college tutor. Where the school cancels a scheduled class, the Learning Centre Manager must be informed as soon as possible.

Cause for Concern

As noted earlier, the school will continue to have overall responsibility for their pupils undertaking college courses. Whilst attending the college, school pupils are subject to the rules and regulations of the college, which include the relevant code of conduct and health and safety guidelines. Where the college has a serious cause for concern regarding a particular individual – whether on academic grounds or otherwise – it must alert the school's named main contact person. A written record of this concern should be kept by the college, for example in a confidential student file.

Changes to Courses/Withdrawals

In exceptional circumstances, a pupil (most likely S5/6) may elect during the course of the session to either withdraw from a course, or to change the course or level of study. Prior to any agreement on this, there should be full and appropriate consultation between school staff, college staff, pupils and parents/carers. Where a pupil does withdraw, or change their course or level of study, the main school contact must inform the Schools Link Manager in writing.

If a pupil leaves school during the course of the school session, this information should be communicated in writing to the college and the Lead Officer: O4A.

Pupil Tracking: Reporting on Progress

General Responsibilities

Further to the key principles noted earlier, each school will be responsible for the ongoing monitoring of school-college links and also the tracking of pupil progress for all pupils undertaking college courses. Information on pupil progress should be passed on from the college to the school, in line with agreed pupil reporting mechanisms (see below).

The Lead Officer: O4A and Schools Link Manager should discuss any issues during their regular meeting times, including students at risk of not achieving.

Unit Results

The college will provide each school with a list of confirmed and expected results for each student, by the 31st July at the latest. Note that some results may appear on the pupils' SQA certificates that they receive in August, but some may not be confirmed until the October update. This should be avoided where possible.

All assessments should be completed by the end of May and the school must be informed of proposed submission dates.

Pupil Reports

The college will have the opportunity for direct input to pupil reports. Schools should liaise with the college on the format and timing of reports. This should be reviewed annually, most likely at a meeting of the School-College Partnership Working Group. The college should provide as a minimum a progress report which notes relevant unit results, a statement on the academic progress of the pupil, and a reference to the general attitude/aptitude of the pupil.

Course Team Meetings

All courses are subject to the college quality assurance procedures. As part of these procedures, course team meetings will be held, as a basic minimum twice during the course.

School-College Meetings

An annual meeting is required between each school and the college, the meeting to take place in November-December, before the options booklets go out. This meeting should comprise the following staff:

- Depute Head Teacher
- PT Enterprise
- Timetabler
- Lead Officer: O4A
- Schools Link Manager and Centre Managers as appropriate

Appendix 1 - Local Arrangements, Contacts and Key Dates

Local Arrangements

Contacts

Local Partner	
Courses	
Contacts for Argyll College	Schools Link Manager: Fiona MacAlpine 01631 559562 fiona.macalpine@uhi.ac.uk
	Learning Centre Manager:
	Curriculum Managers:
	Tutors:
Contact for Argyll & Bute Council	Lead Officer O4A Aileen Goodall 01369 708544 aileen.goodall@argyll-bute.gov.uk
	Activity Agreement Coordinator Debbie Paterson 01369 708635 debbie.paterson@argyll-bute.gov.uk
Contacts for Local Partner	Depute Head Teacher for School-College Collaboration: Name Phone Email
	Principal Teacher for Enterprise: Name Phone Email
	Attendance reports: Name Phone Email
	Disciplinary issues: Name Phone Email
	Learning support: Name Phone Email

Local Arrangements - Calendar of Key Dates

Appendix 2 – Disciplinary Code of Conduct
Argyll College Student Disciplinary Procedure –
for use with pupils enrolled from Argyll and Bute Council

Stage 1 - Promoting Positive Behaviour
Good behaviour is essential to good learning. The general aim of the
school/college partnership is to provide an atmosphere of mutual respect
and collective responsibility. Pupils, parents, school and college staff all
have an important part to play in producing and sustaining this positive
ethos. The rules of the college are of a common sense nature, bearing in
mind the interest and safety of all concerned.

Any disciplinary issues that do arise will be dealt with in the first instance
using Assertive Disciplinary approaches. If a college tutor needs to
involve another member of staff, for example, Centre Manager this should
be recorded on the Student Discipline Form and filed in the appropriate
student record. A copy of the form should be sent to the Head Teacher.

When a serious or consistent breach of conduct occurs formal disciplinary
action will be taken. There are 3 stages outlined below:

Formal Stage	Responsible Staff	Appeal to
Stage 2 (Written)	Centre Manager or Course Tutor plus note taker *	Curriculum Manager
Stage 3 (Final written)	Centre Manager or Course Tutor plus note taker *	Curriculum Manager
Stage 4 (Dismissal)	Curriculum Manager plus note taker	College Manager

* Note taker can be the Centre Manager for the Course Tutor or vice versa
if both are to be involved.

Guidelines
1. In all cases where formal disciplinary action is being considered
   (Stage 2-4) the school and parent must be informed prior to any
   intervention. A disciplinary interview must be held where the
   student has the following rights:-
   - to have no disciplinary action taken until the case has been
     fully investigated – unless the misconduct is so serious that a
     temporary immediate exclusion is warranted
   - to be accompanied at the disciplinary interview by a member
     of the school pastoral team or appropriate college staff
     member
   - to have the nature of the complaint fully and clearly
     explained
   - to have adequate opportunity to present their case at the
     interview before any decision is made, warnings given or
     disciplinary action taken

- to have the right of appeal against any decision or action taken.

Reasonable adjustment must be made for pupils with Additional Support Needs. These should be agreed in advance with the student's Named/Lead person.

2. The reason for the interview and the outcome will be recorded using the Disciplinary Interview Record at each stage. Students will be asked to sign the Disciplinary Interview Record.

3. The student, parent and school must be informed at each point of the procedure as to what the next stage of the disciplinary procedure is.

4. The student, parent and school will be notified of the outcome of the disciplinary interview at the time of the interview and also by letter.

5. When an alleged incident occurs the member of staff involved must take appropriate action to resolve the situation, and then put the details of the incident and names of the students involved in writing to the Curriculum Manager within 1 working day. A copy of this information should be copied to the school/college link contact.

6. Investigation into the alleged misconduct must be completed within 5 working days by the Centre Manager or Curriculum Manager. If the incident involves the staff member who would normally carry out the investigation then another investigating officer will be appointed.

7. Findings from the investigation should be noted on the Investigation Report and signed by the interviewee (student being investigated or witnesses to the incident). At this point the Curriculum Manager will determine what level the incident should be considered at.

8. The student should then be informed by letter, sent by recorded delivery sent to their parent/carer:
   - Of the date, time and venue for the disciplinary interview (allowing 3 working days for the student to prepare a response from the receipt of the letter)
   - The nature of the alleged misconduct
   - The student's right to be accompanied at the interview
   - The stage at which the interview is being held
   A copy of this letter should be forwarded to the school college link contact.

9. A record of the interview must be kept – Disciplinary Interview Record
   A copy of this should be forwarded to the school college link contact.

Decisions

1. **Stage 2 (Written warning)**

   Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation. Responsibility – Centre Manager or Course Tutor. A note taker will be present at the disciplinary interview. If a stage 2 interview is held and the decision is made to give a formal written warning then the Centre Manager or Course Tutor must:

   - Issue a formal written warning (Stage 2 letter) which will be sent to the student and parent by recorded delivery. A copy of the formal written warning should be sent to the school. This warning will be disregarded for disciplinary purposes after four months subject to satisfactory conduct and performance.
   - Record the details and reason for the written warning, names of those involved, date and time of the interview on the Disciplinary Interview Record.
   - Disciplinary Interview Record, Investigation Report and warning letter to be held in the student's file for four months.
   - Where timescale for improvement is agreed, this should be monitored by the Centre Manager / Course Tutor.
   - Ensure student is aware of the next stage in the Disciplinary procedure if there is
     - No improvement within agreed timescale
     - Another similar breach
     - A more serious issue.
   - Student may appeal in writing to the Curriculum Manager within 5 working days) of receipt of the written warning letter.
   - Ensure that the Head Teacher has been informed of the outcome.

2. **Stage 3 (Final written warning)**

   Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation. Responsibility – Curriculum Manager
   If a stage 3 disciplinary interview is to be held then the Curriculum Manager will be consulted and may lead it, but can nominate the Centre Manager or Course Tutor to lead it. A note taker will be present. If the outcome of the interview is a final written warning then the Curriculum Manager must:

   - Issue the final written warning (Stage 3 letter) which will be sent to the student and parent by recorded delivery. A copy of the final written warning should be sent to the school. This warning will be disregarded for disciplinary purposes after four months subject to satisfactory conduct and performance.

- Ensure that the details of the reasons for the final written warning are recorded on the Disciplinary Interview Record and a copy has been sent to the Head Teacher.
- Disciplinary Interview Record, Investigation Report and warning letter to be held in the student's file for four months.
- Where timescale for improvement is agreed, this should be monitored by the Centre Manager / Course Tutor.
- Ensure student is aware that the next stage in the Disciplinary procedure is dismissal if there is
  - No improvement within agreed timescale
  - A further similar breach
  - A more serious issue.
- Student may appeal in writing to the College Manager within 5 working days of receipt of the final written warning letter.

3. **Stage 4 (Dismissal)**

Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation.
Responsibility – Curriculum Manager or College Manager
If a stage 4 disciplinary interview is to be held then the Curriculum Manager will lead it and a note taker will be present. If, under exceptional circumstances, the outcome of the interview is dismissal then the Curriculum Manager must:

- Issue the dismissal letter (Stage 4 letter). This letter must be sent by recorded delivery to the student and parent outlining the decision reached. A copy of the dismissal letter should be sent to the school.
- Ensure that the details and reasons for dismissal are recorded on the Disciplinary Interview Record and a copy has been sent to the Head Teacher.
- Disciplinary Interview Record, Investigation Report and dismissal letter to be held in the student's file.
- Ensure student is aware that an appeal can be made to the College Manager in writing within 5 working days (10 working days for a part time student) from receipt of the dismissal letter.
- The appeal will be examined by the Principal (or nominated representative), the College Manager and a Curriculum Manager not involved in the original decision.
- Inform the SITS department so that the date of dismissal is recorded on SITS.

Immediate Exclusion – Gross Misconduct

1. If a student is alleged to have committed gross misconduct then the Centre Manager can temporarily suspend the student immediately, pending investigation. The Head Teacher must be informed and arrangements made for the student to be removed from the premises. Normally this would be for no more than five working days while investigation into the alleged misconduct takes place.

2. Whenever possible an Investigation Report should be taken from the student before they leave the college and a copy sent to the school. Otherwise the student must be invited back for an investigation interview and the disciplinary process extended by no more than 10 working days. The student must be informed that they may not enter any college premises during their suspension apart from to attend an investigation interview or Disciplinary Interview.

3. If immediate suspension has been imposed then the disciplinary interview will automatically be held at Stage 3. At the point of suspension the student should be issued with a Notice of Suspension and given 3 working days notice for the Disciplinary Interview.

4. The Curriculum Manager will arrange to interview all parties concerned (student and witnesses) in the incident. The student does not need to be interviewed if a statement has already been taken from them.

5. A disciplinary letter should now be sent giving details of when and how the Disciplinary Interview will be conducted (Disciplinary Interview letter) - all letters should be sent by recorded delivery, unless handed to the student in person in front of witnesses.

6. A copy of the investigation should then be sent to the relevant Head Teacher.

Appeals against warnings issued under Stages 2 and 3

1. A student wishing to appeal against a disciplinary warning should do so in writing within 5 working days (10 working days for a part time student) of the letter detailing the warning being received.

2. If an appeal is made then the recipient of the appeal will look at the evidence, ensuring that the student has had adequate opportunity to present their case in writing.

3. The appeal should be examined within 5 working days of the appeal being lodged.

4. The decision of the appeal is final, any disciplinary action will be reviewed but the severity of the action cannot be increased.

5. A copy of the decision should then be sent to the relevant Head Teacher.

Appeals against dismissal

1. An appeal against dismissal will be examined by an appeal panel comprising the Principal (or nominated representative), the College Manager and a Curriculum Manager not involved in the original decision.

2. The appeal panel will meet within 5 working days of an appeal being lodged and will look at the evidence again. The appeal panel may interview the student (who may be accompanied by a fellow student or friend) and the staff member who initiated the decision to suspend the student if they feel it is necessary.

3. The appeal panel can make the following recommendation:
   o Uphold the original decision for suspension
   o Substitute another penalty
   o The disciplinary action be dropped.

4. The decision of the appeal panel shall be sent to the student in writing within 5 working days of the meeting.

5. A copy of the decision should then be sent to the relevant Head Teacher.

Argyll College   School-College Partnership Agreement

Related documents

- Argyll College disciplinary policy
- Health and safety policy
- Student charter
- Equal opportunities policy
- ICT acceptable use policy
- List of unacceptable behaviours
- Harassment policy

Date of issue	March 2015
Approved by	Argyll College Quality Committee and Argyll and Bute Council Education Department
Responsibility for review	School Link and Timetabling Manager and ABC Education Lead Officer: O4A

Appendix 3 - Timeline

Timing or Deadline	Action	Responsibility
1st October	Expression of Interest forms issued to schools	Schools Link Manager
31st October	Expression of Interest forms returned to Schools Link Manager	PT Enterprise and Depute Head Teacher
Between 1st November and first week of January	School-college meetings arranged for each location	Lead Officer: Opportunities for All
Second week of January	List of available courses to each school	Schools Link Manager
End of January	Information for options booklet to PT Enterprise	Schools Link Manager
As appropriate	Tutors informed of arrangements for tutor contributions to pupil reports for each school	PT Enterprise and Depute Head Teacher
February/March	Pupils complete SfW application form	PT Enterprise
Interviews Completed by mid May	Pupils interviewed for SfW courses	PT Enterprise and college representatives
Following interviews	Offer letter and code of conduct form sent to identified SfW students	PT Enterprise
On receipt of letter	Sign code of conduct form and return to PT Enterprise	Students and parents
1st June	List of student names by course sent to Schools Link Manager. Accurate lists are essential to secure the appropriate SUMS.	PT Enterprise and Depute Head Teacher
1st June	All new students taking SQA courses are registered with SQA and a list of SQA candidate numbers sent to Schools Link Manager.	School SQA Coordinator and PT Enterprise
10th June	Calendar and list of local key dates sent to Schools Link Manager and Centre Manager. This should include parent information evenings, to allow college representatives to attend.	PT Enterprise and Depute Head Teacher
31st July	List of confirmed and expected results sent to PT Enterprise and Depute Head Teacher.	Schools Link Manager
31st August	Last date for withdrawal of courses by the college.	Schools Link Manager
September	Post results meeting.	Lead Officer: O4A and Schools Link Manager

ABC: YOUTH EMPLOYMENT OPPORTUNITIES FUND

LAC Summer Internship Programme - costs per young person

2015	Hourly	28 hours	35 hours
Under 18	£3.79	£106.12	£530.60
18 – 20	£5.13	£143.64	£708.20

Learning Pathway Progression – costs per young person

Activity Agreement/ LAC	Employability Fund Stage 2	Employability Fund Stage 3	Modern Apprenticeship
Education Maintenance Allowance (EMA) £30 per week*	£55 training allowance £35 top up if in ABC placement Placement lasts for up to 13 weeks TOTAL = £455	£55 training allowance £35 top up if in ABC placement Placement lasts for up to 13 weeks TOTAL = £455	£6,552 per annum MA can last between 9 months and 4 years dependent upon the course being undertaken ABC financial incentive to individual department taking on a young person is £3,500

* means tested for non LAC

Agenda Item 7

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

Community Services   **4TH JUNE 2015**

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

1.0   EXECUTIVE SUMMARY

1.1   The main purpose of this report is to provide an update to elected members of the review of Additional Support Needs (ASN) provision by Education Services as outlined in Community Services Committee paper of 12th March 2015.

2.0   RECOMMENDATIONS

2.1   Community Services Committee is asked to:

a) agree the areas for immediate development ASN as outlined in section 5.6
b) note the areas for further development as outlined in section 5.7
c) note wider consideration of Additional Support needs Provision as part of the Service Choices programme

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4TH JUNE 2015**

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

3.0   INTRODUCTION

3.1   <u>Aim of Review</u>

The review of key aspects of ASN provision, aims to ensure that a service is in place which effectively and efficiently meets the needs of all learners in a time of severe financial constraint. In so doing, the service to support children with additional support needs must meet the requirements of the relevant legislation and ensure equity of provision and resources across the Argyll and Bute authority area.

3.2   <u>Legislative Framework</u>

The Council has a responsibility to discharge its obligations in relation to education legislation, as prescribed in both the Standards in Scotland's Schools etc. Act and the Additional Support for Learning Act and in doing so seek to do this to a high standard. The Education (Additional Support for Learning) (Scotland) Act 2004 places duties on local authorities, and other agencies, to provide additional support where needed to enable any child or young person to benefit from education.

3.3   All staff within the Education Service have a responsibility to meet additional support needs. A child or young person with additional support needs is defined under the terms of the Education (Additional Support for Learning) (Scotland) Act 2009 as follows:

A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

3.4   The 2009 Education (Additional Support for Learning) Act's reference to school education links both the 1980 Education (Scotland) Act and the Standards in Scotland's Schools etc. Act 2000. The 2000 Act requires the education authority to ensure that school education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The 2000 Act established, and the 2004 Act built upon, a 'presumption of mainstream', that is, a presumption in favour of providing mainstream education for all children.

3.5   In meeting additional support needs, all professionals should also be aware of the provisions within The Equality Act 2010.

3.6   The Children and Young People (Scotland) Act 2014 is the most recent legislation impacting on services directing at meeting additional support needs. Guidance is emerging at present and will require to be considered alongside the legislative context described above. Amongst other things, this legislation places specific duties on head teachers who act as Named Persons and who have a key role in supporting children with additional support needs.

3.7   <u>Delivery of ASN in Argyll and Bute</u>

There is a high level of inclusion within Argyll and Bute with children and young people with a wide range of complex and challenging needs effectively supported within their local schools. At January 2011, only 47 children and young people from Argyll and Bute were educated in specialist day and residential placements out with the authority. Since that time this number has been further reduced by 50% with approximately 23 children and young people placed in external specialist resources at the present time. This number has remained relatively stable over the last 18 months.

3.8   Until June 2010, centrally funded support teachers were organised in Area Network Support Teams (ANST) and were line managed by Area Principal Teachers. Following a review of ANST arrangements, these teams were disbanded and the support teachers came under the line management of Head Teachers. This arrangement can hinder flexibility of deployment particularly in the primary sector.

3.9   To ensure the success of the inclusive approach to meeting needs, significant resources are targeted directly to schools where staff work together to employing creative and flexible approaches to meeting needs. Parklands School in Helensburgh is the only free standing special school within the authority.

3.10 However, it is clear that the policy framework for meeting additional support needs in Argyll and Bute has not kept pace with the developing legislative framework. Much of current policy is needing to be reviewed and revised and it is unclear if there is a common understanding of certain key elements of practice such as staged intervention. Therefore one critical aspect of the ASN review is to agree areas of future policy development to allow current and future Education Service ASN policy framework to be fit for purpose.

3.11 The review of key aspects of ASN provision aims to ensure that a service is in place which effectively and efficiently meets the needs of all learners in a time of severe financial constraint and do so in a fair and equitable way. The Council has a responsibility to discharge its obligations in relation to the relevant education legislation as outlined above and in doing so seek to do this to a high standard across the Argyll and Bute authority area.

4.0   RECOMMENDATIONS

4.1   Community Services Committee (CSC) is asked to:

a) agree the areas for immediate development ASN as outlined in section 5.6
b) note the areas for further development as outlined in section 5.7
c) note wider consideration of Additional Support needs Provision as part of the Service Choices programme

5.0   DETAIL

5.1   An initial review of provision of additional support needs was held on 5th and 6th February 2015 with a recall day was on 26th March.

5.2   The review days considered both the areas of policy/practice and budget with the aim of rationalising the ASN policy and practice framework which meets the demands of current legislative and national policy requirements and ensures the continued provision of the most effective and efficient service within the Council's budget requirements.

5.3   The Review group specifically examined the current model of provision and options in the following five areas; (see section 5.6 below)

- cover costs for central funded support teachers and ASN assistants;
- allocation process for ASN assistants;
- area Principal Teachers;
- Learning Centres, and
- Residential and Day placements

5.4   The Review group is comprised of a representative sample of teaching staff from all sectors and areas across the authority area. In addition there is representation from teaching and non-teaching trades unions and from Social Work. Representatives from Strategic Finance and Human Resources provide appropriate information as and when required.

5.5   At the conclusion of the initial two days and the recall day, a clear direction had been agreed as to priority areas for future policy development and a decision had been made on how to address the matter of teacher cover overspend. The discussion also allowed a revised allocation process to be implemented in relation to ASN assistants.

5.6   Specifically, the Committee is asked to agree to the following actions arising from the Review are as follows;

5.6.1 The allocation process for ASN assistant staff is overly bureaucratic and does not always capture the appropriate level of allocation required by individual establishments. Therefore it is considered necessary to revise the method of allocation and insert an increased level of support and challenge into the

process which focusses specifically on individual need.

5.6.2 Two working groups, on staged intervention and more able pupils, have been convened. Staged intervention is at the core of how the education service responds to need. A clear and explicit policy framework is essential to effective intervention to meet needs. There is no policy position at present in relation to more able pupils. It was therefore considered necessary to develop a policy to outline support provision for pupils who are considered to be 'more able'. It is anticipated that both policies will be approved for implementation for the start of the 2015-16 school session.

5.6.3 There are currently 7.2FTE staff designated as Area Principal Teachers (APTs). These staff have an overview of additional support needs within each of the following areas; Helensburgh and Lomond, Cowal, Mid-Argyll, Kintyre and Oban, Lorne and the Isles (all 1FTE) and Bute, Islay and Mull (all 0.4 FTE). It is proposed that the remit of the Area Principal teacher is revised and the number reduces to 4FTE. This will mirror the allocation of Area Education Officers within the recent restructuring of the Education Central Team and it is envisaged that Area Principal Teachers and Education Officers will provide complimentary support.

5.6.4 Following the development of a revised overarching staged intervention policy, future policy development priorities for session 2015-16 should focus on Looked After Children, Learning Centres and Interrupted Learners.

5.6.5 There is a lack of clarity over the availability of cover for peripatetic support teachers. In addition there is a considerable overspend on the limited supply cover budget. For these reasons there is a need to urgently revise cover arrangements for support staff was agreed and more specific criteria for accessing cover for long-term absence is currently being produced for application from August 2015 onwards

5.7 Other areas for further development are;

5.7.1 The need for maximum flexibility in deployment of peripatetic support teachers achieved through the restoration of management of peripatetic support staff who work in primary schools back to Area Principal Teachers.

5.7.2 The need to maximise capacity to meet pupil ASN needs through the establishment of a Primary Learning Centre in the Campbeltown area and thus provide consistency of Learning Centre provision in the primary sector in all four mainland areas. This will identify specific provision for children with higher tariff additional support needs across all 4 mainland areas and concentrate support resources in identified locations. This will have to be developed in conjunction with a new policy on Learning Centres.

5.7.3 How best to provide support for the joint social work/education Alternatives to Care initiative. It is anticipated that this will reduce the amount spent on out of authority day and residential placements.

5.7.4 The amalgamation of various support assistant posts to create the post of general support assistant. This will include classroom assistants, additional support needs assistants and pupil support assistants. An amalgamation of roles and responsibilities will maximize the flexibility of head teachers to prioritise and deploy support staff to better meet the needs of pupils with additional support needs. This may also reduce the number of staff currently employed as ASN assistant posts.

5.7.5 Maximise deployment flexibility within support assistant contracts through the introduction of area contracts.

5.7.6 There is a considerable increase in the number of children with hearing impairment. There is a need to consider how best to adequately address needs of this cohort.

6.0 CONCLUSION

6.1 The ASN Review has allowed a consultative forum to be established for ASN from which decisions can be made around policy, practice and budgetary matters. Work has already begun from decisions made at the Review days and areas of future development work has been identified which will allow for the provision of more effective and efficient interventions for children with additional support needs within an updated policy framework and increased financial constraint.

7.0 IMPLICATIONS

7.1 Policy: The report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training maximises Opportunities for All).

7.2 Financial: The delivery of additional support to meet the identified needs of children and young people has considerable financial implications which require to be addressed during 2015-16 and beyond.

7.3 Legal: The council has a responsibility to discharge its obligations in relation to education legislation, as prescribed in both the Standards in Scotland's schools etc. Act and the Additional Support for Learning Act and in doing so seek to do this to a high standard.

7.4 Personnel: The service costs are predominantly in relation to staff costs, future recommendations will take full account of all personnel implications. Discussions will be required with HR to vary contracts in order to create a general assistant post.

7.5 Equalities: In meeting the additional support needs of individual children

and young people there is a requirements to be aware of the provisions within The Equality Act 2010.

7.6   Risk: Failure to address any issues arising from the completed review presents potential legal, financial, equalities and reputational risks to the council.

7.7   Customer Service: Addressing the terms of the review of Additional Support Needs provision may be perceived as a detriment to the current levels of service and may be contentious.

Cleland Sneddon
Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
5th June 2015

For further information contact:
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ASN Review Update v2

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **4ᵗʰ JUNE 2015**

PROVISIONS OF THE EDUCATION (SCOTLAND) BILL

1.0   EXECUTIVE SUMMARY

1.1   The Scottish Government launched The Education (Scotland) Bill on 23ʳᵈ March 2015. The Education (Scotland) Bill contains provisions to:

- Narrow the attainment gap faced by those children from low income households
- Enhance children's rights by extending the rights of children aged 12+ with capacity under the Additional Support for Learning Act 2004
- Promote Gaelic education by placing a duty on councils both to assess the need for Gaelic medium primary education following a parental request and to actively promote and support Gaelic learning and teaching in schools
- Ensure that all teachers in Scottish schools are appropriately trained and qualified by requiring all teaching staff within independent and grant aided schools to be registered with the General Teaching Council in Scotland
- Improve the process, under section 70 of the 1980 Education Act, for dealing with complaints about councils and schools failing in their education duties, and
- Ensure senior managers within councils have the necessary qualifications and experience by providing for the creation of a Chief Education Officer post.

1.2   The Bill presents both a possible financial and resourcing risk to the Council arising from introducing a duty to assess the need for Gaelic medium primary education following a parental request and introducing new provision.

1.3   The recommendation in the report is that the Community Services Committee notes the provisions being placed on education authorities from the Education (Scotland) Bill.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **4ᵗʰ JUNE 2015**

PROVISIONS OF THE EDUCATION (SCOTLAND) BILL

2.0   INTRODUCTION

2.1   The purpose of this report is to provide the Community Services Committee with information on the provisions of the Education (Scotland) Bill.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Community Services Committee:

a) Note the provisions being placed on education authorities from the Education (Scotland) Bill.

4.0   DETAIL

4.1   The Education (Scotland) Bill launched on 23ʳᵈ March 2015 will place a statutory duty on councils to narrow the 'attainment' gap in Scottish schools. The bill makes suggested changes to the law which aims to narrow the attainment gap faced by those children from low income households. Narrowing that gap is key to delivering the Scottish Government's commitment to building a fairer Scotland and tackling inequality.

4.2   The Bill introduces new laws for Scottish Ministers and Councils to plan and deliver education services in a way which is designed to narrow the attainment gap. It requires Councils to consult parents, children, schools and other partners when taking decisions about how to do this and it requires Scottish Ministers and Councils to report on progress every two years. Those progress reports will form part of a new National Improvement Framework, which will measure progress and deliver improvements throughout the education system.

4.3   The Scottish Government are looking to strengthen Gaelic in Scotland. The Bill gives parents of pre-school aged children the right to request Gaelic medium primary education. Local authorities will assess the need for Gaelic medium primary education following a parental request. In addition, local authorities will promote and support Gaelic Medium Education and Gaelic Learner Education.

4.4   The Bill proposes local authorities appoint a Chief Education Officer who will provide professional advice on the provision of education services. Education services may need to consider their structure in order to accommodate this post. The person appointed will need to have suitable experience and qualifications.

4.5 The Bill also includes improvements to the process for dealing with education complaints. Currently under section 70 of the Education (Scotland) Act 1980, any interested party can make a complaint to Scottish Ministers that the Council has failed to carry out a legal duty. The Bill introduces improvements to the current process for how section 70 complaints are handled.

4.6 The introduction of the Bill coincides with the announcement of an additional £1m funding for councils to purchase textbooks and other resources to support the delivery of Curriculum for Excellence. It is hoped that the money will enable councils to support schools as they move into the final phase of the introduction of the new qualifications, including help with the purchase of textbooks for the new Highers.

4.7 The Bill is currently in stage 1 of the parliamentary process and will be considered by the Education and Culture Committee.

4.8 The financial memorandum accompanying the bill states that there is an expectation that there will be a cost to local authorities specifically in meeting the new duty to promote Gaelic Medium Education (GME). The Council's total cost of Gaelic Medium Education is £615k. This is funded by the Gaelic Specific Education grant from Scottish Government of £370k plus £245k from the Council. The Council's contribution to this budget currently exceeds the 25% match funding contribution that local authorities are expected to cover the Scottish Government grant. Signifying a considerable investment by the Council in Gaelic education in Argyll and Bute.

Key issues

4.9 The Bill potentially presents financial risk to the Council arising from the potential for additional demand for GME across Argyll and Bute. The Council currently has 6 Gaelic Medium Units, which also have pre 5 provision, these being Bowmore, Salen, Rockfield, Tiree, Sandbank and Strath of Appin. There is currently some spare capacity within these establishments to meet any additional demand arising from parental requests.

4.10 However, we do not currently have provision across the whole of the Council area and there would be significant challenge to provide GME if requests were to come from Mid Argyll, Kintyre, Helensburgh and Lomond and some of our smaller islands. If there was a significant increase in demand requiring additional GME units the Council would be required to fully fund the revenue costs plus 25% of any capital costs should we be successful in accessing the Gaelic Schools Capital Fund. If a school building has sufficient capacity to accommodate a new Gaelic Department the capital costs would be minimal. If a new classroom was required these costs could become significant.

4.11 Recruitment of Gaelic teachers has historically and continues to be a challenge for the Council. Specific schemes such as Gaelic Immersion for Teachers provided by Strathclyde University and the inclusion of Gaelic places in the post graduate diploma in education provided by the Argyll College UHI partnership should enable us to grow our own and will begin to address some of these

recruitment challenges.

4.12 A significant impact in Argyll and Bute could be on transport costs, particularly if a pupil requests attendance at their local GME provision which is not their catchment school. This would be highly dependent on the specifics of the situation.

4.13 We need also to be mindful of the sensitivities when considering introducing GME into some of our smallest rural schools. Some existing school rolls are very small and to split pupils into two cohorts English and Gaelic may have impact on the learning for both groups and impact on the wider community. In addition the requirement for additional teaching staff would have financial implications for the authority.

5.0   CONCLUSION

5.1 The Education (Scotland) Bill was launched on 23rd March 2015. If all recommendations are fully enacted it will place a statutory duty on councils to narrow the 'attainment' gap and contains a number of provisions for councils including the promotion of Gaelic education, improvements to the process for dealing with education complaints and the introduction of a Chief Education Officer post.

5.2 The Bill assumes that increased promotion of Gaelic Medium Education has the potential to create additional demand and in turn make GME more efficient, therefore delivering value for money. In Argyll and Bute our geography and the challenges this brings will more likely lead to increased provision and increased cost.

6.0   IMPLICATIONS

6.1 Policy – Policies will require to be developed by the Education service to clarify the procedure and processes for parental requests and how they will be considered and implemented by the authority.

6.2 Financial – There is a degree of financial risk which is difficult to quantify but could lead to increased provision and therefore increased resource costs.

6.3 Legal – There are legal risks to the Council arising from any failures to fully comply with the Act.

6.4 HR – None.

6.5 Equalities – Compliance with the Act helps ensure children and young people have an equality of access to education services.

6.6 Risk – There are financial, legal and reputational risks to the Council arising from any failures to full comply with the Act.

6.7 Customer Service - None

Cleland Sneddon
Executive Director of Community Services
7th May 2015

Cllr Rory Colville - Policy Lead Education and Lifelong Learning

For further information contact:
Helen MacLeod, Executive Support Officer, helen.macleod3@argyll-bute.gov.uk or telephone: 01546 604127.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES: EDUCATION   **4 JUNE 2015**

EDUCATION STANDARDS AND QUALITY REPORT 2013/14

1.0   EXECUTIVE SUMMARY

1.1   The purpose of this report is to provide for consideration a copy of the Education Services Standards & Quality Report for session 2013/2014. The report is presented in a revised format based around the principle high level questions as outlined within Quality Management in Education (QMIE), the self- evaluation framework used by the Education function of the Local Authority.

The report presents the major achievements made within Education in Argyll and Bute across the session 2013/14 and includes the SQA examination results for pupils who sat examinations in May/June 2014.

The full report will be available to view on Argyll & Bute Council website http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards

2.0   RECOMMENDATIONS

2.1   It is recommended that the Community Services Committee:
- endorse the revised report in preparing and publishing Standards & Quality Report;
- note the continuing progress made in relation to Education within Argyll and Bute;
- note the commitment of staff and the success and achievements of our children and young people, and
- agree the publication of this Standards & Quality Report for 2013/14.

ARGYLL AND BUTE COUNCIL **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES: EDUCATION **4 JUNE 2015**

EDUCATION STANDARDS AND QUALITY REPORT 2013/14

3.0 EXECUTIVE SUMMARY

3.1 This report is to update the Community Services Committee on the major achievements made within Education in Argyll and Bute across the session 2013/14 and includes the SQA examination results for pupils who sat examinations in May/June 2014.

Details of this report are based on the Standards and Quality Report for 2013/14. The full report will be available to view on Argyll & Bute Council website http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards

4.0 RECOMMENDATIONS

4.1 It is recommended that the Community Services Committee:
- endorse the revised report in preparing and publishing Standards & Quality Report;
- note the continuing progress made in relation to Education within Argyll and Bute;
- note the commitment of staff and the success and achievements of our children and young people, and
- agree the publication of this Standards & Quality Report for 2013/14.

5.0 DETAIL

5.1 The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2013/14.

5.2 Particular successes highlighted within the appended report include:

- Positive results overall in the new National 4 and National 5 awards;
- Delivery of a greater range of wider achievement qualifications across our schools including:
  - Award Scheme Development Accreditation Network;
  - British Safety Council Basic Food Hygiene Certificate;

- o Duke of Edinburgh;
- o John Muir Award, and
- o The Saltire Award scheme.

- An overall increase of 2.4% in young people entering a positive and sustained destination post school;
- Finalists in the Scottish Education Awards. One in the category of Education Supporter of the Year and two in Enterprise and Employability Across Learning;
- Every child and young person in Argyll and Bute has a Named Person;
- Successful partnership working with Education Scotland to train 43 Local Area Assessment and Moderation facilitators to support schools with developments in this area;
- A highly successful and well received Raising Attainment Conference held in Oban in March;
- Use of the Sharing Argyll Learning Initiatives, online resource, to promote quality Professional Learning Opportunities for all staff including our valued supply teachers;
- Very well received Curriculum Design days delivered to support primary establishments to implement their revised curriculum plans;
- The literacy practitioners forum has created a Literacy Action Plan;
- In Kintyre there has been a successful pilot of "Numeracy Bags";
- An increase in the number of Teacher Learning Community Coordinators which has led to an increase in the number of Teacher Learning Communities which have been highly successful in supporting teachers to develop formative assessment approaches;
- The development of a new Health and Wellbeing Implementation guide for schools to support with Health and Wellbeing, Responsibility of all;
- Development and launch of a new Authority Anti-Bullying Policy based on the Scottish Government endorsed "Respect Me" approach;
- Increased training in Learning Technologies and in particular the use of i-pads leading to increased use of the technology to transform learning and teaching approaches;
- There has been a significant reduction in the number of children placed in establishments out-with the authority;
- Introduction of a new Teacher Professional Development and Review policy meeting the requirements of the General Teaching Council for Scotland Professional Update scheme, and
- A very successful conference for Newly Appointed Head Teachers.

5.3 What are we going to do next?

- As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge. Key approaches include:

- o an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
- o members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discreet subject areas, identification of key trends: positive and negative, three year averages and subject trends, and
- o meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools.
- Central staff and schools will further develop and promote *Skills for Work* and Partner Achievement Qualification opportunities thereby extending partnership working and wider achievement qualifications;
- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations;
- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised;
- Further develop the work of the Authority Assessment, Literacy, Numeracy, Health and Wellbeing, ICT and Probationer Forums;
- Develop a programme in partnership with Stramash in PE Outdoors to continue to meet the needs of schools with restricted indoor facilities;
- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIe, SQA;
- Support staff and schools to build capacity to meet the needs of our most vulnerable young people within our own establishments, further reducing the number of children placed in educational establishments outside the Authority;
- Support schools to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation;
- Work with colleagues in all schools and establishments to develop leadership at all levels, and
- We will continue to work with schools to focus on raising attainment and achievement for all pupils.

6.0 CONCLUSION

6.1 The next Standards & Quality Report will be due December 2015 reporting on progress in session 2014/15.

7.0 IMPLICATIONS

7.1   Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).

7.2   Financial – Standards and Quality Report allows targeting of financial input into areas of development.

7.3   Legal – Meet statutory requirements as prescribed in the 'Standards in Scotland's etc. Act 2000.

7.4   HR – None.

7.5   Equalities – None.

7.6   Risk - The performance of Education in Argyll and Bute can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

7.7   Customer Service – This report provides elected members with an overview of Service Performance.

Cleland Sneddon
Executive Director of Education

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
5 May 2015

For further information contact:
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APPENDICES
        Appendix 1 – Standards and Quality Report 2013/14

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Standards and Quality in Argyll and Bute Schools 2013/14

Community Services: Education

Contents

Foreword

Welcome to this Standards and Quality Report 2013/14 for Argyll & Bute Council's Education Service.

 This report is aimed at providing the reader on how our service performs. It highlights the many excellent developments in our service and recognises the dedication of staff, pupils, parents, and wider partners in supporting our young people *"to be ambitious and realise their full potential"*.

As Policy Lead I wish to express my appreciation to everyone involved in educating and supporting our young people in our pursuit of *"Making Argyll and Bute a place people choose to live, learn, work and do business"*.

Councillor Rory Colville
Policy Lead
Education and Lifelong Learning

Section 1: Introduction

1.1   Argyll and Bute, the second largest local authority by area covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.13 persons per hectare). The population of 88,050 is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

Over half of Argyll and Bute's population live in 'rural' areas, as classified by the Scottish Government's urban-rural Classification (2011-2012). A further 30% per cent live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

Argyll and Bute is an area of outstanding natural beauty with mountains, sea lochs, and 23 inhabited islands. The geography provides challenges for service delivery, particularly in communications and transport.

1.2   The Scottish Index of Multiple Deprivation (SIMD)

The SIMD, produced by the Scottish Government, identifies small-area concentrations of multiple deprivation across Scotland. The SIMD is produced at data zone level, with data zones being ranked from 1 (most deprived) to 6,505 (least deprived).

Of the 122 datazones that cover Argyll and Bute, 10 were ranked as being in the 15% most overall deprived datazones in Scotland.

These ten datazones are located in Argyll and Bute's towns:
- Two each in Helensburgh, Rothesay and Campbeltown
- Three in Dunoon
- One in Oban.

The SIMD measures deprivation on seven domains, as well as providing an overall measure of multiple deprivation. One of the seven domains is the 'geographic access domain', which measures access to a range of basic services.

Of Argyll and Bute's 122 datazones, 53 are within the 15% most access deprived datazones in Scotland. Between them, they include 45% of Argyll and Bute's total population. The most access deprived datazone in Scotland covers the islands of Coll and Tiree.

Argyll and Bute Council's Vision 'Realising our Potential Together' is underpinned by 4 key values:
- We involve and listen to our customers and communities;
- We take pride in delivering best value services:
- We are open, honest, fair and inclusive, and
- We respect and value everyone.

Section 2: Context

2.1 Community Services is the largest of the services within Argyll and Bute and accounts for approximately 56% of the total expenditure of the Council. The Council offices are located in Lochgilphead with three education offices based in Dunoon, Oban and Helensburgh.

Within Community Services, Education is statutorily, required as prescribed in the 'Standards in Scotland's Schools etc. Act 2000' to provide school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The service is currently responsible for:

- Seventy two primary schools;
- Three 3-18 schools;
- Five secondary schools;
- Two joint campuses;
- One learning centre, and
- Two pre-school centres.

61% of Argyll and Bute primary schools have an FTE of 3 or less covering the 5 to 12 age group.

The total school pupil roll stands at 10,767 (September 2013 Census), made up of 5,680 primary pupils, 4979 secondary pupils and 16 Learning Centre pupils. This compares with a total pupil roll of 10,767 in 2012/13, 11,065 in 2011/12 and five years earlier 11,689 in 2008/09. In addition there are 1043 pre-school children. These children are in two Council pre-school centres and fifty pre-school classes. A further 738 children are catered for in voluntary, privately and independently managed pre-school establishments.

Our children and young people are supported in their learning by:

- 817.86 FTE (Full Time Equivalent) teachers;
- 71.47 FTE classroom assistants;
- 165 FTE ASN assistants;
- 14.44 pupil support assistants;
- 108.06 clerical assistants;
- 8.9 FTE librarians in secondary schools, and
- 27.67 FTE technicians.

Early Years Education provision within our schools employ 120 childcare and education workers (73.87 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker.

A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning Act are available across a number of schools within the Authority.

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training to staff on meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with others, following the Getting it Right for Every Child practice model, to provide direct support to pupils and families, as required.

Gaelic Medium Education is available in six pre-school and primary establishments at Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree with continuity and progression of language skills in the five associated secondary establishments.

All schools have a Parent Council as anticipated and defined within the Scottish Schools (Parental Involvement) Act 2006.

Following Community Service Committee approval in February 2014 a revised Education Management Structure, as detailed in the organisational structure below, came into place.

COMMUNITY SERVICES: EDUCATION

Head of Service Education — *Ann Marie Knowles*

School Services Support Manager — *Susan Tyre*

Argyll Bute COUNCIL

Education Manager Performance and Improvement — *Vacancy*

Education Manager Learning and Achievement West (MAKI / OLI) — *Anne Paterson*

Education Manager Inclusion and Integration East (B&C / HALCO) — *David Bain (Acting)*

Principal Educational Psychologist — *Roslyn Redpath*

Education Officer Area
- Bute & Cowal
- Cross EA responsibilities (Staffing)

Fiona Johnston

Education Officer Learning and Achievement (Primary) (Assessment) — *Don McAllister*

Education Officer ASN and Early Intervention — *Gerry Geoghegan (Acting)*

Educational Psychology Team

Education Officer Area
- Mid Argyll, Kintyre & Islay
- Cross EA responsibilities (Expressive Arts)

Kathryn Wilkie

Education Officer Learning and Achievement (Secondary) (SQA and Data Analysis) — *Fiona Campbell*

ESO — *Lena Carter (Secondment)*

Education Officer Area
- Oban, Lorn & Isles
- Cross EA responsibilities (Workforce Development)

Jay Helbert (Secondment)

Education Officer Gaelic (0.5 A&B/ 0.5 Highland) — *Donald MacLeod (Acting)*

Education Officer Area
- Helensburgh & Lomond
- Cross EA responsibilities (HWB & Sustainability)

Wendy Brownlie

Education Officer Learning and Achievement (Lifelong Learning CLD and Learning Technologies) — *Aileen Goodall (Acting)*

ESO — *Maggie Irving*

Communication and Engagement Officer — *Vacancy*

February 2015

Section 3: Legislative Duty and Service Aims

3.1 The context for the planning of services within Education Services includes national priorities and developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities contained within the Single Outcome Agreement agreed with Community Planning Partners.

The Standards in Scotland's Schools etc Act, 2000 sets out the national agenda for Education. The act provides an improvement framework for Scottish Education.

The improvement framework operates at three levels- national government, local government and individual schools. The national approach for improvement in Scottish Education has been updated since the introduction of the Act in 2000 and now includes:

- The Journey to Excellence;
- Curriculum for Excellence;
- How Good is Our School?;
- The Child at the Centre, and
- How Good is our Community Learning and Development?

3.2   The Journey to Excellence, How Good is Our School? and The Child at the Centre

These national publications bring together the principles of self- evaluation, improvement planning and school effectiveness and improvement.

Councils are required to address, through local improvement objectives, National Priorities established by the former Executive. Schools are required to ensure that their improvement plans take account of the local improvement objectives.

The aim of **How Good is Our School?: The Journey to Excellence** is to provide practical support for all those schools and early education centres which are now ready to make that step from change from good to great. This change of perspective from aiming for very good to aiming for excellent is a sign that the quality culture within Scottish schools has matured, that Scottish Education is ready to take self- evaluation to the next level.

3.3   Curriculum for Excellence

Curriculum for Excellence sets out an aim where: *"all children develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society."*

3.4   The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. Collaborative working among all those supporting children and young people is promoted and the Act sets out parents' rights within the system. The 2004 Act was amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

3.5   Children and Young People (Scotland) Act 2014

This Act aims to strengthen the rights of children and young people in Scotland by encouraging Scottish Ministers and Public Bodies to think about these rights and how they relate to their work. It has also created new systems to support children and young people and to help identify any problems at an early stage, rather than waiting until a child or young person reaches crisis point. This includes identifying a Named Person for every child and giving guidance on planning to support their agreed needs.

The Act is very wide-ranging and also:

- Increases the powers of Scotland's Commissioner for Children and Young People;
- Makes changes to early learning and childcare;
- Provides extra help for looked after children and young people in care, and
- Provides free school dinners for children in Primaries 1-3.

3.6   The Equality Act 2010

The Equality Act places a duty on education authorities to ensure that children and young people are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information. All services for children and young people – Health, Education, Police, Social Work, Housing and voluntary organisations are required to adapt and streamline their systems and practices to improve how they work together to support children and young people.

3.7   The Scottish Schools (Parental Involvement) Act 2006

This Act aims to provide parents and carers with every opportunity to become more involved in their children's education.

3.8   Gaelic Language (Scotland) Act 2005

The Gaelic Language (Scotland) Act 2005, *Achd na Gàidhlig (Alba) 2005* gives formal recognition to the Scottish Gaelic Language. The Act aims to secure Gaelic as an official language of Scotland that commands equal respect with English, by establishing Bòrd na Gàidhlig as part of the Government Framework in Scotland and also to produce National Gaelic Language Plans that provide strategic direction for the development of the Gaelic language.

National Gaelic Language Plan 2012-17

Bòrd na Gàidhlig has a duty to prepare a National Gaelic Language Plan and to take a lead in delivering aspects of it. There is also a clear role for Gaelic speakers, public bodies, local authorities, Gaelic organisations and others to work with the Bòrd in ensuring the Plan is implemented as fully as possible. The National Gaelic Language Plan, 2012-17, is a strategy for the growth of the Gaelic language. It seeks to secure an increase in the number of people learning, speaking and using Gaelic in Scotland. The plan sets out an ambition to increase numbers and grow opportunities through key areas:

- Home and Early Years;
- Education: Schools and Teachers;
- Education: Post School Education, Communities and Workplace;
- Arts and Media, Heritage and Tourism;
- Economic Development, and
- Language corpus.

Argyll and Bute Council Gaelic Language Plan 2014-18

Argyll and Bute Council recognises the role Gaelic has played in the history of Argyll and Bute and continues to promote the language and its culture to communities. It is committed to giving Gaelic and English languages equal respect and continues to make an active offer of Gaelic services to the public. A Gaelic Language Plan was developed under sections 3 and 7 of the Gaelic Language (Scotland) Act 2005 and approved by Bòrd na Gàidhlig April 2014. The Plan describes how the Council, in partnership with other organisations, will address the needs of individuals, groups and communities. It aims to increase the number of Gaelic speakers in Argyll and Bute, increase opportunities for using Gaelic in the community, promote bilingualism in the home and in our education establishments. It further promotes economic benefits of Gaelic related activities while promoting the status and visibility of Gaelic through the themes identified in the National Gaelic Language Plan.

3.9   **The Single Outcome Agreement**

The Single Outcome Agreement (SOA) commits all Councils to achieving identified local outcomes which in turn contribute to the Scottish Government's National Outcomes. A number of public sector organisations are statutory partners in Community Planning including Argyll and Bute Council, NHS Highland, Scottish Fire and Rescue Service, Police Scotland, Third Sector Partnerships and Highlands and Islands Enterprise. Scottish Ministers have a duty to promote and encourage the use of Community Planning.

3.10   Authority Priorities 2013 – 2014

The Education Service Aims to:

To work together to create community, with a culture, where our young people are included, successful, ambitious and creative and where they can aspire to be the best they can be.

Raising Attainment and Promoting Achievement through Curriculum for Excellence • assessment and reporting • literacy • numeracy • health and wellbeing	**Raising Attainment and Promoting Achievement through** • broad general education • senior phase models • opportunities for all
Raising Attainment and Promoting Achievement through engaging families and the wider community	**Raising Attainment and Promoting Achievement through** the development of effective leadership at all levels

Section 4: What key outcomes have we achieved?

4.1   Key Performance Outcomes and Fulfilment of Statutory Duties

Attainment in National Qualifications
The Council received SQA examination results for all pupils entered for formal qualification in session 2013/14 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute secondary schools. Due to changes to the presentation of statistical information no national or benchmarking 'family' comparisons data will be available until spring 2015. The introduction of Insight, formerly The Senior Phase Benchmarking Tool (SPBT), presents a significant change for all Scottish Local Authorities in receiving, reviewing and presenting examination data. As a consequence of these changes, the content and style of this report differs from previous attainment reports. Schools in Argyll and Bute, in common with other secondary schools in Scotland began to work towards the introduction of alternative curriculum structures for senior phase learners (S4 – S6). The structure for S4 changed during session 2013/14 with further changes planned for implementation across 2014/15 and 2015/16.

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for new National Qualifications in May 2014.

The following tables illustrate performance in each of the ten secondary schools across the New National Qualifications Framework:

COURSE	ARGYLL & BUTE AVERAGE (%)	NATIONAL AVERAGE (%)	DIFFERENCE (%)
INTERMEDIATE 1	72.2	73.2	-1
NATIONAL 4	89.4	93	-3.6
INTERMEDIATE 2	70.4	77.9	-7.5
NATIONAL 5	81.7	81.1	0.6
HIGHER	76.6	77.1	-0.5
ADVANCED HIGHER	78.5	81	-2.5

Due to the implementation of the revised National Qualifications at level 3, 4 & 5 it is not reasonable to compare statistical outcomes across earlier years. Standard Grade and Intermediate 1 & 2 qualifications have been replaced by National 3, 4 & 5. These overlaps prevent direct comparisons with previous years. As a consequence of these changes extreme caution should be exercised when making comparisons.

The following tables illustrate overall performance of Argyll and Bute schools across all course levels.

Intermediate 1 *	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	79.8%	78.9%	79.5%	72.8%
% of number passes Grade A-C National Average				73.2%

Intermediate 2 *	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	81.1%	79.1%	80.5%	70.7%
% of number passes Grade A-C National Average				77.9%

National 4 **	10/11	11/12	12/13	13/14
% of number passes Authority Average	No National 4 presentations across 10/11 - 12/13			100.0%
% of number passes National Average				93.0%

National 5 **	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	No National 5 presentations across 10/11 - 12/13			82.0%
% of number passes Grade A-C National Average				81.1%

Higher	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%
% of number passes Grade A-C National Average				77.1%

Advanced Higher	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%
% of number passes Grade A-C National Average				81.0%

Overall the results for pupils in 2014 are below and in some instances significantly below national averages. National 4 and National 5 results are positive overall.

Footnotes
* 2014/2015 will be 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.

** 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] SQA Performance data was collected on 19th November for the preceding year's academic results i.e. data collected on 19.11.2014 was for 2013-2014 academic year. The data was collected from SEEMiS Vision.

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

What we plan to do next:
As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge. Key approaches include:

i. an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
ii. members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discreet subject areas, identification of key trends: positive and negative, three year averages and subject trends;
iii. meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools;
iv. ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years;
v. Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth;
vi. following the December report to the Council by the Head of Service and Education Manager, reports on achievement, including examination results, for individual secondary schools/joint campuses will be presented by Head Teachers/Principals at their respective Area Committee meeting;
vii. Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. (Due to the revised timescales for the presentation of national attainment statistics, these discussions are anticipated for conclusion early in 2015). Where appropriate, improvement actions at subject level to be agreed. These may include working across schools to improve consistency of standards, and
viii. in addition, examination results and approaches to quality improvement will be routinely discussed with the Education Scotland, Area Liaison Officer.

4.2   Skills for Work and Wider Achievement Partnership Awards

SQA designated Skills for Work Qualifications
Skills for Work courses focus on generic employability skills that are needed for success in the workplace. The courses offer opportunities for learners to acquire these generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality and engineering.

Skills for Work courses are delivered in partnership with our local colleges and employers, giving young people the chance to spend time in a different learning environment, meet new people and face new challenges.

The range of courses available to learners include:

COURSE	LEVEL	NO
Aquaculture	National Progression Award	9
Creative Digital Media	Intermediate 1	31
Construction Crafts	National 4	27
Construction Crafts	National 5	35
Early Education and Childcare	Intermediate 1	39
Early Education and Childcare	Intermediate 2	48
Early Education and Childcare	Higher	8
Engineering Skills	National 4	48
Engineering Skills	National 5	4
Hairdressing	Intermediate 1	49
Hairdressing	Intermediate 2	35
Health and Social Care	Higher	27
Hospitality	Intermediate 1	23
Hospitality	Intermediate 2	154
Rural Skills	Intermediate 1	26
Rural Skills (Horticulture)	National Progression Award	12
Rural Skills	Intermediate 2	12
Sport and Recreation	National 4	6
Sport and Recreation	National 5	8
Uniformed and Emergency Services	Intermediate 1	7
TOTALS		**608**

<u>Wider Achievement Partnership</u>
Working in partnership central education staff and secondary schools developed a greater range of wider achievement qualifications. The awards offered are:

COURSE	LEVEL	TOTAL
Award Scheme Development Accreditation Network	New Horizons	6
Award Scheme Development Accreditation Network	Personal Development	8
Award Scheme Development Accreditation Network	Enterprise Course	2
Award Scheme Development Accreditation Network	Bronze	41
Award Scheme Development Accreditation Network	Silver	19
Award Scheme Development Accreditation Network	Towards Independence	6
British Safety Council Basic Food Hygiene Certificate		131
CEPIS: European Computer Driving Licence		3
Duke of Edinburgh	Bronze	73
Duke of Edinburgh	Silver	17
Duke of Edinburgh	Gold	8
Friends Against Bullying (FAB)		33

Sports: Basketball Scotland - Getting Started – Basketball		16
John Muir Award		41
Sports: Pool Lifeguard		7
Princes Trust XL	Access 3	34
Princes Trust XL	Intermediate 1	8
SALTIRE Awards Scheme		124
Sports: SFA Early Touches – Football		2
Sports First Aid		24
Sports Leader Award		121
SQA: Acting and Theatre Performance	National Certificate	9
SQA: Administration	Intermediate 2	8
SQA: Leadership	Intermediate 2/Higher	187
SQA: Leadership	National 5	11
SQA: Leadership in Practice	Higher	6
SQA: Personal Development Award	Intermediate 2	12
SQA: Personal Finance – Money Management		16
SQA: Psychology	Higher	40
SQA: Psychology	Intermediate 1	12
SQA: Travel and Tourism	National 5	13
SQA: Work Experience	Intermediate 1	257
Tutoring		45
YASS – S6 Open University		28
S6 Argyll College UHI Partnership	SCQF Level 7	21
Youth Scotland: Youth Achievement Award		35
TOTALS		**1424**

Access to *Skills for Work* and Partner Achievement Qualifications benefitted 2,032 young people during session 2013/14. As a result of these programmes young people have developed skills for learning, life and work supporting progress into positive and sustained destinations post-school.

What we plan to do next:
- Central staff and schools will further develop and promote these opportunities thereby extending partnership working.

4.3   School Leavers' Destinations

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The initial destination information is based on the known status of school leavers on the 'snapshot' date of Monday 7th October 2013.

Overall Argyll and Bute recorded a 2.4% increase in young people entering a positive destination post school from the initial SLDR figure of 2011/12. Particular success was achieved by Rothesay Academy who recorded an 11% increase in positive destinations from the previous SLDR cohort and Campbeltown Grammar a 10% increase.

The table below illustrates the initial post school destinations of leavers, from the 10

Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1st August 2012 and 31st July 2013. A total of 875 young people left school during this time and 92.5% entered a positive destination i.e. they secured a place for further study, training, employment, voluntary work or an Activity Agreement.

School	Total leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not seeking	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	88	35.2	23.9	1.1	36.4	0	0	3.4	0	96.9	3.4
Dunoon GS	176	35.2	29.5	4.0	20.5	0	3.4	6.3	1.1	92.6	7.4
Hermitage A	201	42.8	24.9	3.0	15.9	0	1.0	10.4	2.0	87.6	12.4
Islay HS	38	23.7	5.3	2.6	57.9	0	0	10.5	0	89.5	10.5
Lochgilphead HS	83	55.4	9.6	1.2	27.7	0	0	6.0	0	94.0	6.0
Oban HS	201	29.9	17.4	6.0	39.3	1.0	0	5.5	1.0	93.5	6.5
Rothesay A	48	35.4	29.2	8.3	16.7	2.1	2.1	6.3	0	93.8	6.3
Tarbert A	11	45.5	18.2	0	36.4	0	0	0	0	100	0
Tiree HS	8	37.5	0	0	62.5	0	0	0	0	100	0
Tobermory HS	21	61.9	14.3	0	23.8	0	0	0	0	100	0
Total	875	37.9	21.4	3.7	28.1	0.3	1.0	6.6	1.9	92.5	7.

Increasingly effective use is being made in secondary schools of the 'risk matrix' as a key tool to identify vulnerable pupils at risk of not making a positive post school transition. As a result of this and other strategies and partnership working Argyll and Bute Council achieved a 92.5% positive destination return for session 2012/13. This shows an increase of 2.4% from the previous academic session initial return and is 1.1% higher than the Scottish average for session 2012/13 which stands at 91.4%.

What we plan to do next:
Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations.
Work towards the recommendations contained within the report Education Working for All. Many of these recommendations are of relevance to school-age young people, including:

- Preparing all young people for employment forming a core element of Curriculum for Excellence, and
- Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.

4.4   Attendance and Exclusions

Attendance: Over the last four years, the percentage attendance figures in both primary and secondary schools have been consistent and in line with the national average (where available).

Attendance	2010/11	2011/12	2012/13	2013/14
Primary	95%	96%	95%	96%
National	95%	N/A	95%	N/A
Secondary	92%	93%	93%	93%
National	91%	N/A	92%	N/A

As result of Scottish Government schedule of data collection there was no data collection in 2011/12 or 2013/14.

What we plan to do next:
- Provide ongoing support to schools to maintain these positive percentage attendance figures in both sectors.

Exclusions: The number of exclusion incidents per 1000 pupils in primary schools in Argyll and Bute has fallen year on year since 2010/11 and is lower than the national figure (where it is available). The rate in secondary schools dropped for three successive years rising slightly this session. Despite this rise this rate is lower than the national figure (where it is available). The number of exclusions nationally has been falling year on year since 2006/07 and this data is now only collected by Scottish Government every second year.

Exclusions incidents per 1000 pupils	2010/11	2011/12	2012/13	2013/14
Primary	8.61	7.97	6.14	5.46
National	11.5	N/A	10.4	N/A
Secondary	61.07	51.45	51.39	52.46
National	72.2	N/A	58.4	N/A

What we plan to do next:
- Continue to work with schools in reviewing the number of exclusions and support them to aim for continuous improvement and the effectiveness of the revised Exclusions Policy.

4.5   Staying on rates

The percentage of pupils staying on to S5 (September) and to S6 in Argyll and Bute is:

Staying on rates as a percentage of the S4 cohort	2010/11	2011/12	2012/13	2013/14
S5 (September)	91%	89%	92%	90%
National	83%	85%	86%	87%
S6	64%	68%	64%	74%
National	54%	56%	59%	61%

The percentage of pupils staying on (90%) to S5 is consistently above the national average.

What we plan to do next:
- Further develop our work with schools to support pupils into positive and sustained destinations.

4.6   Achievement and Recognition of Schools and the Service in National Awards

The Scottish Education Awards celebrate the hard work and success which takes place across Scottish Education. They recognise the achievements of people who dedicate their lives to children and young people and showcase the valuable work and innovation in Scottish classrooms. Argyll and Bute continues to perform well in these awards. This recognition celebrates the success and raises the profile of our pupils, schools and staff. We are proud to note the achievement of our staff and schools. Notably;

Scottish Education Awards
Education Supporter of the Year
- Finalist, Ailsa Cassidy, Rothesay Joint Campus.

Enterprise and Employability Across Learning Award (Primary and Early Years)
- Finalist, Lochdonhead Primary School, and
- Finalist, Port Ellen Primary School.

Social Enterprise Academy Awards recognise schools who are effectively developing students as responsible citizens with more understanding of social justice and community.

Social Enterprise Academy
- Social Enterprise Award - Lochdonhead Primary School, and
- Social Enterprise Award – Port Ellen Primary School.

Kodu is a game application developed by Microsoft to introduce young people to computer games design. The visual programming language allows students to design and build 3 dimensional games. Kodu helps young people to learn the core concepts of computer science through a project approach which includes narrative writing, design and maths.

UK Kodu Games Design Cup
- Winner - Cardross Primary School.

The **Sport Scotland School Sport Award** is a national initiative designed to encourage schools to continuously improve the quality and quantity of physical education and school sport opportunities, within and outwith the curriculum. It also encourages strengthened sporting links between schools and their local communities.

Sport Scotland School Sport Award
> Four Argyll and Bute Schools were amongst the first 15 schools in Scotland to gain a Gold Sport Scotland School Sport Award: Arinagour Primary School, Park Primary School, Salen Primary School and Campbeltown Grammar School. This award recognised achievement in the delivery of physical education and sporting opportunities.

What we plan to do next:
- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised.

4.7   Fulfilment of Statutory Duties

The context for the planning of services within Education includes National Priorities and Developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities agreed with Community Planning Partnership. In session 2013/14 Education Services undertook to deliver a number of key objectives. Success has been achieved in:

- Meeting all requests for new Children's Support Plans within the statutory timescale;
- Successful adoption of the GIRFEC practice model. Since 2012, every child and young person in an Argyll and Bute education establishment now has a Named Person;
- GIRFEC implementation and practice development took place in advance of the agreed legislative requirement;
- The revised Exclusions Policy has been introduced to conform with Scottish Government recommendations. This policy has been in use since November 2013, and
- The Early Years Team consulted with stakeholders on the introduction of the 600 hours childcare provision. Plans for the introduction of this have now been put in place.

Very good progress has been made in taking forward each of these statutory duties.

What we plan to do next:
- Continue to fulfill Statutory Requirements within recommended timescales, and
- Evaluate the impact of the revised Exclusion Policy on vulnerable groups through an examination of exclusion information.

Section 5: How well do we meet the needs of our stakeholders?

5.1   Impact on Service Users, Staff and Community

We have established practitioner forums which support the work of schools 3-18 in key curricular areas. These areas include Literacy, Numeracy, Health and Wellbeing, Learning Technologies and Assessment and Moderation. The forums are comprised of practitioners from schools and the central education team who have an interest in the relevant area.

Literacy:

Key aim: Develop the literate child in Argyll and Bute	
Key Actions	**Impact for Learners**
Collate and analyse literacy data from all schools over the last five years, and Develop a Literacy Action Plan.	The analysis of the P4 literacy data has resulted in an increased focus on the lowest performing 20% with an emphasis on evaluating the impact for learners of interventions put in place. The Literacy Action plan will support schools to enhance the literacy skills of all learners while focusing on reducing the attainment gap.
Support schools to gather information on the literacy skills of Looked After Children at the primary stage including their view of themselves as learners.	Improving quality information from schools is informing more effective planning for Looked After Children.
Continue the development of early level literacy through various initiatives including: • Book Bug; • Play, Talk, Read, and • I Can.	As a result of the training for parents and third sector organisations parents are: • More confident in developing literacy skills in the home, and • Have a greater understanding of the importance of attachment.
What we plan to do next: • Evaluate approaches to addressing the needs of those children who are underachieving in reading to close the attainment gap; • Produce a literacy policy; • Gather further data around the literacy skills of Looked After children; • Further develop reciprocal reading; • Continue to develop assessment approaches working with the authority SSLN assessors; • Continue to update and develop moderation of writing, and • Provide an on-going programme of high quality CPD for staff.	

Numeracy:

Key aim: Support schools to continue the development of numeracy across the curriculum.	
Key Actions	**Impact for Learners**
Develop support materials for teachers to further develop their understanding of numeracy activities across the curriculum;	A very successful Numeracy Bags pilot in South Kintyre: • Enhanced the numeracy skills and understanding of early level children, and • Helped their families support their learning more effectively.
Support schools to develop a better understanding of; • progression in numeracy; • make numeracy development a priority as part of the school improvement process, and • engage with new guidance produced by Education Scotland.	Learners continue to develop an increased understanding of the application of numeracy skills in real life context.
What we plan to do next: • Review numeracy policy taking into account National Guidance, Progression Pathways and Significant Aspects of Learning; • Continue to populate the Argyll and Bute Numeracy Website with resources for teachers, learners and parents, and • Provide guidance and support for numeracy development workshops at a local level.	

Assessment and Moderation:

Key aim: To support schools and clusters to embed moderation and tracking as a major strategy for assessing progress and ensuring high standards of attainment for all pupils and learners.	
Key Actions	**Impact for Learners**
Provide support and training to early years providers to promote effective professional dialogue and a shared understanding of standards.	Early years practitioners across local authority settings and 12 private providers have a clearer understanding of standards ensuring more effective learning for pupils at the early level; *"…This work let us see a better way to complete our pupils' Learning Journey Folders."*
Work in partnership with Education Scotland to trained 43 Local Area Facilitators who will support the skills development of staff in their own schools to moderate standards of curricular delivery and learners' achievements.	Facilitators are now delivering moderation activities ensuring learners activities are benchmarked within the school and across the cluster. Schools are at the early stages of developing effective procedures for the tracking of progression within the Broad General Education.
Work with staff to develop an understanding of *significant aspects of*	PE planners featuring skills, assessment and next steps have been developed and

learning and assessment in PE.	are being routinely used across schools.

What we plan to do next:

- Continue to work with partner providers, schools and other partners to provide opportunities for professional dialogue to moderate and share the standard;

- Further develop the work of the Authority Assessment Forum, and

- Evaluate the impact of the work of Local Area Facilitators on raising standards across quality indicators.

Health and Wellbeing:

Key aim: Support schools with the development of Health & Wellbeing 3 – 18.	
Key Actions	**Impact for Learners**
Further develop and update Health & Wellbeing Documentation and disseminate with key message information.	Schools are using these documents in a range of ways • To audit current practice; • To further develop staff understanding of Health and Wellbeing responsibility of All; • To create Health & Wellbeing policies, and • To improve delivery of the Health and Wellbeing Curriculum.
Within Physical Education to: • Develop a clear understanding of PE delivery in Argyll & Bute; • Identify schools not meeting the Scottish Government 2 hour PE target; • Develop a programme of CPD meeting the needs of teachers delivering PE, and • Share good practice with a focus on specific areas of improvement.	• An ongoing audit of HMIe reports has identified an increase in positive observations about teaching and learning within PE; • 98% of Argyll and Bute schools are delivering 2 hours of quality PE as identified in the Scottish Government Healthy Lifestyle survey, and • An extensive PE CDP programme was delivered across Argyll and Bute supporting teachers to deliver quality PE experiences to learners.
Continue to implement the Respect Me methodology across all schools to support anti-bullying.	A new Authority Anti-Bullying Policy was created, staff are becoming more confident in addressing bullying behaviours, training has begun with staff, pupils and parents.
What we plan to do next: • Support schools with the implementation of Health & Wellbeing 3 – 18; • Support schools to complete development of establishment anti-bullying policies; • Continue to provide targeted support to ensure 100% of schools meet the 2 hour Scottish Government PE target, and • Develop a programme in partnership with Stramash in PE Outdoors to continue to meet the needs of schools with restricted indoor facilities.	

Information Communications Technologies (ICT):

Key aim: Implement key changes from Learning Technologies strategy	
Key Actions	**Impact for Learners**
Provide opportunities to share innovative practice using emerging technologies. Develop computer science, app development and robotics disciplines in interdisciplinary contexts. Refresh the coordinators group to place a firm emphasis on learning and teaching.	The impact of the increased use of technologies to transform learning across our schools is evidenced by attendance and engagement in: • The Argyll and Bute Kodu Competition; • The Scottish Learning Festival; • Apple Teaching and Learning Conference, and • Central and local CPD events. Through Improvement plans, schools are strategically planning the improvement of technology to transform teaching and learning. Increased support to schools, from the central team has raised staff confidence in the use of learning technologies to transform teaching and learning across our schools.
Provide ongoing training around Learning Technology pedagogy and approaches e.g. iPad pilot.	Digital skills resources and appropriate CPD opportunities have been issued to all schools with. Both have been well received and attended. Schools are demonstrating increased awareness of skills development and progression. This is evidenced by transformational classroom use of technology by pupils. The quality, consistency, range and sustainability of Learning Technologies CPD has been improved to take account of the demand for new and emerging technologies, particularly iPads as evidenced by high uptake and demand for courses. All iPad pilot participants have been surveyed with a 90+% positive response to value and impact on learning.

What we plan to do next: Continue to provide opportunities for schools and the central team to:
- Share innovative practice using emerging technologies;
- Offer ongoing training in Learning Technology pedagogy and approaches, and
- Review and update the Learning Technologies strategy

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Curriculum Planning:

Key Actions	Impact for Learners
Key aim: To assist schools in implementing their curriculum plans and review the impact of the plans for learners.	
Arrange a series of three Curriculum Design Days for all primary school head teachers. • Day 1 will focus on the evaluation of where establishments are in terms of their curriculum design; • Day 2 will provide participants with support workshops on the four contexts of the curriculum, the design principles and the four capacities, and • Day 3 will allow participants to share their emerging practice and to support each other in setting next steps and evaluate their progress within the HGIOS Quality Indicator 5.1 (Curriculum).	Primary establishments across Argyll and Bute now have a curriculum design in place following consultation with staff, parents and pupils. Examples include: • Lismore Primary School audited all aspects of their curriculum to produce an evaluative and interactive display which demonstrates breadth and challenge throughout the curriculum; • Port Ellen Primary School implemented their curriculum design with evidence emerging of increased expectations and standards of achievement, and • Hermitage, Sandbank, Dunoon and Dalmally Primaries undertook self-evaluation and analysis of curriculum development leading to observable improvements in learners' experiences and achievements. Very positive feedback has been received from head teachers: *"I found the day clarified my own thinking about the curriculum. It enabled me to confidently return to school and have professional dialogue with my staff."* *"I found the days to be very supportive…..the opportunity to engage in professional dialogue with colleagues from across the authority was particularly helpful."* *"We were given a very clear steer on what was expected and I found that very useful."*
Part of the Framework for Raising Attainment specifically identified the need to: • Provide opportunities for secondary head teachers to discuss and network with	• Working with Head Teacher colleagues from across Scotland secondary head teachers were provided with opportunities to

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colleagues both within and from outside the authority, and • Deliver a programme of meetings in partnership with HMIe to provide head teachers with the opportunity to gain further awareness of the national picture.	discuss and reflect on their own curriculum plans, and • A well-received workshop took place with representatives from all schools, where colleagues were challenged to identify priorities for future action and measures of success.

What we plan to do next:
- Support those schools still developing their curriculum design plan to complete this activity;
- Undertake further work to support head teachers and schools across all sectors to develop depth of learning and improved attainment and achievement as a result of continuous improvement in curriculum development, and
- Continue to work in partnership with CLD, UHI, Argyll College and others to ensure relevant high quality learning experiences for all pupils.

Sharing Practice:

Key aim: To identify and share good practice across schools and partner providers	
Key Actions	**Impact for Learners**
Organise a two day 'Raising Attainment' conference in March 2014.	The conference effectively provided a forum for launching and highlighting a number of initiatives including: • 'Leading Planning in the Early Years' advice and guidance; • Seminars and opportunities for professional dialogue sessions; • Children presenting effective inter-disciplinary learning; • New PRD processes, and • Examples of good Transition strategies.
Develop the use of Sharing Argyll's Learning Initiatives (SALi) to promote professional learning opportunities.	From February 2014 SALi has been used to share professional learning opportunities and host developing resources. This has assisted all teachers, including supply teachers, to access professional learning activities. It has also provided a platform for sharing localised training opportunities across the authority area.

What we plan to do next:
- Further develop SAli to promote professional learning opportunities, and
- Organise events enabling good practice across the authority to be shared.

Teaching and Learning:

Key aim: Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups	
Key Actions	**Impact for Learners**
Arrange a conference for TLC Coordinators supported by a keynote address from Professor Dylan William; Support key members of staff to evaluate their progress to date and plan next steps collegiately; Extend the TLC programme by training new coordinators, and Provide opportunities for TLC coordinators to work together on improvement plans ensuring a consistent standard across Argyll and Bute.	• Pupils became more involved in the improvement of teaching and learning by providing feedback on their learning experiences in the classroom. • The success of this work was reflected in feedback from teachers which included the following comments; "…formative assessment strategies are embedded in classes and staff observed each other and engaged in professional discussion on theory and practice as 'critical friends'." "Pupils work with teachers to plan using prior learning; they continuously self and peer reflect to evaluate their success and identify next steps." "We have revised and re-examined the new curriculum in a more analytical way – particularly in terms of planning and when designing assessment tasks."
What we plan to do next: • Evaluate the impact of TLC groups on learners' achievements, and • Consider the development of the use of TLCs across more areas of teaching and learning.	

Promoting the work of Argyll and Bute:

Key aim: Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities.	
Key Actions	**Impact for Learners**
Continue to showcase the work of Argyll and Bute at the Scottish Learning Festival.	Raise the profile of the work of our Literacy, Numeracy, Health & Wellbeing, Learning Technology and Assessment Forums. Sharing this work nationally allowed us to gather feedback and views which then informed the ongoing work of the Forums.
Continue to support staff to work with other local authorities and with national groups, as appropriate.	Staff participation in national groups and engagement with national officers ensures that: • staff are well informed and knowledgeable about national developments and initiatives, and • are at the forefront of informing these developments.
Continue to facilitate our personnel to: • Work with HMIe as Associate Assessors, and • Engage with Education Scotland and SQA in development work.	As a result of this engagement pupils benefit from working with staff who are motivated, engaged and well informed in curriculum development.
What we plan to do next: • Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIe and SQA.	

Section 6: How good is our delivery of Education processes?

6.1   **Inclusion equality and fairness**

Schools have improved the tracking and planning for Looked After Children (LAC). Schools have a designated person with a responsibility for LAC and all LAC have planning to identify their needs and appropriate outcomes. There is evidence of improved partnership working with other services to better support LAC. Support to looked after children is needs based through appropriate assessment processes and using evidence based interventions to meet needs. Schools have procedures in place to ensure that looked after children have:

- An identified named person;
- A designated senior manager with whole school responsibility for looked after children;
- Screening to identify whether the child or young person has additional support needs;
- Procedures in place to ensure that the individual educational needs of looked after children will be known to their respective teachers;
- A support plan or equivalent if required with appropriate educational outcomes, and
- A progress review on a single agency and multi-agency basis as appropriate and support plans updated accordingly.

A child or young person has their needs and educational outcomes recorded in a universal child's plan. This identifies the child/young person's needs, appropriate outcomes and the actions required to meet these outcomes. If an individual requires more intense support then this may necessitate intervention involving authority resources, Education Psychology or support from other external services.

Attainment, attendance and exclusion statistics for LAC/LAAC are presented for scrutiny at education management team and the Corporate Parenting Board. In the senior phase, LAC benefit from supported opportunities funded by the Youth Employment Opportunities Fund. These opportunities increase their chances of obtaining a positive destination.

In order to support vulnerable young people to achieve formal qualifications specific curriculum programmes are used. For example, the EXite programme in Dunoon Grammar and the Princes Trust xL used in Rothesay Academy and Oban High School.

What we plan to do next:
- Share good practice and develop further opportunities to support vulnerable young people to achieve to their fullest potential. The planned review of Additional Support Needs (ASN) provision, will include an opportunity to review and revise ASN policy.

We have enhanced the capacity of our staff and schools to meet the needs of our most vulnerable young people. This is demonstrated by a reduction in the number of pupils placed in establishments out with Argyll and Bute. Over a three year period this number has reduced from 47 to 22.

What we plan to do next:
- Support staff and schools to build capacity to meet the needs of our most vulnerable young people within our own establishments, further reducing the number of children placed in educational establishments outside the Authority.

Education Scotland Inspection Reports

In session 2013/2014 Education Scotland conducted inspections in one 3-18 school and eight primary schools. Across a total of sixty-six quality indicators 70% were rated as good or better. This is an increase of 14% from the previous session.

Key:

KEY		
Ex	Excellent	Outstanding, sector leading
Vg	Very Good	Major strengths
G	Good	Important strengths with some areas for improvement
S	Satisfactory	Strengths just outweigh weaknesses
W	Weak	Important weaknesses
US	unsatisfactory	Major weaknesses

What we plan to do next:
- Support schools to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation.

Raising Attainment, Quality Assurance and Self-Evaluation

Education Services continues to provide a range of feedback and support to all educational establishments to assist them in taking forward their quality assurance and self-evaluation processes. In Session 2013/14 six school reviews were carried out leading to agreed identified priorities for action. Through this process and working in partnership with central staff, schools:

- Continued to raise attainment and achievement;
- Developed an understanding of their strengths and areas for development, and
- Improved outcomes for young people.

Central staff met with secondary Head Teachers to discuss school attainment and achievement. Actions leading to improved attainment were identified and prioritised.

What we plan to do next:
Continue to work in partnership with schools and partner organisations to:

- Support the identification of priorities which will secure improved outcomes for young people;
- Support self-evaluation activities, and
- Encourage and promote leadership of self-evaluation at all levels.

Performance reporting to secure improvement.

A range of performance reports were provided reports on the work of our establishments and central team through the following mechanisms:

- Reporting to the Local Area Committee;
- Management information updates;
- Committee Reports to the whole Council;
- The Education Service website, and

- The annual Standards and Quality Report.

What we plan to do next:
- Further develop the range of performance reports to illustrate the performance of Education Service, schools and establishments.

Section 7: How good is our management?

7.1 **This section focuses on operational management activities necessary to ensure effective service delivery.**

Policy review and development

A number of Education policies were reviewed and updated in line with recommendations from Scottish Government and other stakeholders. These included:

- The Authority Exclusion Policy;
- Our Anti-Bullying Policy, and
- Our Professional Review and Development Policy for Teachers. This was validated by the General Teaching Council for Scotland (GTCS) in May 2014.

What we plan to do next:
- Undertake further refinement of key policies in line with recommendations from Scottish Government and other stakeholders, as required.

Participation of learners and other stakeholders

Effective support was provided to schools to promote active parental involvement in their child's learning. This included the development and piloting of a numeracy resource for parents of primary 1pupils. The resource was formally evaluated and very positively feedback was received from teachers, pupils and parents. Some positive comments from parents including:

'My child enjoyed the activity'
'This was a great game which we all enjoyed playing'.

Teachers identified that the use of this resource had led to noticeable improvement in the classroom, particularly where children had previously experienced difficulty.

What we plan to do next:
- Promote the use of key resources by teachers and schools.

Psychological services began to audit their contribution to the work of strategic groups leading on key authority initiatives and developments. This work was then mapped to key objectives across education and the Integrated Children's Service Plan.

What we plan to do next:
- Explore a model to further evaluate the effectiveness of strategic groups and consider the contribution across agencies.

Further developing the successful Twitter Pilot, The Early Years Team widened strategic engagement with relevant online communities and:

- Raised the profile of Family Information Service developments with a wider audience, and
- Increased access to professional learning opportunities for staff through use of social networks.

What we plan to do next:

- Further develop the use of social media to secure improved outcomes for staff and learners.

Section 8: How good is our leadership?

8.1 Further developing the effectiveness of the self-evaluative processes with schools by providing continuing professional development for teachers remained a key priority for Education Services. This focused on raising staff awareness of the national picture and expectations in terms of curriculum delivery and teaching and learning approaches. In Bute and Cowal curriculum review work was carried out with two large primaries and in two clusters with the remaining smaller schools. Building on this work, reviews were carried out in three schools, taking a closer look at their own self-evaluation evidence and engaging in discussions with pupils, staff and parents. This work enhanced staff knowledge and understanding of good practice in learning and teaching and provided them with opportunities to review and challenge their own professional practice and that of colleagues. It built capacity for colleagues to support each other in the self-evaluation process and to provide constructive feedback on observations in a climate of trust and professionalism.

What we plan to do next:
- Build on this work to provide increased opportunities for staff to be involved in the school review process.

Early Years leadership activities for session 13/14 included:

- Introducing Lead Childcare and Education Workers in four of our largest Pre5 units;
- Focusing on self-evaluation and improvement planning, and
- Encouraging all practitioners take responsibility for an element of the improvement plan.

Enhanced leadership in our schools through delivery of our established conference programme for Newly Appointed Head Teachers supported them in:

- Gaining an understanding of the work of other Council services that would support them in their role, and
- Accessing professional advice and support from peer Head Teachers across a range of areas including high level curriculum planning and self-evaluation processes.

The conference was very well received and one participant commented:

> *'time with experienced head teachers gave professional input and illustrated examples that can be put into practice across a number of areas..'*

Other significant achievements include:
- The establishment of a partnership with the new Scottish College for Educational Leadership (SCEL) is supporting senior practitioners to embark upon the Fellowship Programme;
- A partnership has been agreed with UHI to deliver the Primary Graduate Diploma in Education, a number of places will be taken by Gaelic speakers. This opportunity will be based in Oban and will ensure enhanced teacher capacity in

our rural areas particularly within Gaelic medium, and
- Support to Newly Qualified Teachers (NQT) through our Teacher Induction Programme. 17 NQT's participated in the programme. This included a range of activities designed to:
  - Directly impacted on their classroom practice;
  - Further develop their skills of practitioner research and enquiry, and
  - Enhance their understanding of teacher leadership.

What we plan to do next:
Continue to work with colleagues in all schools and establishments to develop leadership at all levels by:
- Delivering targeted support for teachers carrying out a supporter or mentor role for students and early career colleagues;
- Continuing to evaluate and review the Teacher Induction Scheme in partnership with the GTCS, to ensure the highest standards continue to be met;
- Enhancing the programme of professional development for teachers carrying out the role of supporter or mentor for newly qualified teachers;
- Reviewing our provision for leadership development in education to ensure that future career development provision is aligned with the new Standards for Leadership and management and coordinated with National developments in pathways to headship, and
- Exploring ways in which partnership with SCEL can be enhanced.

Section 9: How good is our capacity to improve?

9.1   Regular engagement with progress towards implementation of the new qualifications took place in a range of ways including:

- Discussions between central staff, head teachers, school SQA coordinators and teachers delivering the new qualifications, and
- Briefings by SQA officers providing the most up-to-date informed support for subjects.

This support ensured:

- All schools were effectively prepared to implement the new national qualifications, and
- All schools successfully delivered National 4 and National 5 courses.

We have been worked with schools to encourage more robust pupil tracking. This work has identified pupils whose performance is lower than that predicted by prior assessment. Consequently schools have identified priorities to support improved attainment and outcomes for these young people. Progress towards these priorities are reviewed regularly at meetings between central staff and school senior managers.

The quality of evaluations from Education Scotland inspections, along with positive SQA exam results, provides evidence the work we have been leading with our schools on raising attainment and achievement, along with a focus on self-evaluation and curriculum is bringing about improvements.

What we plan to do next:
Continue to develop our shared work with schools to focus on raising attainment and achievement for all pupils, through:

- Engaging with partners and the wider community;
- Developing effective leadership at all levels;
- Progress curriculum and assessment developments and curriculum design, and
- Support a better understanding of the use of the National Benchmarking Tool (now renamed Insight), to support our analysis of attainment and wider achievement.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4th JUNE 2015**

Teaching Staff Recruitment, Retention and Leadership in Argyll and Bute "Growing Our Own"

1.0 EXECUTIVE SUMMARY

1.1   The main purpose of this report is to update members on current practice and future developments related to Teacher Recruitment and Retention including Growing Our Own in place in Argyll and Bute. Developments are line with the recommendations from Teaching Scotland's Future 2010. Future initiatives and are being informed by the new Scottish College of Educational Leadership

1.2   In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities we have also recruited high calibre staff from other areas of Scotland, England and from International schools.

1.3   During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally, it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to "Grow Our Own" teacher leaders.

1.4   From August 2015 a partnership with UHI/Argyll College will see the introduction of a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban and online facilities. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification based in Argyll.

1.5   Current developments are taking place with the Scottish College of Educational Leadership (SCEL) which was set up in 2014.   These developments focus on the Fellowship Programme and the impending new Specialist Qualification for Headship. Argyll and Bute Council Education Services will be working closely with SCEL to take forward new initiatives

2.0 RECOMMENDATIONS

2.1 Community Services Committee is asked to:

- note the current practice and the future developments for teacher recruitment and leadership development;
- support the involvement with partner organisations such as University of the Highlands and Island and SCEL to improve the professional competence and skills of our teachers, and
- note that financial support will be required for access to the Headship Qualification. Funding of the new qualification is under discussion but it is

anticipated that the qualification will require partnership funding by Scottish Government, the local authority and individuals undertaking the qualification.

ARGYLL AND BUTE COUNCIL   COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES   4th JUNE 2015

Teaching Staff Recruitment, Retention and Leadership in Argyll and Bute "Growing Our Own"

3.0 INTRODUCTION

3.1 In 2010 the Teaching Scotland's Future (Donaldson) report was published. It provides a clear pathway for teacher leadership and highlights 5 main areas of development as follows:

- The important and achievable ways in which school education can realise the high aspirations Scotland has for its young people are through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership;
- Teaching should be recognised as both complex and challenging, requiring the highest standards of professional competence and commitment;
- Leadership is based on fundamental values and habits of mind which must be acquired and fostered from entry into the teaching profession;
- The imperatives which gave rise to Curriculum for Excellence still remain powerful and the future well being of Scotland is dependent in large measure on its potential being realised. That has profound and, as yet, not fully addressed implications for the teaching profession and its leadership, and
- Career-long teacher education, which is currently too fragmented and often haphazard, should be at the heart of this process, with implications for its philosophy, quality, coherence, efficiency and impact.

These 5 areas have been a focus for the work undertaken in Argyll and Bute and nationally to ensure standards of teacher competence and leadership are the highest possible.

3.2 In Argyll and Bute we have provided professional learning opportunities at all levels from career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities, we have also recruited high caliber staff from other areas of Scotland, England and from International schools. This has provided highest standards of professional competence and commitment within our educational establishments.

3.3 During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally it has been essential to ensure there is opportunity to enhance the

profession by providing opportunities to "Grow Our Own" teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our schools thrive within their local communities. The Education Service has promoted a number of initiatives including:

(a) Programmes to support initial teacher education, probationer support, teacher leadership and supporting newly appointed Head Teachers;

(b) The Shared Headship Policy in Argyll and Bute has provided further opportunities for enhanced development of leadership skills;

(c) The Professional Update now required for all teachers with General Teaching Council Scotland (GTC Scotland) will provide further opportunities to enhance the skills and competencies of our teachers and leaders;

(d) From August 2015 a partnership with UHI/Argyll College will see the introduction of a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban and online facilities. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification based in Argyll;

(e) Current developments are taking place with the Scottish College of Educational Leadership (SCEL) which was set up in 2014.   These developments focus on the Fellowship Programme and the impending new Specialist Qualification for Headship. Argyll and Bute Council Education Services will be working closely with SCEL to take forward new initiatives, and

(f) Opportunities to provide access to accommodation via school houses, hostel flats, and partnership with local housing associations, as appropriate.

4.0 RECOMMENDATIONS

Community Services Committee is asked to:

- note the current practice and the future developments for teacher recruitment and leadership development;
- support the involvement with partner organisations such as University of the Highlands and Island and SCEL to improve the professional competence and skills of our teachers, and
- note that financial support will be required for access to the Headship Qualification. Funding of the new qualification is under discussion but it is anticipated that the qualification will require partnership funding by Scottish Government, the local authority and individuals undertaking the qualification.

5.0 DETAIL

5.1 Current and developing pathways and models in place in Argyll and Bute are as follows:
- UHI – PGCE Primary English and Gaelic;
- Probationer Programme;
- Teacher leaders;
- Newly Appointed HT Programme;
- Shared Headship;
- Professional Update;
- SQH;
- Specialist Qualification for Headship, and
- Fellowship of SCEL

5.2 UHI – PGDE Programme

From August 2015 a partnership with UHI/Argyll College will see the introduction of a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban ,online facilities and placement in local schools. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification based in Argyll. The role of the Argyll and Bute Education Service in this partnership includes:
- Involvement in interview and selection process of potential students;
- Allocation of school placement and providing mentors and supervisors within the placement schools;
- Preparation of handbooks for each school that accepts a student placement
- Meetings with placement supervisors;
- Provision of associate tutors from local authority staff into the PGDE programme;
- Evaluation of students during placement, and
- Provision for probationer placement at end of PGDE course if required.

For session 15/16 it is anticipated there will be a cohort of 10 students which will include 2 Gaelic Medium students.

This is an opportunity for Argyll and Bute students to access teacher training without having to leave the area. The programme will be evaluated and reviewed during the implementation year and there is potential for extending this model to secondary education.

5.3 Probationer Programme

Probationer Teachers are required to receive the highest quality support from placement schools and from the local authority. Argyll and Bute's Probationer Teacher Programme consists of 8 seminar and networking days with inputs from a variety of experienced and well respected partners and officers. These inputs are tailored to meet the development needs of Newly Qualified Teachers aligned to national and local priorities. In line with recommendations from Teaching Scotland's Future (Donaldson 2010), Newly Qualified Teachers

(NQTs) in Argyll undertake an area of practitioner enquiry in order to demonstrate and develop their effectiveness as teachers as well as to assist in school improvement. The Probationer Programme provides a smooth professional development transition from Student Teacher, through Newly Qualified Teacher and into Career Long Professional Learning. The skills, abilities and professional actions are matched to the General Teaching Council for Scotland (GTCS) Standard for Provisional Registration, through the Standard for Full Registration and into the Standard for Career Long Professional Learning.

Academic Session	2012/2013	2013/2014	2014/2015
Number of Probationers supported through Argyll and Bute	10	17	21
Percentage of Probationers gaining full Registration in Argyll and Bute	100%	100%	Tbc
Percentage of Probationers Retained in Argyll and Bute as teachers	Not Available	100%	tbc

5.4   Teacher Leaders

In previous years, the Education Team in Argyll and Bute has run a leadership course for teachers with a generic focus on leadership and education. For some participants this was an opportunity to further develop the skills of teacher leadership, for others it provided a pathway to promotion.

Academic Session	2010/2012	2012/2013	2014/2015
Number of Leadership Programme candidates	11	38	TBC

Of the 49 teachers who participated in the Leadership Programme between 2010 and 2013, 20 are now fulfilling promoted posts, 18 of these within Argyll and Bute.

There was no programme in 2013/2014. This was due to a restructuring of the central team and changes in staffing. During session 2014/15 a new Leadership Programme has been developed. The new programme has greater correlation to the Standards for Leadership and Management (GTCS) and new advice from Education Scotland and SCEL. The new programme is due to start in May/June 2015.

5.5   Newly Appointed HT Programme

Academic Session	2012/13	2013/14	2014/15
Number of Permanent Head	17	10	10

Teachers recruited			
Number of Acting Head Teachers Recruited	0	6	6

There is a current programme of support and induction for newly appointed Head Teachers within Argyll and Bute that consists of an initial two day seminar and recall day (run annually). Newly appointed Head Teachers are assigned an experienced Head Teacher mentor, who meets with them on a regular basis to provide support. All new Head Teachers have regular support from the Area Education Officer and receive a school based visit from an Education Manager within 6 months of taking up post. This programme is currently under review. Partnership work with SCEL will ensure the programme in Argyll and Bute meets the specifications of National expectations for support for newly appointed Head Teachers.

5.6 Shared Headship

The Shared Headship policy in Argyll and Bute has provided further opportunities for enhanced development in leadership skills.

Historically, one of the challenges of our small schools is that a small staff group is responsible for the same range of curriculum developments as in larger schools. A collaborative model of Shared Headship has given access to a larger team and wider range of specialisms. Opportunities for collegiate working and improved professional development for staff have supported developments across the Curriculum leading to improved learning and teaching. Having one Head Teacher oversee more than one school has reduced duplication of management duties and has led to the more effective use of existing resources and time in addition to the benefits to pupils and parents.

Within the Shared Headships there has been the creation of a principal teacher post in each of the schools with a shared head teacher. The purpose of this post is to deputise for the head teacher, as appropriate, act as a point of liaison for the head teacher in their absence and have a specific focus on curriculum, learning and teaching. This is providing greater opportunity for leadership and management opportunities which would not normally be possible within the smaller school setting. Through a collegiate, cross school approach staff are developing a greater knowledge and understanding of the skills required to deliver Curriculum for Excellence.

Being a class committed Head Teacher (potentially up to four days a week in some cases) can be challenging. Attraction to, and competition for, class committed head teacher posts is posing significant challenges for our small schools. The number of applicants for these posts is often low and it is not unusual for class teachers to be the only applicants for these senior posts because the salary is comparable with the depute head teacher of a larger school. Retaining a successful applicant once appointed is also an issue as talented post holders quickly move on to larger schools and pupils and families in small communities will often experience discontinuity in educational

experience. Shared Headships posts are seen as more attractive and offer career progression overcoming difficulties with recruitment and retention.

5.7 Professional Update

The General Teaching Council for Scotland (GTC Scotland) was tasked by the Scottish Government to introduce a scheme of re-accreditation for teachers. This scheme is called Professional Update.

The Professional Update process requires teachers to:
- keep their entry on the GTCS Register accurate;
- engage in on-going professional review and learning, and
- confirm this with GTC Scotland every 5 years

The Professional Update process requires employers to:
- provide a Professional Review and Development scheme which meets national criteria and supports teachers in completing the Professional Update process

From August 2014, ongoing engagement in the Professional Update process is a condition of registration with GTC Scotland for all teachers. The Professional Review and Development (PRD) scheme for teachers in Argyll and Bute has met the GTC Scotland criteria and supports the Professional Update process.

5.8 Scottish Qualification for Headship (SQH)

SQH is designed to enable the participant to develop and demonstrate the interpersonal skills and leadership qualities required to effectively lead and manage a school.

The programmes offered by various University providers include attendance at taught days, seminars and the opportunity to link academic research in the area of educational leadership to individual and collaborative leadership practice. A major element of the course is a significant whole-school leadership project.

A few members of senior staff in Argyll and Bute have taken part in the Scottish Qualification for Headship. In session 2014/15 there are two Depute Head Teachers undertaking this qualification.

A new National Headship Programme is currently being developed by SCEL and will replace the SQH with a target date of August 2015. The Scottish Government have reinforced the development of the new Headship Programme and announced on the 23rd of February 2015 that the new Headship qualification would become mandatory for all new head teachers from 2018/19. Funding of the new qualification is under discussion but it is anticipated that the qualification will require partnership funding by Scottish Government, local authority and individuals undertaking the qualification.

Argyll and Bute Education Service will be working closely with SCEL in

recruiting staff to undertake this new qualification for Headship beginning in August 2015.

5.9 Fellowship

The Scottish College for Educational Leadership was established in 2014 to enhance leadership in education across Scotland. One of its first tasks was to provide a Fellowship Programme for experienced Headteachers. The aims of the Fellowship Programme were to provide outstanding leadership development experiences for serving Headteachers and for experienced Headteachers to help shape the future direction of educational leadership in Scotland. Argyll and Bute provided one of the 8 inaugural Fellows to complete the Programme and another Argyll and Bute Headteacher has joined the second cohort. These local Fellowship Participants are involved in developing system level leadership within Education in Argyll and Bute.

6.0 CONCLUSION

6.1 The Argyll and Bute programme of professional learning opportunities are demonstrating a range of benefits and advantages to schools and communities. The programme in place is maximising opportunities to promote teaching in Argyll and Bute as a career and to ensure we retain and recruit highly skilled staff.   Identifying and creating leadership opportunities will ensure that Argyll and Bute Council has in post excellent head teachers who will provide leadership and support to our schools ensuring that they provide high quality learning experiences for all of our pupils. Access to the new qualification for Headship will ensure that we are able to:

1) provide a model of Headship fit for the 21st Century, and
2) provide high quality provision of education for all Argyll & Bute pupils.

6.2 Teacher leadership and recruitment of high quality staff remains a priority for improving the learning and teaching in our schools, Argyll and Bute Council Education Service will continue to work with partners to provide the highest quality staff in our schools.

7.0 IMPLICATIONS

7.1 Policy – Implementation of professional development and planning for developing the teaching workforce will continue to be developed in Argyll and Bute.

7.2 Financial – New qualification for Headship will require to be supported by Argyll and Bute.

7.3 Legal – All teachers require to be registered with GTC Scotland.

7.4 HR – None.

7.5 Equalities – An Equality Impact Assessment would be carried out as part of

the process of creating a Shared Headship in two or three educational establishments.

7.6   Risk –   None

7.7   Customer Service – None

Cleland Sneddon
Executive Director of Community Services
Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
4th June 2015

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Agenda Item 11

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES**

COMMUNITY SERVICES: EDUCATION   **4 JUNE 2015**

SCHOOL HOLIDAYS 2016/2017

1.0   EXECUTIVE SUMMARY

1.1   This paper presents information for Elected Members on the arrangements for setting of school holiday arrangements for Argyll and Bute for session 2016/2017, which require to be set by the Council.

1.2   Proposals for the main school holiday periods in Argyll and Bute is attached as Appendix 1. They take appropriate account of the arrangements outlined by other authorities and in consultations with appropriate Unions.

2.0   RECOMMENDATIONS

2.1   Community Services Committee is asked to agree:

- the proposals for school holiday arrangements in session 2016/2017;
- the incorporation of in-service and additional holidays agreed by the Executive Director be intimated to Area Committees, and
- the final patterns of school holidays and in-service days be circulated widely thereafter, as appropriate.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES**

COMMUNITY SERVICES: EDUCATION   **4 JUNE 2015**

SCHOOL HOLIDAYS 2016/2017

3.0   INTRODUCTION

3.1   This paper presents information for Elected M embers on the arrangements for setting of school holiday arrangements for Argyll and Bute for session 2016/2017, which require to be set by the Council.

3.2   Proposals for the main school holiday periods in Argyll and Bute is attached as Appendix 1. They take appropriate account of the arrangements outlined by other authorities and in consultations with appropriate Unions.

4.0   RECOMMENDATIONS

4.1   Community Services Committee is asked to agree:

* the proposals for school holiday arrangements in session 2016/2017;
* the incorporation of in-service and additional holidays agreed by the Executive Director be intimated to Area Committees, and
* the final patterns of school holidays and in-service days be circulated widely thereafter, as appropriate.

5.0   DETAIL

5.1   Education Service attended a meeting hosted by Glasgow City Council in May 2014 and attended by other Local Authority representatives to co-ordinate school holiday arrangements for session 2016/2017.   The wider discussion amongst local authorities has resulted in a proposed school holiday pattern which minimises variation between neighbouring councils while broadly taking account of historical school holiday arrangements in Argyll and Bute.

5.2   Copies of the school holiday proposals have been circulated to the relevant unions and teachers' professional associations for consultation and comment. The proposals were endorsed at the planned LNCT meeting of 25 March 2015.

5.3   Following agreement of the proposed school holidays in 2016/2017, they will be circulated to all head teachers to have the dates of the remaining in-service days and the dates of the five local holidays agreed in consultation with Parent Councils. These will then be included in the updated planned School Holiday schedule for 2016/2017.

5.4 The completed school holiday arrangements will then be intimated to all members and thereafter to the wider communities, as appropriate.

6.0 CONCLUSION

6.1 The wider discussion amongst local authorities has resulted in a proposed school holiday pattern which minimises variation between neighbouring councils while broadly taking account of historical school holiday arrangements in Argyll and Bute.

7.0 IMPLICATIONS

7.1 Policy – National/Council Policy in agreeing school holidays.

7.2 Financial – None

7.3 Legal – None

7.4 HR – None

7.5 Equalities – None

7.6 Risk – None

7.7 Customer Service – School holidays will be made available to public via Council website.

Cleland Sneddon
Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
30 April 2015

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APPENDICES
Appendix 1 – School Holiday Arrangement 2016/2017

Argyll and Bute Council
Community Services: Education
School Holiday Arrangements
2016/2017

TERM	BREAK	DATES OF ATTENDANCE		PUPIL DAYS	WORKING DAYS
First			15 August 2016 Teachers' In-service Day		
		Open	16 August 2016 Pupils Return		
	October	Close	14 October 2016	44 (44)	45 (45)
		Open	24 October 2016		
	Christmas	Close	23 December 2016	45 (89)	45 (90)
Second		Open	9 January 2017		
		Close	10 February 2017	25 (114)	25 (115)
		Open	16 February 2017		
	Spring	Close	31 March 2017	32 (146)	32 (147)
Third		Open	18 April 2017		
	May	Close	29 April 2017	9 (155)	9 (156)
		Open	2 May 2017		
		Close	30 June 2017	44 (199)	44 (200)
			Minus 5 local holidays	-5 (194)*	-5 (195)

 * Additional 4 local in-service days to be deducted from pupil days.

Agenda Item 12

ARGYLL AND BUTE COUNCIL **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES: EDUCATION **4 JUNE 2015**

VALIDATED SELF EVALUATION FOR EDUCATIONAL PSYCHOLOGY SERVICES

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide Elected Members of the proposal by Education Scotland to undertake a process of Validated Self Evaluation (VSE) with all Scottish Educational Psychology Services over the next two years. This paper details the suggested themes for consideration during this process within Argyll and Bute.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Community Services Committee:

- Note the planned programme of VSE for Educational Psychology Services, in particular the proposed timescale for Argyll & Bute;
- Agree the approach identified by Educational Psychology Services in response to the national programme; and
- Agree that a further report on the progress of the VSE for Educational Psychology Services be presented to a future Community Services Committee.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4 JUNE 2015**

VALIDATED SELF EVALUATION FOR EDUCATIONAL PSYCHOLOGY SERVICES

3.0   INTRODUCTION

3.1   VSE is a collaborative, evaluative process. It aims to improve the quality of provision and outcomes for learners through providing support and challenge to the work of educational psychology services (EPS). The process is led by the EPS and involves a partnership in which Education Scotland staff work alongside the service, applying both their knowledge of education and expertise in evaluation. The purpose of this partnership is to support, extend and challenge the service's own self-evaluation thereby strengthening outcomes for learners and other stakeholders.

3.2   The VSE model aims to:
- build and support the capacity of EPS to evaluate their services and improve the quality of services they provide;
- support EPS own self-evaluation and quality systems;
- support, promote and develop good practice and best value in educational psychology;
- provide information to Scottish Ministers, the national Shared Risk Assessment process and the public on the quality of provision in EPS, and
- offer independent evaluation and validation of the processes of self-evaluation.

4.0   RECOMMENDATIONS

4.1   It is recommended that the Community Services Committee:

- Note the planned programme of VSE for Educational Psychology Services, in particular the proposed timescale for Argyll & Bute;
- Agree the approach identified by Educational Psychology Services in response to the national programme, and
- Agree that a further report on the progress of the VSE for Educational Psychology Services be presented to a future Community Services Committee.

5.0   DETAIL

5.1   In consultation with a national reference group and the wider educational psychology profession, Education Scotland identified two key themes, which will guide the selection of key areas to be explored through VSE. at Authority level. These are:
i.   Learning and teaching, exploring EPS contribution to learning and teaching with a focus on raising attainment and achievement for all and closing the poverty-related attainment gap, and
ii.   Partnership working/Impact on the wider community to capture Health and Wellbeing, Getting it Right for Every Child and partnership working.

5.2   A pilot VSE was completed with Midlothian Council Psychological Service. This pilot informed the model which will now be implemented across the remaining services.

5.3   Five services will engage with VSE before the end of June 2015, with a further ten planned for completion by the end of March 2016.
Argyll and Bute Psychological Service is scheduled to engage with VSE between September and December 2015.

5.4   The VSE process will have three phases
- Setting up the VSE and agreeing the focus – this will be organized by the Psychological Service but will normally involve two with the VSE lead from Education Scotland within the Psychological Service;
- Fieldwork activities over a period of one week, and
- Post fieldwork action planning – this will normally be completed within three weeks of the fieldwork phase

5.5   It is expected the service will establish thematic groups to take forward each of the themes identified. The purpose of these groups will be to conduct a formal self-evaluation. While the focus of the VSE is primarily the psychological service, there will be direct involvement of a broad range of stakeholders in the work of the theme groups, with significant engagement during the fieldwork week.
This could include, for example:
- Educational psychologists;
- Head teachers;
- Education officers;
- Education managers;
- Social work colleagues;
- Health colleagues;
- Early years staff, and
- Community learning and development.

5.6   At the conclusion of the process Education Scotland in conjunction with the Authority will prepare a short report which focuses on the scope of the VSE, the degree of rigour and challenge required, agreed strengths and areas for continued improvement. The agreed actions will be incorporated into the

Partnership Agreements currently being rolled out across Education Authorities. Education Services, as part of their Service Improvement process will incorporate any recommendations within the respective performance plans.

5.7 The recommendations arising from the VSE process will be presented to a future meeting of the Community Services Committee.

5.8 Within Argyll and Bute, through EPS processes of planning, intervention and self-evaluation, and in consultation with Education Managers, the following themes are recommended for further investigation through the process of VSE.
- Evaluate the impact of the Educational Psychology Service on the development of the literacy skills of learners at the primary stage.
- Identify the impact of the Promoting Alternative Thinking Strategies (PATHS) programme on learners at the early years.

5.9 The themes within Argyll and Bute are recommended for the following reasons:
   i. The Educational Psychology Service guided the work of the Reading Initiative in Argyll and Bute, starting in 2009. Last session 5 years of data was analysed to consider the profile of reading skills of Primary 4 children across the authority. Over the last two years, this has included a focus on the literacy skills of Looked After Children at the primary stage. Further evaluation now requires to be undertaken to inform next steps towards closing the attainment gap and increasing the reading skills of the lowest performing 20%. It is anticipated that there will be a research focus to this activity to ensure identification of the impact for learners of interventions at school level;
   ii. The Educational Psychology Service leads the implementation of the PATHS programme, including training and support for establishments. This work has been undertaken in partnership with the Early Years Collaborative Group and supports children's wellbeing at the early years. The development of the intervention has also been informed by work undertaken in West Dunbartonshire EPS, Glasgow EPS and Shetland EPS. The programme has now been running in a number of establishments for three years and a programme of self-evaluation has been initiated, with a particular focus on engagement with parents.

6.0 CONCLUSION

6.1 VSE offers a positive opportunity for the psychological service and wider Education Service to engage with Education Scotland to support processes of self-evaluation and improve outcomes for children and young people. Both identified themes reflect authority wide developments and are captured within Education Service and Integrated Children's Service planning.

7.0 IMPLICATIONS

7.1 Policy – The outcome of the VSE may recommend changes to Service policy and procedures and will inform the improvement planning process

7.2 Financial – No implications beyond staff time across services

7.3 Legal – None

7.4 HR – High level of engagement from staff within Education and beyond over a focused period, with associated time and travel cost implications

7.5 Equalities – ensure any recommended policy / guidance change is equality checked

7.6 Risk – A positive evaluation of the EPS

7.7 Customer Service –

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22 April 2015

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ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services   **4th June 2015**

Strategic Community Learning and Development (CLD) Partnership Plan

1.0   EXECUTIVE SUMMARY

This report has two main purposes:

- to inform Committee members about the responsibilities laid on the Community Planning Partnership by the the 'Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD)' (2012), and the duties in the associated legislation laid on the Education Authority, and

- to bring to their attention the progress of work carried out in response to these requirements by the Argyll and Bute Strategic Community Learning and Development (CLD) Partnership, with particular reference to the innovative web-based plan format that has been adopted.

In 2012, the Scottish Government published the 'Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD)', in order to strengthen the basis of CLD so that it is 'delivered as a consistent central element of public services in Scotland ... and will be based on a continuing dialogue with key stakeholders'.

Legislation to support the Guidance was issued to Education Authorities in 2013. One of the requirements of the legislation is to publish a 3-year Plan, no later than 1 September 2015

In 2013, a new CPP sub-group, the 'Argyll and Bute Strategic CLD Partnership' was formed to take forward the CLD Strategic Guidance, and develop the required CLD Plan. A web-based format has been developed for the Plan (www.cldplanning.com) that will, when published, be very readily accessible to the public and to partners, and, by incorporating a 'feedback' facility, will help enable dialogue with communities.

There are no associated high level financial implications.

Recommendations:
- It is recommended that the Community Services Committee notes the contents of this report.
- It is recommended that the Community Services Committee endorses the approach taken to the development of the Plan.

ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services   **4th June 2015**

Strategic Community Learning and Development (CLD) Partnership Plan

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2.0   INTRODUCTION

2.1   Community Learning and Development (CLD) is a term that encompasses 'learning' in its widest possible sense, for all age groups and at any level, including early years, school education, youth work, college and community-based learning and development. The term also embraces a type of approach to the delivery of learning – person-centred, needs-led, holistic and informal. (See Appendix 1).

2.2   In 2012, the Scottish Government published the 'Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD)', in order to strengthen the basis of CLD so that it is 'delivered as a consistent central element of public services in Scotland ... and will be based on a continuing dialogue with key stakeholders'. The two main tenets of the Guidance are that CLD can offer: 'improved life chances for people of all ages, through learning, personal development and active citizenship'; and 'stronger, more resilient, supportive, influential and inclusive communities'.

2.3   Legislation to support the Guidance was issued to Education Authorities in 2013. One of the requirements of the legislation is to publish a 3-year Plan, no later than 1 September 2015, which details how CLD provision will be coordinated, any actions that will be taken to address need, and detail of any needs that cannot be addressed within the time-scale of the Plan.

2.4   In 2013, a new CPP sub-group, the 'Argyll and Bute Strategic CLD Partnership' was formed to take forward the CLD Strategic Guidance, and develop the required CLD Plan. This report sets out the Partnership's progress to date. The proposed CLD Plan takes the form of an innovative web-based plan (www.cldplanning.com) that will, when published, be very readily accessible to the public and to partners, and, by incorporating a 'feedback' facility, will help enable dialogue with communities.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Community Services Committee notes the contents of this report.

3.2   It is recommended that the Community Services Committee endorses the approach taken to the development of the Plan.

4.0   DETAIL

4.1   The CLD Strategic Guidance (2012) (see Appendix 2) lays responsibilities on Community Planning Partnerships (CPPs) regarding its implementation; these responsibilities are supported by legislation laid on the Education Authority, in the form of the Scottish Statutory Instrument (SSI): 'The Requirements for Community Learning and Development (Scotland) Regulations 2013' (see Appendix 3)

4.2   The CLD Strategic Guidance is designed to:

- Strengthen CLD provision, and use of the CLD approach, at a time of public service reform. The policy focus is therefore on Curriculum for Excellence, GIRFEC, the Community Empowerment Bill, and other public service reform priorities.

- Ensure that communities, particularly those who are disadvantaged, have access to the CLD support they need to empower them, individually and collectively, to make positive changes in their lives and in their communities, through learning; and

- Improve partnership working and synergies at, and between, all levels, through better information about needs in the community.

4.3   The CLD Strategic Guidance sets out a number of responsibilities that are linked to the National Performance Framework objectives. Those intended for CPPs are as follows:

- 'Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans;

- 'Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data;

- 'Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes; and

- 'Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in the Guidance.'

4.4 The legislative duties laid on the Education Authority include a requirement to publish a 3 year Plan - no later than 1st September in 2015 (and each third year after that) - which details how provision will be coordinated, the actions that will be taken to address need, and any needs (gaps in provision) that cannot be addressed within the time-scale of the Plan. In order to ensure these duties are met, it is proposed that the needs assessment, consultation, planning and monitoring requirements are brought together in a cyclical process that involves both key CPP players and communities. A flow chart of the process is attached in Appendix 4. The chart shows the progression from identification of needs at community level (from CPP Community Consultations 2014, HMI Reviews, and partner and target group consultations), the responses (in terms of inputting of actions) by the CLD Partnership, through to consultations with the Area Community Planning Groups, the CPP Management Committee, SOA Outcome Leads and, finally, the CPP Conference.

4.5 A CPP sub group – a short-life working group of key learning providers - was brought together in Sept 2013 to scope the implementation of the Guidance. This group has now formed the Argyll and Bute CLD Partnership, and includes representation from: Argyll College; Argyll and Bute Council (Adult Learning and Literacies Service, Community Development Team, Libraries, Education Services, and Youth Services); Argyll Voluntary Action; Skills Development Scotland; Fire Scotland; Police Scotland; NHS; and JobCentre Plus.

4.6 The CLD Partnership has already made significant contributions to Outcome 3 ('Education, skills and training maximise opportunities for all') of the Single Outcome Agreement (SOA) Delivery Plan, and plays a key role in supporting the implementation of the Guidance and the production of the CLD Plan.

4.7 The Partnership has already interrogated a number of sources to gather evidence of need, including the CPP consultations from 2014 'Argyll and Bute – A Good Place to Live, Work and Play?', and stated areas for improvement from recent HMI reports. The raw data from these sources has been collated and grouped into themes. There are also some comments from Area Community Planning Groups (from initial SOA Local discussions) that have already been included in the table of identified needs - it is hoped that these will be added to over time, as the Plan is intended to be a 'live' document. Partner representatives from the Strategic CLD Partnership have formed relevant groupings to scrutinise the themed needs, and together have developed priority new actions to address the needs as necessary. These actions are currently being entered into the Plan. The Partnership's intention is that new actions will

be limited in number, but based on high level information, agreed and coordinated in a partnership approach, and with realistic targets and time-scales. The Plan will also reference the most relevant actions from the SOA, so as to give a more rounded picture of the CLD activity in the area.

4.8   The CLD Plan takes the form of an innovative web-based Action Plan (www.cldplanning.com) that will, when published, be very readily accessible to the public and to partners, and, by incorporating a 'feedback' facility, will enable dialogue with communities. The web-based plan format was developed by CLD colleagues in three authorities – East and West Dunbartonshire and Argyll and Bute – supported by an Education Scotland 'Innovation and Improvement' grant. This format has been very well received at national level and by Education Scotland, and other local authorities have expressed interest in adopting it. The Plan has 'public' pages, on which the published plans will appear; none of the plans have been published as yet, because the cycle of consultation is currently incomplete. However, the draft plans can be viewed in the 'closed' pages, on logging in with a username and password; all CLD Partnership members are 'users'.

4.9   With regard to the publication of the Plan, the Education Scotland Advice Note: "Local Area Networks and the CLD Regulations 2013' (see Appendix 5) states that 'it is essential that local authorities are able to evidence as part of their annual self-evaluation how they are meeting all the requirements of the (CLD) Regulations. All three year plans require to be complete by 1st September 2015… The Local Authority Guidance document states that "In line with other obligations, local authorities should share the completed elements of the plan with their Local Area Network (LAN)." (Section 6.9). The mechanism for this is through the self-evaluation completed by the Chief Executive of each local authority to inform the SRA (Strategic Risk Assessment) process. The Lead Contact identified under section 3.6 of the LA Guidance should ensure that the Chief Executive is fully briefed on work to meet the requirements of the CLD Regulations." Education Scotland will be writing to Chief Executives in May to apprise them of this process.

5.0   CONCLUSION

5.1   The cyclical process of identification of learning needs through consultation with communities and data-sharing by partners, followed by prioritisation and actions generated in partnership to address any gaps, should help promote optimal targeting of provision. This process, together with the web-based format of the resulting CLD Plan, which requires that actions are very clearly and consistently laid out and offers an accessibility and capacity for dialogue with communities, should ensure that the basic duties and responsibilities of the Strategic Guidance for CLD, and its associated legislation, are fulfilled.

6.0 IMPLICATIONS

6.1 Policy: The CLD Plan is intended to help meet the requirements of the Strategic Guidance for CPPs: Community Learning and Development (CLD) 2012.

6.2 Financial: None

6.3 Legal: The Argyll and Bute Strategic CLD Partnership Plan is intended to support the legislative requirements of the Scottish Statutory Instrument (SSI): 'The Requirements for Community Learning and Development (Scotland) Regulations 2013'

6.4 HR: None

6.5 Equalities: The CLD Plan will improve delivery of services to equalities groups through consultation and planning based on identified needs

6.6 Risk: None

6.7 Customer Service: The web-based format of the CLD Plan will improve dialogue with communities about the Plan through the cycle of consultation, prioritisation and action, and the capacity for web-based feedback.

Executive Director of Community Services
Policy Lead Cllr Robin Currie
21 April 2015

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APPENDICES

Appendix 1   The Policy Context For CLD in Scotland; The Outcomes of
             CLD in Scotland

Appendix 2   Strategic Guidance for Community Planning Partnerships:
             Community Learning and Development (CLD) (2012)

Appendix 3   Scottish Statutory Instrument (SSI): 'The Requirements for
             Community Learning and Development (Scotland) Regulations
             2013'

Appendix 4   Flow Chart of Planning Development and Implementation
             Cycle: Argyll and Bute Strategic CLD Partnership Plan 2015

Appendix 5   Education Scotland Advice Note: Local Area Networks and the
             CLD Regulations 2013

Appendix 1

The Policy Context For CLD in Scotland

Young people and families
- Getting it right for every child
- Moving Forward – Youth Work Strategy
- Opportunities for All
- Children and Young People Bill
- More Choices, More Chances
- National Parenting Strategy
- 16+ Learning Choices

Social policy
- Acheiving Our Potential
- Equally Well
- The Early Years Framework
- Renewing Scotland's Public Services
- Equalities & Human Rights Policy
- Assets for Health

Learning communities
- Post 16 Education Reform
- Curriculum For Excellence
- Careers, Information, Advice & Guidance Strategy
- Literacies Action Plan (ALIS 2020, ESOL Strategy)
- Options for Improvement

Empowered communities
- Community Planning Review – Statement of Ambition
- Community Empowerment & Renewal Bill
- Scottish Parliament Public Engagement Strategy
- Scottish Community Empowerment Action Plan
- Acheiving a Sustainable Future: Regeneration Strategy

Linked interventions

Policy into practice

From cradle to grave

Empowerment through learning

Policy Context

- Putting communities at the heart of community planning
- Improving life chances
- Improving services
- Supporting transitions
- Supporting community cohesion
- Supporting self organisation
- Delivering rights and entitlements
- Tackling inequality
- Empowering, individuals, learners and communities

The Outcomes of CLD in Scotland

Needs, Strengths and Aspirations
Individual and community needs understood via indicators, engagement and dialogue

Services are better able to meet needs

Delivering reform of public services

Process
Individual & community assets mobilised & developed

Individuals gain knowledge and skills

Communities learn from/for action

Communities organise for development

Outcomes
Outcomes for communities improved linked to National Performance Framework through Single Outcome Agreements

Appendix 2

Strategic Guidance for Community Planning Partnerships: Community Learning and Development

COMMUNITY LEARNING AND DEVELOPMENT:
STRATEGIC GUIDANCE FOR COMMUNITY PLANNING PARTNERSHIPS

EXECUTIVE SUMMARY

This guidance comes against the backdrop of the most ambitious set of reforms to post-16 learning ever undertaken in Scotland. The Government is pursuing those changes with three clear objectives in mind: to align the system more purposefully with our ambitions for jobs and growth; to improve people's life chances; and to ensure the sustainability of our system in a time of inescapable pressures on public spending.

Community learning and development (CLD) is an integral part of this story. It already plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.

This strategic guidance clarifies our expectations of Community Planning Partnerships (CPPs), within the broad framework of public service reform, and in line with the Review of Community Planning and Single Outcome Agreements (SOAs). We expect local authorities to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services.

It is important to be clear about the purpose of CLD. We see it as empowering people, individually and collectively, **to make positive changes in their lives and in their communities, through learning**. This guidance outlines the action necessary to maximise CLD's impact, resulting in better alignment of services and optimal use of resources.

The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. CLD's specific focus should be:

1. Improved life chances for people of all ages, through learning, personal development and active citizenship;

2. Stronger, more resilient, supportive, influential and inclusive communities.

The implementation of this guidance must be led by CPPs, with support from Government bodies such as Education Scotland and with national and local Third Sector partners. It should form an integral part of public service reform, ensuring that Community Planning provides the vehicle to deliver better outcomes in partnership with communities.

Using an evidence based approach; reducing outcome gaps between areas; jointly prioritising outcomes; and strengthening community engagement and participation are the principles which will shape work on community planning and SOAs. This will, in turn, improve partnership working, including CLD partners, in delivering SOAs.

Evidence from a range of sources, and in particular from the inspection of learning communities, demonstrates the powerful impact of CLD on the lives of learners and communities. To secure yet further improvement, we need now to strengthen the coordination between the full range of providers, and communities themselves.

Our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. But Scotland cannot afford the potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population. This is why it is essential we build resilient communities and release the talents of people (particularly those of our young people) across Scotland. That is what this guidance aims to do.

1. CONTEXT

1.1 In this guidance, the Scottish Government is renewing its commitment to Community Learning and Development (CLD). This matters because building a learning culture is central to the well-being, resilience and dynamism of our communities - and, ultimately, in achieving our purpose

To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

1.2 The Government's response to the *Commission on the Future of Public Service Delivery* sets out a vision of how Scotland's public services need to change:

*'We will empower local communities and local service providers to work together to develop practical solutions that make best use of all the resources available. The focus of public spending and action **must build on the assets and potential of the individual, the family and the community** rather than being dictated by organisational structures and boundaries. Public services must work harder **to involve people** everywhere in the redesign and reshaping of their activities.'* [1]

1.3 In our 2011 proposals for reforming post-16 learning, *Putting Learners at the Centre*, we made clear our wish to work with partners in strengthening the strategic approach to CLD in Scotland. The result is this refreshed guidance for local Community Planning Partnerships (CPPs), community planning partners more generally, and other national stakeholders.

1.4 CLD is an essential means of delivering Scottish Government priorities, in particular Curriculum for Excellence, GIRFEC and the Government's social policy frameworks for combating poverty, tackling health inequalities and prioritising early years. Annex A illustrates the current Government priorities of particular relevance.

1.5 We have developed this guidance through talking to a wide range of interested and expert stakeholders. It builds on recent progress and forms the starting point for a process of implementation, learning and improvement, that - crucially - focuses on outcomes for learners and communities.

[1] Renewing Scotland's Public Services, http://www.gov.scot/Publications/2011/09/21104740/0 Scottish Government, 2011

2. THE PURPOSE OF CLD, AND THE OUTCOMES WE EXPECT

2.1 CLD should empower people, individually and collectively, **to make positive changes in their lives and their communities, through learning**. The principles that underpin practice are:

Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;
Participation - supporting people to take part in decision-making;
Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;
Self-determination - supporting the right of people to make their own choices; and
Partnership - ensuring resources, varied skills and capabilities are used effectively.

The purpose and principles are embodied in the competences and ethics for CLD practice as set out by the CLD Standards Council for Scotland. [2]

2.2 Our current guidance (*Working and Learning Together,* 2004) outlined CLD priorities as (i) achievement through learning for adults; (ii) achievement through learning for young people; and (iii) achievement through community capacity building. These priorities provided a clear focus for CLD, but we were told in our recent discussion phase, they sometimes led to artificial boundaries for practice between age groups and between work with individuals and groups.

2.3 The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD (see Annex B). Within this, CLD's specific focus should be:

- **improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship**
- **stronger, more resilient, supportive, influential and inclusive communities.**

2.4 CLD helps to develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality. It ensures that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions.

3. EFFECTIVE DELIVERY

3.1 This guidance sets out the principles within which CPPs should co-ordinate planning of CLD provision, setting out specific priorities. By clearly defining roles and responsibilities, it provides a basis on which community planning partners should work together to make best use of available resources.

3.2 CLD is a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages. We must link all this together effectively if we are to achieve the impact that we seek.

[2] See the CLD Standards Council for Scotland website
http://www.cldstandardscouncil.org.uk/Home

3.3 CPPs should ensure CLD has a core role in delivering identified outcomes for communities. This will depend on maximising the contribution of the following partners:

- services in local authorities and government bodies with an identified CLD remit, and in voluntary sector organisations publicly funded for this purpose. These services should be closely aligned with education, culture, sport, leisure and library services and should use the resulting synergies to deliver agreed outcomes;
- those - often in the voluntary sector - in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development;
- other public service organisations such as colleges and universities, the NHS and Skills Development Scotland;
- local communities or communities of interest, for example ethnic minorities or people with disabilities, concerned with shaping CLD services in order to deliver the outcomes that are important to them.

3.4 All these partners should aim to deliver CLD outcomes through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

3.5 Local strategies for CLD should maximise the synergies between all these roles, across sectors; to do this, CPPs should consider if they are delivering the core activities of CLD through a sufficiently joined-up approach.

4. IMPROVING OUTCOMES FOR COMMUNITIES

'Communities have high expectations of public services and have a key role to play in helping to shape and coproduce better outcomes within their communities. If community planning partnerships are to unlock that potential, their foundations must be built on a strong understanding of their communities, and provide genuine opportunities to consult, engage and involve them. CPPs must be able to engage closely with the needs and aspirations of their communities, within the context of local and national democratic control...' [3]

[3] Review of Community Planning and SOAs: Statement of Ambition, 2012
http://www.gov.scot/Topics/Government/local-government/CP/soa

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4.1 The foundation of CLD delivery is an assessment - in partnership with learners and communities - of needs, strengths and opportunities. This clearly aligns with the Government's response to the Commission on the Future Delivery of Public Services, which sets out the approach to public sector reform as built on four *pillars*:

- a decisive shift towards prevention
- greater integration of public services at local level
- enhanced workforce development and effective leadership
- a sharp focus on improving performance through greater transparency, innovation and use of digital technology.

Prevention

4.2 A focus on prevention is a long standing feature of CLD practice. CLD practitioners prioritise preventative measures, work to reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration.

4.3 Working with communities to realise and build on their own strengths or assets is at the core of the CLD delivery model. We want everyone involved in delivering CLD to emphasise this primary role. Activities must be designed with individuals and communities as active partners, in ways that focus on reducing the longer term need for input by public services - including CLD.

4.4 Public service planners and decision-makers will want to prevent problems from emerging and increase the opportunities for individuals, families and communities to shape their own lives. To this end they should make full use of CLD's ability to:

- build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue;
- identify issues and solutions at an early stage;
- identify barriers to participation and strategies for overcoming these;
- mobilise and support direct participation in planning and service design; and
- enable community organisations to develop their infrastructure.

Effective partnerships: services and communities

4.5 The growing diversity of CLD provision coupled with the increase in partnership working to deliver a wide variety of programmes, services and initiatives means CLD activities and approaches now have a role in many partnerships.

4.6 Partnership working is already embedded in how CLD is delivered, but, as part of our drive for reformed public services, we need it to be deepened further, widened and more closely focused on outcomes.

- First, we want providers to go further in involving learners and communities as active partners in planning and delivering CLD, and to strengthen their focus on helping communities to influence, shape and co-produce services more generally.

- Second, we want to see partnerships that plan and deliver CLD include the full range of relevant partners. This means each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services.   6

- Third, partnership working to deliver CLD outcomes should provide the basis for delivering key priorities such as:
  - securing agreements to ensure effective links between learning in the community and college-based learning;
  - joined-up working to deliver better outcomes for children and young people through Curriculum for Excellence, including family learning;
  - more clearly focused and integrated support for communities to build their own capacity;
  - engaging fully in delivering shared outcomes with national and local Third Sector organisations, including culture and sport;
  - developing stronger links with Community Justice Authorities and community safety partnerships;
  - further development of CLD's role in local employability partnership work.

Finally, we want CLD practitioners and managers to build on the role they already play in helping other public service providers to engage effectively with service users and communities. The delivery of the three Change Funds, for Older People, Offenders and Early Years, should provide opportunities to use CLD expertise, making best use of existing resources.

Workforce development and effective leadership

4.7 At national level, CLD policy and related legislation are being developed in response to changing needs. We ask that workforce development keeps pace with these and supports their implementation.

4.8 The national CLD CPD Strategy and the *i-develop framework* provide the focus for developing a learning culture across the sector. The CLD Competences provide a common framework for practice, underpinned by a code of ethics.

4.9 Education Scotland, in partnership with the CLD Standards Council, will work with others to support CLD providers to build partnerships that continue to develop the CLD workforce. We welcome the joining-up of CPD partnerships across local authority and professional boundaries, for example the joint CPD programmes in the North Alliance and Glasgow Life.

4.10 We want to see an integrated approach to all stages of professional learning. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD, and we recognise the need to consider further the future of pre-service training in that context.

4.11 Clearly, effective leadership is crucial to CLD delivering its role and impact. Further work to develop the skills, understanding and confidence for leadership at all levels within the CLD workforce should be a key focus for CPD.

Improving performance, innovation and sharing good practice

4.12 Effective self-evaluation by groups, services and partnerships is essential to improving performance and delivering better outcomes for learners and communities.
Education Scotland will provide public accountability through inspection, challenge and support to local authorities and partnerships. In addition, CPPs should ensure that CLD providers are part of the planning and reporting process supporting Single Outcome Agreements, paying particular attention to local indicators. 7

4.13 In this context, CLD providers have developed a range of management information systems to support performance management and improvement. The information and evidence these produce is strong in relation to individual projects – but need more development in relation to wider programmes and outcomes at partnership level.

4.14 Valuable work has been done to quantify the impact of CLD and to identify savings it can help deliver for other areas of public investment. We will work with partners to build on this and develop the best unified, flexible framework possible for self-evaluation, performance management and measurement of impact, to meet local needs and improve understanding at national level.

4.15 We will work with partners to support CLD providers in driving forward the modernisation of their own services, using self-evaluation as a tool for continuous improvement.

5. IMPLEMENTATION AND SUPPORT

5.1 The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders.

5.2 Throughout this guidance, we have laid out what we expect from community planning partners, with local authorities providing clear leadership and direction. We have also asked Education Scotland to develop an implementation framework, ensuring its own programmes of policy implementation, inspection, self-evaluation and practice support provide the necessary challenge in order to secure change.

5.3 This approach will achieve greater consistency in the provision and practice of CLD across Scotland, continuing to foster local flexibility in establishing priorities and delivering services, whilst improving outcomes. The implementation process should ensure that:
- the core purpose of CLD is closely aligned with developments in post-16 education reform and community empowerment policy;
- CLD services will help to deliver the new partnership with communities envisaged by the Christie Commission reforms;
- the roles of all partners are clarified both within core services and wider CLD landscape;
- local authorities will be supported to audit the need for CLD, in line with the proposed duty in forthcoming legislation.

5.4 We recognise that the current financial climate means, while there is increasing demand for CLD intervention and expertise, there is limited current scope for additional investment. We hope that Community Planning partners approach this challenge by focusing on prevention and seeking to innovate in their use of existing resources, including Change and Regeneration funding.

5.5 Specifically, we see the following responsibilities as being necessary.

We expect CPPs to:

- Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans.
- Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data.
- Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes.
- Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in this Guidance.

Education Scotland will:
- Raise awareness of the opportunities, challenges and responsibilities outlined above.
- Ensure its own CLD activities have a clear focus on implementing this Strategic Guidance and build and maintain a national overview of the impact of CLD. This will include:
    - policy implementation;
    - practice development;
    - support and challenge to local authorities and their partners;
    - support for self-evaluation; and
    - evaluation and scrutiny including inspection.
- Promote the national CPD strategy and the *i-develop* framework.
- Promote high standards of practice underpinning CLD.
- Contribute to delivering the implementation framework and subsequent action plans.
- Highlight to Scottish Government any issues arising relating to workforce development.

Education Scotland, working with key national partners, will:
- Establish an implementation framework, ensuring that issues identified in this Guidance are addressed and that existing and proposed strategic developments in the broad CLD field are integrated with this implementation process e.g. ALIS 2020
- Ensure learning from the implementation process is shared by local and national partners, and informs its continuing development.
- Keep under review the progress in implementing this Guidance and report to Scottish Government annually or with specific issues.
- Support the CLD Standards Council to become an independent registration body for practitioners.

We expect the CLD Standards Council for Scotland to:
- Establish a registration system for practitioners delivering and active in CLD practice.
- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD.
- Develop and establish a model of supported induction. 9

- Convene a CLD employer group for Scotland and explore options around workforce, including links with UK wide work on National Occupational Standards.

The Scottish Government will:

- Explore legislative powers for CLD and communicate progress with partners.
- We will pursue improving the involvement of colleges in community planning as part of implementation of the recent SG/COSLA review.
- Examine the need to consider further the future of pre-service training.
- Continue to involve CLD stakeholders in its post-16 Education Reform Programme.
- Continue to promote the benefits of CLD methods across a wide range of policy areas.
- Support Third Sector national organisations through the distribution of core funding.
- Fund the SCQF Partnership to allow it to support and credit rate CLD courses.
- Continue with plans to refresh the current youth work strategy, *Moving Forward*, in partnership with national youth work organisations.
- Work with the Improvement Service and Education Scotland to develop improved indicators for the impact of CLD work as part of the on-going Local Outcome Indicator Project which supports CPPs in Scotland.
- Commission Education Scotland to provide an evaluative report on the impact of the guidance, based on inspection evidence and any other thematic evaluative activity.

APPENDIX 3

2013 No.

EDUCATION

The Requirements for Community Learning and Development (Scotland) Regulations 2013

Made - - - -

Laid before the Scottish Parliament

Coming into force - - 1st September 2013

The Scottish Ministers make the following Regulations in exercise of the powers conferred by section 2 of the Education (Scotland) Act 1980(**a**) and all other powers enabling them to do so.

Citation, commencement and interpretation

1. (1) These Regulations may be cited as the Requirements for Community Learning and Development (Scotland) Regulations 2013 and come into force on 1st September 2013.

(2) In these Regulations—

"community learning and development" includes programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups; and

"target individuals and groups" means those individuals and groups, within the area of the education authority, that the education authority considers are most likely to benefit from the provision of community learning and development.

2. An education authority is required to initiate and, having done so, to maintain and facilitate a process by which community learning and development secured within the area of the education authority is secured in a way that—

(a) identifies target individuals and groups;

(b) has regard to the needs of those target individuals and groups for that community learning and development;

(c) assesses the degree to which those needs are already being met; and

(d) identifies barriers to the adequate and efficient provision of that community learning and development.

3. In exercise of the requirement in regulation 2, the education authority is to consult with—

(a) persons appearing to the education authority to be representative of the target individuals and groups; and

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(**a**) 1980 (c.44). Section 2 was amended by the Education (Scotland) Act 1996 (c.43), Schedule 6 and the Self-Governing Schools etc. (Scotland) Act 1989 (c.39), section 69. The functions of the Secretary of State were transferred to the Scottish Ministers by virtue of section 53 of the Scotland Act 1998 (c.46).

7   (A5147405)

(b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority.

4.—(1) An education authority is required to publish a 3 year plan containing the information specified in paragraph (2) no later than 1st September in—
    (a) 2015; and
    (b) each third year after that.
(2) The plan must specify—
    (a) how the education authority will co-ordinate its provision of community learning and development with other bodies that provide community learning and development within the area of the education authority;
    (b) what action the education authority will take to provide community learning and development over the reference period of the plan;
    (c) what action other bodies intend to take to provide community learning and development within the area of the education authority over the reference period of the plan;
    (d) any needs for community learning and development that will not be met within the reference period of the plan.
(3) Before publishing a plan, the education authority must consult—
    (a) persons appearing to the education authority to be representative of the target individuals and groups for community learning and development;
    (b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority; and
    (c) such other persons as the education authority thinks fit.

Authorised to sign by the Scottish Ministers

St Andrew's House,
Edinburgh

2013

APPENDIX 4: FLOW CHART OF CLD PLAN DEVELOPMENT CYCLE

Outcome Leads and all CP Strategic Partnerships Review delivery plans, identify potential roles and responsibilities; check for duplication

CPP Annual Conference

CPP Management Committee: for consideration of **partnership elements and links to SOA priorities**

ANALYSIS

CLD Partnership (with support):

- Key needs arising from consultations and hard data indicators analysed, prioritised and articulated, taking into account budgets and resource restriction, for inclusion in CLD Strategy and Action Plan
- For each 'need' identified - SOA outcome links agreed, and objectives articulated
- Gaps in knowledge identified

Area Community Planning Groups are informed, verify and give any additional local information

Area Community Planning Groups to review and feed back at 2-yearly area-based CPP Community Consultations

ACTION

CLD Partnership (with support):

- Review and update CLD Strategy and action plan on an ongoing basis, and support 3-yrly Plan cycle

REVIEW OF PRIORITY STRENGTHS AND NEEDS

1. Consultation element

- 2-yearly area-based CPP Community Consultations
- Key prioritised target grouping consultations
- HMI Inspection Reports

2. Hard data element

- Partner reviews of key data indicators of need, including SOA

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APPENDIX 5

Advice Note: Local Area Networks and the CLD Regulations 2013

The Local Area Network (LAN) comprises all relevant scrutiny bodies for local government. The purpose of the LAN is to share intelligence and work together to identify and agree scrutiny risks for each local authority.

The scrutiny bodies currently involved are Audit Scotland (which is leading on this work), Education Scotland, Healthcare Improvement Scotland, the Care Inspectorate, the Scottish Housing Regulator, HM Inspectorate of Constabulary for Scotland and HM Fire Service Inspectorate.

It is not a public grouping (ie names of those sitting on it, minutes etc are not publically accessible) and serves primarily to ensure that scrutiny measures are appropriately targeted and an overall shared understanding of risk is in place.

At LAN meetings, LAN members discuss the collated evidence. The aims of the meeting are to:
- discuss the evidence sources/ information provided by each scrutiny body and agree the risk assessment for each relevant area
- identify all opportunities for joint scrutiny work and firm up the local scrutiny plan
- highlight any additional work or national scrutiny activity happening in the local authority that is not a result of the SRA process
- highlight improvement activity (e.g. supported self-evaluation) happening in the local authority.

Each LAN, in discussion with the local authority's Chief Executive, develops an annual Shared Risk Assessment (SRA) for the LA based upon various intelligence gathered by the scrutiny bodies (eg Inspection reports) and the LA's self-evaluation. The SRA identifies strengths, areas of uncertainty, or weaknesses within all aspects of the council's services, functions, governance, financial, and decision making processes.
LANs engage with Chief Executives as part of the SRA process. Initial discussions between LANs and local authorities should include:

- the key issues and challenges faced by the council
- what has changed since the previous SRA process
- how self-evaluation drives improvement and what self-evaluation information is available
- how the local authority wish to be engaged, including; the frequency of engagement, and who should be involved (e.g. chief executive, management team, elected members).

Each LAN creates a local scrutiny plan for the local authority. The local scrutiny plan (LSP) should only summarise identified scrutiny risks and/or any changes to the LAN's assessment

over the last year. It should also make clear where there is any 'national' scrutiny or supported self-evaluation activity that is not the result of the SRA process.

The 32 individual local scrutiny plans are published on the Audit Scotland website in March each year.

The current LSP for each local authority can be found here (at http://www.audit-scotland.gov.uk/work/scrutiny/aip.php)

The Education Scotland Area Lead Officer role

Education Scotland is one of the scrutiny bodies forming LAN, represented by the Area Lead Officer (ALO). In some cases they chair the LAN, known as the LAN Lead.

The ALO plays an active role in collating all relevant information and intelligence about the education aspects of a council's work as evidence to support risk assessments, including those related to community learning and development. This will be informed by discussions with local authority staff; inspection and review evidence; relevant data; and other intelligence and information gathered by Education Scotland staff.

Managers of CLD activity within local authorities or their ALEO[1]'s (Community Learning and Development Manager level or equivalent) may wish to meet their ALO to ensure that each understands the other's role and context. If you do not have contact details for your ALO, please contact Education Scotland.

The CLD Regulations and the LAN
Current work on CLD plans is being undertaken as part of the CLD Regulations 2013. In some cases these plans have been referred to as a CLD Strategy or other free standing plan, while in others they may be part of a wider process such as the Community Plan.

Either way it is essential that local authorities are able to evidence as part of their annual self-evaluation how they are meeting all the requirements of the Regulations. All three year plans require to be complete by 1st September 2015.

The LA Guidance document (http://www.educationscotland.gov.uk/Images/CLDRegulationsLAGuidance_tcm4-829886.pdf) states that "In line with other obligations, local authorities should share the completed elements of the plan with their Local Area Network (LAN)." (Section 6.9).

The mechanism for doing this is through the self-evaluation completed by the Chief Executive of each local authority to inform the SRA process. The Lead Contact identified under section 3.6 of the LA Guidance should ensure that the Chief Executive is fully briefed on work to meet the requirements of the CLD Regulations.

To aid this process, Education Scotland will write to all LA Chief Executives by the beginning of May to ensure that they are reminded of the context for the CLD Regulations and will expect to include this material in their self-evaluation. We will copy the letter to all Lead Contacts, CLD Managers and ALOs for information.

April 2015

1 ALEO: Arm's Length External Organisation, eg Glasgow Life

Agenda Item 14

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4 JUNE 2015**

Integration of health and social care

1.0   EXECUTIVE SUMMARY

1.1   The purpose of this report is to provide the Community Services Committee with an update on progress of the integration of health and social care in Argyll & Bute.

1.2   In summary the report outlines
   - the legislative requirements for integration of health and social care;
   - the model and scope of integration in Argyll & Bute;
   - progress to date in terms of appointment of a Chief Officer, Health and Social Care
   - submission of the Integration Scheme to the Scottish Government
   - work in progress towards the development of a 3 year Strategic Plan

1.3   The Report recommends that the Community Services Committee:
   - Notes the legislation and timescale for integration;
   - Notes the scope of delegation, profile of services and resources
   - Notes the approval process for the Integration Scheme
   - Notes progress to date on the Strategic Plan;
   - Recommends the committee continues to monitor progress and influence, where necessary, the content of the Strategic Plan.

ARGYLL AND BUTE COUNCIL   COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES   4 JUNE 2015

Integration of health and social care

1.0 INTRODUCTION

1.1 The Public Services (Joint Working) (Scotland) Act 2014 requires that all local authorities must integrate with their local health board(s), forming a Health and Social Care Partnership by 1st April 2016.

1.2 Argyll & Bute Council and NHS Highland Health Board will form the Argyll & Bute Health and Social Care Partnership (HSCP). Delegated responsibility and resources will be managed by Argyll and Bute Integration Joint Board (IJB), when a 3 year Strategic Plan is agreed and adopted, which will be no later than April 1st 2016. Until then the parent bodies will retain day-to-day control of resources and service delivery, with governance being overseen by NHS Highland Board and the Community Services Committee of Argyll & Bute Council.

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:
a Notes the legislation and timescale for implementation
b Notes the scope of delegation, approval process for the Integration Scheme and progress to date on the Strategic Plan
c Continues to monitor progress and influence the development of the Strategic Plan.

3.0 DETAIL

3.1 A body corporate model was agreed as the vehicle for integration in Argyll & Bute.
The scope of delegated functions in Argyll & Bute has been agreed as:
- All health services allowed within the legislation (this excludes some functions such as professional registration)
- All Adult social work
- All Children & Families social work
- All Criminal Justice social work

The Argyll and Bute HSCP will therefore be responsible and accountable for a budget of circa £250m and a workforce of circa 3,000.

3.2 A Chief Officer, Health and Social Care was appointed in October 2014 and took up the position in December 2014.

3.3 The Argyll & Bute Integration Scheme was agreed and submitted to the Scottish Government in March 2015, the Integration Scheme is the legal document which, once approved by Parliament, allows us to form the Health & Social Care Partnership.

The Integration Scheme was signed off by the Cabinet Secretary in late April 2015 and set before Parliament for 28 days. Approval for Argyll & Bute to proceed is expected to be given by the end of June 2015.

3.4 The Integration Joint Board (IJB) has been working in shadow format and will become the Integration Joint Board when parliamentary assent is given.

Membership of the IJB is as follows:

Designation	Source
Chief Officer Health and Social Care	Through appointment
Chief Social Work Officer	Through appointment
4x Board members, NHS Highland	Agreed by NHS Highland Board
4 x elected members, Argyll & Bute Council	Agreed by Argyll and Bute Council
Independent sector representative	Through Scottish Care or Community Care providers
Third sector representative	Through Third Sector Interface
Registered Nurse	Through appointment
Registered medical practitioner who is not a GP	Through appointment
Registered General Practitioner	Through appointment
Trades Union representatives to represent staff in each organisation	Through Partnership Forum
2 x Public Representatives	Through application and interview process
Carer Representative	Through application and interview process
Finance/ Section 95 Officer	Through appointment
Other members as agreed by the voting members of the IJB	Through application and interview process
In attendance:	
Integration Programme Lead	Through appointment
Minute taker	Through appointment
Other stakeholders/officers co-opted	As required

The focus of the IJB during 2015/16 will be development, planning and oversight of the production of the 3 year Strategic Plan as well as developing and establishing the integrated management and governance arrangements, including agreeing the budget to be delegated to it in order for the IJB to be ready and able to take over operational responsibility from April 1st 2016.

During 2015/16 operational responsibility for service delivery, resources and governance remains with NHS Highland and Argyll & Bute Council until the Strategic Plan is agreed and adopted, which must be no later than April 1st 2016.

3.5 A Strategic Planning Group first met in March 2015 and will meet monthly to act as the reference group for the production of the Strategic Plan.

The Strategic Plan describes how Argyll and Bute Health and Social Care Partnership will make changes and improvements to health and social services over the next three years. It explains what our priorities are, why and how we decided them and how we intend to make a difference by working closely with partners in and beyond Argyll and Bute.

The Plan is underpinned by a number of national and local policies, strategies and action plans. It will provide the strategic direction for how health and social care services will be shaped in Argyll and Bute and describes the transformation that will be required to achieve our vision – "Helping the people in Argyll and Bute live longer, healthier, happier, independent lives."

The timescale for production of the Strategic plan is:

Item	Task	Time Scale
1	Establish Strategic Planning Group-Membership, ToR, Governance	Jan/Feb 15
2	Prepare proposals about matters the strategic plan should contain	End of Mar 15
3	Consult the Strategic planning group on proposals	End of April 15
4	Produce first draft of plan for SPG consideration	End of June 15
5	Consult the Strategic planning group first draft	End of July 15
4	Prepare second draft of Strategic Plan	End of August 15
	Consult the Strategic Planning Group and wider stakeholders on Strategic plan (3 months)	End of November 15
5	Prepare final strategic plan	End of December 15
6	Approved by A&B HSCP IJB, NHS Board and Council and SGHD go live date agreed, delegated responsibility passed to IJB	Jan - Feb 2016
7	A&B HSCP Go Live	April 2016

4.0 CONCLUSION

4.1 The Integration of Health & Social Care is a legislative requirement for the whole of Scotland, it is intended to deliver services that are person-centered, high quality and outcome focused and delivers gains in efficiency and provides

best value.

The key drivers for integration are the changing demographic profile in Scotland, the increasing demand for health and care services and the financial context for the public sector.

In addition within Argyll and Bute we are faced with a falling population, including net migration of our younger people. This makes the challenges of a sustainable and high quality health and care service with an ageing workforce and a historic configuration of services and facilities significantly greater within a remote rural and island geography.

To address this will require a transformation in the way that health and care services are delivered, our vision "Helping the people in Argyll and Bute live longer, healthier, happier, independent lives" illustrates that our approach must be about supporting people to look after and maintain their own health. To this end it is clear the transformation in service provision must be at locality level "Locality planned, Locality owned and Locality delivered" will be the key development area in the HSCP Strategic Plan. .

4.2   Argyll & Bute is on target in terms of progress towards the integration of health and social care.

5.0   IMPLICATIONS

5.1	Policy	Policy changes required to support the transition of responsibility to Argyll & Bute Integration Joint Board
5.2	Financial	Budgets for health and social care will be fully integrated from April 1st 2016. Finalization of the delegated budget is yet to be confirmed by both Council and NHS Highland.
5.3	Legal	Legal implications for the council and health have been assessed and included in the Integration scheme
5.4	HR	Staff will remain with their original employer, including their respective terms and conditions, policies and procedures
5.5	Equalities	The integration of Health and Social care is part of policy to address inequalities and services and arrangements will be impact assessed as this goes forward.
5.6	Risk	Formal risk assessment and mitigation process is in operation and further development

5.7   Customer Service

Christina West
Chief Officer, Health & Social Care Integration

Cleland Sneddon
Executive Director of Community Services

Policy Lead:
Councillor Mary-Jean Devon, Policy Lead, Health & Social Care Integration

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

4 JUNE 2015

CARERS (SCOTLAND) BILL

1.0 EXECUTIVE SUMMARY

1.1 The Scottish Government introduced a Carers (Scotland) Bill to parliament on the 9 March 2015. The Bill sets out the legislative provisions which, once implemented, will further support both adult and young carers in Scotland. Specifically, the Bill does the following, amongst other things:

- replaces the current carer's assessment with a new adult carer support plan (ACSP) and provides a young carer statement (YCS) for all young carers;
- provides for the establishment of an information and advice service for carers in each local authority area which must include a short breaks services statement;
- introduces a duty to support carers whose needs cannot be met by general services in the community (including the information and advice service). The carer's needs must meet local eligibility criteria in order for the duty to apply;
- requires local authorities, in determining which support to provide carers, to consider in particular whether the support should take the form of, or include, a break from caring;
- requires local authorities to prepare local carer strategies for their areas; and
- requires local authorities and health boards to involve carers in carer services, meaning services provided by the local authority or health board to carers and cared-for persons

1.2 The Bill presents potential financial risk to the Council arising from the inclusion of new universal entitlements for carers. This could create a demand for a service which, if coupled with reducing resources, would cause pressure on existing budgets and capacity.

1.3 It is recommended that the Community Services Committee:

a) Note the publication of the Carers (Scotland) Bill and the likely impact on Argyll and Bute Council

b) Note that the Council through COSLA Leaders raised concerns during the consultation on the proposals for a Carers Bill. COSLA Leaders will continue to raise these issues with the Scottish Government as the Bill passes through the Parliament.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4 JUNE 2015**

CARERS (SCOTLAND) BILL

2.0   **INTRODUCTION**

2.1   The Scottish Government introduced a Carers (Scotland) Bill to parliament on the 9 March 2015. It is the intention of the Scottish Government that Scotland's estimated 745,000 adult carers and 44,000 young carers should be better supported on a more consistent basis so that they can continue to care, if they so wish, in good health and to have a life alongside caring. In relation to young carers, the intention is similar to that for adult carers but also that young carers should have a childhood similar to their non-carer peers. The objective of the Bill is to make real this ambition by furthering the rights of both adult and young carers.

2.2   The Bill is seen as an important opportunity to extend and enhance the rights of both adult and young carers in Scotland. This means empowering carers themselves to exercise their rights. It also means enabling professionals to make this happen. In relation to young carers, this complements the provisions in the Children and Young People (Scotland) Act 2014 requiring the Scottish Ministers to promote public awareness and understanding of the rights of children and young people.

2.3   The Bill sets out the legislative provisions which, once implemented, will further support both adult and young carers in Scotland. Specifically, the Bill does the following, amongst other things:

- replaces the current carer's assessment with a new adult carer support plan (ACSP) and provides a young carer statement (YCS) for all young carers;
- provides for the establishment of an information and advice service for carers in each local authority area which must include a short breaks services statement;
- introduces a duty to support carers whose needs cannot be met by general services in the community (including the information and advice service). The carer's needs must meet local eligibility criteria in order for the duty to apply;
- requires local authorities, in determining which support to provide carers, to consider in particular whether the support should take the form of, or include, a break from caring;
- requires local authorities to prepare local carer strategies for their areas; and

- requires local authorities and health boards to involve carers in carer services, meaning services provided by the local authority or health board to carers and cared-for persons

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

3.1 Note the publication of the Carers (Scotland) Bill and the likely impact on Argyll and Bute Council

3.2 Note that the Council through COSLA Leaders raised concerns during the consultation on the proposals for a Carers Bill. COSLA Leaders will continue to raise these issues with the Scottish Government as the Bill passes through the parliament.

4.0 DETAIL

4.1 The Scottish Government published, on 22 January 2014, its formal consultation for proposed legislation to support carers and young carers in Scotland. The consultation was open for 12 weeks and closed on 16 April 2014. The Bill introduced on 9 March 2015 makes provision in relation to the planning and provision of support for carers, about information and advice for carers and to facilitate carer involvement in certain services.

4.2 The Bill introduces a duty on the local authority to prepare an adult carer support plan. It also gives power to the Scottish Ministers to make regulations about the identification of adult carers' personal outcomes and needs for support, for the purpose of preparing adult carer support plans, and about the review of adult carer support plans.

4.3 The Bill also places a duty on the local authority to prepare a young carer statement. Provision is also made to allow for any existing young carer statement to continue having effect until the carer is provided with an adult carer support plan.

4.4 There is a duty for the local authority to set out the local eligibility criteria by which it must determine whether it is required to provide support to a carer to meet the carer's identified needs. The section places a duty on the local authority so that they must consult and involve carers and bodies representative of carers before setting the local eligibility criteria. The section also places a duty on the local authority to publish the local eligibility criteria and review it every three years.

4.5 The Bill proposes a duty on local authorities to support carers whose identified needs cannot be met by general services in the community and which meet the eligibility criteria. The local authority also has power to provide support to meet other identified needs. When determining which support to provide to a carer,

the local authority must consider whether the support should take the form of a break from caring.

4.6 The Bill would require each local authority and each health board to take appropriate steps to involve individual carers and bodies representative of carers in the design, development, delivery and review of carer services provided by that local authority or health board. There is also a duty to prepare a local carer strategy, in consultation with the health board and any other persons and bodies representative of carers and involving carers in such ways as the local authority considers appropriate.

4.7 Officers in Adult Care along with colleagues in NHS Highland and the Carers Network are currently preparing a draft Carers Strategy for Argyll and Bute. It is the intention of this service to present the Carers Strategy to members at the Community Services Committee in September 2015.

4.7 According to the Scottish Health Survey 2013, there are 759,000 carers in Scotland, providing hundreds of thousands of care hours every year. Over the past few years, there have been advances in support to carers, with improved outcomes across many partnerships. Through the Carers and Young Carers Strategies, the Scottish Government have introduced a range of measures to help identify and support carers. The Older People's Change Fund, has also helped to create opportunities to redesign support arrangements and a minimum of 20% of the Change Fund was invested in carer support.

4.8 However, some of the developments have caused concern particularly where they would restrict the Council's ability to support carers flexibly, and/or would skew resources in a way that invests in bureaucratic processes at the expense of direct support. With this in mind, the Council through COSLA have previously expressed concerns regarding proposals for a Carers Bill which would place significant new duties on local authorities in respect of supporting carers. Indeed, there is a real risk that introducing new universal entitlements for carers, coupled with insufficient funding, will jeopardise the Councils' ability to ensure social care needs are adequately met.

Key issues

4.9 The Bill introduces new universal entitlements for carers which could unless appropriately funded could place pressure on existing local authority budgets to support it. The Financial Memorandum supporting the Bill acknowledges that it is not known on a Scotland wide basis what funding is currently supporting carers. The Bill potentially presents financial risk to the Council arising from the inclusion of new universal entitlements for carers. This could create a demand for a service which, if coupled with reducing resources, would cause pressure on existing budgets and capacity. This carries the associated risk of reputational damage to the Council if the additional investment to improve the 'offer' to carers does not meet the heightened expectations of carers themselves.

4.10 The Bill also extends the definition of who is a carer, which, along with the duty to prepare an adult carer support plan, establishes a universal entitlement to

assessment for all carers (irrespective of the level of care they provide). These measures would restrict the Council's ability to target assessment and care management resources according to local priorities and needs as defined in the Argyll and Bute prioritisation of need framework. The requirement to assess all carers, irrespective of whether they are likely to be eligible for support, will consume resources that could otherwise have been invested in direct support services.

4.11 The Bill prescribes the form and content for key processes such as assessment, support planning and review. Including this level of detail in primary legislation is unusual and could restrict the Council's ability to focus on outcomes and take support to carers forward in-line with local arrangements for self-directed support.

5.0 CONCLUSION

5.1 The development of a Carers Bill may cause issues for the Council if not adequately funded. However the importance of carers to the health and social care system, and the importance of recognising them as equal partners in care is strongly recognised and welcomed. COSLA is supportive of the position that we should be investing more as a society in supporting carers. The Council recognises the importance of this community and the need to invest more heavily in prevention over time. The Council will continue to focus on co-production, building community capacity to develop preventive measures and target support to ensure that carers are well supported in their role.

5.2 The Bill has been considered by the Scottish Government's lead committee the Health and Sport Committee and also by the Finance Committee. Stage 1 of its passage through the parliament is expected to be completed by 2 October 2015.

6.0 IMPLICATIONS

6.1 Policy – Carers Strategy will be finalised by September 2015 and any other policy development will follow the implementation of the Bill

6.2 Financial – potential for financial pressures if the Bill is not adequately financed

6.3 Legal – none

6.4 HR - none

6.5 Equalities – will be considered as part of the emerging legislation

6.6 Risk – financial risk for the Council

6.7 Customer Service - none

Cleland Sneddon
Executive Director of Community Services

Cllr Mary Jean Devon
Policy Lead – Health and Social Care Integration

For further information contact:
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29 April 2015

ARGYLL AND BUTE COUNCIL　　　**COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES　　　　　　　　　　　　**4 JUNE 2015**

JOINT INSPECTION OF OLDER PEOPLES SERVICES

1.0　EXECUTIVE SUMMARY

1.1　The purpose of this report is to provide an update on progress to date relating to the inspection of Older Peoples Services by Healthcare Improvement Scotland and the Care Inspectorate in Argyll and Bute.

1.2　Healthcare Improvement Scotland and the Care Inspectorate have commenced an inspection of services for Older People in Argyll and Bute. A notification letter was received on 4th February 2015. The inspection runs for a period of 24 weeks. During this time, the Inspection Agencies will undertake a period of scrutiny to consider how well NHS Highland, Argyll and Bute Council and key partners are working to improve outcomes for a wide range of older people who require advice, guidance and support in relation to their health and social care needs.

1.3　The inspection methodology is based on a framework of 10 quality indicators. The inspection agencies will confirm a grade for 9 of the quality indicator within their report findings along with improvements actions. The Inspection report is expected to be completed by the end of August 2015.

1.4　RECOMMENDATIONS

It is recommended that Community Services Committee;

a)　Note the inspection of Older Peoples Services is now underway across Argyll and Bute. The inspection commenced on 4th February 2015 and runs for 24 weeks. The findings of the inspection will be drawn together by the inspection agencies and presented to the Council and NHS Highland at the end of August 2015.

b)　Note the Inspection agencies will make recommendations relating to improvement actions required at the end of August 2015 and the Council and NHS Highland will produce an improvement plan to address any issues identified as a result of this external scrutiny.

c)　Note a new Joint Improvement Plan for 2015/16 has now been completed through a re-invigorated approach to Self-Evaluation activity. This plan was

reviewed at the Joint Mangers meeting and will be endorsed at the Health and Social Care Strategic Partnership meeting in June 2015.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **4 JUNE 2015**

JOINT INSPECTION OF OLDER PEOPLES SERVICES

2.0   INTRODUCTION

2.1   The purpose of this report is to provide an update on progress to date relating to the inspection of Older Peoples Services by Healthcare Improvement Scotland and the Care Inspectorate.

2.2   Healthcare Improvement Scotland and the Care Inspectorate have commenced an inspection of services for Older People in Argyll and Bute. A notification letter was received on 4th February 2015.   The inspection runs for a period of 24 weeks. During this time, the inspection agencies will undertake a period of scrutiny to consider how well NHS Highland, Argyll and Bute Council and key partners are working to improve outcomes for a wide range of older people who require advice, guidance and support in relation to their health and social care needs.

2.3   The inspection methodology is based on a framework of 10 quality indicators. The inspection agencies will confirm a grade for 9 of the indicators within their report findings along with improvements actions. The Inspection report is expected to be completed by the end of August 2015.

3.0   RECOMMENDATIONS

3.1   It is recommended that Community Services Committee;

    a) Note the inspection of Older Peoples Services is now underway across Argyll and Bute. The inspection commenced on 4th February 2015 and runs for 24 weeks. The findings of the inspection will be drawn together by the inspection agencies and presented to the Council and NHS Highland at the end of August 2015.

    b) Note the Inspection agencies will make recommendations relating to improvement actions required at the end of August 2015 and the Council and NHS Highland will produce an improvement plan to address any issues identified as a result of this external scrutiny.

c) Note a new Joint Improvement Plan for 2015/16 has now been completed through a re-invigorated approach to Self-Evaluation activity. This plan was reviewed at the Joint Mangers meeting and will be endorsed at the Health and Social Care Strategic Partnership meeting in June 2015.

4.0 DETAIL

4.1 There are three key stages in the inspection process which are detailed below:

Key Activity	When		Description
Casefile Reading	27th April	5 days	Inspectors read 100 casefiles (both Health and Council files) to record evidence about how well we are intervening to support older people
Follow Up Week	25th May	5 days	Inspectors follow up 25 cases and interview people who use services, their families and carers to assess how well we work jointly to improve outcomes
Scrutiny Week	8th June	5 days	Inspectors meet with staff, managers, providers of services to discuss how well we work together to improve outcomes for older people

4.2 The inspection agencies provide a standard staff survey to the Council and NHS Highland for distribution to all staff delivering services for older people. The survey was open for a period of four weeks. The closing date for the survey was Friday 3rd April 2015. The inspection agencies share the findings of the survey at the end of May 2015. This is a valuable source of information for the inspection agencies and helps them to understand how staff feel we are working together to improve outcomes for older people across Argyll and Bute.

4.3 As part of the inspection process the Council and NHS Highland have produced a Self- Evaluation statement across the quality indicator framework and shared this with the Inspection agencies. In order to produce this statement staff have been involved in a period of internal self-evaluation work. Staff completed a number of thematic reviews. The reviews were carried out in relation to Self-Directed Support, Re-Shaping Care for Older People, Performance Management, Self-Evaluation, Adult Protection, Financial Modelling and Assessment and Care Planning. Staff have also been involved in 4 Self-Evaluation events between November 2014 and February 2015.

4.4 A number of key strengths and areas for improvement have been identified as a result of this period of Self-Evaluation. In terms of key strengths our staff believe that we have been working positively together to improve outcomes for older people and consistently ensuring older people are discharged from hospital

when they are fit to go home without delay. Staff also believe that we have been working together to ensure people are supported to live at home for longer in their own homes.

4.5 As part of our Self-Evaluation activity an issue relating to annual reviews for people subject to Guardianship under Adults with Incapacity legislation has emerged. A number of actions have been taken to address this issue which includes discussions with the Mental Welfare Commission and the Care Inspectorate. Both agencies have a copy of our recovery plan which details actions to ensure all adults subject to Guardianship have an annual review before the summer of 2015.

4.6 A new joint Improvement Plan for 2015/16 has been completed by staff and managers from health and social work. The plan has a clear set of improvement actions that will ensure we address areas for improvement arising from our self evaluation work and relating to the delivery of services for older people. The new plan was considered at the Joint Managers meeting and will be endorsed at the Health and Social Care Strategic Partnership meeting in June 2015.

5.0 CONCLUSION

5.1 Argyll and Bute Council and NHS Highland are working with inspection agencies to complete an inspection of Older Peoples Services across Argyll and Bute. The inspection findings report is expected to be completed by the end of August 2015.

6.0 IMPLICATIONS

Policy: The Council and NHS are required to comply with a wide range of statutory duties and national policy direction in relation to health and social care.

Financial: Not Applicable

Legal: Statutory duty to comply with the Inspection

Personnel: Staff will have an active role to play during the inspection

Equal Opportunities: Not Applicable

Risk: A negative inspection would present reputational risks for both partners

Customers: Improving outcomes sits at the heart of external scrutiny

Cleland Sneddon
Executive Director of Community Services

Councillor Mary Jean Devon
Policy Lead for Health and Social Care Integration
15th April 2015

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JOINT IMPROVEMENT PLAN ADULT CARE

2015-16

Draft Version: 5

Updated: 26th May 2015

Joint Improvement Plan 2015/16

1.0 Introduction

The Joint Improvement Plan Adult Care 2015/16 has been developed in partnership with staff from health, social work, Third and Independent sectors. A number of workshops were held in November and December 2014 to identify and develop key improvement actions.

A total of 7 Thematic Reviews were also completed within this current self-evaluation cycle to build a baseline understanding of our strengths and areas for improvement. The improvement actions have been aligned to sit within the Care Inspectorate Health and Social Care Quality Indicators framework below.

At the heart of this improvement plan is the belief that through self-evaluation we can improve outcomes for people who require advice, guidance and support. We are committed to delivering more flexibility, choice and control

2.0 Improvement Activity

There has been a significant focus on improvement activity across health and social work services during the past 12 months which includes work relating to Re-Shaping Care for Older People, Integration and more recently through the work related to the Integrated Care Fund.

3.0 Reporting Arrangements

This plan will be taken forward during 2015/1 to ensure we prioritise our improvement activities during our transition to our new Health and Social Care Partnership in Argyll and Bute. Progress in relation to achieving the improvement actions will be reported regularly to the current Strategic Partnership meeting and the Community Services Committee.

The two new Heads of Service (Adult Care) and Lead Nurse are responsible for the completion of this improvement activity and will report to the Chief Officer at the senior management team meeting on a monthly basis.

Quality Indicator 1 Key Performance Outcomes

Improvements in Partnership Performance in both Health and Social Care
Improvement in the Health and Wellbeing and outcomes for people, carers and families

Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
1.1 Improvement in partnership performance in both healthcare and social care	Increase in older people assessed as eligible for support receiving care in the community	Ensure that the provision of support and care at home services remains a financial priority alongside Integrated and Delayed Discharge investment	By March 2016, 80% of older people assessed as eligible for support will be receiving care in the community	Bi-Monthly HSCP Performance Report	Service Manager (Resources)/ Lead Nurse)	March 2016	Green	
			More effective deployment of homecare staff 2% year on year increase in funding	Finance Report- Adult Care Monthly Homecare Expenditure/IRISS Report	Service Manager- Adult Care Operations	March 2016	Green	
		Ensure that older people assessed as eligible for support do not wait more than 6 weeks for a service following assessment	80% of older people assessed as eligible for support wait less than 6 weeks for homecare service	Local Data Report noting Waiting Times for Services	Service Manager – Adult Care Operations	March 2016	Green	

Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
		Develop local partnerships to support co-production of carer support plans (through Carer's Centres) 2016/17 using Third sector networks.	More carers supported locally and an increase in carers support plans	Joint Strategy for Older People	Service Manager – Adult Care Resources	March 2016	Green	
		Review jointly with Health current Care at Home framework.	To be produced in line with Older Peoples Commissioning Plan	Joint Strategy for Older People	Service Manager (Resources)	September 2015	Green	First review group meeting planned for 14th June 2015.
		Developing new Practice Model & Implementation Plan to streamline co-ordination of assessment and care management for those requiring care in the community. (To include Universal Adult Assessment and Care Plans including anticipatory/contingency care planning).	Outcomes focussed co-produced assessment, improving standards and delivery

Improved co-ordination of planning

Improved feedback from service users on assessment process | Joint Strategy for Older People | Lead Nurse and Head of Adult Care | Finalise Practice Model & agree Implementation Plan by December 2015 | Green | Phase One is the implementation of the SW Universal Assessment Framework. Went Live 18th May 2015... Phase Two is the development of the multiagency Universal Assessment Framework by December 2015. |

Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Performance with regards to admission, transfer and discharge	Implement action plan preventing unnecessary hospital admissions and delayed discharge	Full engagement with updated ATD Policy resulting in a reduction in unnecessary admissions and delays in hospital	Delayed Discharge Action Plan Bi-monthly HSCP Performance Report	Lead Nurse & Service Manager - Operations	June 2016	Green	AWI training completed across the authority in partnership with the JIT.Delayed Discharge Implementation group established and will meet on 2nd June and report on progress to bi - monthly Joint Managers group
1.2 Improvement in the health and wellbeing and outcomes for people, carers and families	Further development of Extended Community Care Team(ECCT) in localities	Development of a working policy and models for ECCT. These teams will target the agreed priorities of the partnership.	Sustain people at home through recovery, reablement and rehabilitation Ensure that current night teams continue to provide access to service to prevent hospital admission and facilitate discharge home	Bi-monthly HSCP Performance Report	Lead Nurse/ Lead AHP/ Head of Service Adult Care	March 2016	Green	
	Embed reablement model in all Community Services	Recruit additional OT posts in each locality to support the continued development and use of a reablement model	More people are supported to live at home for longer and are supported to reach their full potential	Joint Strategy for Older People	Lead OT/ Lead AHP & Service Manager Adult Care - Resources	March 2016	Green	Reablement paper being presented to the RCOP Performance Management Group on 26th May 2015.

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Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
		Train home care staff from all sectors in order to sustain the model of reablement implemented by the ECCT	Home care staff have the knowledge and skills to support people to reach their full potential at home using an enabling approach					
		Update the SLAs with independent home care companies to include the requirement of reablement as being their core service delivery model	All independent homecare providers will support people to live at home for longer using the partnership reablement model	Joint Strategy for Older People	Head of Planning & Performance ABCHP/ Planning & Commissioning Manager ABC	January 2016	Green	
	RCOP ongoing research by Rocket Science relating to three key areas: • Befriending • Hospital to Home • Locality Commissioning	Review and evaluate findings from this research in order to implement most effective approaches across Argyll and Bute Develop an overall framework for the evaluation of the change fund work streams	Ensure and evidence based approach to further service development across key areas	Joint Strategy for Older People	Lead Nurse/ Service Manager Adult Care Resources	March 2015	Green	Evaluation completed and to be reported to the RCOP Performance Management Group on 23rd June 2015 and thereafter to the Joint Managers Group.

Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Matching data by the completion of a thematic review in partnership with Information Service Division (ISD) NHS	Thematic Review completed in relation to the Health and Social Care Data Integration and Intelligence Project (HSCDIIP)	Ensure that data accuracy is in place to support future CHI seeding (99.4% data accuracy achieved in first data transfer to ISD) Support Tableau development within Health and Social Care Data Integration and Intelligence Project	Bi- Monthly HSCP Performance Report	Area Manager- SD Team, Team Leader- SD Team & Information Officer- Adult Care, SD Team	December 2014	Green	This is an active link with ISD and Argyll & Bute is viewed as a pathfinder being one of a small number of Partnerships working with ISD.
	Develop the electronic Universal Adult Assessment (UAA) in partnership with NHS	Build a test model environment within MIDIS and CareFirst to support new Universal Adult Assessment	Development of a single shared Universal Adult Assessment build in MiDIS and Carefirst Increase the suite of performance data on delivery of outcomes to individuals	Performance Management Workstream	Area Manager- SD Team ABC/Data Manager ABCHP	March 2016	Green	
	Development of the Partnership scorecard within (PYRAMID) relating to ensure delivery of the new	Develop a new Joint Strategic Planning & Performance Framework within PYRAMID	To improve outcomes for people who use our services and ensuring information is used to drive improvement	Single Outcome Agreement/ Bi-monthly HSCP Performance Report/ PM Workstream- Integration Plan	Head of Planning & Performance	March 2015- draft plan and build established Completed	Green	Finalised version of completed April 2015.Pyramid Reporting Framework in place within test environment with regards to Core

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Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
	health and wellbeing outcomes	Ensure that managers are provided with the data to drive improvements Include appropriate actions from e.g. other Integration workstreams e.g. the mapping of other performance measures and information						Suite of Integration Indicators. This has been agreed via Council's Corporate Pyramid Team Management reporting framework will be finalised for April 2016
	Use of feedback from those who experience Health and Social Care to improve the quality and safety of services	Ensure that a monthly performance report is part of the overall suite of data reports indicating people responses to the "Talking Points" outcomes via the new Universal Adult Assessment(UAA)	To improve the quality, safety and experience of Health and Social Care services, meeting the needs of those who use them	Customer Service Improvement Plan-ABC	Public Involvement Manager	December 2015	Green	
	Streamline Complaints processes across Health and Social Care services	Implement single point of access for people to give feedback and make a complaint	Effective complaints handling and improved action learning	Current Complaints reporting- ABC & ABCHP	Corporate Risk Manager-ABC/ Health & Safety & Clinical Governance Manager	April 2016	Green	

Indicator	Area For Improvement	Actions	Outcome/Success Measure	Links to Other Key Plans	Lead Officers	Timescale	RAG Status	Comments
		Identify co-ordinator role for complaints and feedback to ensure that all issues are addressed and complaints are responded to appropriately and lessons learned						

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Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
2.1 Experience of individuals and carers of improved health, wellbeing, care and support	Let's get on with it together" implementation	Develop action plan to deliver self-management programmes for people with long term conditions across Argyll and Bute	Improved experience and outcomes for people with long term conditions	Joint Strategy for Older People / Bi-monthly HSCP Performance Report	Long Term Conditions Manager / Senior Health Improvement Specialists	Action Plan & Disease Specific Programmes delivered for Dec 2015	Green	
		Implement disease specific programmes to enable people to better understand and manage their own conditions	Reduced number of consultations and emergency admissions.	HEAT Target/ Bi-monthly HSCP Performance Report	Lead Nurse/ Service Manager Adult Care Operation	December 2015-ongoing	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Focus on person centred care across all services and settings	Develop a plan to increase the number and range of person centred coaches and the programmes of change that coaches will support /lead	Improved outcomes and experience of care for people who use our services	Joint Strategy for Older People	Locality Manager (Cowal and Bute)	Develop the plan by December 2015	Green	
		Establish person centred cafes across Argyll and Bute	People who use our services, their families and carers will have access to a local Café	Joint Strategy for Older People	Third Sector Representative	Establish one Café in each locality by Dec 2016	Green	
	Development of Telehealth/Telecare	Action plan under development to expand services for remote health monitoring, use of digital platform and Telecare services, in line with Technology Enabled Care	Increase the number of people with long term conditions to remain at home. Expansion of home health monitoring, digital platforms and expansion of Telecare via the TEC Project Group	Joint Strategy for Older People/ Bi-monthly HSCP Performance Report	Head of Planning & Performance/ Long Term Conditions Manager/ Service Manager Adult Care-Resources	Deliver on Action Plan by Dec 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
		programme						
		Alongside the TEC programme evaluate current responder services	Evaluation and review of current service is used to support development of future Technology Enabled Care	Joint Strategy for Older People/ Bi-monthly HSCP Performance Report	Head of Planning & Performance/ Long Term Conditions Manager/ Service Manager Adult Care-Resources	Dec 2015	Green	
2.2 Prevention early identification and intervention at the right time	Develop web based access to self-referral system (Social Care Services)	In line with ongoing web based improvements co-produce a web based self-referral system	Increase access to self-referral	A&B Council Customer Service Improvement Plan- Adult Care	Area Manager Service Development Team ABC/ Self Directed Support Manager ABC	Dec 2015	Green	
	The new Universal Adult Assessment (UAA) will report on individual's views at	Implement the new UAA. Ensure that	More people will have the opportunity to contribute to future	Performance Management Workstream	Head of Planning & Performance	Full implementation of UAA across the	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	the assessment stage. This data will be used to inform customer satisfaction and feedback relating to outcomes for individuals	"Talking Points" question set is included in the Universal Adult Assessment	services and user feedback remains central to decision making			HSCP by Dec 2015		
	Further increase the numbers of people receiving early diagnosis of dementia	Target GP practices where numbers of diagnoses fall below the national target	Increased number of people with dementia receiving early diagnosis	Argyll & Bute Dementia Plan	Lead Nurse, Alzheimer Scotland Manager	December 2015	Green	
	Further develop post diagnostic services for people with dementia	Review against national Dementia Standards and action	Early identification / intervention for people with dementia (right place, right person, right time).		Lead Nurse, Alzheimer Scotland Manager	December 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
2.3 Access to information about support options including SDS	Co-ordinate joint dissemination of Health and Social Care Partnership(HSCP) public information	Develop and implement a joint strategy in relation to public/public health information (COPD, heart disease, diabetes, obesity, smoking)	Improved accessibility to key public information	Joint Strategy for Older People / LT Conditions Planning	Long Term Conditions Manager/ SDS Manager	Development of Joint Strategy for Dec 2015	Green	
	Reablement Policy and revised reconstituted across the partners	Develop a Joint Strategy in relation to anticipatory care practice and strategy across the Partnership	Improved service user feedback in relation to access to and quality of information	Joint Strategy for Older People	Lead AHP/ Service Manager Adult Care-Resources	Deliver on Joint Strategy by December 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
3.1 Staff motivation and support	Improve engagement of staff in practice and policy development	Develop a joint staff questionnaire Develop a working group to identify methods of staff engagement Review current communication between strategy and operations	All staff within the partnership have an opportunity to share their views regarding future service/ policy development	IOD Workstream	Head of HR-ABC/ Head of HR-ABCHP	December 2016	Green	
	Review current arrangements relating to joint senior management access and improve feedback	Develop a "you said, we did" approach and utilise the information gained from the Joint Inspection Survey	Improve feedback from staff. To encourage a more bottom up approach	IOD Workstream	Chief Officer- A&B HSCP/ Executive Director ABC	2015-16-Ongoing	Green	Senior SW Managers invited to Health Core Management Team. Staff sessions in relation to Inspection and Integrated Management structure during March & April 2015...
	Improve management support for first line/middle managers	Implement the Leading for the Future programme	Managers feel better supported	IOD Workstream	Head of HR-ABC / Head of HR-ABCHP	June 2015	Green	First cohort Leading for the Future started April 2015. Development session for Managers planned for June 26th 2015.

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
		Develop action plan using feedback from managers about what actually works with regards to staff motivation and support	All managers will have the opportunity to be involved in developing the plan	IOD Workstream	Head of Service Adult Care / Lead Nurse	Deliver on Action Plan for November 2015	Green	

Quality Indicator 4 Impact on the Community

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
4.1 Public confidence in community services and engagement	Review the existing RCOP structure in line with new Integrated service delivery	Create a new simplified structure aligning the key elements of the RCOP agenda. Further review the present aims and objectives Measure the outcome of what has been achieved so far, actively facilitate increase of public participation.	Improve participation and involvement in decision making for community members, elected members and local forums	Joint Strategy for Older People	Lead Nurse / Service Manager Adult Care Resources	August 2015	Green	Report to HSCP June 2015 with recommendations for new governance arrangement.

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Quality Indicator 5   Delivery of Key Services

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
5.1 Access to support	Work towards a joint single point of access	Pilot the single access model in Helensburgh Ensure criteria for accessing services is made available for both services	A single identified point of contact is established for all people.	Joint Model of Care	CSM Helensburgh/ Lead Nurse/ Service Manager (Operations)	April 2016	Green	
	Ensure as we move into transition of the HSCP that staff in Health and Social Work promote and understand the criteria for accessing services	Developing joint eligibility criteria that will be implemented in line with Universal Adult Assessment framework	Improved targeting of services to those service users of greater assessed need.	HSCP- 3 Year Strategic Plan	Head of Service Adult Care/ Lead Nurse	Deliver on the Joint Eligibility Criteria by December 2015	Green	
5.2 Assessing need, planning for individuals and delivering care and support	Fully implement new Universal Adult Assessment (UAA) across the HSCP	Roll out implementation plan, review and evaluate	Improved outcomes for people using services, individuals and carers. Promoting coproduction, collaboration transparency	Joint Improvement Plan	Lead Nurse/ Head of Service Adult Care/ SDS Manager	December 2016	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Evaluate review of new Supported Assessment Questionnaire (RAS)	Implement changes as identified.	More effective system of allocation of funds based on risk across all client groups.	SDS	SDS Manager/ System Support Officer-SD Team	September 2015	Green	Initial review of RAS completed in January 2015. Findings identified were a need to re-evaluate carers section of the RAS. This to be completed in conjunction with phase 2 of the overall evaluation of the RAS
	Improvement of identified support for carers	Update Carers Strategy for Argyll and Bute	Carers feel better supported and able to deliver their caring roles	Caring Connections, Argyll & Bute Joint Strategy for Older People	Service Manager Adult Care (Resources) / Lead AHHP	July 2016	Green	Review will be will take cognisance of changes of legislation presently going through the Scottish Parliament
5.3 Shared approach to protecting individuals who are at risk of harm, assessing risk and managing ad mitigating risk	Work to embed ASP as a local priority for all key agencies	Refresh and revisit the Area Development Forums	Area Development Forums chaired by non-social work managers operating in accordance with agreed Terms of Reference to improve local understanding and ownership of ASP.	Adult Protection Improvement Plan	Area Manager Adult Protection/ Independent Chair AP Committee	June 2015	Green	All 4 local Area Forums have now appointed new chairs; 2 from Police Scotland and 2 from NHS Highland. New Chairs have received briefing/induction

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
								from Area Manager AP. Meetings due to take place by end of June... .
	Maintain and improve current self-evaluation activity to provide a wider range of work examined so that further learning can be identified.	Updated audit plan accepted by APC: to be implemented after April 2015	Further multi-agency case file audit to take place in summer, with additional audit activity undertaken within social work for cases where consent cannot be obtained. Learning from greater range of cases to be used to develop improved multi-action plan	Adult Protection Improvement Plan	Area Manager AP	August 2015	Green	The multi-agency case file audit is scheduled for August 2015... Staff have been identified and legal services have been approached to re-examine the issues relating to service user consent.

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Ensure that all clients subject to AWI legislation receive regular statutory 12 month reviews	A pyramid measure will be put in place and updated via Carefirst with regards to performance against AWI review activity, this will be reported via Adult Care balanced scorecard	All clients subject to AWI legislation have their statutory 12 month review	Pyramid Balanced Scorecard for Adult Care	Service Manager Adult Care Operations	April 2015	Green	30th April: Total of 114 cases. Reviews:74 completed: 64.9% 15th May: Total of 110 cases. Reviews: 90 completed. 82% All others on track to be completed by end of May 2015
	Improve all aspects of service user and carer engagement with adult support and protection	Multi-agency service and carer engagement working group set up with agreed terms of reference.	To ensure all public information is appropriate for a variety of communication needs, to ensure all available communication tools and how to access them are publicised to staff undertaking ASP work and to develop agreed tools and processes to gather feedback from service users and	ASP	Area Manager AP/ Lead Nurse	June 2015	Green	Service user and Carer group has met twice to date during February and March.

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
			carers following an AP investigation to improve practice.					
	To facilitate greater GP engagement with ASP	To provide specific GP training in PLT sessions across the area, and to ensure appropriate GP engagement with the APC.	GPs are aware of and understand their responsibilities under ASP and are able to contribute to the strategic direction of ASP.	ASP	Lead GP / Area Manager AP	April 2016.	Green	One GP training session on Bute during April 2015 has been undertaken and we are in the process of identifying a lead GP to assist in taking the work forward across the authority.
	To update and improve risk assessment and risk management processes for adults with non-protection type risks	To set up a short-life working group to develop consistent tools and guidance for staff assessing risk.	Updated risk assessment tools and processes are in place and understood and used consistently by staff skilled in identifying and managing risk	ASP	Service Manager Adult Care-Operations/ Consultant Nurse Mental Health	December 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
5.4 Involvement of individuals and carers in directing their own support	Promoting access to more personalised choices through UAA	Provide guidance, support, and briefing sessions.	Empower service users to have greater choice and control of their care package	Caring Connections/ Argyll & Bute Joint Strategy for Older People	SDS Project Manager / Lead Nurse	March 2016	Green	
	Improve partners understanding of new statutory duties and responsibilities							

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
6.1 Operational and strategic planning arrangements	Aligning the strategic vision and values, priorities with operational practice through RCOP	Submission of the Integration Scheme to Scottish Government	Sign off by Scottish Government	Joint Strategy for Older People	Chief Officer	28 January 2015	Green	
		Finalise Older Peoples Plan following public engagement	Co-produced plan signed off by Health and Care Strategic Partnership	Joint Strategy for Older People	Service Manager Adult Care Resources	June 2016	Green	
		Development of the 3 year Strategic Plan for Health and Care Strategic Partnership	Coproduce a 3 year Strategic Plan involving key stakeholders	Scheme of Delegation	Head of Planning & Performance	April 2016	Green	
	Developing a joint performance management system which aligns with Health and Social Care national outcomes framework	Finalise the new HSCP scorecard	Monitor and measure targets and times scales by the partners	Joint Performance Workstream	Head of Planning & Performance	April 2016	Green	
		Develop reporting framework to the Integration Joint Board	Improve accessibility of management information to guide decision making and resource development	Joint Performance Workstream	Head of Planning & Performance	April 2016	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Aligning all relevant policies and procedures	Develop a PID for consideration	Ensure consistency, equality and compliance with human rights legislation	Equality & Diversity Legislation/ Clinical & Care Governance/ Health & Safety Legislation/ Human & Civil Rights Legislation	Integration Project Manager	April 2016	Green	
6.3 Quality assurance, self-evaluation and improvement	Review the current Quality assurance methodology Link with the clinical and care governance Workstream	Complete the review and fully implement the national quality and care governance standards.	Improve standards, safeguard and protect individuals and carers	Clinical & Care Governance/ Health & Safety Legislation/ Clinical & Care Governance Workstream	Clinical Governance Manager/ Head of Adult Services	April 2016		
	Develop a complete joint reporting system across Health and Social Care	Define a clear framework of a joint quality assurance system across Health and Social Care	A joint common approach to self-evaluation /audit/ quality improvement, self-assessment which is outcome focussed	Clinical & Care Governance Workstream	Clinical Governance Manager	April 2016	Green	
		Develop opportunities for joint training and development of initiatives for staff	Equip staff with the knowledge and skill to effectively develop their roles and responsibilities	IOD Workstream	Head of HR ABC/ Head of HR ABCHP	December 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
		Implement the new Health and Social Care performance outcomes	The identification of key outcomes and priorities to improve person centred care	Core Suit of Integration Indicators- Scottish Government	Head of Planning & Performance	April 2016	Green	
		Report quarterly to the Integration Joint Board	Ensure that Joint Integration Board are aware of key outcome performance	Core Suit of Integration Indicators- Scottish Government	Chief Officer	December 2015	Green	
	To integrate clinical and care governance	Complete our work in relation to our clinical governance framework	Ensure delivery of Joint Care Governance Framework	3 Year Strategic Plan	Lead Nurse/ Head of Children and Families Services	April 2016	Green	
6.5 Commissioning arrangements	Joint Older People's Strategic Plan	Act on consultation feedback and update final commissioning plan for older people	Secure partnership working to improve outcomes for older people	3 Year Strategic Plan	Service Manager Adult Care- Resources / RCOP Project Manager	June 2015	Green	Consultation feedback completed. To report to RCOP Performance Group on 23rd June
	Improve commissioning capacity at locality level	Recruit 2 additional staff as part of Commissioning team. Align Commissioning Officer to locality groups.	Improvement of the quality and monitoring of services at locality level.	Commissioning and Contract- Integration Workstream	Procurement and Commissioning Manager	September 2015	Green	On track for September 15

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Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
7.1, 7.2 & 7.3 Recruitment and retention	Develop a joint workforce strategy setting out key priorities to include joint working and team work arrangements, deployment, training and staff development.	Establish a consultative body to oversee the development. Map current workforce capacity and capability and identify future requirements – including registered and support staff across professions and creation of new generic roles Review and align shared posts and joint monitoring of posts	Ensure a supported and engaged workforce that is fit for purpose in context of strategic priorities and service delivery requirement	HR Workstream	Head of Service/ Lead Nurse/ AHP/ HR Leads/ Independent and Third Sector representatives	December 2015	Green	

Quality Indicator 8 Partnership Working

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
8.1 Management of Resources	. Review use of agreed Integrated Change Fund, ensuring that current projected expenditure is in line with improved service user outcomes	Finance Management workstream are required to provide report evidencing outcomes against expenditure	Current project expenditure with regards to integrated Change Fund delivers on real opportunities for improved outcomes for people who use our services	IRF/ In-house Financial Modelling	Head of Finance for ABC / Head of Finance ABCHP	June 2015	Green	Finance reports routinely to RCOP Performance Management Group. This will be extended to ICF, DD & Tech Funding sources within the new Performance and Finance Governance framework to be agreed at June Health & Social Care Partnership meeting.
8.2 Information systems	Review both information systems with a view to exchanging / sharing data. Currently assessment framework is on MIDIS and	Complete the review of single systems and develop a shared system for data transfer and sharing Work with NHS Highland to identify	Establish a more integrated framework to support strong partnership working	National Data Sharing Protocols in development via Scottish Government	ICT Client Liaison Officer (A&B IT)/ IT Manager (A&B CHP)/ Head of Planning & Performance	April 2016	Green	

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Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	CareFirst	clinical portal which will enable sharing of information across systems such as Vision, MiDIS and CareFirst.						
	Information Sharing Protocol to be updated	Ensure agreed Governance protocol in relation to sharing data	Protocol in place	National Data Sharing Protocols in development via Scottish Government	ICT Client Liaison Officer (A&B IT)/ IT Manager (A&B CHP)/ Head of Planning & Performance	April 2016	Green	
8.3 Partnership arrangements	Develop a 3 year strategic plan which covers all the delegated functions of the new Health and Social Care Partnership	Consult, develop, implement our 3 year strategic plan including involvement from staff, stakeholders and local communities	Clear vision and work plan, known by all. Service specific covering delegated functions		Chief Officer	April 2016	Green	
	Finalise 9 new national outcomes including local targets	Sign off from Scottish Government and implementation thereafter	Improve overall partnership working. Effective management of outcomes for individuals		Head of Planning & Performance/ Area Manager SD Team	April 2016	Green	
	Partnership report on current performance	Implement with a view to promoting early intervention	Coherent joint system for reporting on outcomes		Head of Planning & Performance/	April 2015	Green.	Bi monthly report presented to

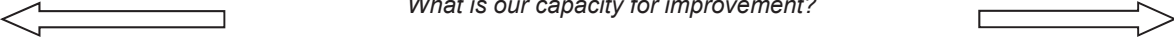| Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
		and prevention work			Area Manager SD Team			Joint Managers Meeting and Health & Care Strategic Partnership.

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
9.1 Vision, values and culture across the partnership	Update the Communication Strategy to disseminate the shared values and visions across the partnership	Develop the strategy, implement and evaluate its effectiveness. Create an environment for staff to share further their knowledge and experiences Develop programme with middle management with HSCP to encourage promotion of the vision and values of the new HSCP, making sure that common language is developed across the partnership with person centred care at its heart.	A clear vision for adult and older people services with a shared understanding of the priorities	3 Year Strategic Plan/Scheme of Delegation	Chief Officer/ Head of Adult Care/Lead Nurse	April 2016	Green	
9.2 Leadership of strategy and direction	Development of Joint 3 Year Plan	Co-development of Joint 3 Year Plan	Delivery of clear strategy and direction for the next 3 years	Scheme of Delegation	Chief Officer	Dec 2015	Green	
9.3 Leadership of people across the partnership	Foster a culture that promotes a joint positive and respectful engagement with the public and staff across all partner agencies	Develop a much more flexible and transparent information flow between the management tiers, promoting more effective change management	Promote a more positive engagement with public and staff and promote higher professional standards, empowering staff to take on more autonomy	3 Year Strategic Plan/ Scheme of Delegation	Head of Service-Adult Care/ Lead Nurse	December 2015	Green	

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
	Promote autonomous working and high professional standards at all levels	Review supervision/ clinical supervision policy/CLF/PDR/EKSF; create a joint culture of supervision and appraisal. Promote peer support IRISS project work relating to recruitment and retention of Care at Home staff, including the wider staff domain						
9.4 Leadership of change and improvement	Promote the new model of joint self-evaluation	Continue to carry out joint Thematic Reviews and facilitate joint staff events moving towards joint file auditing across services (moving away from AP joint auditing only)	Continuous improvement embedded across the partnership creating better outcomes for people	3 Year Strategic Plan	Head of Service- Adult Care/ Lead Nurse	December 2015	Green	

Quality Indicator 10 Capacity for Improvement

Recommendation Reference Point	Area For Improvement	Actions Required	Outcome/Success Measure	Links to Key Plans	Lead Officers	Timescale	RAG Status	Comments
10.1 Evaluation of performance against the quality indicators	Delivery of 3 Year Strategic Plan to assist in driving capacity for improvement	Develop local capacity to drive improvement work.	Implement new joint management structure	Integration Scheme	Chief Officer	September 2015.	Green	3 Heads of Service appointed from 1st July 2015.

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What key outcomes have we achieved?	How well do we jointly meet the needs of our stakeholders through person centred approaches?	How good is our joint delivery of services?	How good is our management of whole systems in partnership?	How good is our leadership?
1. Key performance outcomes	2. **Getting help at the right time**	5. **Delivery of key processes**	6. **Policy development and plans to support improvement in service**	9. Leadership and direction that promotes partnership
1.1 **Improvements in partnership performance in both healthcare and social care** 1.2 **Improvements in the health and well-being and outcomes for people, carers and families**	**2.1** Experience of individuals and carers of improved health, wellbeing, care and support **2.2** Prevention, early identification and intervention at the right time **2.3** Access to information about support options including self-directed support	**5.1** Access to support **5.2** Assessing need, planning for individuals and delivering care and support **5.3** Shared approach to protecting individuals who are at risk of harm, assessing risk and managing and mitigating risks **5.4** Involvement of individuals and carers in directing their own support	**6.1** Operational and strategic planning arrangements **6.2** Partnership development of a range of early intervention and support services **6.3** Self-evaluation and improvement **6.4** Performance management and quality assurance **6.5** Involving individuals who use services, carers and other stakeholders **6.6** Commissioning arrangements	9.1 **Vision ,values and culture across the partnership** 9.2 **Leadership of strategy and direction** 9.3 **Leadership of people across the partnership** 9.4 **Leadership of change and improvement**
	3. **Impact on staff**		7. **Management and support of staff**	10. Capacity for improvement
	3.1 Staff motivation and support		**7.1** Recruitment and retention **7.2** Deployment, joint working and team work **7.3** Training, development and support	10.1 **Judgement based on an evaluation of performance against the quality indicators**
	4. **Impact on the community**		8. **Partnership working**	
	4.1 Public confidence in community services and community engagement		**8.1** Management of resources **8.2** Information systems **8.3** Partnership arrangements	

What is our capacity for improvement?

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Community Services Committee Work Plan 2015-16

June 2015: This is an outline plan to facilitate forward planning of reports to the Community Service Committee.

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
Thursday 4th June 2015				
	Argyll College Partnership – Developing Scotland's Young Workforce	Education – Ann Marie Knowles		
	School Holidays 2016/17	Education – Ann Marie Knowles		
	Insight Update Report	Education – Ann Marie Knowles		
	Financial Quarter 4 Performance Scorecard Scrutiny	Community Services – Cleland Sneddon	Quarterly	
	ASN Review Update	Education – Ann Marie Knowles		
	New Education Bill	Education – Ann Marie Knowles		
	Standards & Quality Report	Education – Ann Marie Knowles	Annual	
	Teaching Staff Recruitment, Retention and Leadership in Argyll and Bute "Growing our Own"	Education – Ann Marie Knowles		
	Validated Self Evaluation of Psychological Services	Education – Ann Marie Knowles		
	Joint Inspection of Older Peoples Services	Adult Services – Jim Robb		
	Carers Bill	Adult Services – Jim Robb		
	Strategic Community Learning & Development (CLD) Partnership Plan	Community & Culture – Donald MacVicar		

Community Services Committee Work Plan 2015-16

	Health and Social Care Integration update			
Thursday 10th September 2015				
	Annual Service Reviews	Community Services		
	Financial Quarter 1 Performance Scorecard Scrutiny	Community Services – Cleland Sneddon	Quarterly	
	Child Protection Committee - Self Evaluation	Children and families – Moira McKinnon	Bi-Annual	
	Kinship Care Allowances	Children and Families – Louise Long		
	Corporate Parenting Board Annual Report	Councillor Mary Jean Devon – Policy Lead		
	Children and Young Person's Act – update	Children and Families – Louise Long	Regular update required	
	Adult Protection Committee Annual Report	Adult Care – Jim Robb	Annual	
	External Inspection / Audit Reporting – January to June 2015	Community Services – Cleland Sneddon	6 monthly	
	ICT Strategy	Education – Anne Paterson		
	Leisure Strategy Sportscotland	Community and Culture – Donald MacVicar		
	Culture, Heritage and Arts Strategy – update report	Community and Culture – Donald MacVicar		

Community Services Committee Work Plan 2015-16

	Learning Disabilities – Registered Services Update	Adult Services – Jim Robb		
	Older Persons Improvement Plan	Adult Services – Jim Robb		
	Carers Strategy	Adult Services – Peter McLaren		
	Gaelic Language Plan - Update	Customer Services – Jane Fowler		
	SHIP Update	Community and Culture		
	Atlantic Islands Study	Community and Culture		
	HEEPSABS	Community and Culture		
	Expenditure Profile	Education		
Thursday 10th December 2015				
	Financial Quarter Two Performance Scorecard Scrutiny	Community Services – Cleland Sneddon	Quarterly	
Future Reports – dates to be determined				
	School Leaver Destination Report 2014/15	Education – Ann Marie Knowles	Annual	Data not ready until January 2016
	Presentation by Ken McAra on School Inspection Model	Ken McAra – Area Liaison Officer, Education Scotland		

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